



DESIGNING A COMMUNICATION STRATEGY

THE 4-P WORKSHOP

LESSONS FROM THE FIELD: CONSERVATION AWARENESS

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CONSERVATION
INTERNATIONAL

IUCN
The World Conservation Union

 **CEC**
Commission on Education and Communication

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CONSERVATION INTERNATIONAL

Conservation International (CI) believes that the Earth's natural heritage must be maintained if future generations are to thrive spiritually, culturally and economically. Our mission is to conserve the Earth's living natural heritage, our global biodiversity, and to demonstrate that human societies are able to live harmoniously with nature.

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SHARING OUR EXPERIENCE

Conservation International (CI) has worked throughout the globe developing and implementing communications and awareness programs since 1991. During this time, we have come to share a common vision and goals with many communities, organizations, governments, and private sector partners interested in biodiversity conservation. These experiences have helped us define our approaches, share our lessons, and learn from others. This publication is the first in a series that provides a practical and simple approach to document and share CI's experience and learning in the area of conservation awareness.

Each volume in this series will be divided into four sections: **Background**, **How To**, **Case Studies**, and **Appendix**. The **Background** section will provide contextual information on the methodology being shared, including CI's experience, challenges faced, and successes realized. The **How To** section will outline the steps that CI's communications and education practitioners have followed to implement the methodology. The **Case Studies** comprise a collection of narratives that detail how the methodology was implemented in different regions with specific conservation challenges. The stories from the field portray experiences that illustrate how the methodology is flexible enough to be implemented with sound results in varying contexts. Each volume in the series will also provide additional resources on the topic in the **Appendix**.

This series of publications intends to address the challenges of communication and education as conservation tools and can be used for many

purposes. It may be a helpful tool during training sessions, both within an organization and with partners. Additionally, it may be distributed at conferences and professional gatherings where CI staff and partners are often asked by colleagues to share information regarding methodologies and lessons learned. Finally, the series may be used as step-by-step guides for facilitators implementing similar activities.

This introductory volume focuses on strategic planning – the first and perhaps most critical component to establishing successful conservation awareness initiatives. The focus is a creative and participatory process that can be used to design conservation education and communications plans: the 4-P Workshop. Integrating local stakeholders' perceptions and collaborating with specialists in the areas of the social sciences, arts and management are important to the success of awareness campaigns. This learning is highlighted in the four case studies, inviting readers and practitioners to exercise critical thinking about the application of strategic planning into real-world communications projects in Madagascar, Indonesia, Bolivia, and Brazil.

A sound strategy for conservation awareness should include the identification of partners sharing similar or complementary missions, the development of an in-depth environmental analysis to examine local relevant issues, pre-testing of messages and tools, implementation, and monitoring and evaluating results. Thus, this volume is just the beginning of a dialogue about field-oriented conservation awareness. For a broader view on the entire process of strategic planning for awareness campaigns, please see the **Appendix**.

The range of intended audiences for this series of publications is intentionally broad. It includes individuals responsible for conservation awareness in non-governmental organizations (NGOs); protected area staff and park officials working with local communities; institutions interested in learning about communications methodologies; governments wanting to develop conservation awareness activities; students or researchers who wish to learn from practitioners in the field; and other conservationists interested in influencing the knowledge, attitudes and behaviors of their audiences.

Many individuals have helped to inspire and create this resource. We wish to thank CI's leadership for continuing to recognize the key role that conservation awareness plays in our organization's conservation successes. Without their support, we would not be in a position to share so many valuable experiences with our partners. It is also important to recognize the vital role played by CI's field staff, especially the communicators and educators involved in the day-to-day hard work of implementing these programs. These dedicated professionals were instrumental in adapting and implementing the 4-P methodology.

CI also wishes to thank the United States Agency for International Development, the United Nations Development Bank, the Global Environment Facility, the Critical Ecosystem Partnership Fund, the German KfW Development Bank, the European Union, the Inter-American Development Bank, and the World Bank, as well as CI's partners J.Walter Thompson, the John D. and Catherine T. MacArthur Foundation and the Gordon and Betty Moore Foundation for supporting the design and

implementation of past CI communications strategies in several countries.

The distribution of this publication is possible in part due to the support of the IUCN's Commission on Education and Communication (CEC), the IUCN's learning and knowledge network. Since the Fifth World Parks Congress in September 2003, CEC and CI have been working in tandem to support communicators dedicated to biodiversity conservation. Both organizations recognize the vital role of strategic communications and share a common goal of building capacity and improving results in conservation awareness and learning. We want to acknowledge CEC's contribution, which allowed us to double the number of copies, extending this publication's reach to communicators and conservationists worldwide.

Finally, we wish to thank all of CI's partners and stakeholders who have participated and shared with us their endless creativity, energy, trust and ideas, helping improve the delivery of conservation programs throughout the world.

Haroldo Castro

Vice President, Global Communications
Washington, February 2006

BACKGROUND

HISTORY AND OVERVIEW OF THE 4-P WORKSHOP



HISTORY OF THE METHODOLOGY

Conservation International's (CI) initial efforts in conservation awareness¹ focused primarily on producing documentary videos to reach specific audiences in the countries where CI works, highlighting regional conservation challenges. The success of these video campaigns illustrated the need to increase outreach to communities, decision-makers, journalists and educators.

The experience gained from these locally-tailored campaigns made it clear that generalized communications activities could not be uniformly applied across many different countries. Therefore we sought to develop a strategy design methodology that would take into account local realities in a wide range of cultural contexts. Furthermore, it was not sufficient for the resulting strategy to seem locally appropriate. The process to design the strategy needed to be participatory. The field of development communications has documented the importance of using participatory strategies in its methodologies in order to achieve more appropriate results as well as enhanced “buy-in” from local actors. Additionally, this kind of participatory planning helps create a “two-way” model of communication that takes into account the feedback from intended audiences since the very beginning. Resulting initiatives were more successful when they integrated the participation and knowledge of local, national, and sometimes international stakeholders and experts.

The methodology began to take shape in 1995 when CI was invited to create a communications strategy for the bay area of Cartagena in Colombia. More than 35 communicators, conservationists, business people and local

authorities came together for six days to craft an exciting communications initiative. This creative gathering was the starting point for CI's 4-P methodology. After the event, CI began looking at and applying techniques from advertising agencies, marketing concepts, and various workshop methodologies to complement that initial experience. The end result was the 4-P methodology, which was first formally used in Chiapas, Mexico, in 1996. Since then, it has served as CI's primary tool for designing conservation awareness strategies throughout the world.

As of this publication's printing in February 2006, CI has applied the methodology nearly 40 times in sixteen countries and in six languages with more than 1,300 people participating from a wide variety of cultures. The 4-P Workshop has been adapted successfully in many contexts resulting in unique outcomes for local, regional, and national awareness campaigns. Although originally conceived for the design of communications strategies, the methodology has also been used to create conservation education strategies at both the national and community levels.

Collective learning generated in these workshops has been invaluable, allowing CI and its partners to implement numerous successful conservation awareness campaigns. The 4-P Workshops have also strengthened ties with many stakeholders, promoting consensus about the main challenges, and their engagement for biodiversity protection.

¹ Because the term “conservation awareness” can mean different things in different contexts, the working definition at CI focuses on the change of attitudes, knowledge, and behaviors of target audiences in favor of biodiversity conservation through communication and education techniques. This publication occasionally uses the term “communications” interchangeably with conservation awareness.

OVERVIEW OF THE WORKSHOP

The 4-P Workshop ideally gathers between thirty and forty participants (conservationists, communicators, educators, marketing specialists, members of the national and local media, local stakeholders, protected area staff, and decision-makers) in a two-day meeting to discuss challenges and identify priorities for conservation awareness. During the workshop, participants explore the conservation challenges of a particular ecosystem or protected area, identify the objectives of a communications and/or education strategy, analyze different audiences and stakeholders, select the most appropriate communication tools to reach priority audiences, and, finally, compile all of this information into an action plan.

The name “4-P” derives from the four main sessions of the workshop: Problems, Publics, Products, and Plan. These sessions make up the workshop framework:

- Assess the conservation **problems** to be addressed by communication and education.
- Identify and analyze the **publics** that the strategy will target.
- Determine the most appropriate **products** to reach these publics.
- Design an action **plan**.

After the workshop, the organizing institutions usually hold a half-day internal meeting. This meeting is where key decisions are made regarding implementation, budgeting, funding, and staffing. The results of both gatherings are compiled into a written report, containing valuable data about audiences and tactics as well as the action plan developed by workshop participants. The action plan is instrumental in

several ways. If funds are available, it can be used as a guide for implementing the strategy. If funds are not yet secured, the information can serve as a foundation for a proposal. If the plan will be jointly implemented by several organizations, it can serve as a tool to ensure that all parties are working together effectively.

STRATEGIC THINKING

Conservation dollars are scarce and must be used with care and diligence. Therefore, planning is critical in order to make the most effective use of resources. One criticism sometimes voiced about conservation awareness projects is that they do not have direct impacts on conservation outcomes, and therefore they are a low priority. The concern is that communications and education are long-term solutions that do little to address current environmental crises. CI's strategic planning methodology – the 4-P Workshop – addresses this concern and has been successful at spurring initiatives that indeed have a direct impact on conservation.

As an organization, CI's purpose is to achieve three main outcomes: (1) ensure that threatened species are protected; (2) create, expand or support protected areas; and (3) develop conservation corridors. To support these outcomes, the 4-P methodology is rooted in CI's core strategies: science, human welfare, and partnerships. Human societies have the potential to either trigger environmental degradation and biodiversity loss or act as nature's protectors. Conservation awareness can help societies understand that biodiversity is vital to human well-being, thus promoting the sustainable use of biological resources.

The 4-P Workshop brings together scientists, stakeholders, and partners to develop strategies to communicate the links between conservation and human welfare, with the goal of engaging support for conservation outcomes: species, protected areas and corridors. Following are examples of how conservation awareness can benefit each of these important outcomes.

For **species protection**, conservation awareness can:

- Instill pride in a region's natural heritage and respect for nature by using a flagship species to represent the unique biodiversity in a region.
- Seek special designation for flagship species in order to protect additional land or species.
- Inform and educate consumers about the implications and consequences of using endangered or threatened species for illegal trade, traditional medicines, or wildlife consumption.
- Highlight threats, such as hunting, poaching and habitat loss, and their effects on the viability of local species.
- Promote the ecosystem services of species and natural landscapes (e.g. seed dispersal, erosion and flood control, etc.) and how people benefit from supporting conservation.
- Dispel myths about human/wildlife conflicts and increase public understanding of different conservation plans or options.

For **protected areas**, conservation awareness can:

- Support the establishment (and proper management) of new protected areas by educating decision-makers and the public about the benefits of such areas.
- Encourage expansion of existing protected areas by communicating their benefits and highlighting successful examples of expansions in other regions.
- Publicize any decisions to establish or expand protected areas among the political constituency of the region and the international community, providing an incentive to decision-makers.
- Solicit public and political support for protected areas that may be under threat from development projects.
- Garner support among local communities

that reside in or near protected areas, promoting transparency of information and enhanced trust.

- Increase the understanding of general ecological principles and how protected areas are essential to their function.
- Help involve communities in management plans by building their capacity to participate in conservation.

For **conservation corridors**, conservation awareness can:

- Educate local stakeholders about the corridor concept – what it is and why it is important – and how public participation in the corridor approach is essential to future conservation of biodiversity in the area.
- Support the establishment of new corridors by informing and educating policymakers.
- Dispel myths and misunderstandings about corridors to ensure that accurate information is available and readily disseminated.
- Bring people together from across geopolitical boundaries in order to encourage collaboration and support for multinational corridor implementation projects.
- Disseminate information to the wider public about how corridors can benefit development goals of a region.
- Promote sustainable and biodiversity friendly land-use practices.

FREQUENTLY ASKED QUESTIONS

The following topics are addressed in more depth in the **How To** section of this publication. However, the frequently asked questions (FAQ) below may be of particular importance for practitioners considering organizing a workshop:

How long does it take to plan a 4-P Workshop?

CI recommends allowing two months to plan, although it can be done in less time. Organizers need enough time to arrange a venue, organize logistics, and identify and invite participants and presenters.

How much does it cost?

The cost depends entirely on the choices made by the organizers. The major budget items are the venue (this can often be secured for free or a small fee), transportation and lodging for participants and facilitators (if needed), meals, and supplies. The workshop may be held close to a conservation site that represents the focus of the campaign or in a capital city, and thus travel costs vary greatly depending upon the location. CI generally budgets between US\$5,000 and \$15,000 per workshop, with the latter including international travel for facilitators and other key participants.

Why should I create a strategy using a workshop instead of writing it myself?

The strategy is much richer given the input and creative thinking of numerous interested people. Additionally, the resulting enthusiasm for the plan is greater when created in a participatory way. Stakeholders, partners, and even internal staff have a greater sense of involvement and “buy-in” to the plan than if it had been created by a single individual or small team.

Can the methodology be used to create conservation education strategies?

Although it was developed for communications, the workshop has been adapted to create education strategies. This publication provides some adaptation guidelines for education, such as selecting relevant participants (see page 20).

Can the workshop be shortened or held with only internal staff?

The depth and creativity of the results can be compromised by trying to organize the workshop in one day, so CI recommends the full workshop whenever possible. However, if a full 4-P Workshop cannot be organized due to funding or deadlines, it is possible to organize a one-day “4-P Exercise” (see page 110). This internal planning session still covers the fundamental aspects of the full workshop, but without the benefit of external perspectives and without as much “buy-in” and support once the plan is developed. The morning session is reserved for brainstorming and reaching consensus on the priority problems and target publics, and the afternoon session covers the products and the final plan.

Do I need to conduct any research before the 4-P Workshop?

No formal research is required prior to the workshop. However, it is very useful to have access to information regarding the target audience, behavioral data, public opinion polls, and lessons learned from previous communications efforts in the area. Where funding allows, CI has conducted baseline studies of target audiences before holding a 4-P Workshop. The results help inform the strategy design process. During the workshop, there are two or three presentations by experts in areas of conservation and/or communications that will provide valuable insight to the strategy.

Do I need to have permission from CI to use this methodology?

No formal permission is required. However, it would be appreciated if CI were recognized as the creator of the methodology during introductory remarks made by workshop organizers. Additionally, CI is always interested in hearing from individuals and organizations who have implemented its methodologies and who have feedback to share.

Can someone from CI be invited to facilitate the workshop?

CI has a facilitator trained to lead the 4-P Workshop in most countries where there is a communicator or educator on staff. However, their availability depends upon many factors, including whether the workshop is being organized to benefit one of CI's priority geographic areas.

Are there times when CI would NOT recommend using the 4-P methodology to create a strategy?

If organizers have no intention of using the results, it is best not to hold a 4-P Workshop. It would be unfortunate if the workshop participants became enthusiastic to support a jointly-created initiative, only to find that their efforts were in vain. Moreover, if there is any conflict between key stakeholders in a project, the 4-P Workshop might not be the right methodology. It is a creative process that requires the good will and collaboration of all participants. While there are many opportunities for healthy discussion and debate during a 4-P, it does not work as a conflict resolution tool. In most other cases, however, a 4-P Workshop is a great way to bring people together to address an awareness challenge.

Should participants receive a per diem to participate in the 4-P Workshop?

Per diems or stipends are not usually provided. Organizers typically cover all costs related to the venue, meals, transportation and lodging for participants and facilitators, and therefore there would be no need to provide a *per diem*. Additionally, it is hoped that participants attend the workshop with genuine enthusiasm to contribute and collaborate without an interest in generating revenue. However, this decision can be made on a case-by-case basis, as there may be exceptions. For example, local community members may need to be compensated for a day of missed income from harvesting or fishing.

Does CI have funds to support organizations wishing to implement a 4-P Workshop?

While CI does not have a specific grantmaking program for awareness projects, funding for broader conservation initiatives often includes a strategy design component for awareness activities. CI-related sources include the Critical Ecosystem Partnership Fund (www.cepf.net) and the Global Conservation Fund (www.conservation.org/xp/gcf).

Should journalists cover the workshop proceedings in their publications?

While journalists are very important participants, they should not attend with the exclusive intention of writing articles about the strategy or workshop process. They are invited to share their expertise in media and journalism with the other participants. However, it is common for journalists to request an interview with facilitators to discuss the methodology. Any articles they do print should not unveil the strategy, as it would be premature to do so. More information on this topic can be found in the **How To** section.

Can the 4-P Workshop be “sold” to the participants as a training course?

Although the gathering is a great opportunity for sharing experiences and collective learning, the 4-P Workshop is not designed to be a capacity building tool. The sole purpose of the methodology is to build a communication and/or education plan for conservation. However, facilitators often encourage participants to learn about the methodology if they are interested in replicating it in another context. There is no facilitator certification or formal training course in the methodology, though copies of this publication may be distributed to interested participants, or they may contact CI for a copy and more information.

How can I get more information?

Anyone interested in learning more about the 4-P methodology is welcome to contact Conservation International’s Capacity Building and Awareness Department in the Global Communications Division at the following e-mail address: awareness@conservation.org

HOW TO

ORGANIZE A
4-P WORKSHOP



DEFINING THE WORKSHOP FOCUS

The 4-P Workshop has been used to develop communication strategies for many different areas, covering numerous themes. It has been helpful at the site or community level, but also for an entire ecosystem, protected area or corridor, or even at the national level. However, the more focused the scope of the workshop, the more targeted the resulting strategy will be. The workshop should bring partners together, such as governmental officials, corporations and other environmental NGOs to build consensus and support for broader strategic goals.

4-P Workshops can also be organized around specific themes or issues, such as a flagship species or a particular threat such as bushmeat trade or illegal logging. This methodology has been used to create both communication and education strategies.

Examples of Themes

Mexico: Conservation Awareness for the Gulf of California Ecoregion

Madagascar: Ecological Importance of the Ankarafantsika Nature Reserve

Guyana: Establishment of a Protected Area System

Brazil: Conservation Awareness for the Atlantic Forest Biodiversity Corridors

PREPARING FOR THE WORKSHOP

Below is a list of the primary steps to organize a 4-P Workshop. More detail on each step is provided later in this section.

Meet with key partners – It is often valuable to co-host the workshop with a partner organization.

Review existing communication strategies and diagnoses – Get acquainted with any baseline surveys or communication efforts such as campaigns that have already been carried out in the area.

Conduct a baseline survey – If money and time allow, gather data from potential target publics. This exercise can provide crucial information about audiences' knowledge, attitudes, skills, and preferred information sources as well as media habits.

Select dates – At least two full days are needed for the workshop. The implementing agency(ies) or organization(s) should also plan to have a half-day internal meeting the morning following the workshop to fine-tune results and discuss next steps.

Reserve a venue – A conference room is needed to hold about 40 people seated at tables. The venue must also be able to provide lunches and coffee breaks.

Invite participants – About 40 people with specific expertise, knowledge or background in the topic should be invited to attend the workshop.

Identify facilitators – It is best to have two facilitators for the workshop, with one facilitator being a local partner or implementer if possible.

Select presenters – During the first morning, two to three local people will present information about the threats affecting the region so that all workshop participants have a similar understanding of the issues. These presentations generally cover ecological, social, economic and political issues.

Designate a note taker – A full-time note taker/typist is needed to record all of the relevant information generated during the workshop.

Purchase materials – There is a list of important materials needed for the workshop on page 25.

Arrange transportation and/or lodging (if needed) – Depending upon the workshop location, participants may need transportation to and from or lodging at the venue.

Prepare a press release – If the issue is particularly newsworthy, or if there will be any local decision-makers speaking, it may be a good idea to publicize the workshop to the press after it has concluded (see sample press release, page 109).

WORKSHOP SCHEDULE

The 4-P Workshop is held over two full days. All participants should arrive at the meeting room by 8:00 or 9:00 am each morning of the workshop (depending upon the normal workday in the region) and plan to remain until 6:00 pm.

The agenda of the 4-P Workshop is divided into four sessions, each of which lasts about a half-day.

Day One

Morning – Opening and First P: **Problems**

Afternoon – Second P: **Publics**

Day Two

Morning – Third P: **Products**

Afternoon – Fourth P: **Plan** and Closing

Day Three

Morning – Internal meeting of host organizations

It is often helpful for the host organizations to hold an internal meeting the morning following the workshop. The purpose of this meeting is to define next steps in order to carry out the strategy outlined during the workshop. Helpful information about the internal meeting is found at the end of the **How To** section on page 61.



CAUTION

Some facilitators have found it difficult to complete the workshop in only two days. If

more time is available, organizers may prefer to plan for the workshop to last two-and-a-half days, with the internal meeting occurring after all participants have left after lunch on the third day. This extended version of the workshop may be particularly useful in cultures that tend to start the day late or end early. However, adding a third day may have an impact on the budget due to an extra night's lodging and meals.



TIP

Fifth P: “Party!”

After the workshop, organizers may choose to host a small reception to thank participants for their time and to celebrate the results accomplished.

CHOOSING A LOCATION

The 4-P Workshop can be held in any meeting room that can comfortably seat approximately 40 people. It is also helpful to have two or three smaller rooms or areas available for break-out sessions. The meeting room should have tables, empty walls on which to affix large sheets of paper, and two flipcharts. Presenters may need a data projector, a laptop and possibly a TV/DVD/VCR.

The facility should provide lunches and coffee breaks, or outside catering will need to be arranged. In order to stay on schedule, participants should remain on the premises during lunch.

