

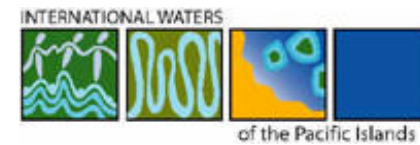


Communications Training Guide

Mainstreaming the International Waters Project



10 - 16 August 2006: Kiribati



Communicating for change
Using communications to promote sustainable
livelihoods in the Pacific

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1. Who is this Guide for?

This Guide has been designed for education and communication practitioners working to promote environmentally-friendly behaviours in their communities.

This Guide aims to showcase how communications, and behaviour change tools such as social marketing, can be used to promote and encourage sustainable livelihoods in the Pacific.

Many of the stories in this Guide have been drawn from the International Waters Project (IWP), facilitated by the Secretariat of the Pacific Regional Environment Programme (SPREP). SPREP works with Pacific island countries and territories to promote environmental management and promote sustainable development.

What is the objective of this Guide?

This Guide will help in the development of a communications strategy through identifying key issues and objectives, target audiences, messages and tools to promote environmentally-friendly behaviours in Pacific island communities.

This Guide is a “living document” and future editions will be used to share your successes and experiences with other educators and communicators in the Pacific.

How should I use this Guide?

Use this Guide to develop a communications strategy that will help you promote the key messages of your project, to the right audience, at the right time. Use this Guide to research and plan for future activities, to teach about behaviour change tools, to highlight the role of communications in project planning, and to promote the need for increased resources for communications activities.

Whilst this Guide provides a framework for communications, SPREP will continue to support its members develop, implement and monitor communications activities.

How was this Guide developed?

This Guide was developed to support the SPREP Communications Training Programme for 2006. A key objective of this training is to share lessons learnt from the International Waters Project (IWP), and to mainstream these lessons into existing management structures.

Many of the stories in this Guide have been drawn from IWP publications and reports, and are used as examples of successful communications activities undertaken in Pacific countries.

The stories have been prepared by countries participating in the IWP by Steve Menzies, IWP’s former Communications Specialist. Steve Menzies has been instrumental in highlighting how education and communications can be used to promote sustainable development.

This Guide is a living document and will be updated with case studies from other countries after the training workshop.

Prepared by Tamara Logan, SPREP Education and Social Communications Officer

2. List of activities

Sharing your key messages

You have 30seconds. The clock starts now.

Target Audience

Who are you?

Exploring behaviour change

Let's get physical

Designing a social marketing plan for ourselves

Keep the promise!

List of case studies

Case study 1: Selling bananas, not rubbish

Case study 2: Wan Smol Bag: Vanuatu

Case study 3: Using drama to model new behaviours in Vanuatu

Case study 4: Environment Champions from Fiji, Vanuatu and
Cook Islands

Case study 5: Championing waste management in Fiji

Case study 6: Campaigning to “Use the Greenbag” in Kiribati

Case study 7: Education as a universal panacea

3. Background

Pacific environment for sustainable development: an overview

In the Pacific, land and sea are life; livelihoods and the natural environment are inseparable. Culture, tradition and livelihoods, are underpinned by the incredible biodiversity of the nearly 3,000 islands and atolls of the Pacific. However, high birth rates, unsustainable use of natural resources, increasing dependency on the cash economy, labour migration, and the deterioration of traditional social systems, are changing traditional lifestyles.

Globally, the Pacific is considered one of the most unique regions in the world, from both marine and terrestrial perspectives. However, the Pacific is also one of the most threatened with more extinctions per capita than anywhere else in the world. Less than 30% of the forest cover remains in a natural state and what is left is being removed at up to 4% per annum on some islands.

The threat of extinctions will continue as more coastal areas are degraded by increased land based sources of pollution, the modification of critical habitats, and the increasingly unsustainable exploitation of resources.

This marks a need for a coordinated approach to sustainable development, ensuring that our needs are met, without compromising the needs of future generations.

Sustainable development

“development which meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Bruntland Report

The role of education and communications in sustainable development

As humans use up the earth’s resources at an astonishing rate, amidst global calls for sustainable development, education and communication are now being recognised as key factors for supporting behaviour change.

For years, education has been seen as an activity which follows the central planning processes. However, the benefit of *integrating* communications into project planning supports the achievement of goals and objectives through reinforcing key messages, and streamlining communications into broader project activities.

The benefits of integrating communications in project planning

- ❖ Consistent messages
- ❖ Streamlined communications means efficient use of resources
- ❖ Stronger understanding of project goals and objectives
- ❖ Agreed understanding of target audiences
- ❖ Greater potential to access funding for education and communication
- ❖ Supports reporting mechanisms

There is also a growing recognition of the need to not only KNOW more but to ACT more, a focus on behaviour change tools, such as social marketing.

In the Pacific, more than 80% of the land is held in customary tenure or community land management. By focusing on the motivating factors of people, we are able to design programmes that encourage people to adopt a desired behaviour.

Systems thinking

Systems are linked groups of elements that interact with each other. Systems can be physical, mechanical, technical, social, cultural, natural, or biological. Often those interactions follow certain rules or laws, resulting in recognizable patterns of behaviour.

If we understand how a system works, we can gain a clearer indication of how we can influence change. By understanding the various system components, we understand the parameters in which we can instill change. We can also gain a clearer idea of the *leverage points*, or the tipping points, the key opportunities to change the whole system's behaviour. Solving problems almost always involves changing systems.

Education, awareness, behaviour change are key factors within broader systems which may also include other areas such as legislation, policy, finances, and politics. While education and communication may be critical components of a system, simply "raising awareness" of an issue may not be the desired solution. Integrating communications into broader project objectives, will provide greater leverage points and opportunities to develop and support solutions.

The key role that educators and communicators can play is to act as *innovators* that promote positive change.

Vision and innovation

Innovations are *new ideas* with a purpose. Their purpose is to change a system. They have the potential to change systems for the better, and help it move forward towards sustainability.

Innovations do not have to be new.

Returning to your roots

Organic agriculture: the oldest form of agriculture known to humanity and practiced throughout the world. Yet today, in the context of fertilizers, pesticides and genetic engineering, it is also seen as a "new" farming method. "Organic" food has slowly been making its way from the realm of experimentation to the mainstream of the world's grocery stores and restaurants – to the point where organic foods are now the fastest growing product lines in the business.

Atkinson Accelerator

They do have to be technical. The word "innovation" is often associated with industry, technology and the economy.

However, innovations can also include:

- ❖ New policies
- ❖ New programmes
- ❖ New messages
- ❖ New behaviours
- ❖ New rules
- ❖ New habits
- ❖ New concepts

They can also be

- ❖ Social/cultural
- ❖ Economic
- ❖ Political
- ❖ Environmental

So when you think about innovations, new ideas, that might change a system for the better, and help it move towards sustainability, think *broadly*.

Some key leverage points for changing systems

(Roughly in order of difficulty)

The Goals

Orient people around specific new goals, and this could contribute to changing of attitudes, which can lead to behaviour change.

However, remember, goals are easy to make – hard to keep.

The Indicators

Change the measures by which the system is being evaluated, and you subtly change the goals for managing that system. If the indicators become embedded in a formal process of performance evaluation, so much the better. Indicators strongly increase the possibility of change. Indicators are powerful innovations.

