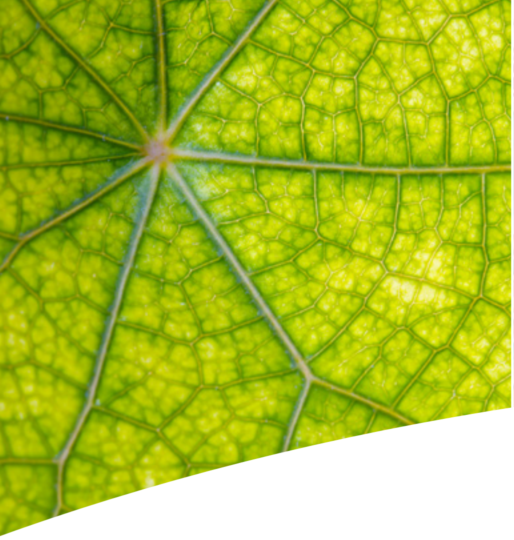


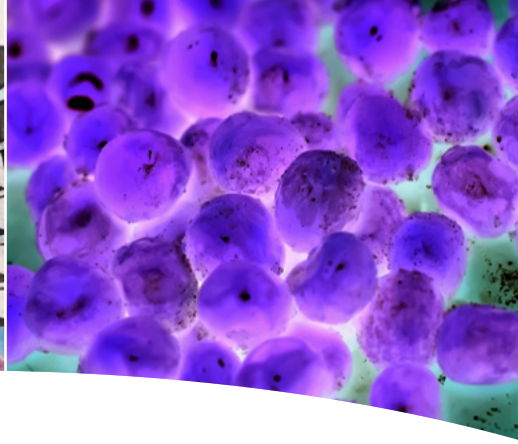

CEPA Toolkit

INCLUDING CONSIDERATIONS FOR ACCESS AND BENEFIT-SHARING

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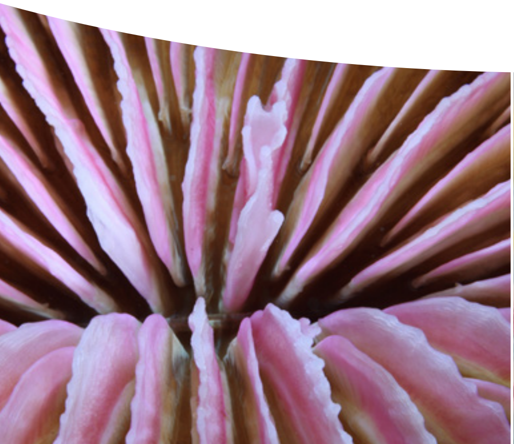

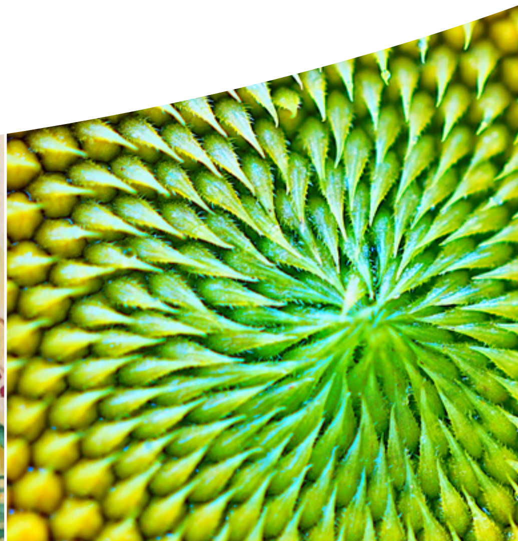

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CEPA Toolkit – including considerations for access and benefit-sharing.

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This toolkit on communication, education and public awareness (CEPA) including considerations for access and benefit-sharing (ABS) contains methodologies, tips, checklists, case models and other materials to help Parties and stakeholders develop innovative awareness-raising strategies and training materials to communicate about biodiversity-related issues, in particular access and benefit-sharing. It draws upon work done under the programme of work on communication, education and public awareness (CEPA).