Some possible meeting places include:

- Host organization's local office (if large enough)
- Hotel conference room
- Cultural center
- Local or regional government building
- University conference room
- Lodge at a protected area
- Environmental education center
- Local community hall



NOTE

Some workshop organizers have noted that participants stay more focused on workshop proceedings when the venue is located outside of an urban setting with fewer distractions. For example, the workshop can be held near a protected area, allowing for a field trip the day before or after the event.

SELECTING PARTICIPANTS

The right mix of participants is key to an effective workshop. Because participants will work together to jointly create the strategy, each person invited should have relevant expertise to share. This expertise does not need to come from formal education or a profession; local community members who live with and are affected by the issue in their daily lives are often the most knowledgeable participants. The ideal number of participants is between 30 and 40 people.

All participants should have the following characteristics:

- Interest in the topic
- Influence and respect in the community
- Knowledge in a relevant topic
- Cooperative and participatory nature

In addition to staff from the organization responsible for the management or the execution of the project, invite representatives from the following groups of people:

- Conservationists and communicators from partner NGOs (conservation, development, health, etc.)
- Conservationists and communicators from government agencies
- Communication specialists in the fields of advertising, public relations, event promotion, marketing, or design
- Representatives from the private sector, industry, or local community directly related with the focus of the strategy (whether they are part of the problem or the solution)
- Sociologists, economists or historians familiar with regional trends
- Media representatives (local, regional, national, including a mix of print, radio and television) – see additional information on the following page about inviting journalists

For workshops focusing on conservation education and targeting local communities, invite many of the participants listed above, but also consider inviting the following:

- Local community leaders
- Representative of organizations that work with communities in the region (e.g. health or agricultural extension workers, youth development or religious organizations)
- Representatives of indigenous organizations
- Protected area staff who interact with communities
- Primary and secondary school teachers
- Representatives of the education system, such as representatives of the regional office of the Ministry or Department of Education, curriculum development specialists, in-service or pre-service teacher trainers (e.g. teacher training college representatives)
- Mature youth with demonstrated leadership skills
- Staff of government agencies who are specialists in the fields of environment, community development or education



TIP

Carefully select participants to include different perspectives and viewpoints. When creating your participant

list, it's important to think carefully about balance and representation. You probably already know, from a baseline survey or work in the region, several particular stakeholder groups that are essential to solving the specific conservation issue you want to address. For example, if you are addressing marine conservation issues, and you know that the commercial fishing industry is a key player, then you should identify any groups or actors from this industry that could help enrich the final plan. Generally, one person cannot adequately represent all facets of that audience. Make sure you have enough representatives from each of the anticipated target publics to develop a more thorough understanding of the situation.



NOTE

CI does not pay its participants an honorarium or stipend as this would significantly raise the workshop costs. Participants seem to enjoy sharing their

expertise during this energetic, participatory workshop, especially as it benefits an important cause. Additionally, participants often view the workshop as an opportunity for networking and potential collaboration. However, workshop organizers often cover travel and/or lodging expenses for participants that cannot cover the costs themselves.



CAUTION

The workshop should be comprised of a varied yet cohesive group, united by a shared

goal to create a communication and/or education strategy. A 4-P Workshop is not the proper venue for debating larger controversial issues or promoting a particular agenda. The methodology was not designed as a conflict resolution tool.

It is important to speak with certain participants, like politicians, decision-makers, and some stakeholders before the workshop to brief them on the purpose of the workshop. Be prepared to speak with anyone that attempts to side-track the discussion towards non-productive topics. If this situation occurs, invite the person to speak privately during a break, express an understanding for their perspectives and agenda, and jointly decide if their continued participation is appropriate.



NOTE

Local, regional or national media professionals are valuable participants for their insight into the most effective ways to disseminate information through mass communication channels.

Journalists are invited as workshop participants but not as reporters. Stories may be published, but preferably only after the workshop has concluded. It is important that the articles not unveil the strategy before it has been implemented. After the workshop, if it is appropriate, a press release can be drafted and sent to the media.

SENDING INVITATIONS

Participants should receive invitations two or three weeks before the workshop. Participation should be confirmed by phone, e-mail or personally. Below is a sample invitation letter:

Date

Name

Address

Dear _____:

You are cordially invited to participate in a two-day creative workshop to design a communication strategy to raise awareness about _____ (scope of the workshop). The workshop will occur:

LOCATION

DATE

The workshop will be hosted by _____ (organization) and facilitated by _____ (name, title, organization). The event will gather about 35 participants, including communicators, journalists, conservationists, decision-makers, governmental authorities, members of local communities, and _____. The objective of this workshop is to generate ideas for a communication initiative to address urgent conservation efforts in _____.

The workshop will utilize a methodology developed by Conservation International called the “4-P Workshop.” The name “4-P” is derived from the four sections of the workshop: Problems, Publics, Products, and Plan. During the workshop, you will help identify and analyze the greatest environmental threats and, therefore, the objectives of the strategy; the target audiences or priority publics that affect these objectives; the specific products or activities that will address these publics; and finally, a plan that all partners can follow in order to implement the strategy. This methodology has been utilized successfully about 40 times in more than 16 countries.

If you need assistance with transportation and accommodation, please contact:

THE HOSTING ORGANIZATION

NAME / TEL / E-MAIL

The host organization will also provide meals during the workshop.

This is a highly participatory workshop, and your input will shape the final action plan. Therefore, we hope that you will be able to join us and provide your valuable insight during this workshop. We thank you in advance for your time invested in this important event, and we look forward to your participation.

Please RSVP by _____ (date) by calling/e-mailing: NAME / TEL / E-MAIL

Sincerely,

NAME

Title

SELECTING PRESENTERS

The morning session on the first day of the workshop will include time for two to three presentations, each lasting not longer than 10 minutes. These presentations will provide an important foundation for workshop participants by sharing basic information about the theme of the workshop, such as the main threats and challenges affecting the region. These presentations are the only section of the workshop in which a projector (overhead or LCD) may be necessary.

Presenters should be selected carefully for their ability to talk about the main conservation challenges, threats, or needs of the region or issue. Below are some ideas for the types of people that could present this overview:

- Director of the host organization
- Director of a main partner organization
- Director of a protected area
- Government official or other VIP in attendance
- Specialist who knows the selected area well
- Community leader who is implementing conservation projects

If any audience research has been conducted prior to the workshop, such as surveys, focus groups, or a baseline study, one of the speakers should present the findings of this research.



TIP

Call or meet presenters at least ten days before the workshop to discuss the content and format of their presentation. Provide them the profile of workshop participants and the venue conditions (the type of equipment and facilities available and how long they are expect to talk). Remind them that they will NOT have more than ten minutes to present priority problems affecting the environment in the selected region so their presentation must be clear and direct.



NOTE

Prior to the workshop, presenters should prepare a one-page summary of their presentation to be included in the final report of the workshop. If this does not occur, the note taker should be prepared to summarize of the most important points of the presentation for the report.

SELECTING WORKSHOP FACILITATORS AND STAFF

Two facilitators responsible for the dynamics of the meeting usually lead the 4-P Workshop. One serves as the lead facilitator, and the other as the support. It is important to have two facilitators due to the intense nature of the workshop. Additionally, there are often moments where one facilitator must lead a brainstorm exercise while the other captures ideas on a flipchart.

Both facilitators should be fluent in the language of the majority of participants. This ensures that participants can speak freely in the language in which they are most comfortable in order to generate creative ideas. If that is not possible, at least one of the facilitators should be fluent in order to facilitate discussion. It is helpful for one of the facilitators to be from the region, as this person is often able to navigate through any cultural sensitivities that may arise and can bring local humor and anecdotes to the discussion.

The facilitators should be supported by at least two people (preferably from the organizing staff) with the following responsibilities:

- **Note taker** – He/she takes thorough notes of the workshop using a laptop computer. The note taker will primarily record all of the information generated on the flipcharts during the workshop and will follow a report template provided by facilitators. With the exception of the workshop opening, the note taker does not need to record the full discussion taking place in the process of generating the flipcharts. However, he/she should note any details or information generated that are particularly important to the strategy.
- **Logistical coordinator** – This person is the main point of contact for the venue, catering, transportation, materials, etc. Participants should be directed to this coordinator for any logistical questions.

MATERIALS NEEDED

The following materials are necessary for the workshop:

- Two flipchart stands and at least four large flipchart pads
- Masking tape (to post flipchart sheets on the wall)
- Index cards, preferably in varied colors (approx. 200)
- Colored markers for flipcharts
- LCD or overhead projector
- Notepaper for participants
- Pens or pencils
- Sign-in sheets
- Laptop for note taker
- Camera (to capture group photo and proceedings)
- Printed workshop evaluations (see sample evaluation on page 60)

Depending upon the cultural context, some workshops have also included the following optional materials:

- Name tags
- Prizes or participant gifts
- Certificates of participation
- Poster or flipchart listing the 4-Ps
- Agenda with an overview of the 4-P Workshop methodology
- A banner or poster announcing the workshop, which can later be signed by all participants
- Copies of the 4-P facilitators guide
- Craft materials



TIP

To keep participants' minds active throughout the workshop, it is helpful to provide some craft

materials such as pipe cleaners or modeling clay. Place these items on the tables around the room and explain that participants are free to use them however they would like. This side activity can actually help people focus better and provides a creative outlet for the new ideas being discussed in the workshop.



TIP

It is useful to have a poster or flipchart with the 4-Ps (Problems, Publics, Products, Plan) written

in large letters posted in the front of the room. This serves as a visual aid when explaining the methodology and can help remind participants where they are in the process throughout the workshop.

DETERMINING THE BUDGET

The budget for a 4-P Workshop can vary widely in each case. The following budget items can be expected, and the amount for each varies by region:

- Venue rental
- Meals (two lunches, four coffee/snack breaks, and one to three dinners depending upon when participants arrive at and leave the venue)
- Note taker (unless designated internally)
- Materials
- Transportation for participants and facilitators
- Lodging for participants and facilitators
- Report printing and mailing

The following budget items are optional:

- Gifts for participants or speakers
- Reception for participants
- Promotional materials (banners, t-shirts, etc.)



HOW TO

FACILITATE A 4-P WORKSHOP



OPENING SESSION

1. Welcome by workshop host

The workshop host, usually the director of the institution that is organizing the event, opens the first session with a brief description of the purpose of the workshop. He or she thanks all participants for their presence and encourages them to actively participate in the creative process. At the end of the welcome, the host introduces the facilitators.


TIME

5 minutes

2. Remarks by local authorities

In some cases, local authorities, such as elected officials or ministers are invited to the workshop. Depending on the culture of the country, it may be appropriate to invite this person to briefly address the group. The intent of these remarks is for the official to publicly state their support for the campaign, and more importantly, for conservation.


TIME

5 minutes

3. Presentation by facilitator

This presentation sets the stage for the workshop while underlining the importance of communication for a conservation strategy. This introduction can cover some of the following information:


TIME

10 minutes

- Acknowledge participants for their presence.
- Highlight the importance of communication and education as fundamental components of any conservation effort. They have an important role to play in building credibility, influencing decision-makers, and raising awareness of threats and solutions.
- Highlight that the way we communicate or educate is part of our cultural context. Even if participants are not formal professionals or experts in these areas, they will be able to contribute to the workshop.
- Mention the value of behavior change in conservation, which includes the need to communicate the right “conservation message” strategically and accurately to the target audiences, using the right tools.
- Explain briefly the history of the methodology: it is the result of combined techniques that include ZOPP (a German project planning framework) and publicity or marketing agency exercises. (More information on the history is given in the **Background** section, on page 8).
- Clarify that the 4-P methodology is designed to incorporate and address cultural and social differences between regions. The template has successfully been used to design communication and education strategies in six languages and in a wide variety of countries.
- Go over the framework for the workshop, explaining briefly what the four “Ps” are, and how the workshop will be organized. Explain that the dynamics often include a mix of plenary sessions, small-group discussions and individual contributions via written cards. Each section of the workshop generally follows a brainstorming–prioritizing–analyzing progression.

- Request that people suspend their expectations of results until the last session, as each session builds upon the one before. Ask for their patience and trust in the process.
- Invite participants to fully engage in the workshop sessions, as it is their participation that will create the strategy. It is important to have everyone present during the full two days.



TIP

The facilitator may wish to establish a set of “ground rules” for the workshop. He or she may share his

or her own list or can ask participants to suggest rules of conduct during the workshop. Ground rules should be posted on the wall in front and may include:

- Participate actively
- Show respect for others’ opinions
- One person speaks at a time
- Cell phones on silent
- Be concise
- No side conversations
- Be constructive and positive

INTRODUCTION OF PARTICIPANTS

The following technique has been successful in building a more relaxed and open atmosphere for active participation and information sharing.



TIME

60 minutes

What to do:

- Organize participants into pairs. It is best if they have not met each other previously.
- Each person in the pair interviews the other person for three minutes and takes notes, looking for some interesting aspects of his/her life. Encourage people to share information about their hobbies, family, talents, dreams or goals. Such conversation often reveals the person behind a formal professional title, and it can bridge gaps between participants of different backgrounds.
- Each pair then stands up or comes to the front of the room. Each participant presents his/her partner with a synopsis of the results of the interview (two-minutes per person). Participants should not speak about themselves.

First P

4-Problems

The **Problems** are the issues, threats or challenges that a conservation effort faces in a specific region or circumstance. These are the issues that the communication strategy will address to reach its goal. In this session, identifying and clarifying the problems will lead to defining the campaign's objectives and later to determining the audiences to whom a message should be targeted.

Identifying and choosing priority issues from among many problems is not an easy task. The process involves multiple steps, including analysis and discussion. One of the greatest challenges of this section is to help participants differentiate between the causes and the consequences of problems.

The Problems session is divided into five steps:

1. Background presentations


TIME

30 minutes

2. Identifying problems


TIME

40 minutes

3. Regrouping the problems


TIME

30 minutes

4. Prioritizing the problems


TIME

20 minutes

5. Adopting objectives for the strategy


TIME

30 minutes

Each step is described in detail on the following pages. The times shown are approximate, but the facilitator should try to accomplish these five steps within two and a half hours.

STEP ONE: BACKGROUND PRESENTATIONS

To set the stage for the identification and definition of the problems, the session begins with two or three ten-minute presentations about the selected region or ecosystem. These can be enhanced by the use of visual aids such as PowerPoint slides, overheads, or videos.



TIME
30 minutes

What to do:

- Introduce each speaker (or designate someone to do so).
- During each presentation, take note of the major problems and threats introduced by the speaker by writing key words on a flipchart at the front of the room.
- Thank each speaker for their presentation, and if desired, highlight some of the most interesting pieces of information shared.
- At the conclusion of all presentations, post the list of problems in full view of the participants.

Examples of Presentation Topics

- Biological importance of the region
- Overview of threats to the ecosystem
- Ecological background
- Historical background in terms of people and natural resources
- Social and cultural issues
- Economic activities including both threats and possible alternatives
- Research revealing people's knowledge or attitudes about the region, issue, or threats



CAUTION

Note that this is not a time for a group to simply boast about the history of his/her conservation efforts, or for one organization to criticize another.



CAUTION

Work with each presenter beforehand to ensure the information presented is valuable, relevant to the workshop, and of an appropriate length for the time available.



NOTE

Ask each presenter in advance to prepare a one-page summary of his or her presentation to be inserted into the final report.



COFFEE BREAK

15 Minutes

STEP TWO: IDENTIFYING PROBLEMS

This section will create a full list of potential problems that may be addressed by the strategy.


TIME

40 minutes

What to do:

- Refer to the flipchart(s) that list problems highlighted by the presenters.
- Ask participants to reflect on the information presented and to add any other problems to the list.
- An enthusiastic debate may arise as a result of this participatory process that needs to be mediated according to the previously-defined “ground rules” of the workshop (see page 29).
- Once everyone in the room has expressed his/her opinion about the problems and the initial list is created, be sure to give the participants one last opportunity to add to the list.
- Number the problems. This is helpful for the next step.

Examples of Problems Identified During Previous Workshops

- Slash-and-burn agriculture
- Lack of pride in natural resources by local communities
- Overconsumption of wildlife
- Lack of consensus to promote conservation awareness in the region
- Illegal human settlements inside protected area
- Forest fragmentation
- Lack of political will to pass legislation



NOTE

Sometimes previous development or conservation projects have already conducted participatory processes to identify the socio-economic and environmental problems affecting the region of interest. If these problems have already been clearly identified and analyzed by others, the facilitator can present a summary of the information to participants. Participants can then revisit those results as a group, modifying the list as necessary.



TIP

If the same problem is suggested twice (even if worded differently), it should be listed only once. This process requires discretion on the part of the facilitator to discern when two different entries actually describe the same problem. For example: “Lack of conservation awareness” and “Lack of understanding of the importance of protecting biodiversity” may be listed as the same item.

STEP THREE: REGROUPING THE PROBLEMS

The list of problems can be organized and grouped into categories, such as awareness, ecological, socio-political, cultural, or economic problems. This regrouping process helps participants think through the problems once more and gives a last opportunity to add any additional challenges that were not previously identified.



TIME
30 minutes

What to do:

- Looking at the list of problems, explain the regrouping exercise, giving examples of a few of the problems and categories they may match.
- Develop a list of categories with the group, then suggest a symbol or letter to represent each category.
- As a group, decide which category each problem fits best, and write the corresponding letter or symbol next to the problem on the original list.
- Once the exercise has been completed, the co-facilitator creates a new flipchart page, grouping each problem under its appropriate category.
- At the end, write a number beside each problem in the final list for later use.



NOTE

Another way to analyze the problems is by using a “Problem Tree.” This methodology enables workshop participants to define the problems and determine their root causes. Once the causes of the conservation problems in the target area have been identified, the group evaluates the list and decides the priorities that need to be urgently resolved by the communications campaign. For more information on the “Problem Tree” methodology, see Matarasso (2004) in the Appendix on page 112.



NOTE

If you are running behind schedule, you may choose to shorten or skip this step and continue directly to Step Four.

STEP FOUR: PRIORITIZING THE PROBLEMS

The participants need to narrow the list of problems in order to provide focus to the strategy.


TIME

20 minutes

What to do:

- Distribute an index card to each participant.
- Ask participants to list what they consider to be the five most critical problems for the communication strategy to address. Ask them to write only the numbers of each problem on the card.
- Reiterate that this workshop is seeking to create a strategy that uses communication and education techniques to address a problem. Therefore, the problems listed should not be beyond the reach and scope of the strategy.
- With the help of a volunteer, collect the cards.
- Tally the votes on the flipchart pages.
- Highlight the problems that received the most votes and list them on a new flipchart page. Generally, the final list is comprised of six to eight major problems.
- Read the final problems aloud to participants to see if there are any questions or objections to the prioritized list.

Example: Prioritized Problems in Palawan, Philippines

(number of votes in parentheses)

- Lack of information on environmental laws (20)
- Weak law enforcement (19)
- Poor livelihood opportunities (18)
- Destructive fishing/poisoning methods (15)
- Lack of information on protected areas in Palawan (14)
- High population growth rate (13)
- Destruction of nurseries/mangroves (8)
- Deforestation from illegal logging (8)

STEP FIVE: ADOPTING OBJECTIVES FOR THE COMMUNICATION STRATEGY

This final step transforms the priority problems into objectives. The objectives will guide the rest of the workshop and be the foundation for the strategy, so it is crucial that the list clearly reflect the group's opinions.



TIME
30 minutes

What to do:

- Before this step, create a template sentence that encompasses the goal of the communication strategy, such as, “To maintain the natural integrity of the Maya Biosphere Reserve, a communication strategy should...” or “To raise conservation awareness in Madagascar, a nationwide communication strategy should address...” or even “A communication strategy for Madidi National Park should...”
- Explain to the participants that as a group they should change the wording of each problem statement to an objective statement that seeks to solve the problem. Give an example (such as below).
- Number each objective. This will be useful at the end of the workshop when these numbers will serve as a reference while designing the plan. The numbers do not reflect order of importance.

Example: Main Objectives for the Communications Strategy in Palawan, Philippines

To conserve biodiversity in Palawan, a communications strategy should:

1. Inform the local population about environmental laws and support law enforcement.
2. Promote environmentally sound livelihood opportunities/alternatives.
3. Encourage environmentally sound fishing practices and campaign against illegal and destructive fishing methods as well as over-fishing.
4. Inform the local population of the importance and benefits of protected areas in Palawan.



NOTE

Depending upon the language and region, the use of the terms ‘objectives’ and ‘goals’ can be understood differently. For purposes of this workshop, objectives are the broad statements that provide direction to the strategy.



SHORTCUT

If the workshop has fallen behind schedule, the facilitator can draft the strategy's priority objectives over lunchtime, or he or she may create a small working group to do so. Post the draft objectives and explain how the list of problems was used to create positive objectives statements. Encourage participants to share any concerns or to refine these objectives.



LUNCH BREAK

One Hour

Second P

4-Publics

The **Publics** are targeted audiences that share a common profile and to whom the conservation message will be addressed in order to reach the final objectives.

It is important that participants represent each of the publics directly connected with the regional conservation issues. In the Gulf of California, for example, fishermen, fishing company owners and tourism operators were invited. Other special guests might include “multipliers of information,” “opinion-leaders” or experts in particular areas of communications, such as journalists, educators, or artists.