The Flows

Changing flows, the movement, can result in change.

Most technical innovations are designed to change flows – by reducing them, redirecting them, or introducing new ones to substitute for old ones.

The Rules

Changing the rules of the game forces change. New directives, incentives, policies, punishments, and rewards are classic methods, classic because they work. It's a little more challenging to change the rules; there will almost always appear some opposition, and only those in positions of authority can do it effectively (except for the *unwritten* rules, of course, if they are clever, anybody can change those).

The Normal Routine

Interrupt old habits – and allow new habits to form. Shake things up a bit, move things around, try something unusual. Bring in a guest speaker. Throw a party (or a workshop) for sustainability. You can't predict the results, but if you can free up some energy and create some space for inventiveness, creativity, and inspiration, anything can happen.

Mental methods

Everybody walks around with a model of the world in their head – a map of how things work. If that map begins to include more of the key features of sustainability – if it gives them a whole-systems view – people will naturally start finding and building new roads towards their destinations. Teach them systems thinking. Show them new indicators. Give them a new compass – and they may also find new, and better, destinations.

Values

“Values” are things that we hold dear and important. People naturally adjust systems over time to be more in line with their values. Values take time to develop, and time to change, but once an “ethic of sustainability” is embedded in a values systems, it opens up opportunities to change behaviours.

Visions of the future

This is like changing goals, only more subtle, more difficult – and more powerful. A vision is attractive. It creates its own motivation. Commitment to a vision is one of the most powerful forces for change on Earth. Visions direct development over very long periods of time.

Inspired by Donella H. Meadows. “Places to intervene in a system”, Whole Earth Review”, Winter 1997.

The IWP experience: sharing communications lessons

The Pacific International Waters Project (IWP) is designed to help strengthen the community-based management of waste, freshwater and coastal fisheries in the Pacific islands region. The project is addressing the *root causes* of degradation in Pacific island international waters by focusing on the need to address governance and awareness, and targeting the critical role that communities play in managing their own resources.

The IWP is a seven-year initiative (1999-December 2006) costing USD8.5 million. It is funded by the Global Environment Facility (GEF), executed by the United Nations Development Programme (UNDP) and implemented by the Secretariat of the Pacific Regional Environment Programme (SPREP).

The IWP has pilot projects in the following 14 countries: the Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

The role of strategic communications in the IWP

Throughout the project, strategic communications has played a key role in engaging stakeholders, raising awareness, and promoting the adoption of appropriate solutions at the community, national, and regional levels. Crucially, communications has also been used to promote the need to adopt new behaviours to reduce waste, protect freshwater, and sustainably manage coastal fisheries.

This Guide promotes the communications success stories from the IWP projects. Using lessons learnt, we can highlight the ways of using communications to promote environmentally sustainable behaviours.

4. What is ‘communications’?

Communications can be broadly described as “using the *right* tool, product or approach to deliver the *right* message to the *right* people, at the *right* time”. The foundation for effective communications is clarity – understanding the issues, target audiences, and the roles of the various tools, are critical to communicating effectively.

Communications is often used to describe the use of *tools*, media, website, posters, as well as *approaches*, awareness raising days, information sessions, advocacy and public dialogues.

A communications strategy describes the process of articulating objectives, identifying target audiences, developing clear and concise messages, and identifying how, when and where tools/approaches are used to achieve the identified objectives. An effective communications strategy reflects an organization’s mission, goals and objectives, is well integrated into daily operations, and strongly supported by management and staff members. A communication strategy also consists of ongoing feedback between planning and evaluation.

Strategic communication extends beyond information dissemination, education or awareness raising, but strives for behavior change. While the former are necessary ingredients of communication, they are not sufficient for getting people to change long-established practices or behaviors.

Research supports the assertion that changing knowledge and attitudes does not necessarily translate into behavior change. In order to effect behavior change, it is necessary to understand why people do what they do and understand the barriers to change or adopting new practices.

Communications tools and approaches

By the term “communication tool” we mean any tangible product that helps us achieve our identified objectives; they may be supplemented by various approaches.

Communication tools/products	Communication approaches
Media stories, articles, interviews	Face-to-face speaking (individual)
Brochures, factsheets, ‘Popular’ booklets	Presentations to small and large groups;
Posters, postcards, stickers	Seminars/workshops, Dialogue
Education kits	Capacity building (training/education)
Community projects	Advocacy
Newsletters (internal and external)	Awareness raising
Formal publications, reports	Social marketing
Correspondence	Community mobilization
Web site	Media management
Photographs library	Information dissemination
Press releases	Monitoring and evaluation
Press conferences	

No communications technique by itself is effective. These approaches should be viewed as part of a comprehensive communication strategy to reach key audiences.

Communications: common assertions

While the role of communication is increasingly being recognised as a key element in project implementation, strategic communications is far from being systematically applied.

Here are some points to keep in mind when developing communications activities:

Communication as a process not a one time event

Communication is a process – coordinating awareness days does not necessarily guarantee that the message we are trying to convey reaches the right people. Strategic communications places an emphasis on using the *right* tools at the *right* time.

Effective communication programmes rely on planning

We have to remember that education is lifelong, and while we hope that our communications activities might have an impact, their effectiveness depends on careful planning and thinking about the key messages we are trying to convey.

Communications needs to be integrated with other strategic tools

For years, education has been seen as an activity which follows the central planning processes. However, the benefit of *integrating* education and communications into project planning supports the achievement of key aims and objectives through reinforcing consistent messages, and streamlining activities.

Successful communication focuses on changing behaviour

Information alone is not enough. The biggest gap in human behaviour exists between what people know what they practice.

Effective communication focuses on understanding your audience, and what factors will influence their behaviour. Fostering behaviour change depends on offering incentives and removing the barriers (real or perceived) to adopting a certain behaviour.

5. The communications process: what, who and how

5.1 Objectives: What do you want to achieve?

Determining your key issue

Before you start out, you need to be clear about what you hope to achieve. As communications is a tool to support broader objectives, then you need to have a complete understanding of the issues and their context. As we have learnt, communications should be integrated into broader project initiatives. Perhaps you are working to encourage water conservation. You will need to work out the key issues to be addressed ie: water is wasted by leaking taps, water is not being switched off at the taps, the true cost of water is not being reflected and therefore not valued as a resource and so on.

If you are not working within a broader project or programme context, start small, start with an issue that will provide tangible results for your efforts.

Often the “environment” is portrayed as an abstract concept, and we get lost in the rhetoric and forget what we are trying to achieve. In our efforts to “save the environment” we could actually be wasting valuable time and resources in the process. Communicating for the sake of communicating is NOT communications – it’s a waste of time, money and brainpower!

Be clear about the key issue you are trying to address. Make it your business to learn about that issue, and see how it may tie in with broader initiatives happening in your community. You may find that keeping it simple may lead to a greater engagement and ultimately a greater change and impact on the environment.

Determining your key objectives

Have a *vision* for your community or world, but set clear, realistic and measurable objectives for how you will make positive impact.