The present publication is a living document. Contributions and suggestions from users are welcome and encouraged. Please inform the Secretariat of the Convention on Biological Diversity of any additional tools or resources that you deem useful to be added to this toolkit and share your thoughts and suggestions to help improve this toolkit. Please direct your email to absch@cbd.int.

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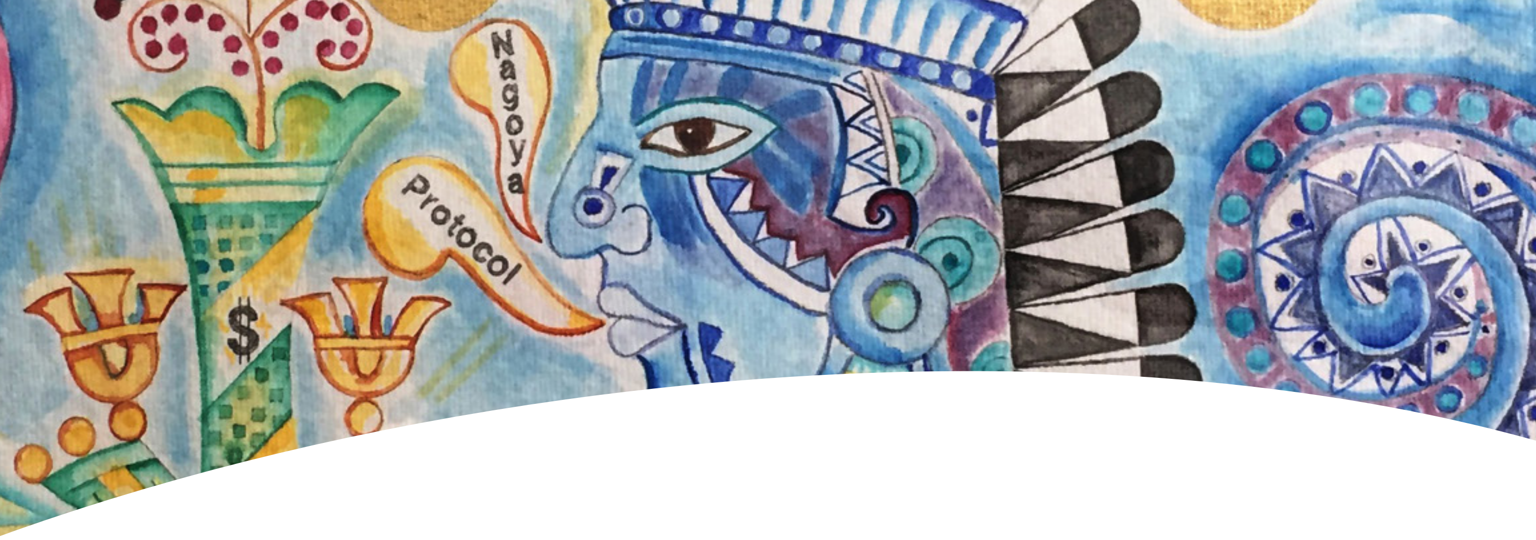


Foreword

From discovering new drugs to optimizing microbes for industrial applications, innovation is accelerated through learning from and using biodiversity. By harnessing nature's biological assets, including genetic resources, and ensuring that the benefits from the utilization of genetic resources and associated traditional knowledge are shared equitably, we can create an inclusive bio-economy that fosters conservation and sustainable development.

The Nagoya Protocol, a supplementary agreement to the UN Convention on Biological Diversity, is key to that end. The Protocol entered into force in 2014 to step-up efforts in the fair and equitable sharing of benefits arising out of the utilization of genetic resources. Ultimately, the Nagoya Protocol aims to contribute to the conservation and sustainable use of biodiversity through the valorization of genetic resources and associated traditional knowledge. Today, 111 countries and the European Union have ratified the Nagoya Protocol, and in many others the process of ratification is underway.