The Publics session is divided into five steps:

- 1. Creating a list of potential publics**
- 2. Organizing publics by geographic scope**
- 3. Prioritizing publics**
- 4. Designing target public profiles**
- 5. Presenting target public profiles**



TIME

30 minutes



TIME

20 minutes



TIME

15 minutes



TIME

60 minutes



TIME

80 minutes

Each step is described in detail on the following pages. The times shown are approximate, but the facilitator should try to accomplish these five steps within four hours.

STEP ONE: CREATING A LIST OF POTENTIAL PUBLICS


This is a collective brainstorming session designed to list all of the possible audiences that may be related to or have some impact on the overall goal of the campaign.



TIME
30 minutes

What to do:

- Ask participants to begin suggesting the main audiences related to the priority problems and the objectives. Explain that these target publics include people who directly or indirectly impact the problem (for better or for worse).
- List each suggestion on a flipchart.
- When the participants slow down, encourage them to think of publics that may be unusual but are important as part of the problem or solution of the conservation issues in a region.
- Refer to a pre-written list of potential publics (such as the list below) to lessen the chances of forgetting some key audiences.
- Refer back to each objective set in the first “P” and ask the group to ensure that all key audiences related to the objective have been identified.
- When the list is complete, number all publics and post the flipchart page(s) on the wall.



TIP

Some publics are important because they influence other groups of people, such as journalists, teachers, or tour operators. These audiences are often called “multipliers” because they receive the campaign message and multiply its dissemination to others. It is worth noting this distinction during the brainstorm so that participants can think of potential multipliers that may help the campaign.

Potential Publics	
<ul style="list-style-type: none">• Government officials and decision-makers• Policy-makers• Community leaders• Local community organizations• Indigenous associations• Resource users (fishermen, loggers, etc.)• International multilateral organizations• Donor organizations• Local NGOs• Journalists and media professionals• Educators• Housewives• Students	<ul style="list-style-type: none">• Scientific community• Youth groups• Religious groups and leaders• Local businesspeople• International businesses• International government officials• Tourism and hotel operators• Tourists• Law enforcement agencies• Protected area officials• Park guards• Researchers• General public

For an Education Workshop, Potential Publics May Also Include:	
<ul style="list-style-type: none">• Primary, secondary and tertiary students• Out-of-school youth• Teachers (all levels)• Teacher trainers• School directors• Parents	<ul style="list-style-type: none">• Health or agricultural extension workers• Ministry of Education• Cooperatives• Farmers, fishermen, hunters• Traders• University programs

STEP TWO: ORGANIZING PUBLICS BY GEOGRAPHIC SCOPE

Looking at the general list of publics previously created, the participants may now categorize the list according to geographic scope. This step is optional, although it may be especially useful for broadly focused workshops that are creating strategies for various sectors and geographic scales. For example, an awareness initiative aimed at both national level outreach and community-level education may need to include this step.


TIME

20 minutes

What to do:

- Divide the publics into four different categories, labeling them “national,” “regional,” “local,” and “international.” Sometimes a public may overlap into two or three categories.
- Ensure that all publics are numbered (if they are not already).



SHORTCUT

If time is running short but the facilitator still wishes to include this step, simply label the original lists with

the letters: “L” (local), “R” (regional), “N” (national), and “I” (international) according to their scope. Use different colored markers in labeling to further distinguish the categories.



NOTE

Alternatively, it may be more appropriate to divide the publics in only two categories: urban and rural. This is most likely the case when the theme of the workshop is broad and has a nation-wide scope.

STEP THREE: PRIORITIZING PUBLICS

As with the problems, the group will now need to prioritize the most important publics that relate to the objectives.



TIME

15 minutes

What to do:

- Distribute an index card to each participant.
- Ask each person to list the publics that he/she thinks should be considered priorities.
- Instruct participants to write down five publics. Participants should only write the number corresponding to the public, not the name of the public, to avoid confusion.
- Collect the cards and tally the votes. This can be done during a break to save time if necessary.
- List the top five to six priority publics overall or the top two to three publics that received the most votes per geographic category.
- Highlight any audiences considered “multipliers” of information such as media professionals, educators, or tour operators that were not included among the priority publics.

Priority Publics for a Campaign to Combat Illegal Logging, Indonesia

(numbers in parenthesis represent votes)

- National government (23) – (including the provincial and district)
- Media / journalists (20) – (including editors and international press)
- General public (15) – (mainly urban)
- Local / indigenous communities (14)
- Military (14)
- Natural resource industry (13) – (forestry, mining, large scale agriculture, investors)



COFFEE BREAK

15 Minutes



NOTE

If Step Two (organizing by geographic scope) was used, then ask the participants to list two to three publics per category according to the number of publics in that category. For example: if “Local” has more than 15 audiences, ask for participants to name the three most important; if “International” has less than ten, then ask for two.



TIP

During the break, enlist a volunteer to help organize the flipcharts. Posted on the central wall should now be the pages “Priority Problems,” “Workshop Objectives,” as well as the lists of publics organized by geographic scope (if generated). All other written material generated during the workshop such as the lists of problems should still be accessible for all to see, but affixed further away from the center of the wall.

STEP FOUR: DESIGNING TARGET PUBLIC PROFILES

This creative session uses smaller groups to design a profile for the top priority publics. Participants discuss their assigned public and put themselves “in the shoes” of that public in order to produce a more realistic profile.


TIME

60 minutes

What to do:

- Obtain a consensus among all participants on which priority publics will be profiled by selecting five or six publics among those with the most votes.
- Explain that although time only allows for the analysis of some publics, the other priority publics will still be included as part of the strategy.
- Divide a flipchart page into five to six boxes, coinciding with the number of publics to be analyzed. Label each box with the name of a public.
- Ask participants to divide into groups of five to seven people according to the target public they prefer to analyze, and write their names in the boxes. Make sure that each group has enough representatives of that public to develop a more comprehensive profile based on actual experience.
- Continue the process until all participants have been assigned to a group (asking people to shift around if the groups are not evenly filled).
- Assign a leader for each group.
- On the wall, post the three questions shown on the following page.
- Instruct each group to discuss the questions in relation to their public, answering them as thoroughly as possible on a flipchart page.
- Give the groups a time limit for their group work (about 45 minutes).
- Ask them to select a recorder who will write on the flipcharts.
- Ask them to select a timekeeper who will keep the group on schedule. Remind them not to spend all their time on the first question.
- Ask the leader or recorder to take some markers and flipchart paper as they guide their group to a place of work (a smaller room, a corner, a table, a terrace, outside, etc).
- Ask each group to select presenter who will report back in plenary.



TIP

When forming each group, take advantage of the expertise of those who are most knowledgeable of that specific public. Include any representative of that public that may be present at the workshop, such as community members, teachers, or journalists.



TIP

Related publics may sometimes be combined into one group in order to allow more groups to be analyzed. For example, teachers and students could be grouped together for a discussion of the formal education sector.

Exercise

1. WHO AM I?

What is my level of education, occupation, goals, sources of information, character tendencies, habits, hobbies, media consumption? Where do I live? Do I care about or have any knowledge of the issue?

2. WHAT DO YOU WANT ME TO DO?

What should I do in order to help achieve the conservation objectives?
What behavior should I change?

3. WHAT IS IN IT FOR ME?

How will I benefit from responding positively to the conservation messages? Are there any incentives for me to adopt the new behavior? Why am I not already doing this? Do I face any barriers?



TIP

Visit each group to ensure they go beyond superficial descriptions of their target public, and that they conduct a thoughtful analysis. Quietly observe each group for a few minutes, offer suggestions, pose questions, and help them keep track of time. Suggest when groups should transition from one question to the next.



CAUTION

Groups often wish to spend too much time on the first question, leaving little time for the second and third questions. Give them only 15 minutes for each question.



CAUTION

Participants may wish to profile more than five or six publics. The facilitator should only allow the creation of a seventh public group if the total number of participants exceeds 40. It is important that each group has a minimum of five members.

STEP FIVE: PRESENTING TARGET PUBLIC PROFILES

In this session, each working group presents their analysis in plenary.



TIME

80 minutes

What to do:

- Ask each group's presenter to share the profile with other participants.
Allow 10-12 minutes for each group's presentation. Time management is important at this step.
- If necessary, write any additional elements of the profile that may have been presented or mentioned, but not written, on the flipchart.
- After each presentation, ask group members if they have any additional comments or changes to suggest.
- Ask participants from other groups if they have any additional information to add.
- After all presentations are completed, post the sheets for each target public profile on the wall.

Example: Profile of "Fishing Business Owner" from Gulf of California

1. WHO AM I?

I am involved in the business for investment opportunity.

Most of the people in the fishing industry are new to the business. It is not a family tradition.

We are adults, married with families.

Our kids are well educated and attend colleges.

We have access to the Internet and use it for information.

We organize our day after our first radio communication with our boats and our industrial plant.

We watch television news programs in the morning.

We do not have much time to look at newspapers.

We manage 75 to 500 employees.

We are in constant communication with the local Office of Fishing and the fishing industry.

We meet weekly with other businesspeople in a local hotel.

We have very poor information about conservation.

We travel regularly to the U.S. to go shopping.

We support the government because it is in our interest.

Example: Profile of “Fishing Business Owner” from Gulf of California (cont.)

2. WHAT DO YOU WANT ME TO DO?

To become aware of the importance of conservation.

To share information with other owners about the most sustainable fishing techniques.

To understand that fishing resources may last forever if well managed.

To seek and apply more appropriate techniques for ecologically sound fishing.

To respect existing environmental and fishing laws.

3. WHAT IS IN IT FOR ME?

I will no longer be associated with environmental problems, but with the solution.

I will access the latest information on fishing techniques.

I will be able to use this natural resource and establish a long-lasting profitable company.

End of Day One:

After the presentation of each public, it is important to wrap up the end of the first day on a positive, celebratory tone. Take a few minutes to:

- Thank participants for the intense day of work, for their ideas and fruitful discussion.
- Briefly review what was done during the first day.
- Explain what is planned for the next day.
- Remind participants of the importance of attending the second day in its entirety. Emphasize that the day will start on-time in the morning.



CAUTION

Ensure that the note taker is writing down all information from these (and all other) flipcharts

during the workshop. He or she may fall behind at this point, as the groups tend to generate a lot of information and present it quickly. There will be time for him/her to capture all information during breaks, lunches, and later group work. If time does not allow the groups to present their results, see the shortcut on page 49. However, by the end of the first day, the facilitator should ensure that all groups have answered the first three questions.

Third P : 4-P

The **Products** are the different communication tools, activities, or events that could be produced in order to reach the target publics. There are literally hundreds of possible products that a campaign can use to inspire positive attitudes towards the environment. This section explores several important issues to consider when selecting and producing a set of communication products for a particular target audience.

Special guests for this session may include marketing professionals, publicity specialists, media professionals, and educators.

The Products session is divided into five steps:

1. Listing important media



TIME

10 minutes

2. Brainstorming a list of potential products



TIME

20 minutes

3. Identifying products to reach priority publics



TIME

70 minutes

4. Presenting products for target publics



TIME

80 minutes

5. Reviewing progress



TIME

10 minutes

Each step is described in detail on the following pages. The times shown are approximate, but the facilitator should try to accomplish these five steps within three and a half hours.

STEP ONE: LISTING IMPORTANT MEDIA

This session begins with a plenary brainstorm of the main media outlets for radio, television, newspapers and magazines in the country or region.



TIME

10 minutes

What to do:

- Explain to the group that mass media is one of the important ways to communicate to large audiences.
- Ask the group to brainstorm all media outlets for national (and local, if relevant) radio, television, newspapers, magazines and online media in the country.
- Make any notes about each one that may be important, such as if a newspaper has an environmental column, or if a radio station has a weekly science program.
- Ask participants to identify special programs which may influence specific publics. For example, “morning radio talk shows on 98.5FM are popular with governmental decision-makers.”



SHORTCUT

To save time, a local communicator may wish to present a prepared list to the group, asking for any other additions that may be missing.

STEP TWO: BRAINSTORMING A LIST OF POTENTIAL PRODUCTS

Step Two involves a collective brainstorm to identify all possible communication tools or activities (products) that may be used or produced to achieve the objectives of the strategy. This activity draws on participants' past experience and creativity.



TIME
20 minutes

What to do:

- Explain that participants will now be focusing on the third “P”: products. Products are any tools or activities that can be used to reach target publics, such as a concrete tool like a poster or an activity such as a parade.
- Begin a new flipchart list of all potential products suggested by participants.
- Be sure to include any products that have been mentioned in previous public profiles.
- Keep prompting the group until all ideas have been exhausted.
- Refer to the list on the next page to see if any of these ideas have been missed.
- After the list is completed, it should be affixed in the center of the wall. The public profiles lists should also stay in sight.



TIP

Encourage the participants to use their creativity and reach beyond conventional tools to envision new ones.



TIP

Prompt the group to think of local cultural communication tools that could be adapted for conservation issues.

Sample List of Communication and Education Tools

Print Media	Television	Radio	Electronic
News stories Feature stories Editorials Opinion editorials Supplements Advertisements Booklets Brochures Fact sheets Comics	News Feature stories Documentaries Talk shows Public Service Announcements (PSAs) Local dramas Soap operas	Talk shows News Call-in shows Radio drama Religious programs Advertisements PSAs Jingles Community radio	Websites Banners E-mails Flash presentations Screensavers
Continued on next page			

Sample List of Communication and Education Tools (cont.)			
Promotional	Events	Educational	Other
Billboards Posters Songs T-shirts Caps Bags Stickers Calendars Pens and Pencils Key Chains Badges Brochures Banners Postcards Newsletters	Festivals Contests (photo, essay, music, poetry) Religious events Community gathering Conferences, workshops, seminars Public fora Concerts Theater/drama Photo exhibitions Video screenings Booths at events Parades Clean-up events Sporting events Beauty pageants	Teacher's manuals Teacher training National curricula Teaching charts Library collections School field trips Cartoons and storybooks Eco clubs Parades Children's contests Experiments and research Drama (puppet shows, skits, participatory theater) Mobile exhibits Newspaper inserts for kids Murals School gardens Games Conservation projects Music (festivals, songs) Traveling trunks with visual aids, games, puppets, interpretive items, etc.	Interpretive centers and trails Demonstration projects (like organic gardens) Community exchanges Community resource mapping Capacity building workshops Celebrity ambassadors Citizen science Environmental awards Journalist trainings Field trips

List of Site-specific Communication and Education Tools			
Ghana	Guyana	Madagascar	Mexico
Traditional gong-gongs (community announcements) Personal interactions Durbar (gathering of chiefs) Storytelling Cloth designs Taboos Totems	Sea wall advertisements Announcements before or after radio and TV death announcements Literacy projects Sports events Technical documents for mining and timber industry	Traditional clothing and wraps Mobile information vans Proverbs	Technical documents of fishing techniques Comic books with conservation themes

STEP THREE: IDENTIFYING PRODUCTS TO REACH PRIORITY PUBLICS

This session uses the same groups created the first day to further analyze target publics by identifying a set of products and messages that are appropriate for each audience.



TIME

70 minutes

What to do:

- Divide again into groups (one group per target public), keeping whenever possible the same groups as for the public profiles. Remind them to assign a recorder, a timekeeper and a presenter.
- Explain that each group should integrate the information acquired in previous sessions. They should look for ideas of how to best reach their target public based on that public's profile.
- Point out the primary objectives and the brainstormed products list, which should be posted in clear view.
- Post the following three questions on a flipchart for the groups to answer. Read through the three questions and explain each one.

Exercise

1. WHAT ARE THE MOST APPROPRIATE PRODUCTS AND ACTIVITIES TO REACH THIS TARGET PUBLIC?

2. WHAT ARE THE ESSENTIAL MESSAGES THAT WILL RESONATE WITH THIS PUBLIC?

3. WHAT ARE THE SPECIFIC TACTICS TO REACH THIS PUBLIC? (THE "DO'S" AND "DON'TS")?

Example: Tactics from Liberia

Local Communities

Do:

Highlight economic benefits (income) of alternative livelihood sources.
Network and collaborate with other partners.
Host periodic meetings featuring dramas or live performances.
Encourage local knowledge and ideas.

Don't:

Work in isolation from local authorities.
Duplicate, contradict or criticize the work of other organizations.



SHORTCUT

If time is running short, particularly on the first day, it is possible to combine both sets of audience analysis: publics and products. Rather than have groups present twice – once for the publics profile and once for the products – groups can complete both tasks and then present everything at once. In this case, the representative of each group will present the answer to the six questions (three related to publics and three related to products).



TIP

When speaking about messages, encourage the group to think about two levels of messaging: the unspoken underlying message and the slogan. There is a tendency to focus on a creative slogan without first thinking about the primary message that each public should internalize as a result of the communication tool. The result can be a catchy slogan that doesn't convey any real message.



TIP

Groups may have lost members if participants were only attending the workshop for specific sessions. In this case, it is important to keep a balance in the number of people per group. If there are new guests, they should be evenly distributed among the groups.



COFFEE BREAK

15 Minutes

STEP FOUR: PRESENTING PRODUCTS AND MESSAGES FOR TARGET PUBLICS

In this session, each working group presents their findings.



TIME

80 minutes

What to do:

- Ask a representative from each group to come to the front of the room to present the set of products, messages, and tactics his or her group identified for its target public. Allow 10-12 minutes for each group's presentation. Time management is important at this step.
- After each presentation, ask participants to discuss these ideas and share any additional information.
- Write down the additional information generated during the discussion so the note taker can record it for the final report.



TIP

Some groups may be more productive than others. If a group presents very little information, ask participants of other groups to give it a bit more thought and add to the flipchart during the presentation.



NOTE

During the discussion, new products can be added and others removed or adjusted for more precise results. If necessary, the agreed-upon set of products can then be rewritten on a new sheet of paper and affixed on the wall adjacent to the target public profiles.



CAUTION

It can be difficult for the facilitator to control the timing of group presentations and keep the workshop schedule on track. Make sure to give clear instructions about the amount of time each group has to present (about 10 minutes) and limit the discussion time. For particularly talkative groups, it may be necessary to assign someone to be a workshop timekeeper. The timekeeper can hold up warning cards saying "5 minutes," "1 minute" or "time's up!"

STEP FIVE: REVIEWING PROGRESS

At this point, it is important to recognize the valuable information and best ideas identified by participants. It is also a good opportunity to put all participants on the same page, including the ones that may have joined the workshop later.



TIME
10 minutes

What to do:

- Ask participants to look through the list of the workshop objectives and re-read it with them. This is the result of the first “P”.
- Remind the selection of priority audiences, the second “P”. Point the profiling results and remind this is great raw material for communication and education campaigns.
- Review the work done in the morning with the third “P” and highlight a couple of creative products identified.
- Invite participants for lunch and ask them to visualize the implementation of the campaign considering the three “Ps” identified until now.



GROUP PHOTO

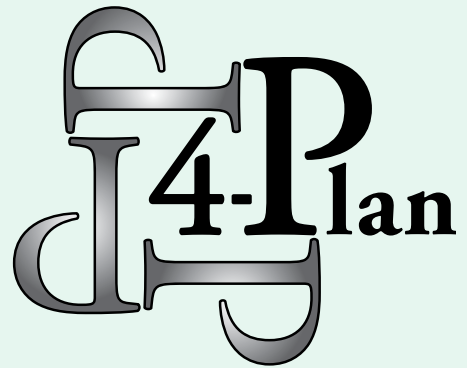
Go outside with all participants and take a photo to record the event. This photo can then be used in the final report.



LUNCH BREAK

One Hour

Fourth P



The **Plan** is the last step of the workshop, and it brings together all the information produced during the previous sessions. The plan may result in a series of campaigns or a strategy that will be used to create specific conservation awareness initiatives in a region. The purpose of the session is to create an “ideal” plan rather than a final plan, so people should allow themselves to think creatively without the constraints of time or budget.

The Plan session is divided into four steps:

1. Identifying opportunities and key dates



TIME

30 minutes

2. Weaving products into a strategy



TIME

100 minutes

3. Presenting strategies



TIME

60 minutes

4. Extracting common trends and priorities



TIME

30 minutes

Each step is described in detail on the following pages. The times shown are approximate, but the facilitator should try to accomplish these four steps within four hours.

STEP ONE: IDENTIFYING OPPORTUNITIES AND KEY DATES

A successful campaign often takes advantage of special calendar dates or existing opportunities. In this session, participants will brainstorm ideas for each of these.



TIME

30 minutes

What to do:

- Stand at a flipchart, marker ready, and ask the group to name any key dates that would have relevance for the strategy. These dates may be used as “hooks” to launch the campaign, such as special holidays or anniversaries. Participants may also wish to suggest any governmental or institutional dates that are important to consider, such as national elections or fiscal cycles. When all ideas are exhausted, move to the second brainstorm.
- For the second brainstorm, ask people to identify any existing resources, partners, and financial opportunities that may help support a campaign. These might include physical resources, like a new community hall for hosting events, or human resources like professional associations,

Examples of Important Dates

January 26:Intl. Environmental Education Day

February 2:World Wetland Day

March 21:World Forestry Day

March 22:World Water Day

April 9:International Bird Day

April 22:Earth Day

May 22:International Biodiversity Day

June 5:World Environment Day

June 8:World Ocean Day

June 26:International Tropical Forests Day

August 9:Intl. Indigenous Peoples Day

September 22:International Beach Clean-up Day

December 3:World Conservation Day

National Park “Birthday” (Day of Decree)

Season of Fires / Slash-and-burn

Religious Festivals

Agricultural Fairs

Examples of Opportunities

Local park with building available for events

New government initiative supports issue

New funding source available

Partner organization wants to help

New TV or radio show needs programs

Corporate sponsor expressed interest

Existing conservation club

Wall available in town center for mural

STEP TWO: WEAVING PRODUCTS INTO A STRATEGY

The goal of this session is to “weave” the products and publics into a strategy that will effectively address the problems in order to accomplish the objectives. Prior to the session, clearly post all flipcharts from the previous sections on the walls around the room so that all participants can easily view them and review key points.