- ❖ Work with your fellow colleagues to determine broader organizational or strategic priorities
- ❖ Research the key issues behind a topic and establish the key points that will be suitable for your target audience
- ❖ Ensure that your communications activities are tied to organizational outputs
- ❖ Highlight a key issue within the community (eg: plastic bags, mangrove destruction, waste etc)
- ❖ Determine a realistic and achievable issue to tackle based on the target audience

Designing realistic and measurable objectives

Make them real

Objectives need to be realistic. One of the key principles in communications is “empowerment”, you need to engage people in your activities, and make them feel like they can make a difference. By making it real, you can reduce the perceived barriers to undertaking a certain action.

Make them measurable

Do yourself a favour, design objectives that you can measure to determine the success of your activities. Communications can sometimes be an arduous process – you need to ensure that you have a good understanding of the effectiveness of your work, by setting these objectives upfront.

“Start small and learn from the successes rather than trying to do too much too quickly.”

Summary of IWP National Coordinators’ Lessons, 2006

5.2 Messages: what do you want to say?

A “message” is a clear and concise point you want to convey in your communications activities.

A communications strategy identifies a range of key “selling points” for the identified audiences.

Benefits of preparing key messages

There are many messages facing us through the media including health, environmental, and cultural ideas. Using clear and succinct statements about your key issue is an effective way to ensure clarity about the project’s key objectives.

Different messages for different audiences

Your message has to be appropriate for your various audiences and platforms. For example, the way you communicate your organization's message to the media might be very different from the way you communicate with your members.

Focus on the benefits/incentives

Leah Nimoho, National Coordinator for the Vanuatu IWP, says the key to delivering an effective communications programme is recognising the need to promote clear benefits.

“To be effective any communications programme must be designed to help local stakeholders understand the problems, create a sense of ownership over the solutions, and motivate ongoing participation in management activities.”

CASE STUDY 1: Selling bananas not rubbish



In Kiribati, the Kaoki Mange! Project wants to encourage people to plant Banana Circles, to help sort their rubbish, reuse their organic waste, and protect their water supply. However, because bananas are not readily available on Tarawa, the biggest incentive for building “Banana Circles” might be free bananas. The Kaoki Mange! Project may decide to try and reach their objectives by promoting a completely different incentive.

Activity: You have 30seconds: sharing your key messages

You will receive a piece of paper with a person’s identity. You will also receive a piece of paper with a product/service that you will have to “market” to that person. You need to persuade that person to buy (literally/figuratively) your product/service. You have 15 minutes to undertake the following tasks:

- ❖ Who is your target audience?
- ❖ What are the key messages of the product/service, based on what you know about that person?
- ❖ What is a key concept that you might use to “market” this product/service?

5.3 Audience – who are we communicating to?

In order to develop key messages, it is vital to understand who we are communicating to or our *target audience*.

Defining your target audiences

One of the greatest achievements in our work is to understand what drives a certain individual. What are the motivating factors that will encourage a certain behaviour? We also need to know the best way to reach them (their media diet), the key influencers in their lives, understand the village/family structure etc. To understand this is to be able to create a plan that will not only entice them to start a certain behaviour, but continue it, and promote it to their community.

In order to promote a new behaviour, we need to know how they act NOW. The best way to segment your target audience is to go directly to your community and ask them what they think and do in relation to the problem you are trying to address.

Segmentation: separating into similar groups

Segmentation is the process of dividing the community into groups of people that have the same views or habits. Narrowing down or “targeting” the audience in this way can help you to tailor your messages to appeal to the different groups.

For example, you may be promoting the benefits of exercise. You may decide that your target audience is primarily people who work in offices who are mostly sedentary throughout the day. You may decide to segment this audience into two key groups (based on age):

1. Younger males and females
2. Older males and females

The messages to these two groups will differ based on motivating factors, lifestyles, commitments etc. For example:

Younger males and females

Identifying characteristics

- ❖ Like to engage in social activities
- ❖ Like to appeal to the opposite sex
- ❖ Enjoy dancing and going out
- ❖ Independence

Older males and females

- ❖ Enjoy social settings
- ❖ Have commitments outside of work such as children
- ❖ Enjoy spending time with children on the weekends

Younger males and females

Message:

“Look good, meet more people, keep fit”

Concept: *Dance to the sound of your own beat*

Older males and females

Message:

“Spend time with your children while keeping fit after work”.

Concept: *Walk and talk – build your strength and your relationship with your children.*

Understanding your target audience

In order to find out about the target audience, you will need to know everything about them, who they are, where they are from, what makes them who they are, what they like to do in their spare time etc. Getting to know your audience is one of the most important elements of the communications process. If you don't know who you are talking to, then how do you know what to say?

There are various research methods to find out about your target audience, however, their use will be determined by a range of other factors (time, money, expertise, and access to the audience).

Research tools

1. Focus Groups

Focus groups is one of the best ways to gain a better understanding of what your target audiences think about an issue, and their ideas about solutions. A Focus Group is basically a group of representatives from your key target audiences, that are asked questions relating to your particular issue.

2. Interviews

Personal interviews provide a good way to obtain in-depth information from members of your target audience.

3. Observation

Unfortunately there is usually a great deal of difference between *what people say they do* and *what they actually do*. When people are asked what they do they tend to exaggerate, or downplay, their own behaviour. One of the best things to do is to actually look at what people are already doing.

4. Surveys

Surveys are a good way to find out about your target audience. Ensure that your questions are clear, concise, and not open ended. Ensure

Activity: Who are you?

Spend five minutes finding out about your partner. Learn about one thing that motivates them.

Ask for your product. Spend 5 minutes working out what they key selling point is for the product based on what you know about your partner.

Key points to consider:

- ❖ Sell the benefits (real or perceived). People will respond better when they think they will benefit from the use of the product.
- ❖ Sell the image, feeling, not the product
- ❖ Call to action – create a sense of urgency
- ❖ Use humour. We all like to laugh. Put some fun in somebody's life.
- ❖ Don't focus on the technical background of the product. Why would somebody want to know what makes up the product?

It's about influencing the right people

What makes people adopt a new idea, a new product or behaviour? Partly it has something to do with the *people* presenting the idea, partly it is the idea itself that might attract people.

The people promoting the idea have to be seen as trustworthy and reliable. The benefits of adopting that idea must be attractive – people support new ideas when it makes good sense for them to do so.

Avenues for action

1. Promote the new
Focus on the benefits, not the features. Explain to people how the New Way will improve performance and improve their lives. Keep the message clear and simple: this is the future
2. Demote the old
Analyze it, show convincingly why it is bad, why it no longer makes the grade. Make it *look* less desirable. Make it look out of date. Show why the cost of continuing down that road is very, very high...or make it very high.
3. Facilitate the switch
Provide incentives, subsidies, and rewards. Make it quick, make it fun, and make it free. Facilitate change, make it easy for people.

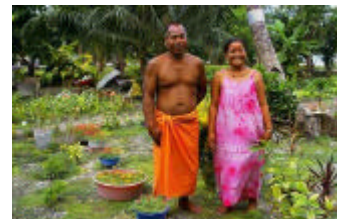
Innovation Diffusion Theory

First developed by Everett R. Rogers

Promoters/Change agents: People who act, in effect, as marketers and communicators for new ideas. They convince people to try something new. The people they convince go on to convince other people...and so on. That's *diffusion*.