TIME

100 minutes

The participants will be divided into two groups. Each group will create a plan using a matrix that organizes dates, activities/products, publics, objectives, and if appropriate, institutions responsible for implementation.

What to do:

- Explain that this final session is very important because it is the culmination of all of the hard work during the last two days. Thank the participants for their continued energy and enthusiasm through this last session.
- Divide the participants into two groups. Each group should have balanced representation from each of the smaller breakout groups that previously analyzed the priority publics and their products. For example, if a previous breakout group had six individuals, ask three to join one group and three to join the other.
- Each group will create a series of activities, organized by either dates (timeline) or publics using the suggested matrix on the following page.
- Post sample matrices on the wall to illustrate the different emphases.
- Explain that each group will begin by choosing one date (usually by month) or one public and design a plan from that perspective.
- Suggest that the groups find a comfortable setting apart from the other groups in which to work.
- If time allows, each group can brainstorm some of the following additional items: sequence of events (arranged in a calendar format); slogan ideas; theme for a campaign; and campaign logo ideas.



SHORTCUT

If you are running short on time at this point, instead of developing full matrices, you can ask each group to focus on identifying the best ideas they have for the campaign.



NOTE

Present the concept of a campaign timeline, with a launch, and “peaks and valleys” – periods of intense messaging, followed by a break, followed by another group of activities or new products.

Matrices

Below are the headings for two types of matrices – one organized by date and another organized by public.

Date	Product/Activity	Location	Public	Objective #	Institution Responsible

Public	Product/Activity	Date	Location	Objective #	Institution Responsible



NOTE

Take some time to explain that a plan is more than a “laundry list” of activities or products – it should take into account how these activities can be integrated and linked together in time so that they become more than just the sum of their parts. For example, participants at a 4-P Workshop in Bolivia created the idea of celebrating the 5th anniversary of Madidi National Park. The “birthday party” provided a timeline and an organizing concept for many of the product ideas to promote the park, such as a parade, TV PSAs, and a community festival. See case study on page 87.



NOTE

An alternative method is to divide the participants into three groups, the first to design the plan based on dates, the second based on publics, and the third based on objectives.



NOTE

Some facilitators find that is more productive, especially with large groups, to divide participants into four groups. One option is to have each group focus on a particular objective.



COFFEE BREAK

15 Minutes

STEP THREE: PRESENTING STRATEGIES

During this session, the two groups present their suggested strategies.



TIME

60 minutes

What to do:

- Ask one or two representatives of each group to present their strategy to all participants using flipcharts.
- Invite participants from other groups to ask questions and make suggestions.
- Affix all plans to the center of the wall.



TIP

Encourage presenters to be as concrete as possible about their ideas and to explain how their plans would generate conservation outcomes.



NOTE

Each activity should address at least one of the objectives defined in the first “P”. Be sure that the groups are referring to objectives.

STEP FOUR: EXTRACTING COMMON TRENDS AND PRIORITIES

This is the final step before the workshop concludes. At this point, emphasize the creative work and enormous amount of information generated by the participants.



TIME

30 minutes

What to do:

- Extract, with participants' help, the common elements and different priorities appearing in the plans presented. The objective is not to compose a final combined strategy (this will happen on the next day during the session with the internal team), but rather to highlight components that received broad approval.
- Circle, highlight or underline common threads on the flipcharts.
- Comment that perhaps these common activities and ideas may be good elements to consider for a finalized strategy.
- Highlight any particularly creative ideas, especially those that elicit the whole group's enthusiasm.

CLOSING SESSION

1. Presenting closing remarks

Now that the hard work is done, congratulate participants for all that they have accomplished.

- Thank participants again for their availability, active participation, and creative ideas. Include any closing remarks or perspectives at this time.
- Explain next steps: mention that an internal meeting will define the final strategy according to the budget.
- Inform participants that they will each receive a copy of the final report with the workshop proceedings.


TIME

10 minutes



TIP

Invite the project director or any other special authority to address participants with final words and encourage them to take part in implementing the plan.

2. Conducting a workshop evaluation

An evaluation gives participants an opportunity to share their feedback about the workshop.

- Distribute an evaluation form to all participants.
- Allow participants at least 15 minutes to complete the evaluation.
- Collect all surveys for later tabulation.
- Include evaluation results in the final report if desired.


TIME

15 minutes



TIP

If time allows, ask the participants if they are interested in having an informal conversation in a circle, where they may ask questions about the region and its conservation, or the organization which is sponsoring the initiative. This is also a good time to collect any impressions and feedback that the 4-P Workshop may be generated.

Sample Questionnaire • 4-P WORKSHOP EVALUATION • Place, Dates

Thank you for taking part in the 4-P Workshop! Your participation has been very valuable. We appreciate any feedback that you can provide the workshop organizers and facilitators so that we can continually improve our methodology.

1) Please select the option that best describes the sector you represent:

- ☐ Media
- ☐ NGO
- ☐ Government
- ☐ Community
- ☐ Education
- ☐ Other _____

2) On a scale of 1 to 4 (Poor to Excellent) please indicate the quality of each of the following elements of the 4-P Workshop.

	Poor.....		Excellent
A. Pre-workshop organization and invitation process	1	2	3	4
B. Geographic location	1	2	3	4
C. Transportation	1	2	3	4
D. Lodging	1	2	3	4
E. Meeting rooms	1	2	3	4
F. Food	1	2	3	4
G. Clarity of workshop objectives	1	2	3	4
H. Facilitators	1	2	3	4
I. Number of participants	1	2	3	4
J. Representation of key organizations	1	2	3	4
K. Opening presentations	1	2	3	4
L. Workshop methodology	1	2	3	4
M. Final products of workshop	1	2	3	4

3) Did the workshop meet your expectations?

☐ Yes

☐ No

Please explain:

4) Are you optimistic about the outcomes of this workshop?

☐ Yes

☐ No

Please explain:

5) Did you learn something new about biodiversity conservation?

☐ Yes

☐ No

Please explain:

6) Did you learn something new about communication techniques?

☐ Yes

☐ No

Please explain:

7) What could be improved? What would you do differently next time?

8) What did you like best about this workshop? What was most useful to you?

9) We welcome any other comments or suggestions that you may have.

3. Final logistics

- Ensure that the note taker has recorded all necessary information from the flipcharts. He or she may need to spend an hour or so after the workshop concludes to record the final information. Be sure to save the report information in two places to avoid losing data. The data may include errors at this point that can be corrected at a later date. Once the note taker has finished, collect all flipcharts and order them in a logical sequence. It helps to mark each page with a number in the order of when they were created in the workshop process to keep them organized. Fold and stack the sheets for easy transport. These should be kept until the final report is completed, as they are often needed to check information.
- Collect all workshop materials and dispose of any trash.



TIME

30 minutes

4. Hosting a closing reception (optional)

After the two long days of brainstorming, participants often enjoy a fifth “P” the last evening: a *party!* This can be as simple or elaborate as the budget allows – from some drinks and snacks to a light dinner.



TIME

one hour

5. Holding an internal session to create a final plan

The goal of the 4-P Workshop is to help create a comprehensive and participatory communication strategy. The results of this two-day exercise should provide the necessary information to make this goal possible.

The internal meeting of the host organization often occurs the day following the workshop to refine the strategy or design a final one. During this meeting, participants will discuss and agree upon the fundamentals of the campaign’s plan: products to be produced, timeline, budget, individuals responsible, and monitoring and evaluation plan.



TIME

four hours

Between six and 12 people should participate in the internal session. These participants should have decision-making authority in the organization that is going to implement and fund the final strategy. They can follow the following steps to organize the session:

- Make available, either by flipchart or on a computer, the two final plans.
- Facilitate a discussion about the major activities and products that both plans had in common to determine if they are indeed appropriate to the strategy, given budgetary and other constraints. Discuss any other activities that are appropriate to include in the strategy.
- Link all activities to specific funding sources and identify individuals that should be responsible for carrying them out.
- Discuss “next steps” such as fundraising needs, budget, timelines, partners, monitoring and evaluation strategy and staffing.
- After the meeting, designate a communication staff person to write a summary plan, using the elements shown on the following page.

Elements of the Final Communication Plan

Goal

(Statement)

Objectives

(Bullets indicating priority objectives)

Situation Analysis

(A few paragraphs on main problems, opportunities, urgency, etc.)

Research

(A few paragraphs outlining a research plan for a baseline study and pre-testing and any information already known)

Target audiences

(Bulleted list of priority audiences, with short profile of each)

Strategy summary

(Paragraph describing the main type of communication strategy being used – national mass media, regional social marketing, local education initiatives, etc.)

Messages

(List of main messages)

Implementation Plan

(Detailed description of products, tools, initiatives, phases, staff responsible. This is the longest section and may cover several pages, depending upon the level of detail desired.)

Evaluation

(Paragraph describing evaluation plan/methodology)

Timeline

(Gantt chart is a good tool here - see table below)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Activity 1	X											
Activity 2		X										
Activity 3			X									

Budget

(Main budgetary line items or budget summary)

6. Preparing and distributing the 4-P Workshop report

The final report includes all of the information generated during the workshop as well as detailed notes on the introductory presentations.

The report may also make note of key comments by participants. Along with serving its purpose as an internal report of workshop proceedings, the document can serve as a source of information for communication-related funding proposals.



TIME
10 days

- Assign a staff member from the host organization, preferably one of the note takers, workshop staff or participants, to reorganize the workshop data and write a complete report. The following page lists the primary elements to include in the final report.
- Distribute the report to all participants of the workshop, as well as any donors involved in the project, not later than two weeks after the workshop.



TIP

Some organizations prefer to produce two versions of the report. An “internal” version includes the final communication plan generated from the internal session. As this plan includes budgetary and staffing information, it is sometimes not appropriate for general distribution and is therefore often not included in an “external” version.

Final Report Elements

Title page

(Including title, goal, location, dates, presenters, number of participants, host organization, logo, and group photo of participants if available)

Introduction

(Summary of introductory remarks)

Presentation Summaries

(Hopefully provided in advance by speakers - if not, the note taker produces them)

First P: Problems

- Brainstormed list of problems
- Priority problems
- Final objectives

Second P: Publics

- Brainstormed list of publics
- Priority publics
- Analysis of publics (full data generated by each group answering the questions)

Third P: Products

- Brainstormed list of products and media
- Analysis of products (full data generated by each group answering the questions)

Fourth P: Plan

- The key dates and opportunities
- The plan matrices generated by each group
- Communication plan from internal meeting (for internal circulation)

Appendices

- Participants list with contact information
- Evaluation results
- Any research or data provided to participants
- Acknowledgements

Note: Each of the sections should be introduced with an explanatory sentence or paragraph to describe the workshop flow and provide context to the information that follows.

CASE STUDIES

MADAGASCAR - INDONESIA
BOLIVIA - BRAZIL



WORKSHOP

INTRODUCTION

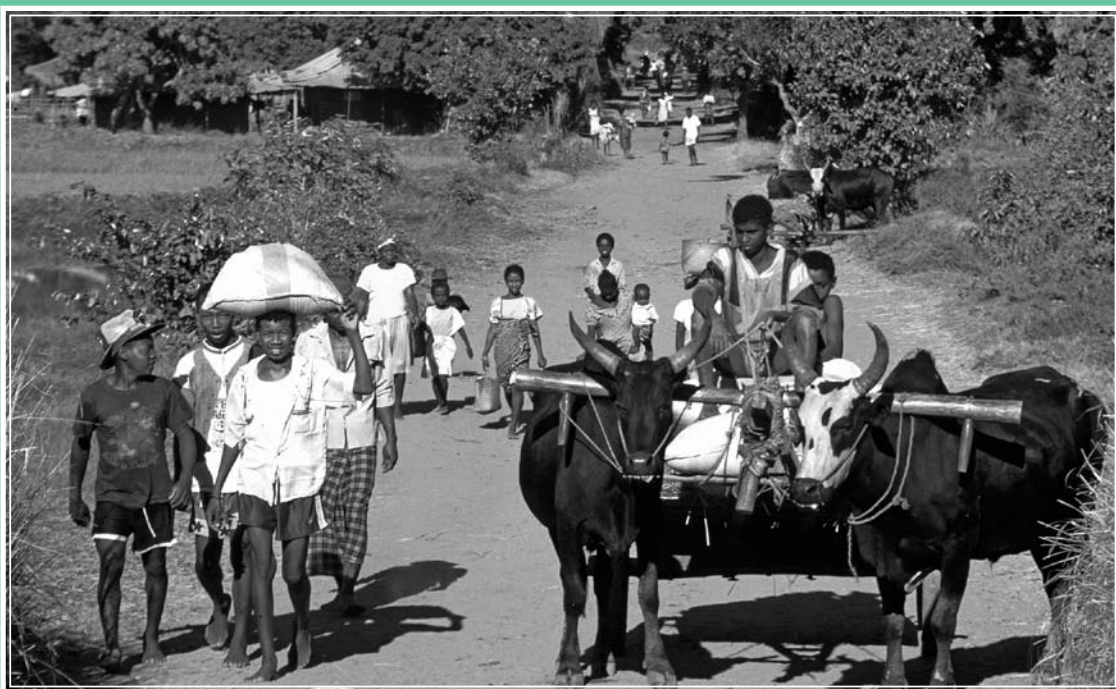
The **Case Studies** section highlights some of the many voices of practitioners from around the world that have found the 4-P methodology to be an effective tool for creating conservation awareness strategies. Each case study was carefully selected to illustrate a variety of experiences using the 4-P Workshop.

The case study from Madagascar, for example, illustrates how the methodology can be useful at many different scales, including local, regional and national. In Indonesia, the workshop was an essential opportunity for many partner organizations to come together to jointly create a large-scale communications strategy to address the urgent issue of illegal logging nationwide. In Bolivia, a 4-P Workshop that took place in a rural village near a national park created a vibrant campaign that resulted in national-level attention for the park and the participation of the Hollywood celebrity Harrison Ford. And in Brazil, the workshop was a critical tool for creating communications strategies for urban publics about the relatively new concept of conservation corridors.

Each case study tells a story, shares insights, and suggests lessons that may be taken from the experiences. Hopefully, the cases also inspire the reader to develop his or her own opinions, to ask questions, and to think critically about collective learning and planning for conservation awareness.

MADAGASCAR

APPLYING THE 4-P METHODOLOGY AT DIFFERENT SCALES: LOCAL, REGIONAL, AND NATIONAL



The Site

The fourth largest island on Earth, Madagascar has long been recognized as one of the world's highest-priority biodiversity hotspots and one of the most megadiverse countries. Because it separated from the African continent around 160 million years ago, most of Madagascar's plant and animal species have evolved in long isolation and are found nowhere else on Earth. The island is home to at least 131 species of mammals, all but 12 of which are endemic. Primates are the country's best-known wildlife attraction, including over 70 species and subspecies of lemurs and globally important flagship species like the aye-aye, the indri, and Madame Berthe's Mouse Lemur, the world's smallest primate at only 30 grams. More than half of the 209 species of birds that breed on the island are also endemic. To protect its wealth of biological diversity, the government of Madagascar created a national system of nature reserves, which as of January 2006 was made up of 51 protected areas covering 2.75 million hectares.

The Challenge

Despite the protected area system, Madagascar's biodiversity is highly threatened. Forest destruction through slash-and-burn agriculture, mining, and logging are major causes of habitat loss. According to Russell A. Mittermeier, president of Conservation International (CI), less than 10% of the original landscape remains sufficiently intact to justify concerted conservation efforts. At the current rate of destruction (approximately 160,000 hectares of primary forest are lost per year), all of Madagascar's unprotected forest is at risk of being lost within 40 years. Such a scenario would not only represent a tragic destruction of biodiversity, but would also adversely affect human communities through declines in soil

productivity, water quality and quantity, and income from tourism, among other impacts. Every year, 200 to 400 tons of the arable layer of the soil per hectare are washed away by rain in Madagascar, whereas the world average is around eleven tons per year. Conservationists estimate that Madagascar loses yearly between 5 and 15 percent of its gross domestic product due to environmental degradation.

Low-productivity, extensive agriculture, fishing, and forestry are the mainstays of the economy, accounting for more than one-fourth of GDP and employing 80% of the Malagasy population. Despite the economic dependence on natural resources, few people in the country recognize the role of intact ecosystems in supporting human health and development. Even with formal protection for some areas, pressure from several stakeholders competing for resources results in continuing threats to this hotspot.

The 4-P Workshops

In Madagascar, the 4-P methodology has been used successfully at various scales. Workshops have been held at the local level for a national park, at the country level for the National Environmental Action Plan's Second Phase (NEAP-EP2), and then at a regional level. This case study describes the reasoning behind holding three distinct workshops and some of their main results.

Workshop 1: Ankarafantsika National Park (local)

The first 4-P Workshop was held in Mahajanga in August 1996, for the region around the Ankarafantsika National Park. This workshop was very productive and resulted in an effective campaign aimed at raising awareness of the importance of the protected area among local

communities. It gathered 30 people from 14 organizations, including television and radio stations, conservation NGOs, and representatives of protected areas and governmental institutions. Both the workshop and the resulting campaign are highlighted in more detail in later sections.

Workshop 2: National Environmental Action Plan's Second Phase (national)

After the success of the Ankarafantsika workshop and resulting communications campaign, the Malagasy government and the United States Agency for International Development (USAID) funded a workshop to be held at the national level in January 1998. The National Office of the Environment (ONE) hosted the workshop with the goal of creating a communications strategy for the National Environmental Action Plan's Second Phase (NEAP-EP2). Thirty-six participants from 19 organizations attended the workshop held in Antsirabe, including three former Ministers. The workshop was co-facilitated by two CI communications experts.

The workshop provided valuable information for the NEAP-EP2's planning needs. However, because the plan remained at a general level, the government requested that more workshops be held at regional levels. CI facilitated one of the workshops for the Mahajanga region (described below) while a partner organization facilitated another for Ranomafana.

Workshop 3: Mahajanga (regional)

The regional workshop was held in Mahajanga in August of 1999, with 54 participants from 24 organizations. The strategy focused on the problems of slash-and-burn agriculture, erosion, and the lack of information about the environment. The priority audiences identified included

local communities, charcoal producers, and decision-makers. The main strategies identified were to work with the media, especially radio stations, to disseminate information about sustainable agriculture and its link with biodiversity protection.

Workshop Results

This case study looks more closely at the first 4-P held in 1996, creating a communications strategy for Ankarafantsika National Park. This experience illustrated that the smaller the scope of the workshop, the more effective and concrete is the action plan. The following information was generated during the workshop.

Priority Problems

- Deforestation
- Slash-and-burn agriculture and wildfires
- Charcoal production
- Selective logging for valuable timber species
- Reserve boundaries unknown to communities
- Lack of coordination between conservationists and villagers
- Resistance by locals to new information
- Difficulty communicating with different ethnic groups that speak multiple languages

Main Objectives

- Provide information about the negative impacts of deforestation, slash-and-burn agriculture and charcoal production.
- Ensure that people know the geographic limits of the reserve.
- Promote better relations between conservationists and communities.
- Help local people become open to new ideas and information about conservation.
- Produce materials in appropriate languages considering each cultural context.

Priority Publics

- National media
- Regional authorities
- Local authorities
- Village leaders
- Communities within the reserve
- Women

Plan

The 4-P participants developed a strategy to promote Ankarafantsika National Park. Some of the products they discussed during the workshop included:

- Videos about Ankarafantsika
- Products for use by radio stations
- A media relations campaign, including site visits and programming
- A photo exhibit

Implementation

The first implementation phase of this strategy was focused on preparing ground for an upcoming workshop addressing human settlements in and around the Ankarafantsika National Park. National, regional and local decision-makers would be meeting to find solutions to a potential relocation of people from the park, and were thus an important target audience of the communications strategy. The campaign was launched in the capital city of Antananarivo on World Environment Day, June 5, 1997.

Goal

The campaign goals were to raise awareness by:

- Exposing the threats to the protected area by slash-and-burn agriculture and illegal logging for charcoal production
- Showing the importance of Ankarafantsika National Park for human communities as the watershed for the Marovoay Plain, the second

largest rice producing region in the country

- Creating a collaborative atmosphere for the Human Settlement Workshop

Message and Logo

The “culture of rice” in Madagascar is so pervasive that it has been very difficult to interest local farmers in alternative crops. Malagasy farmers mainly use the slash-and-burn method of cultivation, known as *tavy*. After two or three years of cultivation, fields are usually left fallow and are gradually covered by secondary vegetation. Four to six years later the process is repeated. After two to three of such cycles, however, the soil is exhausted of nutrients and the land is likely colonized by scrub vegetation or alien grasses. Because of this devotion to rice in Madagascar, organizers decided the primary slogan in the campaign should be:

- “Protect Ankarafantsika: the Source of Rice Production for Marovoay” (English).
- “*Protégez Ankarafantsika: Source de la Riziculture de Marovoay*” (French).
- “*Koa arovy Ankarafantsika fa loharanon’ny voly varin’i Marovoay*” (Malagasy).

The logo illustrated an endemic species of baobab tree found in the park framed by rice stalks, visually suggesting the connection between forests and a healthy rice harvest (see page 74).

Products and Institutional Visibility

As in many parts of the world, media organizations in Madagascar are in constant need of funds to finance their work. The national advertising market does not seem to be viable enough to guarantee revenue and profitability.

The situation is also difficult for the journalists themselves. Few have a formal background in communication or special training, such as in environmental reporting. Newsrooms are frequently under-equipped, inhibiting reporters' abilities to cover important issues. Poor working conditions combined with an average monthly wage of only US\$50 make it very challenging for most journalists to make a decent living in their profession. Ultimately, democracy is also affected by this situation as journalism associations lack long-term goals, are weakly organized, and are unable to address fundamental issues such as ethics and freedom.

All of these factors, highlighted in an October 2003 report by the Madagascar Media and Message Program, affect the way Malagasy media are willing to support environmental conservation and other critical social causes. When an international government, NGO, or civil society group approaches media outlets to ask for public service announcement placement or support, the immediate question that follows is: how do you intend to finance your campaign?

With this scenario in mind, organizers of the campaign decided to print only the campaign logo, rather than the organizational logos of CI or the project donor. Because the campaign was solely focused on Ankarafantsika, not mentioning any organization or showing other logos, the radio and television spots were not considered promotional pieces for an organization and for the most part were broadcast free of charge as Public Service Announcements (PSAs). The products created for the campaign were:

- Ankarafantsika Calendar (1997) – illustrated with photos of nature and the main threats to the Park (see page 73)

- Video (12 minutes) in Malagasy co-produced with the local Mahajanga television station, TV Kalizy
- Campaign logo (see page 74)
- Video News Release in French (2:17 minutes)
- Video News Release in Malagasy (2:27 minutes)
- Six television PSAs in French (20-30 seconds each; see page 74)
- One television PSA in Malagasy (20 seconds)
- Five radio PSAs in French (20-30 seconds)
- Five radio PSAs in Malagasy (20-35 seconds)
- Stickers with the Ankarafantsika logo and slogan in French and Malagasy
- T-shirts with the Ankarafantsika logo and slogan in Malagasy

Television and Radio Spots

Each Public Service Announcement (PSA) had a unique storyline covering the following topics and approaches:

- Biodiversity of the region
- Forest fires
- Erosion and soil degradation
- Forest conservation, via a dialogue
- Use of a Malagasy proverb stressing the connection between the forest and rice production.

The English translation of this PSA is:

One can only crush rice with a mortar,

One cannot grow rice without water,

But no water, without a spring,

And no spring, without the forest.

Let us protect Ankarafantsika,

The Source of the Rice Culture of Marovoay.

The radio and TV PSAs were both produced by the CI communications team and were narrated, in French and Malagasy, by Jocelyn Rafidinarivo, the former president of the National Council on the Environment.

CI communicators visited the directors of all television and radio stations at the national and regional levels to present the purpose of the campaign and obtain their support. Haroldo Castro, Vice President of Global Communications and one of the campaign coordinators, found that CI and its partners had to encourage media outlets to “buy into the cause, otherwise we would have been told to pay for the promotional space.” The campaign budget would never have allowed for paid advertising, so if organizers had not succeeded in engaging media managers, the campaign would have had much less visibility and impact.

Video News Release (VNR)

The VNR was also an important tool for media outreach. It was distributed to all television stations in the country, providing media houses with images of species, landscapes and threats. Local media houses would not otherwise have had access to this footage due to the difficulty of reaching many of the remote areas. The content of the video echoed the primary message of the campaign – linking the sustainability of the rice production to a healthy forest. Striking images illustrated the raging fires and gaping trenches of erosion resulting from the practice of *tavy*. For decision-makers in the capital city, it was a rare opportunity for them to see the destruction firsthand.

Evaluation

The media was extremely receptive to Ankarafantsika and its challenges. During the 11 days of the campaign, 104 television and 239 radio spots were aired nationally and regionally in Antananarivo and Mahajanga. The VNR was broadcast nine times on four television stations. All together, the campaign’s message occupied nearly

five hours of airtime on radio and television. One journalist, Sammy Rasolo of the daily newspaper *Tribune*, concluded his article by quoting one of the PSAs, “Protecting Ankarafantsika... you will protect your bowl of rice for tomorrow’s meal,” then adding, “This argument is convincing.”

Feedback from other international organizations was also overwhelmingly positive. Representatives of the World Bank and the European Union both congratulated CI for its initiative, especially for the fact that there was no institutional promotion, only a call for conservation.

Importantly, the campaign helped set a positive tone and a sense of collaboration for the Human Settlement Workshop. The four-day workshop, jointly hosted by CI and the Ministry of Water and Forest Affairs and the Ministry of the Environment, was a great success, and its final declaration was in accordance with CI’s overall strategy for Ankarafantsika to both protect the biodiversity of the area while providing for human communities.

Lessons Learned

Every communications initiative provides an opportunity for learning. Below are some of the main lessons that campaign organizers have taken from these workshops and this campaign.

- The 4-P Workshop can be used at a variety of scales, with unique and innovative results. However, the narrower the geographic scale covered by the workshop, the more detailed the resulting action plan will be.
- Creating a campaign slogan and logo that minimizes the appearance of institutional promotion can generate good will from the media, partners, and government officials. This makes it clear that the intent of the campaign

truly is to communicate about an issue, rather than an organization.

- The ability to engage with the media in regions that have difficult working conditions, such as is the case in Madagascar, depends on a personal

approach. Time invested in visiting newsroom directors and media managers proved to function as environmental capacity building, easing the way for future coverage of conservation issues.

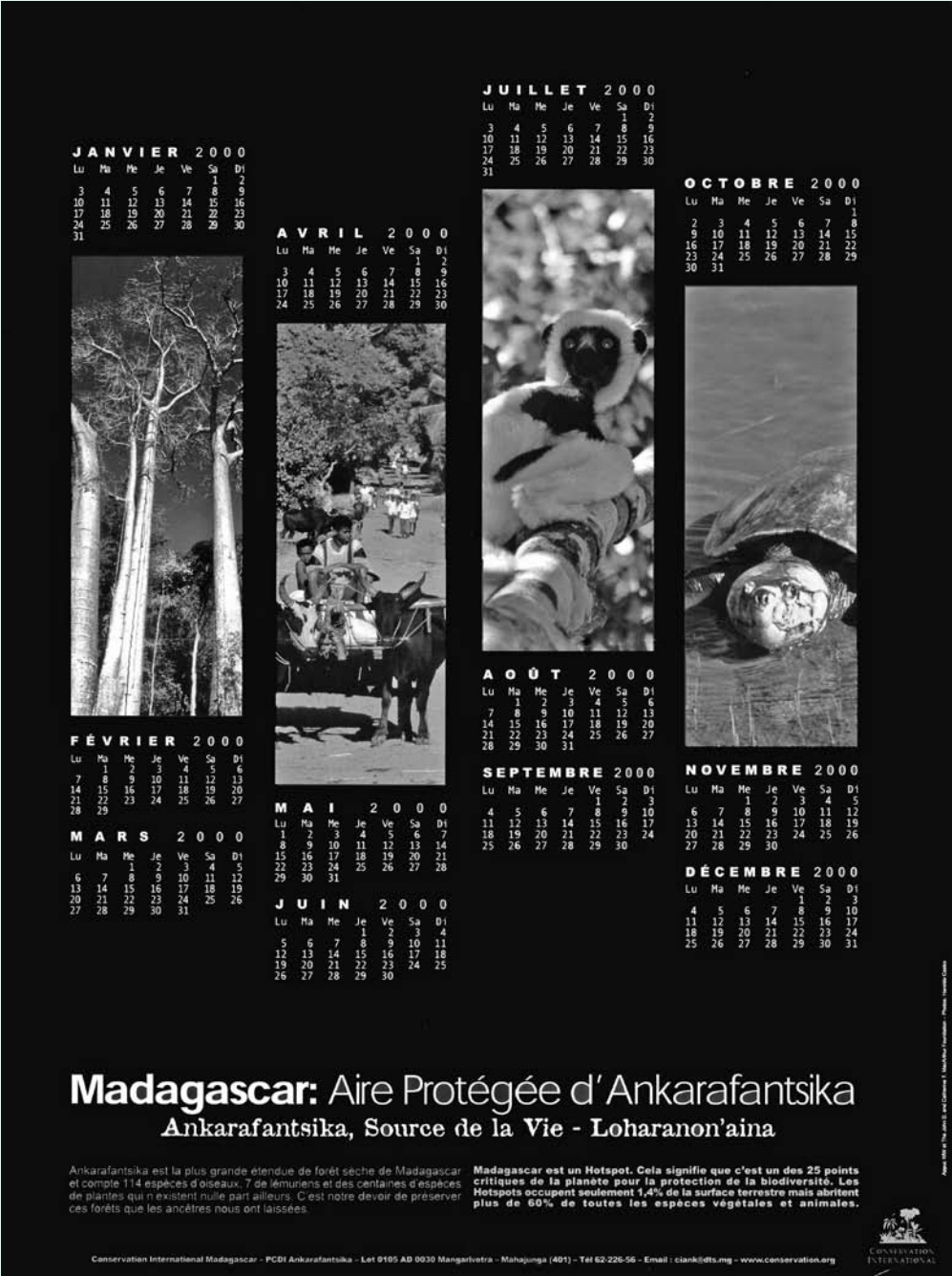


Figure 1: Campaign calendar

Protégez Ankarafantsika



Figure 2: Ankarafantsika logo



Figure 3: Public Service Announcement

PSA: LAVAKA (EROSION)

The rivers are silted,
the soil cracks,
the roads disappear
crumbling under the lavaka.

Why?

The soil is fragile.

We cannot just
slash it, burn it,
cut the forest,
or turn it into charcoal.

Because the consequences
might be irreversible.

Without the forest,
without the water,
there will be no more rice.

Protect Ankarafantsika,
the source of the Rice of Marovoay.

PSA: DIALOGUE

Child: The forests, what are they for?

Grandfather: They are where life is
concentrated. You see, they shelter all sorts
of plants, animals, sources of water.

Child: Isn't it better to cut the forest,
use the wood and cultivate the soil?

Grandfather: Well, no, because the
forest is like a reservoir.
Without it, the land begins to die.

Each plant and each animal that
inhabits the forest, contributes
to the life of all, including ours!

Thanks to the forest in Ankarafantsika,
Marovoay can produce the rice
that feeds us each day.

Narrator: Protect Ankarafantsika,
the source of the Rice of Marovoay.

Figure 4: Text for two of the Ankarafantsika Public Service Announcements produced for radio and television

INDONESIA

ENGAGING PARTNERS TO ADDRESS THE ISSUE OF ILLEGAL LOGGING



The Site

The western islands of Indonesia (Bali, Borneo, Java, and Sumatra), neighboring smaller islands, and the Malay Peninsula make up the Sundaland Biodiversity Hotspot. Borneo's majestic Mount Kinabalu and the volcanic landscape of Java accent the mangrove, peat, rain, and scrub forests that prevail across Sundaland. The rich soil supports no fewer than 15,000 species of plants unique to the region. Most impressive may be the *Rafflesia*, the world's largest flower. Among the large mammals that roam Sundaland are some that could be deemed flagships of conservation, including Asian elephants, tigers, and Sumatran rhinos. Furthermore, Sumatra and Borneo provide habitat for the world's two remaining species of orangutans, which in the Malay language means "people of the forest."

The Challenge

The growth of illegal logging has devastated Indonesia's flora and fauna. Research indicates that around 80% of timber processed in the country comes from illegal sources. According to the Ministry of Forestry, more than Rp30 trillion (around US\$3.7 billion in 2002) in revenues are lost due to illegal timber sales each year. Forest fires, large-scale agriculture, especially oil palm industries, and poorly planned road development also contribute to the accelerating rate of deforestation. Projections have suggested that by the year 2010, lowland forests would be gone from Kalimantan if current deforestation rates continue, underlining the severity of the problem. Deforestation impacts the millions of people living in and around the forest, particularly through increases in landslides and floods.

Even before the catastrophic tsunami of December 2004, Sumatra was showing signs of exhaus-

tive exploitation. The island had been repeatedly hit by floods, and environmentalists had alerted Indonesian governmental representatives that illegal logging had stripped the area of much of the tree cover and other vegetation, which would normally absorb water during the rainy season. One year before the tsunami, a flood in Medan killed almost 200 people. Nabel Makarim, the former Environment Minister's words were premonitory: "The consequences caused by the destruction of the environment, like floods and landslides, are just as dangerous as the consequences of a bomb."

The 4-P Workshop

The Indonesian Forest and Media Campaign (INFORM) was created by a consortium of six conservation organizations (Conservation International, BirdLife, World Wildlife Fund (WWF), The Nature Conservancy, Flora and Fauna International, and Forest Watch) and funded by the Global Environment Facility (GEF). Campaign planning began in January 2002 and peaked during the major parliamentary and presidential elections from April to September 2004.

The main purpose of the project was to spark an upwelling of interest and concern among the general public and key decision makers in Indonesia about the critical condition of Indonesia's forests, particularly on the islands of Sumatra, Kalimantan and Java. This communication project was developed with the vision that a campaign at the national level would create a 'ripple effect,' which would then resonate at the regional level. Eventually, the campaign would bring environmental issues to the forefront of public discourse and motivate the general public to discuss and vote for political

parties and candidates who support sustainable forestry management and who seek to curb illegal logging.

Although the project framework had already been set out in the GEF project proposal, CI organized a 4-P Workshop (in January 2002, Sukabumi, West Java) to refine the strategy with detailed campaign activities and to develop the workplan with consortium members and other potential partners. In addition, the workshop served to increase commitment and “buy-in” among participants and to create initial media attention for the campaign. Participants included conservationists, forest experts, communication specialists, journalists, and representatives of the government. Important links were forged between the INFORM consortium members and GreenCOM, which had funding from the U.S. Agency for International Development (USAID) for a campaign focused on illegal logging over the same time period.

After the two-day workshop, members of the consortium spent a full third day further defining the strategy, budget and potential roles of each partner organization.

Research

As a result of the 4-P Workshop, INFORM contracted a consultant to conduct formal pre- and post-campaign surveys. Pre-campaign research provided baseline information on the knowledge, attitudes, and behavior of respondents on forestry issues and captured target audiences’ media preferences.

The survey was conducted in North Sumatra, Jambi, greater Jakarta, and Central Kalimantan. Nine hundred respondents, with equal numbers

of women and men, were selected from current and potential future leaders and decision-makers in both villages and in provincial capitals. The post-campaign survey used a similar methodology and attempted to interview the same respondents. INFORM also received qualitative information on other target audiences through GreenCOM.

The baseline survey showed that respondents had a high general awareness that Indonesia was losing its forests. However, the public did not know the extent of the problem or how it might affect them, and did not think their actions could help resolve the problems. The survey also showed that the public was more concerned about issues related to their daily lives, such as poverty and governance. Only a small portion (2%) said they had personally taken any action against illegal logging. When asked why not, most (64%) of those who said they had taken no action responded that illegal logging was not a problem that affected them or their families. Such a mindset may have been reflected in the words by candidate Susilo Bambang Yudhoyono – elected President of Indonesia in September 2004 – during a speech to a Medan audience during his campaign: “Democracy, human rights, concern for environment and other concepts being promoted by western countries are all good, but they cannot become absolute goals because pursuing them as such will not be good for the country.”

Ideally, the research would have been conducted prior to the 4-P Workshop in order to use the survey results to enrich and accurately shape the campaign messages and activities. However, the workshop served as a galvanizing event to bring the partners together around the project, establishing a common platform from which

the Consortium Technical Team (made up of communications specialists) could then develop research guidelines. The survey results later served as a tool for reviewing and adjusting the activities and messages planned during the workshop.

Workshop Results

The participatory planning exercise generated the campaign framework, as summarized below.

Priority Problems

At the workshop, participants identified the main problems causing Indonesia's forest crisis as:

- Illegal logging
- Lack of political will
- Social conflict
- Insufficient law enforcement
- Poverty

Objectives

The overall goal of the project, as defined in the GEF proposal, was to create an outpouring of interest among the general public and key decision-makers concerning the critical, potentially terminal, loss of forest biodiversity in Sumatra, Java, and Kalimantan. Immediate objectives included:

- Increasing media coverage of critical forest loss issues in Indonesia by enhancing the role of journalists as responsible information and communication agents
- Contributing to public debate on emerging forest loss issues in order to influence and monitor policy development
- Increasing public awareness of the issue of forest loss in Indonesia and its social and environmental consequences

During the 4-P Workshop, the objectives of the campaign were refined to the following:

- Clearly communicate the impact of forest conversion.
- Sensitize target publics about the impact of illegal logging.
- Promote a moratorium on large-scale logging in natural forests.
- Target decision-makers to increase political will and support for conservation.
- Educate and empower key audiences to participate in decision-making processes.

In follow-up meetings, the Technical Team recognized that given time limitations, the project could not effectively address the objective of “promoting a moratorium on large-scale logging in natural forests.” It was decided that the campaign would prioritize the four other objectives.

Publics

Initially, the campaign was targeted at the general public and decision-makers. The 4-P Workshop segmented the audiences so that campaign activities and messages could be designed specifically for each of the target groups. The priority audiences selected were:

- National, provincial and district governments
- Media and journalists
- The urban public
- Local and indigenous communities
- The military
- Industry

Strategy to Reach Target Publics

The overall strategy of the campaign was formulated by integrating all information from both the survey and the 4-P Workshop. The campaign was divided into two stages. The first stage was designed to inform and draw attention to low-land deforestation. The second stage was an appeal

for voters to elect leaders in upcoming elections who have platforms or programs focused on environmental protection. The campaign reached national audiences in Jakarta and regional audiences in areas where consortium members had projects: Java, Papua, Sumatra and Kalimantan.

Messages

Core messages were discussed and suggested by participants at the 4-P Workshop, and professional communicators further refined the messaging later on. Key message elements suggested during the gathering included ‘awakening pride,’ ‘inspiring hope that there was still time to save the forest,’ and informing that ‘forests would be gone forever if we do nothing.’

Based on this information, the Technical Team developed the main message of *Jaga Hutan Sebelum Musnah* (Protect the Forest Before it Disappears). Unique taglines were also developed to inform the public about the magnitude and critical condition of Indonesia’s forests, and to encourage action. The taglines were:

- “*Enam lapangan bola per menit*” (An area equal to six soccer fields is being destroyed every minute). The widely quoted tagline, distributed in the early stage of the campaign, was easy to remember and understand because it associated forest loss with a reference point widely known by Indonesians and had “shock value” for the general public.
- “*Hutan hilang, bencana datang. Jaga hutan sebelum musnah.*” (Forests disappear, disaster strikes. Protect the forest before it disappears). This message reminded the public about the impact of forest loss on human welfare. The impact of this message was strengthened by massive flooding in

North Sumatra during the dissemination period, allegedly due to deforestation.

- “*Suara anda tentukan masa depan hutan. Jaga hutan sebelum musnah.*” (Your voice/vote determines the future of the forest. Protect the forest before it disappears). This tagline, disseminated during the second phase of the campaign, was created to take advantage of upcoming elections, appealing to voters to choose leaders willing to take action against deforestation.

Although the last message was particularly addressed to Indonesian civil society during a major election process, further analysis showed that political parties and candidates often simply disregarded environmental issues. In March 2004, the Indonesian Center for Environmental Law (ICEL) issued the results of a survey of political parties’ platforms on the environment and sustainable development. The results were disappointing for voters wanting to elect a government that would seriously respond to Indonesia’s ecological crisis. According to ICEL’s survey, only half of the twenty-four political parties taking part in the elections had any kind of proposals concerning the environment. Of those, only two parties had platforms based on the categories listed by ICEL: environmental and natural resources; sustainable development; and good sustainable development governance.

Unfortunately, the report indicated that these platforms were outdated, and were the same ones created in the 1970’s – well before environmental issues reached the level of crisis of today. Thus, no political party had a ‘break-through’ proposal offering new ways of tackling the current urgent problems of drought, landslides, flooding, illegal logging and forest fires.

Implementation

The campaign produced various media tools for television, radio, and print media. Tools developed included mini-documentaries, public service announcements, talk shows, documentary films, and radio programs. For more direct outreach, the INFORM consortium organized fora and site visits in the main cities in each target area. The events targeted national and local government, key members of national and local parliament, law enforcement officials (police, judges, military), political parties, the presidential campaign team, the business community, local community leaders, and religious leaders.

To strengthen the message, INFORM created activities to improve the capacity of and to highlight the value of the work of journalists such as trainings, media awards, and journalism fellowships. INFORM prepared materials to support the strategy, such as promotional products, mobile displays, and various print materials that carried INFORM messages. The campaign also managed a toll-free response and information center and a website.

Campaign Launch

The INFORM campaign was launched on March 19, 2003 in conjunction with the GreenCOM campaign. More than 350 people, including 30 journalists, government officials, donors, legislative members, artists, and NGOs participated in the launch. The Ministry of Environment and the head of Indonesia's legislative body publicly stated their support for the cause, creating an initial media interest.