Transformers: The most important people to convince who have influence over the rest of the social system. They may be the unofficial role models, whom everyone looks up to, or they may be senior officials, or decision makers. Or they may be very popular with lots of friends. By endorsing a new idea, and adopting it themselves, they give an idea legitimacy in the eyes of the mainstream.

Reactionaries: People who oppose change (even if it is obviously for the good). Their reasons for opposition may run from self-interest, to fear, to genuine concern for the good of the whole (which they believe, rightly or wrongly, that the new idea is threatening).



*IWP Kiribati
Community
champions*

5.4 Tools and approaches

Determining which tools and approaches to use depends on a range of factors such as your communication objectives, target audiences, resources, and timeline.

This section will provide an overview of some of these tools and approaches, however, it is hoped that participants in this workshop will be able to share their stories about tools they have used.

The IWP used a range of tools to raise awareness of issues such as radio, competitions, simple leaflets in local languages, drama, TV, which led to increased awareness and understanding of the project's objectives.

"Communication tools have been useful for engaging and working with the community and changing behaviours." Summary of IWP National Coordinators' Lessons, 2006

Media

The role of the media

The media gives people a way to communicate, providing invaluable information, opinions, news stories and entertainment. The media is an effective tool to promote your messages.

How to engage the media

Make effective use of media events to encourage news reporters to cover your stories. Other ways to engage the media include: News conferences, special events, government hearings. By themselves, these events can create awareness, presented with other tools, can be part of a campaign.

Radio programmes

Radio is a key medium in the Pacific to get raise awareness of a certain topic.

"Radio is one of the most effective communications channels for remote and widely dispersed communities of the Pacific. The project has made use of all radio formats from interviews and talkback shows to panel discussions, jingles, ads, and documentaries. Training workshops were used to help National Coordinators improve their use of radio, from the generation of radio news stories to the production of radio programmes using simple audio software."

Case Study: Using communications to strengthen resource management in the Pacific Islands, 2005

TV

TV is also an effective way to reach Pacific communities. By producing TV programmes, or videos, you will be able to promote your issue on a larger scale.

Producing videos is also a good way to articulate the key issues you are addressing, and to find positive solutions.

"Often the process of producing the video was just as important as the final product as key stakeholders were interviewed at all levels, from the pilot communities to the Prime Minister."

Case Study: Using communications to strengthen resource management in the Pacific Islands, 2005

Radio Dramas: Seven Cs of Effective Communication

1. Command attention

Drama, with its fascinating characters and exciting plots, can attract and hold the listeners' attention throughout many episodes. Drama also can direct attention to a social message by making it stand out from all the other information a listener receives in the course of a day, by demonstrating how the message is relevant and useful to listeners, by showing that it is compatible with listeners' beliefs, and by making it attractive.

2. Cater to the heart and the head

Emotional involvement is every bit as important as information when it comes to attracting an audience and motivating listeners to change. An emotional response will increase the time and energy a listener spends thinking about the message. Furthermore, decisions that are reached logically are strengthened if the decision is also emotionally rewarding. Drama has the ability to involve listeners in a range of emotional experiences as well as to provide them with information to help them to improve their lives.

3. Clarify the message

Messages must be clearly understood in order to be effective. Drama allows the message to be presented by various characters in language and in situations that the audience can understand and readily recall. By demonstrating the message, role-model characters make the message much clearer than any abstract description.

4. Communicate a benefit

Listeners will be more likely to risk trying a new behaviour if they believe it has real advantages. Through role modeling by the various characters, drama can demonstrate to listeners the benefits to be gained from a change in their life styles. It can quickly illustrate the consequences, both good and bad, of various behaviours.

5. Create trust

As listeners become personally and emotionally involved with role-model characters in the drama, they come to see the characters as real people whom they can trust and rely upon. If the drama features experienced, knowledgeable characters who can relate to listeners' lives, then listeners will trust the message that they are delivering.

6. Call to action

People need encouragement to discuss new ideas, to make difficult decisions, and to attempt a new behavior. Characters in dramas have the power to inspire and motivate listeners to try a new behaviour and to advocate it to their families and friends.

7. Be consistent

Because a detailed Writer's Brief guides the creation of serial drama for development, the drama always delivers the message to the listening audience in a consistent, appropriate, and relevant manner no matter how many characters restate the message in how many different ways. Consistent repetition of the message helps listeners to understand new ideas, to learn how to perform a new behaviour, and to rehearse mentally how they might act.

Fossard, 1998

Community theatre

In several countries throughout the Pacific, community theatre is a popular and effective medium for communicating messages at the community level. In Vanuatu the IWP is using video to document the process of developing and performing a community play to promote behaviours as part of a community-based coastal fisheries management plan.

CASE STUDY 2: Wan Smolbag

Wan Smolbag is a non-government organization that has developed a unique approach to promoting social and environmental issues. It creates plays, songs, videos and cassette tapes on a broad range of topical issues and takes these to villages and schools throughout Vanuatu. Its effectiveness relies on its close collaboration with the hosting villages before, during, and after the production of a play. The plays are not just theatre: they are community development tools that allow issues to be raised, often in humorous ways. After the performance, Wan Smolbag promotes discussion within the village until solutions are sought and implemented.

In 2003 Wan Smolbag was awarded the Pacific People of the Year award by the [Pacific] Islands Business magazine for its effectiveness. Its award citation said Wan Smolbag's messages: "are about the basics of modern life in the Pacific, and about how to manage and improve upon them. They are education delivered in the most effective possible way: as entertainment. The success and impact of Wan Smolbag is easy to gauge. It is the instant response and the understanding flaring in the eyes of the grassroots audiences."

The play on turtle conservation was developed by the actors who traveled to coastal communities across Vanuatu to collect information and stories on sea turtles. This information was then incorporated into the play "I'm a Turtle", which has now been performed in hundreds of Vanuatu villages, often more than once. Each performance ended with an open discussion with the village and village chief on the issues raised in the play, and possible solutions.

The play appeared to be catalytic and many villages banned or restricted the harvest of turtles as a result. As part of the performance's follow up, most villages nominated an interested and influential person to become a turtle monitor whose function was initially to monitor sea turtle activities. Subsequently the monitors expanded their activities to include tagging turtles, protecting nests and collecting data on turtles and nesting successes. Wan Smolbag worked with various environmental agencies and donors to offer on-going support to the monitors, including an annual meeting where they receive additional training and encouragement.

The movement continues to grow. There are now about 200 monitors in over 100 villages on many of the islands of the Vanuatu archipelago. To reflect their new and expanded role, the turtle monitors have changed their name to Vanua (land)-Tai (sea) Resource Monitors.

Celebrating Pacific island biodiversity: case studies of island life, 2006



Wan Smolbag

CASE STUDY 3: Using drama to model new behaviours in Vanuatu

In Vanuatu the IWP trained 30 community facilitators to try and find ways to improve the management of coastal fisheries – particularly the land crab – in the community of Crab Bay on Malekula Island.

Training in monitoring helped the facilitators improve the management of this “signal” resource through the use of tools such as taboo areas, size limits, and market quotas. However, the project needed to find an effective way to communicate these new management tools and behaviours to the wider community. The project facilitators worked with a well-known local theatre company, Wan Smolbag, to develop and performed a popular drama to help raise awareness of the problem and exactly what the community needed to do if it wanted to preserve its declining fisheries resources.