Print Materials and the Response Center

The following products were produced prior to the start of campaign activities:

Logo: The campaign identity was developed using key elements suggested during the 4-P Workshop. The logo was used on all INFORM products, as well as on GreenCOM's illegal logging campaign products (see pages 85 and 86).

Website: The daily-updated INFORM website (www.inform.or.id) provided media clippings, articles and facts on forestry issues, the campaign calendar, weekly quizzes, and a section on illegal logging entitled *Perampokan Hutan* (Forest Robbery). During the 18-month campaign period, the website logged more than 400,000 visitors and 240 joined a public mailing list.

Response Unit: This channel had been designed to respond to requests for information generated by the campaign, and to provide INFORM with a tool to monitor public inquiries. A toll-free telephone number (0-800-1-INFORM/463676), accessible 24 hours a day, was displayed on almost all campaign products. Trained operators answered frequently asked questions, and had access to a database of forest information and resource contacts. The Response Unit received 519 calls during its 18-month operation, a smaller number than was anticipated, but perhaps not surprising given the sensitive nature of reporting illegal activities.

Information Center: The Information Center maintained the website, distributed campaign materials, and tracked media coverage. The Center also organized special events, prepared press releases, and carried out media relations.

Print and Promotional Materials: Print materials included three posters, a fact-sheet, three sets of mobile standing banners, truck wheel covers and promotional merchandise (mugs, stickers,

bookmarks, backpacks, t-shirts, and more). Two booklets targeting law enforcement personnel and local government officials were also produced, along with booklets on Islamic perspectives on forest conservation for the November 2003 fasting month, Ramadan.

Mini Documentaries: INFORM released three versions of a three-minute documentary on deforestation, which were broadcast on national and local TV stations and presented during meetings, conferences, and events.

Public Service Announcements : INFORM produced two 30-second Public Service Announcements (PSAs). “Deforestation and its impact” featured the present and future consequences of deforestation on people through the eyes of a child. “Public Participation,” taking advantage of national elections in March 2004, asked the public to vote for leaders who would curb deforestation. Both PSAs aired during high-rating programs on five national TV stations, appearing 220 times with total airtime of 110 minutes from January through March 2004.

Documentaries: Three 45-minute documentaries featured real cases of illegal logging, showing how it impacted communities and how they managed to stop it. Documentaries were shown on TV and at meetings and events.

TV Talk Shows: INFORM produced four talk shows on four national TV stations in order to discuss forest issues in depth and to open dialogue with key players and TV audiences. The campaign also included three live TV talk shows.

Radio News: To reach rural areas, 48 seven-minute radio news features on topics such as

local conservation wisdom were created in cooperation with the NGO Internews. Programs were broadcast weekly on 152 radio stations throughout the country, reaching a potential audience of 50 million Indonesians.

Radio Talk Shows: A radio news agency known as Radio 68H broadcast seven live 30-minute weekly talk shows, relayed by 82 radio stations across the country with an estimated six million listeners. The live program provided listeners a chance to interact directly with a resource person by calling in or sending text messages.

Radio PSAs: INFORM and Internews produced four 60-second radio PSAs, distributed through 68H radio networks.

Magazine Insert: A two-page insert was printed in the national weekly magazine *Tempo*. The popular magazine then published another article on forests in the following edition.

Media Outreach

Journalist Training: 4-P Workshop participants identified journalists’ poor understanding of environmental issues as a key problem. Therefore, training (including site visits to deforested areas) was offered to 54 print journalists to help clarify and improve coverage of forest issues.

Journalism Fellowship: The Fellowship arose from discussions with journalists and editors as a means to support more in-depth coverage of forest issues. Experienced journalists applied for the publicly announced fellowship, and winners received a stipend to cover travel, meals and lodging while investigating a forest story. As a result, nine in-depth articles were published in national newspapers and online.

Media Award: Toward the end of the campaign, INFORM, in collaboration with GreenCOM, presented the INFORM Media Award to recognize and to further motivate journalists to cover forest issues. The award was granted to journalists who published high quality articles on forest issues between May 2003 and June 2004.

Direct Outreach

Mass media was not the only means to reach target audiences. Direct outreach efforts included meetings, public discussions, workshops, and public debates, with events conducted in five regions in Sumatra and Kalimantan. More than 700 people from government, law enforcement, communities, academic institutions, industry, and NGOs participated in the events.

INFORM also organized field trips for government representatives and community leaders to observe first-hand the state of the forest in their areas and to share experiences in managing forest resources. More than 180 participants took part in these trips.

In addition, INFORM and partners organized discussions with political parties, the presidential campaign team, and presidential candidates during the electoral campaign period from February through July 2004. Discussions focused on the candidates' "green" platforms. Discussions with key Islamic leaders resulted in religious leaders issuing a statement to urge the government and public to take action to stop the forest crisis.

Special Events

The INFORM campaign capitalized on important dates, such as The World Environment Week, and other important national events to rally enthusiasm for forests and biodiversity.

Unique events included a tour of Islamic schools, mosques and communities during 2003's fasting month and a bicycle tour in North Sumatra, where university students traveled more than 500 km through nine districts to visit 81 schools, 15 government and military agencies, and 12 churches.

GreenCOM Alliance

The GreenCOM alliance leveraged INFORM's campaign, increasing its reach. GreenCOM products with the INFORM logo included a series of four 30-second PSAs on illegal logging that appeared 597 times on five major national TV stations from February through July 2004, just prior to the presidential election. GreenCOM also produced four print PSAs placed in three major national newspapers, the magazine *Tempo*, and 12 local newspapers.

Evaluation

The campaign reached urban Indonesians in Java, Sumatra, and Kalimantan and also extended beyond target areas to reach a nationwide audience. Examples of the campaign impact follow:

- Combined, INFORM and GreenCOM PSAs appeared 817 times on six major TV stations.
- One hundred and fifty-two radio stations throughout the country broadcast 48 seven-minute radio features.
- Eighty radio stations nationwide broadcast seven 30-minute live talk shows.
- The INFORM campaign identity appeared 83 times in national print media and was broadcast 1,645 times on radio.
- The INFORM website received more than 400,000 hits.
- By the end of the project, 240 individuals had joined the INFORM e-mail list, and communications continue to date.

- Forty-six percent of respondents polled saw at least one of the PSAs.
- More than 500 people called the toll-free hotline number.
- Mini-documentaries were shown at high-level discussions with political parties and local governments, and appeared on national and local TV stations.
- More than 720 leaders from the government, legislature, law enforcement, communities, universities, industry, and NGOs participated in fora in Sumatra and Kalimantan.
- Outreach to political parties, candidates and the national campaign committee brought forest and illegal logging issues into the first and second rounds of presidential debates. Forest and illegal logging issues were specifically mentioned as priority issues by one of the candidates during the second round of the campaign.
- Thirty-one key Islamic school leaders with influence over many Islamic schools participated in campaign activities.
- One hundred and eighty government and community leaders and 77 journalists made field visits to Sumatra, Kalimantan and Java.
- Government officials, NGOs, and others who were not directly involved in INFORM used campaign taglines. The message on the rate of deforestation was highly quoted (“An area equal to six soccer field is destroyed every minute”).
- More than 200 articles related to INFORM were printed in print media.
- The campaign’s message to call on others to stop forest destruction or forest robbery was mentioned by 58% of the respondents considered “informed” – that is who recalled at least one PSA or other campaign element – as an activity they would be willing to join. Only 38% of “uninformed” respondents were willing to have the same attitude.

- The increase in the percentage of respondents who said commitment to prevent illegal logging was important in their choice of a party or candidate was substantial among those who had seen at least one of the PSAs, rising from 71% to 84% for choice of party and from 83% to 91% for choice of candidate.

Media Monitoring

The campaign generated more than 200 national news pieces related to INFORM, although not all local media clips could be collected. In addition, INFORM monitored media trends on forest news at the national level before and during the campaign. After the campaign launch in March 2003 and after the launch of the TV PSAs, forest news significantly increased in frequency (see Figure 1 on page 84).

Campaign Effectiveness

At least one-third of the selected respondents recognized the INFORM logo, a number well above the 15% standard acceptable for commercial advertisers. Of respondents who recognized the INFORM logo, 60% could identify INFORM products and 70% were able to give the correct interpretation of at least one message.

The pre- and post-campaign surveys recorded positive changes in practices or willingness of respondents to take action or participate in actions to prevent further forest destruction. Statistically, the INFORM campaign cannot claim independent impact, as the changes were likely the result of interacting factors. Nonetheless the two-year project did have a significant positive impact on awareness about the critical issue of the country’s forest management practices.

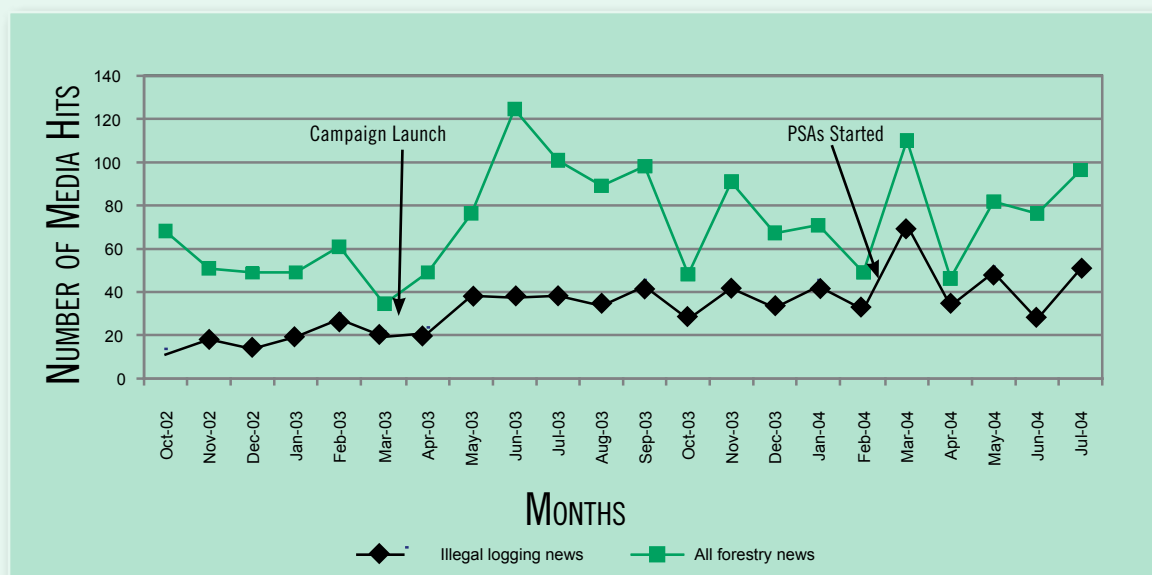


Figure 1: Media coverage of forest issues before, during, and after INFORM campaign

Lessons Learned

All communications initiatives provide opportunities for learning and improvement. Below are the key lessons that campaign organizers have drawn from the process of conducting the INFORM 4-P Workshop and campaign.

- Partnerships with other organizations significantly broadened the campaign's reach. Direct meetings with other NGOs, government institutions, and communities generated new coalitions and raised the profile of the regional campaign.
- The issue of deforestation includes a wide range of issues with different root causes and different key players. The INFORM campaign developed overarching messages, but due to the large scale of work, was unable to develop different calls to actions for different players due to time and budget limits.
- Baseline surveys should take place very early in the development of the project. Carrying out the baseline survey prior to the 4-P Workshop would have enriched and strengthened campaign design and planning and would have saved time

over the long run.

- A strong link with media and activities designed to target journalists, such as training and field trips, helped bridge the information gap resulting in more news and features published.
- The integration of many tools including TV, radio, print, discussion, and public events were effective in reaching wider target audiences. Each medium appealed to a different target audience and covered the issues with varying depth.
- Relating current social and political conditions with the campaign attracted more attention from the public and decision makers. Strong linkage of campaign issues with local forest problems increased campaign recognition at local levels.
- Provocative, unique and easy-to-remember taglines are critical. Associating a reference with something widely known (the size of a soccer field) made the message memorable, and therefore often repeated and quoted.
- Message testing prior to distribution was important in ensuring that target audiences understood the message content.

- The campaign's "call to action" in association with the 2004 national election was very appropriate for the current political situation. However it created a dilemma since none of the candidates had a specific platform on forest issues and put INFORM at risk of being seen as partisan.
- A stronger link with authorities might have allowed the Response Unit to better follow up on reports of illegal logging and to track progress of any enforcement action that resulted. In addition, a more comprehensive database on Indonesian forests could have increased speed and accuracy of responses.
- Communications to special audiences that do not normally focus on environmental issues,

such as religious or women's groups, requires additional time and resources to develop specific approaches and tools to fit their unique needs and to maximize their ability to be strong advocates.



Figure 2: Campaign Logo



Figure 3: Public Service Announcement



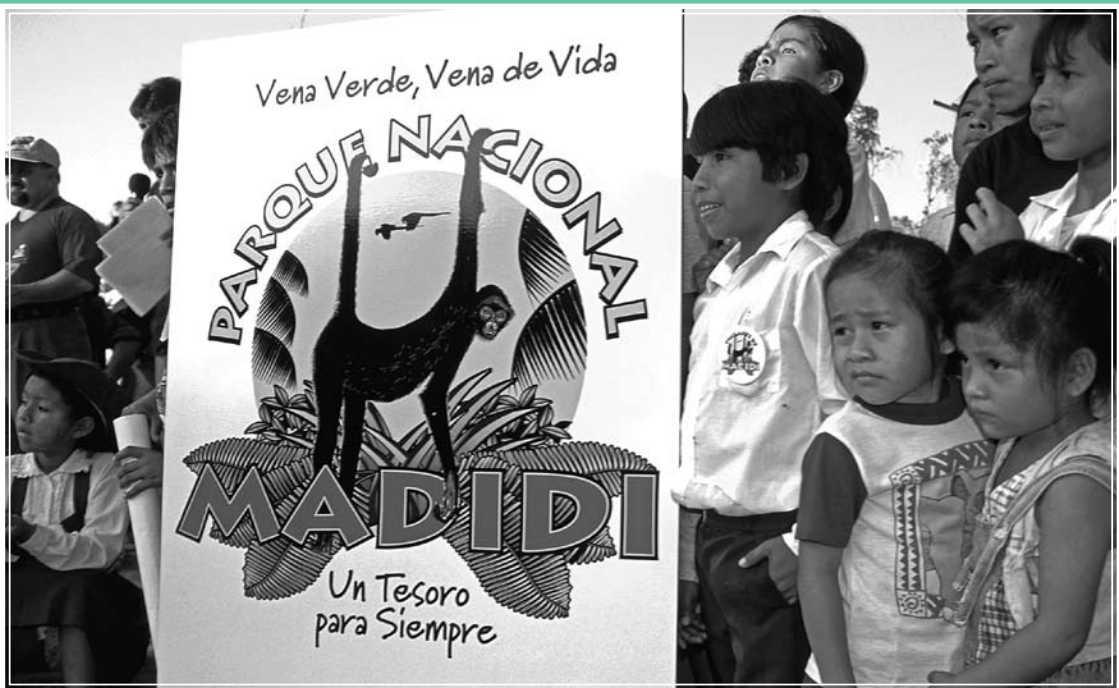
Figure 4: Sticker



Figure 5: Campaign leaflet

BOLIVIA

DESIGNING A CAMPAIGN TO BUILD SUPPORT FOR MADIDI NATIONAL PARK



The Site

Madidi National Park is one of the jewels of Bolivia's protected area system. The park, along with its integrated management area, makes up the largest protected area in the country. It extends from high Andean glaciers, through mountain valleys and cloud forests, to savannas and lowland Amazonian jungle. Some say this park contains one of the most complex ecological systems in South America. Its rich diversity of life reflects this complexity; the park is home to at least 1,000 bird species and almost half of all New World mammal species.

In 1990, a group of scientists conducted a biodiversity assessment in the area, the results of which helped lead to the declaration of the park in 1995. Madidi also contains several sites of archeological importance including Incan ruins, ancient terraces, and several hundreds of miles of trails. Several indigenous cultures continue to make their home in the park. Altogether, the Madidi National Park and the Integrated Natural Management Area covers approximately 1.9 million hectares, and has become the heart of a binational conservation corridor of more than 30 million hectares, which extends from Vilcabamba in Peru to Amboró in Bolivia.

The Challenge

In 2000, the Madidi protected area was threatened by major infrastructure proposals, mainly the Bala Dam project on the Beni River, that would flood an estimated 400,000 hectares in the park, including many indigenous communities and endangered flora and fauna.

Additional challenges during this period included illegal logging, tense relations between park officials and local communities (attempts

had even been made to set fire to a park official's office), and lack of support from decision-makers in the capital, who had little knowledge of the park, and therefore were not taking actions to support its protection.

The 4-P Workshop

In order to design a communications strategy to address the main threats to the park, Conservation International (CI) organized its first Bolivian 4-P Workshop in April 2000. The workshop took place very near the protected area in a small town called Rurrenabaque, eight kilometers below the threatened Bala gorge. The landscape was quite different from the high-altitude, mountainous, capital city of La Paz, center of media and decision-making. The open-air setting with views of the Beni River served as a constant reminder to all participants about the importance of the park and of a successful workshop.

Forty-eight people gathered from 26 organizations, including representatives media outlets, partner NGOs, local government, Madidi National Park (including the director and a park guard), the U.S. Agency for International Development (USAID), and CI's local, national, and international offices. Having the participation of so many partners and stakeholders in the 4-P Workshop was not only a great way to design a campaign, but critical in gaining local and national support for the park.

The group worked for two days, discussing the problems, publics, and products, and then producing a final plan. The day after the workshop, CI staff held an internal meeting to further define which of the creative ideas from the workshop were feasible to implement given funding and timeline realities.

Workshop Results

The participatory planning session generated valuable information, as summarized below.

Priority Problems

Workshop participants identified the following as the main challenges that the campaign must address:

- Lack of information and awareness about the importance of the park
- Lack of human and financial resources to manage the park
- Human encroachment and slash-and-burn agriculture
- Lack of political will to protect the park
- Lack of sustainable economic alternatives for communities in and around the park
- The proposed Bala hydroelectric dam project
- Illegal and unregulated logging

Campaign Objectives

Given the priority problems outlined above, the participants determined that in order to protect Madidi National Park, a communications strategy should:

- Sensitize the public and promote the importance of the park.
- Support fundraising and human resources training.
- Promote and disseminate information about economic alternatives such as ecotourism.
- Disseminate information about the negative consequences of using fires and slash-and-burn agriculture, and about alternative agricultural practices.
- Promote public debate about development projects (such as the hydroelectric dam, road development, and mining).
- Support planning initiatives and tourism activities in the region.

Priority Publics

The workshop participants then identified the following target audiences for the campaign:

- Local authorities
- Rural communities
- Indigenous communities
- National government
- Rural teachers and students
- Journalists
- Donors and development agencies
- Tourism industry

Plan

The group suggested that all products and activities should be organized around a central theme, “Madidi Week.” This celebration used the fifth anniversary of the park, which would occur during the week of September 17 to 24, 2000, as a “hook” for organizing the campaign. Haroldo Castro, CI’s Vice President of Global Communications and one of the workshop facilitators, remembers the exact moment when a group of participants came up with the idea to celebrate the park’s anniversary. Although the communications team would only have five months to prepare and launch the campaign, the concept of “Madidi Week” took shape very rapidly due to the enthusiasm of the staff and partners and the resources available.

CI, in collaboration with the National Service of Protected Areas (SERNAP), the general management of Madidi National Park and authorities from the communities of Rurrenabaque and San Juan Buenaventura, coordinated the campaign. Some of the major activities and products brainstormed during the workshop included:

- Visits to the park by decision-makers and journalists

- Environmental education activities for youth and communities
- Radio and television Public Service Announcements about the park

The plan also suggested highlighting a local ecotourism destination called Chalalán – a lodge run by the Quechua-Tacana indigenous community from the village of San José de Uchupiamonas. This ecolodge was built with a “minimum impact” philosophy, using solar energy, local materials and traditional techniques, and ensuring the treatment of all waste products.

The John D. and Catherine T. MacArthur Foundation funded the Madidi 4-P Workshop and awareness campaign. The approximate budget for the campaign products and events (not including staff time) was US\$35,000.

Implementation

After the workshop, organizers held meetings to further define the campaign’s goals, products and messages. By combining the information generated during the 4-P Workshop and the discussions held afterwards, the campaign became reality. The following information highlights the actual campaign implementation.

Goals

The short-term goals of the campaign were to:

- Build immediate recognition of the park among decision-makers and the urban general public as an important protected area in need of conservation in order to make it more difficult for the dam project to move forward.
- Alleviate some of the tension felt between the local communities in and around the park and the park staff.

The long-term goals of the campaign were to:

- Create lasting cooperation between the local communities and the park staff to help alleviate illegal logging and other damaging activities in the park.
- Bring environmental education to the communities and involve children in the stewardship of their natural world.

Slogan and Message

“Vena Verde, Vena de Vida – Parque Nacional Madidi – Un Tesoro para Siempre” (Green Vein, Vein of Life – Madidi National Park – a Treasure Forever) was the campaign slogan eventually chosen by organizers. Because mining, especially for gold, is a common practice in the Beni River, the idea of the slogan was to evoke the richness found in veins of gold. Yet in this case, it is a vein of green, lush life still preserved in the national park for now and into the future.

Products

The primary communications tools and events included:

- Five television Public Service Announcements
- Four radio spots
- A five-minute video about Chalalán ecolodge
- Events in Rurrenabaque and San Juan Buenaventura
- Print materials: posters and folders
- A collection of materials for youth (Frisbees, crayons, pencils, stickers, and buttons)
- Journalist training and field visits

Events

“Madidi Week” began with a celebration held in the communities of Rurrenabaque and San Buenaventura, ports of entry for Chalalán and Madidi (see photo page 95). The local authorities felt that the occasion was so important that

communities were given an official day off from work and school to attend the events. The gathering was held in the central square of the town, where organizations and officials were invited to join the local community for lectures and discussions and to browse through exhibits about the park and local conservation work.

To encourage greater community involvement, many activities were organized to attract youth (and their parents) including a children's parade, art contests, puppet shows, video screenings, skits and songs, and even a soccer match. See the "Youth and Community Outreach" section below for more about the children's activities.

At the national level, CI attracted the attention of journalists through an event held in La Paz in partnership with the National Conservatory of Music. At this event, 400 guests were treated to a slide show of stunning images of Madidi set to live choral music. Many of the communications tools used at the local level were also helpful during national outreach, especially the video and radio products.

Celebrity Power

The production of a series of five Public Service Announcements (PSAs) allowed CI to penetrate the airwaves with a blitz of messages about the park. Each PSA focused on the fifth anniversary of the park from a different angle – for example, one was about the scientific expedition that first explored Madidi and recognized its importance; another was told from the point of view of a young Bolivian girl who wants the adults of the nation to protect the park; and a third described the rich biodiversity of the region. In another of the television spots, CI Board member and actor Harrison Ford (known to many for his

role as "Indiana Jones") appeared to say "Happy Birthday Madidi," delivering a simple yet powerful conservation message (see page 95). His words inspired national viewers, mostly in urban areas, to learn more about Madidi and to advocate for its protection.

The collaboration with Harrison Ford was a great hook to draw attention to the park and opened many doors at media houses. To gain his involvement, the campaign organizers took advantage of Ford's attendance at one of CI's board meetings to ask him if he could take 10 minutes from the meetings to record the simple birthday greeting. Because of those few minutes of effort by the famous actor, CI was able to gain more space in the Bolivian media and better catch the public's attention.

Print Materials

First impressions are often visual. That is why creating a graphic identity was one of the first steps in the campaign production schedule. The campaign logo was carefully designed to include regional icons, such as an endemic palm, as well as a species of spider monkey found in the park (see logo page 95). Park officials were so pleased with the logo that they adopted it to become the official symbol for the park.

The print materials created for the campaign echoed the graphic identity and showed images of the species and landscapes found in the logo. A folder was a valuable tool for use in distributing media packets, information to television stations, and also for use by CI and the park offices during and after the campaign. All print materials were created in consultation with the park staff, and as a result, the materials were used for many years after the campaign's conclusion.

Media Outreach

CI staff visited the newsrooms of all major newspapers, television stations, and radio networks in La Paz. In fact, the team made 20 visits to media organizations over just two days. At each meeting, the team worked to convince directors to air the Madidi spots, distributed press kits to the outlets, and gave numerous interviews. As a result of this intense effort, seven newspapers published a dozen articles, more than 20 television news stories were aired, and CI's TV spots were broadcast at least 300 times by eight networks throughout Bolivia.

During this same period, simultaneous initiatives helped gain the attention of national and international press for Madidi, such as the Apolobamba-Madidi 2000 scientific expedition. Led by Pablo Cingolani, an Argentinean climber, the expedition followed the footsteps of the British explorer Harrison Fawcett, who had crossed those lands in 1911. With the participation of the two "Harrisons" – one of the birthday greeting and the other who inspired an extraordinary adventure – Madidi National Park blossomed into a topic of public debate.

Youth and Community Outreach

The Madidi campaign was one of CI's major youth outreach initiatives. At the start of "Madidi Week," CI educators visited local elementary schools to work with teachers to involve children in preparations for the festival. Although some schools were closed due to a local holiday on those days, many of the teachers felt the environmental education activities were so important for their students that they personally called the families of their children to request that they come to school. Educators worked with at least 30 classes, playing environmental games

outdoors, conducting activities, and teaching lessons on biodiversity. For campaign organizers, it was very rewarding to see the enthusiasm of the students and their teachers, who commented that they had not only learned more about environmental education, but were excited to try new instructional techniques.

During the festival, children played an important role and participated in many activities. School groups were invited to create poems, songs and dramas and then share them at an outdoor theater. Young representatives from schools planted trees in the central plaza as a symbolic start to a long-term educational reforestation project, led by forest rangers from the National Park. Over 1,500 children participated in a drawing contest, in which all drawings were posted around the central plaza. Excited children searched for their drawing on the walls and led their parents to see their artistry. CI also brought its newly purchased boat to the plaza and schools nominated children to decorate the vessel with environmental themes.

One of the highlights of "Madidi Week" was a large community parade. Classes of children created themed costumes and marched around the plaza performing skits and carrying signs. A group of students dressed up as trees and acted out a scene where illegal loggers came to cut them down. Other students carried signs asking for people to protect Madidi National Park. After the parade, children visited face-painting stations to have animals drawn on their cheeks and hands.

Evening performances ended the full day of activities. The crowd particularly enjoyed listening to a group of high-school boys that had

composed and performed a song encouraging stewardship of the park. Teachers and students treated the crowd to a puppet show about Madidi, and later that evening the town gathered to watch a slide show and video on a large screen in the town center. Afterwards, everyone walked together to the riverside to enjoy fireworks above the water. The celebration ended with a reception in Rurrenabaque, attended by local authorities. The guests danced and feasted on an enormous birthday cake for Madidi decorated with a frosting-map of the park.

To recognize the involvement of children and to serve as prizes for the various contests, CI created many small items featuring the campaign logo. These included stickers, crayon boxes, engraved pencils, t-shirts, Frisbees, and pin-on buttons indicating the person is a protector of Madidi. Those items were widely distributed at events, especially among the school children, many of whom had never had their own crayons or played with a Frisbee. These tools served to engage the community through a coherent message to protect Madidi National Park.

Video for Chalalán Ecolodge

One of the campaign's goals was to communicate the benefits that protected areas bring to local people and to the country. Ecotourism is one of the best examples, given that Madidi already houses the innovative Chalalán ecolodge, a joint initiative of the community of San José de Uchupiamonas and CI-Bolivia since 1995. The campaign helped build support for this visionary project by creating a video to market the ecolodge. The video has also been shown at ecotourism fairs, distributed to tour operators and schools, broadcast on Bolivian television stations, and screened in local communities.

Journalist Field Visits

Journalists are “multipliers” of the conservation messages in many campaigns. To engage these individuals, CI brought a group of journalists representing print, radio and television media from La Paz to Chalalán for a field visit. During the visit, the journalists were able to take photographs and video footage of the region's natural wonders and conduct one-on-one interviews for any stories they wanted to develop. Journalists told organizers that such an opportunity is important for them, as they rarely have the budget or approval from editors to travel to collect such material. While media coverage of the lodge was not the goal of the visit, many media stories were published, which ultimately supported the campaign.

Evaluation

Two surveys were conducted after the campaign; one of 100 people from the communities of Rurrenabaque and San Buenaventura near the park, and another of 70 individuals from La Paz. From the survey of communities around the park, some of the interesting results were that:

- When asked how much they knew about Madidi before the campaign, 16% knew nothing and 77% knew little about the park.
- 95% were aware of “Madidi Week.”
- 64% participated in at least one campaign activity.

After the campaign, when students were asked “what did you learn about Madidi National Park”:

- 69% said they learned how important Madidi's biodiversity is.
- 64% said they learned what they could do to protect Madidi.
- Two of the students surveyed expressed their motivation to learn more about Madidi and to perhaps some day become park rangers.

The national level survey (in La Paz) revealed that 44% of those surveyed had heard of the “Madidi Week” campaign; 53% of these had primarily learned of it through television. When asked in an open-ended question, “What did you learn from the campaign?” (respondents could list several items):

- 90% learned that Madidi is a protected area.
- 63% learned it is important to protect Madidi.
- 57% learned that it was the five-year anniversary of the park.
- 30% learned that it is rich in biodiversity (and actually used the term).
- 20% learned that foreigners like to visit the park and are participating in its protection.
- 10% learned about Chalalán Ecological.

Other Results

Several lasting positive results came out of the campaign. The park director shared that the campaign improved the park’s visibility at the national level among policymakers and helped communities feel connected with the protected area and its staff. SERNAP used many of the campaign products – even ordering a second printing of the poster for wider distribution.

The campaign’s success motivated the conservation community to continue some of the communications efforts. Since the campaign, SERNAP has included communication activities in its annual workplans, and has collaborated with CI to implement awareness initiatives when appropriate and when funds were available.

Other follow-up activities have helped to boost Madidi as a priority for conservation in Bolivia. Among these initiatives was the Green Tent program – or “*Carpa Verde*” in Spanish – a mobile environmental education program designed in a

participatory manner to be used by park guards with communities in and around parks to bring the conservation message to remote areas. The Green Tent program was launched in 2000 with funding from USAID, and has been implemented throughout the Bolivian side of the Vilcabamba-Amboró Conservation Corridor.

Finally, and importantly, the Bala dam project has not been approved, and is no longer under consideration. The campaign came at a time when much international and local attention was focused on the importance of protecting Madidi National Park. This, plus the efforts of many individuals and organizations, was just the support that Bolivian conservationists needed to curb such a project that clearly would not bring long-term benefits to local stakeholders.

Lessons Learned

Key lessons drawn from the campaign were:

- The 4-P Workshop offers opportunities for group creativity that can make a campaign more than a list of products and events. The organizing concept of the Madidi birthday celebration was “born” at the 4-P, with broad support from all participants. Celebrating an “anniversary” event can help organize the timing of the campaign and serve as a goal to keep all partners on schedule.
- Holding a 4-P Workshop near a protected area allows many local people to participate when they otherwise could not. Additionally, participating journalists and decision-makers have a chance to learn about the region, which often elevates the area’s importance in their minds.
- All campaign materials and plans were developed in conjunction with SERNAP and local park authorities. Such collaboration was vital to the campaign’s success and ensured continued use of the materials and long-term impact.

- Youth audiences are an important target public and can be a way to engage adult audiences in events and campaigns, helping to spread the conservation message through the community. Activities targeting children can attract the media and multiply communication impact.
- Since the campaign's end, Madidi has become the focus of much public attention – sometimes positive, sometimes negative. When beginning a communications initiative, especially when engaging the media, it is important to recognize that much of what results is not controllable.

There is an inherent risk in bringing an issue or region into the public spotlight. Usually, however, the organizers have found the benefits to outweigh the negatives.

- Thanks to the campaign and CI-Bolivia's continued involvement with local media, the mass media and public opinion tend to view Madidi favorably. For example, when conflicts arise that involve the park, the media have been careful to take a thorough look at the issue, analyze the situation, and usually, portray the park in a positive light.



Figure 1: Campaign launching event in Rurrenabaque



Figure 2: Park logo

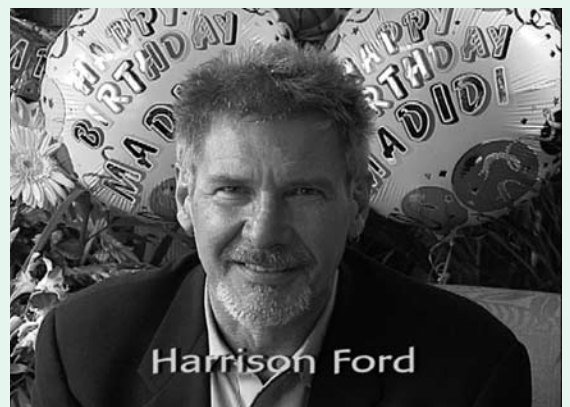


Figure 3: PSA for the 5th anniversary of Madidi National Park



Vena Verde, Vena de Vida
PARQUE NACIONAL MADIDI
Un Tesoro para Siempre

El Parque Nacional y Area Natural de Manejo Integrado Madidi protege una amplia zona de casi 1.9 millones de hectáreas, que baja desde los Andes hacia la cuenca amazónica. Es el hogar de más de mil especies de aves y se estima que alberga 44% de las especies de mamíferos que habitan en la América tropical. Además, la región contiene una gran diversidad de especies de plantas que no existen en ningún otro lugar del mundo.

El Parque Nacional Madidi, creado el 21 de septiembre de 1995, forma parte del *Hotspot* de los Andes Tropicales, una de las 25 áreas críticas para la conservación de la biodiversidad del planeta. Los *Hotspots* ocupan apenas 1,4% de la superficie terrestre pero contienen más de 60% de todas las especies de plantas y animales que habitan la Tierra.

PARQUE NACIONAL MADIDI

CI-Bolivia • Calle Macario Píoila n° 291 - Esq. Av. 6 de Agosto • Zona de San Jorge • La Paz, Bolivia • Tel 43-4058 • www.conservation.org

Foto: André Birtzsch y Haroldo Castro - Apoyo: John D. & Catherine T. MacArthur Foundation

Figure 4: Poster from Madidi campaign

BRAZIL

RAISING AWARENESS OF CORRIDORS IN THE ATLANTIC FOREST HOTSPOT



The Site

Brazil's Atlantic Forest is highly threatened, with only 7% of the original area left intact after 500 years of high population pressure and intense agro-industrial use. Today, the region is home to approximately 70% of Brazil's 187 million people and the mega-cities of São Paulo and Rio de Janeiro. About 80% of Brazil's gross domestic product is generated in the Atlantic Forest region. Despite fragmentation and devastation, the biome still harbors a significant portion of Brazil's biological diversity. For example, more than 60% of the endangered species on Brazil's Red List are endemic to the Atlantic Forest.

In order to prioritize its work in the most critical areas within the Atlantic Forest, Conservation International (CI) adopted four biodiversity planning units: the Serra do Mar Corridor, the Central Corridor, the Northeast Corridor, and the Araucarias Biodiversity Corridor. This case study focuses on two of these areas, the Serra do Mar Corridor and the Central Corridor.

The Central Corridor of the Atlantic Forest

The Central Corridor covers approximately 8.6 million hectares of northeastern Brazil in the states of Espírito Santo and Bahia. The area boasts a remarkable level of biodiversity. In a survey carried out in a privately owned reserve in southern Bahia, 454 species of trees were found on a single one-hectare plot, a national record for plant species richness.

There are several pressures on this ecosystem. In the past 20 years, the cellulose industry has converted more than 300,000 hectares of forest in southern Bahia into eucalyptus monocultures. Now, eucalyptus plantations dominate the landscape. Moreover, most of the Brazilian cocoa

is produced in the Central Corridor, but this industry's impact is somewhat reduced because of a technique known locally as *cabruca* where tall tree species are left to provide shade for the cocoa trees. About 650,000 hectares of cocoa are cultivated in Bahia, and nearly 70% use the *cabruca* technique.

Although logging has been practiced for five centuries in Brazil, it became especially intense in Bahia in the past 30 years, after logging companies devastated northern Espírito Santo and began to move their operations to other areas. In 1990, the federal government banned logging in the Atlantic Forest, but logging companies have successfully lobbied the government to be allowed to continue operating, provided they adopt sustainable use plans. Many companies, however, have not necessarily followed the recommended technical procedures to be considered "sustainable." NGOs have been working to ban deforestation in this region and in the Atlantic Forest as a whole.

Serra do Mar Corridor

The Serra do Mar Corridor is one of the richest biodiversity areas in the Atlantic Forest, covering 12.6 million hectares in the states of Rio de Janeiro, eastern São Paulo and northern Paraná. The region harbors the largest remaining block of Atlantic Forest. Although these forests are near two of the largest metropolitan areas in Brazil, they remain well preserved, thanks to steep slopes that are unsuitable for agriculture. The region holds one of the richest clusters of protected areas in the biome (including Serra do Mar National Park, Serra dos Orgãos National Park, Serra da Bocaina National Park, and Itatiaia National Park) that houses outstanding levels of endemic and endangered species. The corridor

offers more favorable prospects for the long-term survival of native species than most other Atlantic Forest regions. The northern Serra do Mar represents the highest concentration of endemic species for many species groups in Brazil. For example, the region harbors the highest diversity of butterflies and the coastal streams show an extraordinary level of fish endemism.

The Challenge

Although the Atlantic Forest continues to be destroyed, with non-renewable resources dwindling and many species going extinct, the general public has paid little attention to this issue. An informal survey conducted by CI in 2004 revealed that a significant portion of urban citizens in São Paulo and Rio de Janeiro – the two major cities in the country – were not aware that they lived in the Atlantic Forest. For many of them, environmental issues are a distant reality not related to their daily lives. When asked, “Where is the Atlantic Forest?” some even responded, “It is by the Amazon...” Given this perception, environmental protection is likely to be a secondary concern for urban citizens.

Despite this lack of knowledge and awareness, there is hope for the Atlantic Forest. Brazilians are beginning to gain an understanding of how economic development and high levels of human consumption impact life on Earth. The conservation movement has been growing since 1992, when the United Nations Conference on Development and Environment (the Rio Summit) took place. Approximately 200 institutions, representing civil society, government and corporations, currently work to protect the Atlantic Forest. Efforts still need to be made to coordinate and integrate projects and actions not clearly defined. In some cases, too many

institutions are working in the same areas, leaving other priority conservation regions not covered by any project.

Advance Meetings

In 2004, numerous organizations and governmental projects were involved in conservation awareness activities in both corridors. The Critical Ecosystem Partnership Fund (CEPF), an international grant mechanism for conservation work, devoted US \$8 million for a period of five years to the two corridors. CEPF delegated the responsibility of the awareness components to a local management unit – the “Alliance for Atlantic Forest Conservation,” a partnership between CI-Brazil and the SOS Atlantic Forest Foundation, a major environmental NGO in the country.

To design a participatory communication strategy, the Alliance decided to organize two 4-P Workshops, one in each corridor. Preparation meetings to build support among key partners took place two months prior to each workshop. This proved to be a great opportunity to explain the 4-P methodology step-by-step, to develop lists of potential participants and speakers, and to define the main scope for each workshop. Facilitators also clarified as many doubts as possible to avoid the methodology being questioned during the workshop, which would waste precious time.

The preparation meetings resulted in a preliminary list of the main problems affecting the target areas. In the Central Corridor, participants felt that the corridor concept was not very clear to stakeholders, making social and political support for the corridor difficult. In the Serra do Mar, it became obvious that the lack of

understanding about the connections between natural resources and human welfare was the main problem, especially with regard to watersheds and their benefits to people.

The 4-P Workshops

The 4-P Workshop for the Central Corridor took place on February 5 and 6, 2004, and gathered 37 people in Ilhéus, southern Bahia. For the Serra do Mar Corridor, the workshop occurred February 10 and 11, 2004, in São Paulo, with 33 people attending. Participants at both workshops included representatives of local communities, governmental institutions, local NGOs, research institutes, landowners, teachers, and journalists.

In Ilhéus, facilitators took advantage of the informal tone of the participants, encouraging them to freely express their feelings about the conservation process in the region. One of the most interesting pieces of information heard was that people were disillusioned when organizations discussed big plans without following up with any real local action. This trend functioned as a “red flag” to the Alliance and to CEPF, which realized that to be successful and credible the communication strategy would need to respond with a consistent package of products and initiatives in a relatively short period of time.

As defined by the 4-P methodology, each group worked for two days, analyzing the problems, publics, products and producing a final plan. The day after the workshops, the Alliance and CEPF representatives held internal meetings to define which of the ideas from the workshops were feasible to implement given funding and timeline realities. The Alliance had US\$30,000 to implement communication initiatives in each corridor over two years.

Workshop Results

The workshop’s participatory process generated valuable information, as summarized below.

Priority Problems

Because most of the priority problems identified in the two 4-P Workshops were similar (although water-related issues were a specific concern in the Serra do Mar Corridor), they were combined for the purpose of this case study. The problems identified were:

- The concept of “corridors” is new and unknown.
- Urban citizens are disconnected from nature, and therefore do not understand the interaction between forests and human welfare, nor the relationship between water and human health.
- Environmental conservation is not considered a top concern.
- Information is lacking about the value of biodiversity.
- Few have experience with participatory planning and decision-making.
- Forests are becoming highly fragmented.
- Protected areas are illegally occupied.
- Land is being used and occupied in -uncontrolled ways.
- Language used to communicate about environmental issues to target publics is inadequate.
- Development policies often conflict with conservation.

Campaign Objectives

In order to promote the Central and the Serra do Mar Corridors and to increase public awareness of the values of the Atlantic Forest, workshop participants determined that a communications strategy should:

- Promote the corridor concept using appropriate language.

- Communicate the risks and consequences of deforestation and uncontrolled use of the land.
- Raise awareness about conservation.
- Inform and educate about the connection between forest and ecological services.
- Communicate the value of biodiversity.
- Promote cross-institutional and cross-sector cooperation and clarity.
- Mobilize target publics to create clear conservation policies.
- Promote participatory and sustainable development models.

Priority Publics

The main target audiences chosen by participants for these communications efforts were:

- Government
- Traditional communities
- Media
- Landowners
- NGOs and environmental institutions
- Teachers
- Leaders of social movements (mostly representing landless peoples)
- General urban public
- Populations surrounding protected areas

The Plan

According to participants in both workshops, the first major strategic decision was to launch an awareness campaign to promote the Atlantic Forest and its impact on urban citizens' lives. The corridor would be presented as a solution to forest fragmentation. The campaign would also call for the engagement of multiple sectors. Mass media would be a central partner in this strategy. The Alliance offered to seek free public service announcements, but the municipal elections and campaigns that happened later that year made free media opportunities simply unavailable.