Champions

Promoting individual “champions” can help to personalize and issue for a wider audience and highlight real life solutions. Champions can be drawn from community, government, and NGOs to help publicise the problems and possible solutions.

CASE STUDY 4: Environment Champions Fiji, Vanuatu and Cook Islands

These champions were instrumental in helping to personalise the issue for a wider audience so they could understand exactly what needed to be done to help address the problem. Sometimes the champions were Chiefs, political leaders, or other authority figures in positions of respect. Sometimes they were just people from the community who had decided that they wanted to do something to protect their environment and local resources – people who could have lived next door.

Fiji, Vanuatu, the Cook Islands, and RMI made significant use of their “champions” in the local media. Few NCs used their Champions as project spokespeople in their project videos or radio programmes.

Steve Menzies, Former IWP Communications Specialist

CASE STUDY 5: Championing waste management in Fiji

One of the most successful communications initiatives in the Pacific IWP was a programme designed specifically to identify and promote environmental “Champions” at the community, national and regional levels.

Pita Vatucawaga, the Chair of the Environment Committee from Fiji’s pilot community of Vunisinu, was one of the IWP’s most successful Champions.



Pita Vatucawaga

From the beginning of the project Pita was very passionate about finding ways to improve the management of waste in the village. He took a lead role in village workshops, was instrumental in establishing a new waste management system, and even built his own composting toilet.

The key to his success as a Champion was that he was also very articulate in explaining the problem and the possible solutions to a range of audiences. Popular with journalists, Pita featured in radio programmes, television items, newspaper articles, websites, and even in training materials. Pita is continuing to work with the Fiji Government to promote waste reduction throughout the rest of the Rewa Province.

Sponsorship

Within the ongoing sustainable development dialogue, it is crucial to start looking at how we can engage the private sector in our communication work. Sponsorship not only provides the valuable resources needed to undertake communications activities, it also ensures that we help streamline the private sector into planning for future activities.

Writing for the web

Using websites can be an invaluable tool for information dissemination. When writing for the web, ensure that you write simply and concisely, do not attach large documents that might require a lot of time to download, and most importantly, ensure that you include contact details if people require more information.

Producing promotional materials (hats, t-shirts, badges)

Producing promotional materials is a great way to get your message out there; people wearing the shirts are walking billboards, and in the Pacific, a great and cost effective way to promote a simple message. However, just producing materials should not be considered key element of your campaign. As with any campaign, the tools you use must be developed to achieve an objective. Merchandise for the sake of merchandise may be considered a waste of resources.

Developing a community campaign

CASE STUDY 6: Campaigning to “Use the Greenbag” in Kiribati

The biodegradable Greenbag had already been promoted by an NGO as a potential tool to encourage people to keep their organics out of the country’s new landfills. After assessing the existing situation the Kiribati IWP realised that it would have the biggest impact on reducing waste by encouraging the public and councils to adopt the Greenbag as a key waste minimisation tool.

The project set a target of achieving a 20% reduction in the volume of waste generated by the pilot community by the end of 2006. By the end of 2005 it had achieved a 50% reduction in waste volumes - a full year ahead of schedule.

The project employed a series of tools to promote the Greenbag including: community competitions, posters, radio jingles, talkback, community theatre, project videos, and community “champions”. At the end of one Greenbag competition more than 10 tonnes inorganic waste had been removed from the pilot community. This built pride and confidence amongst the community and the sight of stacks of Greenbags during the competition raised curiosity from the neighbouring villages.

In order to build on its success at the community level the project began to lobby the local councils to adopt the Greenbag scheme as the basis of a new and more efficient user-pays system for the entire country. There has now been a great jump in the use of the Greenbag throughout the capital atoll of South Tarawa - from 3% in October 2004 to 17% December 2005.



6. From education to behaviour change

Our aim is not to get people to KNOW MORE THINGS. We are trying to get people to CHANGE WHAT THEY DO. Changing people's behaviour is the next step from changing people's attitudes.

Behaviour change is usually a process, it doesn't happen in one step. Raising awareness does not necessarily translate to behaviour change. Education lays the foundation for initiating and promoting changes in attitudes and behaviours. There are many intrinsic and extrinsic factors to consider when aiming to changing individual and collective behaviour.

Consider this example, the levels of solid waste in the Pacific are growing at suprising rates. However, while many campaigns extol the virtues of recycling and other waste minimization strategies, the reality is, that most Pacific countries do not have established recycling systems. While people may be aware of the importance of recycling, if external systems do not provide alternatives to current behaviours, it does not make sense to invest energy in promoting new behaviours.

In order to encourage environmentally-friendly behaviours we need to do more than increase awareness of the problem. We need to help people find ways to change what they are currently doing. We need to find ways to listen and to understand exactly what these communities and individuals need to be able to change. We also need to find ways to measure the impact of our projects on both the audience and the environment.

CASE STUDY 7: Education as a universal panacea

'Education' has become the universal panacea of public policy. If there is an environmental problem, we tend to depend on education and awareness to decrease the issue. If we want people to recycle, we will often develop a campaign that involves raising awareness, radio jingles, TV ads, a whole host of tools to increase knowledge about an issue.

But what is this thing called education? What do we mean when we say 'education and awareness raising', and once people know about the issue, what's the guarantee that they will adopt new behaviours? Whatever 'education' is, it's not going to be easy. After all, 'education' is really a misnomer - our aim is not to get people to KNOW MORE THINGS. We are trying to get people to CHANGE WHAT THEY DO. Changing people's behaviour is the next step from changing people's attitudes.

It's worth noting that many of the techniques and tools of 'education' have been developed in the advertising and public relations industries. But these fields have quite different goals to 'education'. Advertising, for instance, is mostly NOT about changing behaviour. It's about changing *brands*. We still drink beer...We still buy the car...We just buy a different brand of beer or car.

PR, on the other hand, has nothing to do with behaviour at all, it's is about manipulating the media to project your interests into the public realm.

Social change marketing, however, looks beyond advertising and PR techniques. It extends to things like community development, recruitment, training, infrastructure planning and more. So...as a panacea 'education' is not only elusive, it's always going to be a demanding and tough discipline.

Social Change Media

What is behaviour?

Behaviour is how we act, what we do. It has a close relationship with attitudes, which are formed through socialization, culture, education etc.

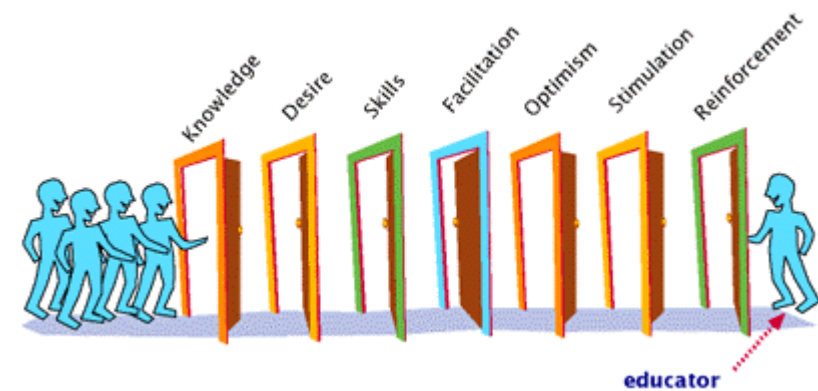
- ❖ The behaviours of individuals effect the environment
- ❖ Awareness about an environmental issue does not necessarily lead to behaviour change
- ❖ Behaviour change can be achieved through removing barriers and offering incentives
- ❖ Behaviour change strategies may require a set of motivators depending on the context
- ❖ Behaviour change can be achieved through a mix of other tools (such as regulation and education)

Focus on behaviours

- ❖ Communication strategies should focus on the key behaviours you want a certain audience to adopt.
- ❖ Behaviour change research has demonstrated that:
 - ❖ People naturally gravitate toward actions that yield high benefits and for which there are few barriers
 - ❖ Perceived barriers and barriers vary dramatically among individuals. A benefit to one person may be a barrier to another.
 - ❖ People choose between behaviours. If they decide to do something differently, it is usually because that behaviour provides more benefits and has fewer barriers that what they are currently doing.