The launch of the campaign was therefore postponed until May 2005 to take advantage of the 18th anniversary of the SOS Atlantic Forest Foundation, one of the NGO members of the Atlantic Forest Alliance.

The other important request made by participants was to create a repository where institutions and individuals could share information about their ongoing projects. The main objective of this product was to integrate action and coordinate the work being done to protect the biome. The Alliance staff immediately began building an interactive website to integrate all actors in the Atlantic Forest Alliance.

The plan also pointed to the need to train local and national journalists to disseminate accurate information about trends, threats and solutions to the problems affecting the devastated biome.

Implementation

The plan developed through the 4-P process was discussed and validated in two internal meetings held after the workshops. The following information highlights how the actual campaign was implemented.

All products and activities were launched in May 2005 during the exhibit called “*Viva a Mata*” (Portuguese for “Long Live the Forest”), organized to celebrate the 18th anniversary of the SOS Atlantic Forest Foundation and the work being done by a number of institutions dedicated to protecting the region. The exhibit gathered more than 100 environmental institutions and took place in the Ibirapuera Park, described by travel guides as “São Paulo’s version of Central Park.” The ceremony was opened on Friday, May 20th, and drew many authorities, environmentalists,

partners and other special invitees. During the weekend, more than 100,000 people visited the exhibit and information booth about the corridors.

Products

Besides the “*Viva a Mata*” exhibit, a portfolio of communications tools was designed to support the corridors campaign and its launch:

- Visual identity and logos for each corridor
- One television Public Service Announcement
- Three printed Public Service Announcements
- Print materials: brochures, banners, buttons
- Towels and t-shirts
- Photo panels
- Interactive website
- Press kit

The campaign also benefited from two CI’s publications that helped bring fresh perspectives to the discussion: the “State of the Hotspots: Atlantic Forest” and the “2004 Biodiversity Reporting Award booklet,” a 54-page collection of articles from the 14 journalists who were finalists in the print and television categories of this contest.

Logos

A set of three logos was created to communicate the idea of connectivity and a mosaic of land uses, as described in the “Designing Sustainable Landscapes” publication (Conservation International and Instituto de Estudos Sócio-Ambientais do Sul da Bahia, 2000, pg. 2):

“While some scientific studies refer to a ‘corridor’ as a narrow strip of vegetation linking larger blocks of native habitat, we employ this term to refer to a regional planning unit comprising a mosaic of land uses. Using landscape-level corridors as planning units

can accomplish what planning at the scale of individual parks and buffer zones cannot: the optimum allocation of resources to conserve biodiversity at the least cost to society.”

The logos were carefully designed to include icons of the Atlantic Forest that are easily recognized by most Brazilians - a waterfall, a bromeliad, and a golden-lion tamarin.

Public Service Announcements (PSAs)

To create the PSAs, the Alliance had the support of the international advertising agency, J.Walter Thompson (JWT) in Brazil. The partnership between CI and JWT began in 1995 when one of their representatives participated in CI’s first participatory planning workshop for communications. In fact, JWT professionals helped shape the original 4-P methodology.

After a series of meetings to discuss the campaign, including the participation of one of the JWT managers in the 4-P Workshop in São Paulo, the agency created a clear and creative message: “Destroying the Atlantic Forest, you destroy your home.” For each piece created, JWT selected a public icon from one of the three state capitals. In Rio de Janeiro, JWT chose the “Cristo Redentor,” in São Paulo, the “Ibirapuera Tower,” and in Salvador, the “Lacerda Elevator.” Using design and imaging effects, JWT professionals simulated the implosion of the three urban icons (see page 106).

The ads have been published by a number of magazines in Brazil that have put their support behind the campaign. After much debate, the Alliance decided not to publish the “Cristo Redentor” ad as its photos might have offended Catholics.

JWT also created a 30-second television ad. The production had to be very inexpensive to meet the budget available, but also needed to be just as effective as the print versions. So, JWT's creative team maintained the same slogan, but changed the images. First, the viewer sees a green landscape in the foreground with tall buildings standing in the background. Suddenly, chainsaw noises disturb the tranquil scene, shaking the trees in the foreground. A moment later, the buildings in the distance begin to fall. The following text appears on the screen (translated from Portuguese): "Destroying the Atlantic Forest, you destroy your home." The television ad has been broadcast more than 100 times on several TV channels, including during prime time on TV Globo, the largest network in Brazil. According to media reports, more than 50 million Brazilians were exposed to the message.

Marketing professionals consider the corridor concept to be a "complex product." Therefore, it is not as easy to "sell" as a conventional product, such as a car or a bar of soap. Organizers found that publicity tends to be very effective at the introductory stage of a campaign to stimulate awareness and interest about the theme, but it has low potential to change behavior. The message has to evolve over time to move target publics through participation, engagement and into conservation action.

Website

Realizing that partners and individuals interested in conservation of the Atlantic Forest were eager to have access to more information and to be more connected to each other and the issue, the Alliance developed a website to promote interaction and disseminate information (see page 106). The tool was conceived to be systematically updated by

partners and visitors. It included features such as an online forum, chat room, events, a newsroom, interactive maps, employment information, training and funding opportunities, as well as content on the ecological, economic, political and institutional aspects of both corridors. A special "login" was offered to partners interested in promoting their own projects on the website.

A communicator was tasked with invigorating online exchanges and sparking communication follow-up in the corridor after the launching events. A monthly chat session with a famous conservationist was one of the activities that attracted many visitors to the website. The initiative was received with great enthusiasm and has been gathering NGO representatives, researchers, journalists and volunteers to discuss various issues. An example includes a lively exchange that occurred about the first national law explicitly protecting Brazil's Atlantic Forest that would promote regeneration and sustainable use, and criminalize illegal deforestation. The bill has been waiting to pass the Brazilian Congress for the last 13 years. To see more of these features, visit the site at www.corredores.org.br.

Engaging Journalists

The two participatory workshops identified journalists as important allies for Atlantic Forest conservation. To help these individuals improve their capacity to inform and analyze environmental challenges, the SOS Atlantic Forest Foundation organized a series of field trips to protected areas and conservation projects in the Serra do Mar Corridor.

One national and three local environmental seminars for journalists are also scheduled for both corridors in years to come. During a three-

day gathering, 20 to 25 editors and reporters will interact with conservationists to discuss the value of biodiversity, endangered species, sustainable development alternatives, and the challenges of environmental journalism. Participants will also attend a half-day field trip to a protected area.

In 2004, the Alliance promoted the fourth edition of the Biodiversity Reporting Award (BDRA), a CI initiative in partnership with the International Federation for Environmental Journalism (IFEJ) and the International Center for Journalists (ICFJ). In Brazil, the Award focused on media coverage of the Atlantic Forest in two categories: print and television. In 2005, coincidentally, the winners covered two important topics related to the campaign: the fragmentation of the Atlantic Forest, and corridors as a potential solution to reconnect the biome. The reports were respectively published in the magazine *Scientific American – Brazil*, and broadcast by Globo Network, during “Jornal Nacional,” Brazil’s most popular evening TV news program, which draws more than 40 million viewers.

Print and Promotional Materials

One of the campaign objectives was to reinforce the idea of corridors not only within the group of strategic partners but also to as much of the general public as possible to gain widespread support and understanding of the concept. More than 10,000 copies of print and promotional materials were distributed to governmental institutions (including environmental, agricultural, and educational agencies), landowners (especially those involved with private reserves), representatives of the landless peoples’ movement, communities surrounding protected areas, NGOs, and the general public through fairs, and public events.

To provide a way for individuals to “take home” the conservation message from various events without having to create tens of thousands of products, the organizers designed a creative exhibit. It featured a large panel illustrating a forest scene with the murequi (an important flagship primate of the Atlantic Forest) and a human figure, with a conservation slogan “We are the Forest’s Creatures.” Visitors could step behind and place their face through a hole to become the face of the human figure in the scene (see page 106). The exhibit was very popular, with people lining up to have their photos taken. The organizers found this to be a cost-effective tool that was also very well received.

The organizers recognize that the initial campaign efforts are only the start of what is needed to adequately raise awareness among key audiences. However, the mix of outreach tools – including mass media advertising, public relations, training of multipliers such as journalists, and word-of-mouth communication – has increased awareness among many audience segments.

Looking Ahead

At the time this case study was written, the Atlantic Forest campaign was still in its implementation phase. In July 2005, CEPF agreed to provide further resources to ensure the continuation of journalist seminars, the conclusion of a 15-minute documentary about the Serra do Mar Corridor, as well as the creation of a photography library for both corridors.

Unexpected opportunities have also arisen since the 4-P Workshops took place. Most of them were initiated by partner institutions. Some examples include:

- The creation of the first Corridors Congress, organized by the Ecological Corridors Project of the International Pilot Program to Conserve the Brazilian Rain Forests (PPG-7), which integrated players in the Central Corridor of the Atlantic Forest and the Central Corridor of Amazonia.
- The establishment of a network of protected area managers in the Central Corridor, led by the Instituto de Estudos Socioambientais do Sul da Bahia (IESB).
- The launching of the first Brazilian Congress for Environmental Journalists, organized by the Brazilian Network of Environmental Journalists. This Network has received the Alliance's support to introduce scientific content about the Atlantic Forest into news stories and has organized a special capacity-building section on Communications for Small NGOs.

The campaign's current emphasis is to build a comprehensive monitoring and evaluation system. Some of the products do not have associated feedback tools to measure their impact on public opinion. The Alliance will soon seek other sources of funding to continue the awareness campaign, as CEPF will most likely not provide additional resources after 2007. Also for this purpose, evaluation data will be extremely important.

The leaders of the Alliance have appreciated the 4-P methodology for the results it has generated. They have asked communicators to replicate the participatory planning process for efforts beginning in the new Northeast Corridor of the Atlantic Forest.

Lessons Learned

Every communications initiative provides an opportunity for learning and for improvement.

Below are some of the lessons that campaign organizers feel they have learned as a result of the workshops and campaign.

- Conducting preparatory meetings with partner organizations before the workshop can alleviate many doubts and answer any questions participants may have about the methodology and purpose, allowing the workshop time to be spent as productively as possible.
- The participation of a JWT representative in the 4-P Workshop not only contributed creative communication analysis and ideas, but also catalyzed a partnership with the agency to create, produce and disseminate high quality promotional PSAs. After knowing the purpose of the campaign, the agency voluntarily engaged in helping the Atlantic Forest conservation cause.
- Managerial intuition and a willingness to take advantage of opportunities are two important factors of a successful campaign, especially when dealing with new concepts like conservation corridors. Strategies that result from participatory planning exercises like the 4-P should always be flexible and dynamic to accommodate opportunities, challenges, and new partners that may arise.



Figure 1: Logos from the three Atlantic Forest corridors



Figure 2: Exhibit panel with cut-out for visitors to look through for photos



Figure 3: Corridor homepage (www.corredores.org.br)



Figure 4: Public Service Announcement - Ibirapuera Park, São Paulo

APPENDIX

INFORMATION AND ADDITIONAL READING



WORKSHOP

Checklist for Organizing a 4-P Workshop

- ☐ Workshop focus defined
- ☐ Dates chosen
- ☐ Venue reserved
- ☐ Catering arranged
- ☐ Facilitators identified
- ☐ Transportation arranged
- ☐ Participant list created
- ☐ Invitations sent
- ☐ Participants confirmed
- ☐ Presenters identified and prepared
- ☐ Materials purchased
- ☐ Note taker hired
- ☐ Press release written and distributed
- ☐ Materials and audio-visual equipment ready

SAMPLE PRESS RELEASE

[Logos of CI and Partner Institutions]

Contact:

Communications Coordinator
awareness@conservation.org
Tel: (202) 912-0123

Conservation International and Partners Hold Creative Communications Workshop for Biodiversity Conservation in Ghana

October 6, 2000 (Accra, Ghana) – This past Thursday and Friday, Conservation International Ghana held a creative workshop to discuss communications efforts to conserve biodiversity in the country. More than 30 professionals from the fields of environmental protection, education, and the media met with government officials to jointly brainstorm and design a strategy to communicate the benefits of protecting Ghana’s natural treasures.

The “4-P Workshop” is based upon a participatory methodology created by Conservation International (CI) that analyses the Problems, identifies the Publics, and selects the appropriate communications Products, which are then compiled into a Plan. Similar workshops have been organized in more than 10 countries and in four languages to create effective conservation awareness strategies.

The workshop was opened with presentations by several notable Ghanaian conservationists and communicators, such as Okyeame Ampadu-Agyei, CI-Ghana Director; Mr. Yaw Boadu Ayebofo, Executive Secretary of the National Media Commission; Mrs. Alice Adarkwa-Dadzie, Director of the Environmental Protection Agency; and Prof. Fred Oteng-Yeboah, CSIR Deputy Director in charge of Environment. As a result, the participants listed the major Problems affecting biodiversity conservation in Ghana and concluded that the strategy’s objectives should address bushmeat exploitation; the impacts of logging, mining, bushfires, and erosion, and rapid population growth; as well as promote economic alternatives to alleviate poverty, sustainable use of our water resources, and political support in favor of conservation.

From the analysis of more than 50 key Publics or sectors of society that are stakeholders in biodiversity conservation, the participants identified the national decision-makers, extractive industries (such as logging and mining), rural communities, district assemblies, educators, and the media to be among the most important audiences. On the second day the participants selected an array of communications Products and activities to be included in the resulting Plan. “Many extremely busy people took two full days out of their agendas to create a valuable plan that promotes conservation awareness in Ghana. Powerful alliances were created between government institutions, the media, the private sector, and non-governmental organizations,” remarked Okyeame Ampadu-Agyei, CI-Ghana Director. “The workshop was a tremendous success.”

* * *

Conservation International (CI) applies innovations in science, economics, policy and community participation to protect the Earth’s richest regions of plant and animal diversity in the biodiversity hotspots, high biodiversity wilderness areas and key marine ecosystems. As a global conservation organization, CI develops projects in more than 40 countries on four continents. For more information about CI, visit www.conservation.org.

ONE-DAY 4-P EXERCISE

The 4-P methodology has been successfully adapted to take place in one day. However, this is only possible with a small group (up to 12 people), as the amount of time for discussion and brainstorming is limited. It is also recommended that a one-day workshop only include participation from members of the same team or organization. This reduces the time needed to create a group dynamic and to cover basic information. The results are necessarily less detailed, and the workshop does not result in “buy-in” from external participants – a key benefit from hosting the full two-day workshop. It is, however, a good way for teams to generate creative ideas for new smaller-scale campaigns.

To conduct the one-day exercise, the day may be organized as follows:

First “P” – Problems

The facilitator arrives at the exercise in the early morning with a short list of problems already identified. The team adds any relevant problems not already listed and is asked to vote on the priority problems (given the time constraints, it is recommended to select only three priority problems). Based on these problems, the group then creates campaign objectives.



COFFEE BREAK
15 Minutes

Second “P” – Publics

The facilitator should again come up with a short list of publics. The team is asked to vote on the priority publics (three suggested). Three groups

are given a brief time to answer the first set of analysis questions listed in the publics section of this publication on page 42.



LUNCH BREAK
One Hour

Third “P” – Products

The facilitator arrives with a list of possible products, based upon previous knowledge or discussions. The groups gather to conduct the final analysis (answering the final questions related to the priority publics as described on page 49).



COFFEE BREAK
15 Minutes

Fourth “P” – Plan

The group gathers to identify the best ideas generated for implementation, and begins to assign follow-up tasks.

OTHER 4-P CONCEPTS

The idea of using “4-P” as the title for the methodology is not original. For many decades, professionals have used the same acronym to summarize other concepts. Probably the most recognizable example is the “4-Ps of Marketing.” Created by a Michigan State University Professor, Jerome E. Mc Carthy, in the 1960’s, these four letters stand for: Product (to be sold), Place (location in which to showcase), Price, and Promotion. Later, some marketing professionals added a 5th P, People, to highlight the importance of the customers. Others went even further, upgrading to the 7-P approach, attaching two more concepts: Premises and Profit. The 4-Ps of social marketing are also based upon this marketing model.

Several other efforts to frame innovative ideas using the letter “P” exist around the world. Here are some examples:

- John Langrehr, Education Consultant, South Australia: The 4-Ps that good thinkers have in common – Positive (disposition), Patterns (are quickly recognized), Probing (key questions are asked), and Picture (key words to summarize information)
- University of Dayton, Ohio, Laura Hooper: The 4-Ps in a new attitude toward failure – People, Position, Parts, and Paper
- Organization Technology Ltd, Singapore: The 5-Ps of organizational management – Process, Project, People, Program, and Product
- University of Bradford, United Kingdom, Department of Civil and Environmental Engineering: The 4-Ps to produce a report – Position (background information), Problem, Possibilities (possible causes and solutions to the problem), and Proposal (conclusion, outcome)
- Villanova University, Pennsylvania, Department of Computing Sciences, Laura Cassel: The 4-Ps levels of “firewall” protection in computer networks – Paranoid (no connection, everything forbidden), Prudent (explicit permission needed), Permissive (allow connections by default), and Promiscuous (everything is allowed)

ADDITIONAL READING

The resources listed below are meant to provide the reader with additional information regarding the techniques, methodologies and research used by other organizations in the process of strategic planning for communications.

- Academy for Educational Development (2004). *Going to SCALE (System-wide Collaborative Action for Livelihoods and the Environment)*. Washington, DC: Academy for Educational Development. Available online at: <http://www.greencom.org/greencom/scale.asp>
- Barker, S., and Elliot, P. (2000). "Planning a Skills-Based Resource for Biodiversity Education." *Journal of Biological Education* 34(3), pp. 123-127.
- Booth, E.M. (1996). *Starting with Behavior: A Participatory Process for Selecting Target Behaviors in Environmental Programs*. Washington, DC: GreenCOM, Academy for Educational Development. In Spanish as *Todo empieza con el comportamiento*. Available online at: http://www.greencom.org/greencom/get_report.asp?id=11
- Business Presentation Group (2005). *Participlan*. Available online at: <http://participlan.com/pplan.html>
- Day, B.A., and Monroe, M.C. (Eds.) (2000). *Environmental Education and Communication for a Sustainable World Handbook for Practitioners*. Washington, DC: GreenCOM, Academy for Educational Development. Available online at: http://www.greencom.org/greencom/books/eec_handbook.asp
- European Commission. (2001). *Manual: Project Cycle Management*.
- Foster-Turley, P. (1996). *Making Biodiversity Conservation Happen: The Role of Environmental Education and Communication*. Washington, DC: GreenCOM Environmental Education and Communication Project. Available online at: http://www.greencom.org/greencom/pdf/discussion_papers/biodiv4.pdf
- FASID (1999). *Project Cycle Management: Management Tool for Development Assistance*. Foundation for Advanced Studies on International Development.
- GreenCOM, Academy for Educational Development (2002). *Heating Up Society to Take Environmental Action*. Washington, DC: GreenCOM. ISBN: 0894921185. Available online at: <http://www.aed.org/ToolsandPublications/upload/ces-heatingupsociety.pdf>
- Hamú, D., Auchincloss, E., and Goldstein, W. (Eds.) (2004). *Communicating Protected Areas*. Gland, Switzerland and Cambridge, UK: Commission on Education and Communication, IUCN. ISBN: 2831708222. Available online at: http://www.iucn.org/themes/cec/themes/protected_cases.htm
- Jacobson, S.K. (1999). *Communication Skills for Conservation Professionals*. Washington, DC: Island Press. ISBN: 1559635096.
- Margoluis, R. and Salafsky N. (1998). *Measures of success: designing, managing, and monitoring conservation and development projects*. Washington, DC: Island Press.
- Matarasso, M. (2004). *Targeting Behaviour: Developing Conservation Education, Communications and Advocacy Programmes with the Participation of Local Communities*. Hanoi: WWF Indochina Programme. Available online at: <http://www.wfindochina.org/env-education/publications.htm>
- Rientjes, S. (Ed.) (2000). *Communicating Nature Conservation: A manual on using communication in support of nature conservation policy and action*. Tilberg: European Centre for Nature Conservation. ISBN: 9080248290. Available online at: <http://www.ecnc.nl/>
- Saeed, S., Goldstein, W., Shrestha, R. (1998). *Planning Environmental Education and Communication: Lessons from Asia*. Bangkok and Switzerland: IUCN.



Participatory planning can greatly improve the results of conservation awareness programs. Since 1991, Conservation International (CI) and its partners have developed awareness campaigns in nearly 20 countries across the globe. CI has drawn on these experiences to devise a multi-stakeholder campaign planning methodology: the 4-P Workshop. In this creative process, stakeholders come together over a two-day period to analyze local conservation *Problems*, the potential *Publics* to target, the most appropriate *Products* – or communication tools – to reach each audience, and to develop a *Plan* for a campaign that takes into account the local context and resources. In this first volume of the *Lessons from the Field* series, conservation communicators can follow step-by-step instructions for conducting a 4-P Workshop and learn from on-the-ground case studies of how the methodology was used to build effective campaigns.



CONSERVATION
INTERNATIONAL

IUCN
The World Conservation Union

 **CEC**
Commission on Education and Communication