There are three things that act as a barrier to people adopting a new behaviour:

1. They don't know what the "benefits" are
2. They might feel there are too many barriers or difficulties
3. They might think they get the most "benefit" most by doing what they're already doing



Knowledge dissemination is important at two stages of the change – the beginning, and the end. There are other factors to promote when encouraging behaviour change.

Social change media

Different stages to behaviour change

To undertake a certain behaviour (like composting), it is important to recognize that information alone is not the answer. Just because people know about an issue, does not necessarily mean that they will adopt a behaviour, and promote it to their community.

Steps to change behaviour

1. Raising awareness
2. Selecting a certain behaviour
3. Removing barriers
4. Providing incentives
5. Establishing commitment
6. Rewarding the commitment
7. Promoting to others

Activity: Let's get physical

1. First put a strip of tape along the length of the floor in the middle of the room and have all the people stand on one side of the line. Then say to the group:

“Those who **know** that exercising every other day for 20 minutes is good for you, please cross the line. Those who do not know this please sit down.” You should find that almost all people will cross the line.

2. Next ask the group: “Those people who **approve** of exercise every other day for 20 minutes, please cross the line. Those who do not approve, please sit down.” Again, you will find that almost all people will cross the line.

3. Next ask the group: “Those who **intend** to exercise every other day for 20 minutes, cross the line. Those who do not intend to, please sit down.” For this question fewer people will cross the line.

4. Next ask the group, “Those who **actually exercise** every other day for 20 minutes, please cross the line. Those who do not, please sit down.” For this question even fewer people will cross the line.

5. Next, ask the remaining people: “Those who can describe the personal benefits that exercise has brought to their lives, and who **promote** exercise every other day for 20 minutes to others, please cross the line.”

At the end of this exercise you should find that only one or two of the original number of people are still standing.

This exercise shows that just because we know something is true it doesn't mean that we will automatically change what we are currently doing.

The stages of change model

This model identifies six stages that people go through when they adopt a new behaviour. It is generally agreed that there are five stages that people can go through to reach an adopted behaviour. The model highlights the strategies that you can use in your plan to encourage or promote a desired behaviour.

Stages	Features	People	Strategies	Example: encouraging recycling
Unaware	Not considering, not knowing or engaging in environmentally unfriendly behaviours	<i>I don't know anything about it.</i> <i>I don't intend to change.</i>	Raising awareness Education Access to information	❖ Workshops in village about the benefits of recycling ❖ Providing information on what services are available to support recycling efforts
Contemplating	Starting to think about it	<i>I know about it and thinking about trying it.</i>	Provide an enabling environment Removing barriers (real or perceived)	❖ Establish what the barriers are (perceived and real) ❖ Aim to remove these barriers through more workshops, or liaison with village heads
Preparing	People intend to take action soon	<i>I'll give it a try</i>	Provide incentives	❖ Provide more information ❖ Provide or promote incentives for recycling: "cash for trash", feelgood factor, clean environment
Taking action	Trying it out Adoption of behaviour	<i>I've tried it – it was successful/unsuccessful</i>	Provide incentives Positive reinforcement of adopted behaviour Prompts	❖ Prompts on bins to encourage recycling ❖ Reinforce good behaviour
Maintaining	Adopted behaviour becomes a norm or customary practice	<i>The more I do it the easier it is.</i> <i>It is becoming part of a routine/habit.</i>	Positive reinforcement of adopted behaviour	❖ Continue to provide positive messages on the benefits of recycling
Advocating	Multiplying the behaviour by encouraging others to do the same	<i>This change has been important.</i> <i>I am encouraging other people to do it</i>	Promote "champions"	❖ Promote champions within communities

Social marketing

Social marketing is trying to encourage people to adopt a certain behaviour. Social marketing identifies the key factors that determine and promote behaviours in target audiences. Learning about the desired behaviour is only the first step. Often there are many barriers that can deter people from adopting this behaviour. Many times, people require to see an incentive before they will take up a certain behaviour. Social marketing presents a map for navigating these influences but recognizing the various stages in behaviour change.

Social marketing is the use of commercial marketing techniques to encourage people to adopt a new behaviour. If your project is not about trying to change a specific behaviour, like getting people to compost their food scraps at home, then it is not social marketing.

In social marketing there is also no such thing as working with the “general public”. The social marketing approach is based on understanding the needs of the different audience groups we are trying to influence.

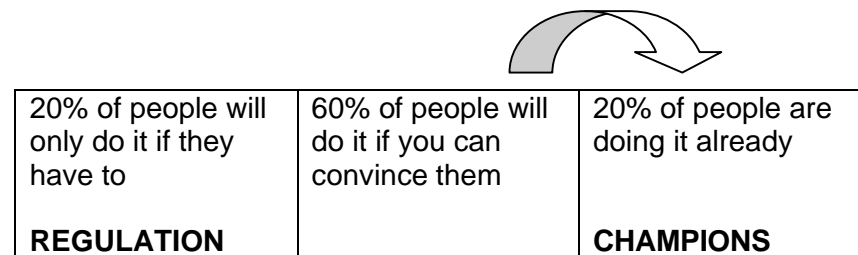
Social marketing recognises that the people we are trying to reach are often at different stages of the behaviour change process. For example, while some people in the community are not even aware of composting, other people may already be composting all the time.

The ultimate goal of SPREP and IWP is to minimise harmful human impact on the environment and natural resources of Pacific island communities. Both programmes have now endorsed social marketing as another valid and practical

tool to promote voluntary behaviour change to protect the environment, natural resources, and health of Pacific Island communities.

The diagram below shows how social marketing is used to target those people who are most receptive to the message and likely to “voluntarily” adopt the new behaviour. Whenever possible we also need to work with those “champions” who are already “doing” (or likely to do) the new behaviour. Once we have identified these people then we can work together with them to try and influence the wider community.

Target for social marketing



Social Marketing in the Pacific (draft), 2004

This diagram also shows that we need to think carefully about how our project fits with other “behaviour change tools” such as regulation and education. Education works on the basis that knowledge leads to behaviour change, while regulation relies on using enforcement and penalties to influence those people who will not change voluntarily. For example, sometimes

penalties (such as fines) may be required to get people to stop littering.

With social marketing we recognise that, if we really want people to change, we need to find ways to match our messages with:

- ❖ community services and incentives that will help people to change (such
- ❖ composting equipment or recycling bags) and;
- ❖ the threat of regulations if people don't change (such as fines)

Can I do social marketing?

You **can** develop your own social marketing project and you can do it on a small budget. All you need to do is to develop the ability to think from your “customers” point of view. Social marketers know that to create effective programmes, they must talk (and listen) to the people in their target audience to find out exactly what will help them to act in new ways.

As communicators and educators we can often feel under pressure to just produce materials without having a good look at the situation, our resources, and the audience we are trying to influence. Often it's easier to prepare and distribute posters, or put advertising messages on the radio, without really thinking about what we want people to do. However, the fact is that we almost never “just know” why people do what they do. Before we can start to develop our social marketing strategy we need to find ways to understand our audience and what will really motivate people to change.

It may take many years to see any improvements in the environment or the quality of life of your community. As social marketers we all need to understand that, if we do our jobs well today, we can greatly improve the chances of success in the future.

Social Marketing in the Pacific (draft), 2004

Activity: Keep the promise!

Stages	Features	People	Strategies	Example:
Unaware	Not considering, not knowing or engaging in environmentally unfriendly behaviours	<i>I don't know anything about it.</i> <i>I don't intend to change.</i>	Raising awareness Education Access to information	
Contemplating	Starting to think about it	<i>I know about it and thinking about trying it.</i>	Provide an enabling environment Removing barriers (real or perceived)	
Preparing	People intend to take action soon	<i>I'll give it a try</i>	Provide incentives	
Taking action	Trying it out Adoption of behaviour	<i>I've tried it – it was successful/unsuccessful</i>	Provide incentives Positive reinforcement of adopted behaviour Prompts	
Maintaining	Adopted behaviour becomes a norm or customary practice	<i>The more I do it the easier it is.</i> <i>It is becoming part of a routine/habit.</i>	Positive reinforcement of adopted behaviour	
Advocating	Multiplying the behaviour by encouraging others to do the same	<i>This change has been important.</i> <i>I am encouraging other people to do it</i>	Promote "champions"	

What are the keys to success?

1. Take advantage of what is known and what has been done before

Don't reinvent the wheel. Have a good look around for other similar communities who have also tried to address the same issue.

2. Start with the target markets that are most ready for action

Don't waste your time trying to change people who don't want to change. Work with those people who are most receptive to your message (early adopters) and keen to promote the new behaviour to the rest of the community.

3. Promote a single doable behaviour, explained in simple clear terms

Don't try and get people to do everything at once. Focus on one, simple, behaviour that will help to get people started.

4. Consider incorporating and promoting a tangible object with the target behaviour

For example, if you want to get people to sort their rubbish provide them with separate bins. If you want to get people to compost provide them with a compost bin or instructions on how to make and use one.

5. Understand and address perceived benefits and costs

The best way to motivate people is to understand what they really *think* about the positives and negatives of adopting the new behaviour. Your audience might currently think that "composting toilets" are a great idea but they also might think that they would be far too expensive and smelly to ever use themselves.

6. Make access easy

If you really want people to recycle don't make them hike all the way to the other side of town to separate their recyclables. Try to provide services that make it easy for people to adopt the new behaviour.

7. Develop attention getting and motivational messages

Use your audience research to really find out what gets people's attention and motivates them to act. Your message should always be about motivating people to actually do something.

8. Use the media or communications methods that will reach your target audience

Find out when and where to communicate with your target audience. Why focus on radio advertising if the best place to influence your audience is by running backyard demonstrations of the new behaviour in the target community.

9. Provide easy ways for inspired audiences to act on recommended behaviours

Don't waste opportunities to tap into the energy that might already exist in the community. Think about working with enthusiastic members of the target audience to engage and involve more people in the programme. A simple first step could be to enter in a competition or to sign up as a member of your programme.

10. Allocate adequate resources for media and outreach

Make sure you have enough resources to reach the people you intend to target. If you don't then you might want to think about focusing on a smaller audience.

11. Allocate adequate resources for research.

Don't invest all this time, energy and money unless you can make sure your programme meets the needs of your audience and you can measure your impact.

12. Track results and make adjustments

You will make mistakes – you need to make sure that you are able to learn from them. And you need to know when you are making a difference in the community and the environment.⁴

“Social Marketing: Improving the Quality of Life”: Social Marketing in the Pacific (draft), 2004

“Building a solid social marketing campaign and fostering behaviour change takes a long time. Some IWP pilots are still struggling with locally sensitive issues. Projects wishing to influence behaviour change needs to ensure adequate times is in-built into programme expectations to allow for the achievement of long-term behaviour change within the cultural context.”

Summary of IWP National Coordinators' Lessons

7. Developing a communications strategy

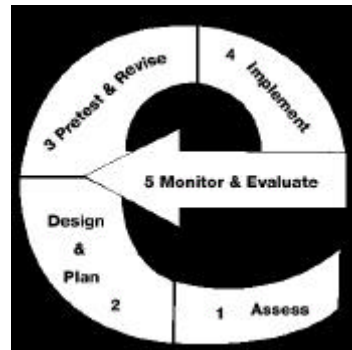
What is the purpose of strategic communications planning?

To define strategic, actionable goals, and an implementation approach and plan, to guide communicators and others in designing, preparing and executing communications.

A key lesson from the IWP was the need to develop communications strategies right from the start.

“Communication strategies need to be developed at the outset and have a strong regional focus in order to share learning and best practice across the region.”

Summary of IWP National Coordinators' Lessons



Five principles to keep in mind when developing a Communications Strategy

1. **Assess:** what's the problem, intended audience, current knowledge and behaviours, and barriers (real and perceived) to the acceptance of desired behaviours
2. **Plan:** What behaviours are you trying to change and how are you going to try and do that?
3. **Develop and pre-test:** Test your materials on the target audience. Do they have the desired impact?
4. **Deliver:** Develop a plan for implementing your strategy (eg: how will the materials reach the intended audiences in the most effective way, placement of radio and TV spots etc)
5. **Monitor and evaluate:** A monitoring system should be in place to see if the messages reach the intended audience, are used as planned, and are effective. Monitoring data provides the opportunity to address problems and assess the impact of your communication efforts.

Environmental Education and Communication for a Sustainable World, 2000

Basic structure of a Communications Strategy

Here is a basic structure to support you develop your strategy. Not all questions will be relevant to your work, and you can even add more areas that you might wish to expand on.

1. Background

Provide information on the project/activity

Situational analysis

Use this section to provide information about the key issue/s you are trying to address.

- ❖ What are the key issues you are trying to address?
- ❖ How widespread is the issue?
- ❖ What are the consequences of the issue?
- ❖ Have baseline studies undertaken or do you plan to undertake baseline studies?
- ❖ What can be done to address the issue?
- ❖ What are the possible solutions to this problem?
- ❖ What activities are currently being undertaken to address this issue?
- ❖ What knowledge, attitudes, beliefs and behaviours are related to the problem? (are there differences between men/women, young/old, urban/rural?)
- ❖ What's the current knowledge about this issue?
- ❖ What are some of the attitudes and behaviours around this issue?
- ❖ What are the main barriers (real or perceived) to a changed behaviour?

Goal/Objectives

Outline the overarching goal and the objectives that you will aim to achieve

- ❖ What do you want to achieve?
- ❖ Are the objectives clear, measurable, achievable?
- ❖ What is the timeframe to achieve these objectives?

Target audience

In this section you identify who are you talking to.

Separate this section into Primary and Secondary audiences.

Primary Audience: Specific by - behaviour/social norm/policy - and important variables such as race/ethnicity; sex; age; language; vested interest.

Secondary Audience: Those who influence the primary audiences or help implement the programme, e.g. family/friends; healthcare providers; local parenting groups; police.

- ❖ What behaviour change do you want to see?
- ❖ What motivates them to stay with the present environment?
- ❖ What would motivate them to change?
- ❖ Who are the decision makers?
- ❖ Who influences the decision makers?
- ❖ Why do they behave in a certain way?
- ❖ What are the social norms, cultural and traditional factors, economic and environmental factors surrounding people?
- ❖ What are the available resources (human, financial)?
- ❖ What are the perceived barriers to adoption of a certain behaviour?

- ❖ What are some incentives to encourage people to adopt a certain behaviour?
- ❖ Who are you “targeting” with your strategy?
- ❖ What do you know about them?
- ❖ What are their demographics?
- ❖ What are their psychographics?
- ❖ What is their “media diet”?
- ❖ What is the context that they live in?

Key messages

Define what you are trying to say.

- ❖ Are your messages clear and designed for your target audience(s)?
- ❖ Are you saying enough? Are you saying too much?

Communication channels

What tools will you use to reach your target audiences? For each audience, identify specific objective, relevant tools or approaches, and specify timeline. This can be presented in a Communications Matrix – see Annex 2

Monitoring and evaluation

A good communications strategy takes evaluation very seriously. This component is often overlooked, but is highly regarded by funders. Make sure that you keep evaluation in mind when you create and implement your communications plan.

Timeline and role of staff

Who will do what and when? This is an important element of the strategy.

Funding and budget

Specify all programme development and implementation activities and costs, including review and approval with dates, people responsible and funding sources highlighted.

TIPS

- ❖ Be inspired! If it doesn't inspire you, then how can you expect change?
- ❖ Build on what is happening
- ❖ Go with what you know
- ❖ Make it fun and easy for people
- ❖ Know what they listen to, watch and read
- ❖ Who are those in the know? The opinion leaders?
- ❖ Introduce the change quickly!
- ❖ Try to innovate

ANNEX 1

The International Waters Project

GEF International Waters Projects are designed to help countries protect water systems that are shared by more than one nation such as river basins, groundwater resources, or large marine ecosystems. Because water does not respect national boundaries countries must work together to encourage the sustainable development of these large water systems. The GEF helps countries to collaborate with their neighbours to try and minimize harmful human activities and to foster the sustainable use of these shared resources.

Around the globe several International Waters Projects are attempting to protect shared water bodies from the harmful impacts of human behaviours such as pollution and the depletion of resources. Some of these projects are already using strategic communications tools to try and:

- raise public awareness of resource management problems;
- encourage people to change damaging behaviours and;
- to build public support for the introduction of other incentives and rules to change behaviours and protect shared natural resources.²

In many Pacific communities a major barrier to change is that many people simply do not understand the relationship between issues such as increasing waste and resource degradation. For example, in Kiribati's Kiritimati (Christmas) Island, people didn't believe there was a connection between

their pit toilets and polluted groundwater. After a red vegetable dye was poured into one of the toilets they were shocked when they saw a pink colour starting to appear in one of their wells.

Narua Lovai, National Coordinator for the Papua New Guinea IWP, says it proved very difficult for people from the pilot village of Barakau to understand the linkage between their waste, health problems, and declining coastal fisheries. "Many people still blame sickness and death on sorcery. It took two years before the village agreed to introduce measures to ban drop toilets and pig-pens from sensitive shoreline areas," he says.

The Project Coordination Unit for the Pacific IWP employed experts in three human behavioural disciplines: a dedicated natural resource economist, communications expert and social assessment and participation specialist whose jobs were to provide input and guidance to support behavioural change. The heavy emphasis on human behaviour made the design of the Pacific IWP team quite unique in the region.

² "Communicating for Results: A Planning Guide and Resource Kit" for Global Environment Facility (GEF) International Waters Projects

ANNEX 2

Sample communications matrix

PRIMARY OBJECTIVES	TARGET AUDIENCE	MESSAGE	COMMS TOOLS
<p>1. Highlight uniqueness of Pacific Islands biodiversity and special case of SIDs as a whole <i>Raise awareness of uniqueness of islands biodiversity, particularly the Pacific, through increasing the profile of islands biodiversity and the need to protect the Pacific islands biodiversity.</i></p> <p>Promote the need for a specific Programme of Work for SIDs</p>	<p>Donor bodies</p> <p>National level decision makers (Pacific)</p>	<p>Unique islands biodiversity calls for a specific programme of work addressing the issues of Small Island Developing States</p> <p>Pacific Islands – unique biodiversity The Pacific Islands is one of the most biologically diverse regions in the world from both a terrestrial and marine perspective. The islands are extremely unique with their limited land area, high levels of endemism and extensive coastal and marine biodiversity. People and their environment are intrinsically linked in the Pacific, and biodiversity is considered a fundamental underpinning of island well-being, productive lifestyles and livelihoods.</p>	<p>Information on islands biodiversity</p> <p>Island biodiversity facts</p> <p>Pacific islands biodiversity facts</p> <p>Radio programme</p> <p>Side event</p>
<p>2. Highlight need to increase funding to the Pacific for the IBPOW through showcasing success stories, promoting the Pacific way and diversity, heritage and culture of the Pacific region <i>Increase awareness of donor bodies to the special case of SIDS (particularly the Pacific).</i></p>	<p>Donor bodies</p> <p>National level decision makers (Pacific)</p> <p>Conservation org reps</p>	<p>Pacific countries have highlighted that the key to achieving the goals of the IBPOW is a significant commitment from funding bodies in islands biodiversity.</p> <p>The IBPOW is seen as one of the most significant new sources of support for islands biodiversity. As this is the last thematic area to be considered before 2010, it is a crucial window of opportunity to promote the special case of SIDs in achieving conservation goals.</p>	<p>Documented financing strategies to highlight need for resources</p> <p>Radio series</p> <p>Side event</p>

			Equally important to recognize is that time limitations involved in achieving the goals of the IBPOW, and the need for donors to disburse resources in a timely manner to support country-driven early action.	
3.	Showcase increased cooperation Highlight how the IBPOW complements and supports other Programmes of Work as well as existing national, regional and international frameworks.	Donor bodies National level decision makers (Pacific) National level decision makers (SIDs) Partner countries	The IBPOW complements other Programmes of Work under the CBD, including Marine and Coastal Biodiversity and Protected Areas and the Invasive Species Guiding Principles. The IBPOW offers a particularly unique opportunity to build bridges among all islands and all island nations in efforts to conserve, sustainably use and equitably share island biological diversity.	Documented links between organizations
SECONDARY OBJECTIVE				
4.	Promote islands as unique opportunity to trial new conservation processes.	Donor bodies National level decision makers (Pacific) National level decision makers (SIDs) Partner countries	Microcosm for the trial of new conservation processes Islands are self-contained ecosystems. Microcosms.	

Information Sources

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