This is good news but to realize the full potential of access and benefit-sharing (ABS), we need to become effective communicators and educators about ABS and its potential. Creative solutions and sustainable innovations can be created only when people understand the concepts of biodiversity and ABS, and how these relate to sustainable development.

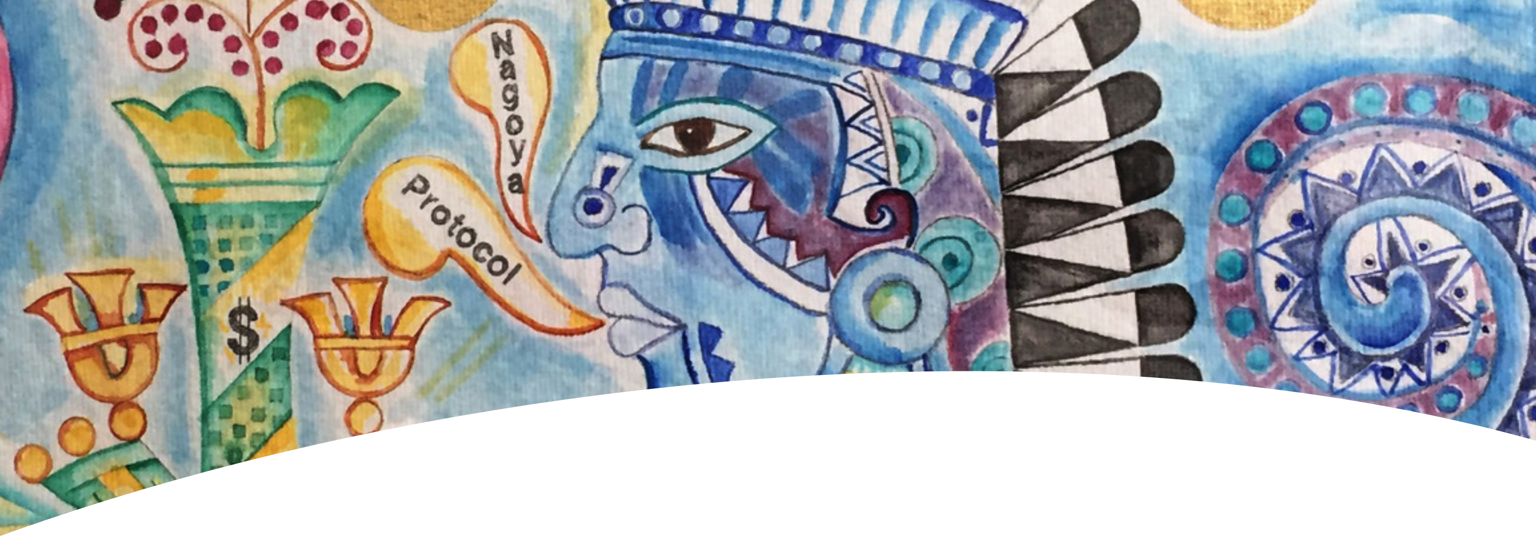
ABS and the Nagoya Protocol link biodiversity, genetic resources and sustainable development. ABS' cross-cutting, multi-faceted nature increases thus the complexity of communication, as the concept has different implications and significance for different stakeholders.

The goal of this toolkit, which draws upon work done under the programme of work for communication, education and public awareness (CEPA), is to show paths for action to reach communication goals, proposing tools for their achievement. While the activities suggested may also be relevant to strategic communication for other issues, they have been organized to focus on the specific needs of audiences involved in ABS, seeking to demystify communication for them.

The toolkit has been developed thanks to the generous financial support of the Japan Biodiversity Fund and it provides guidance, tips, checklists and case models from different parts of the world. A valuable resource for the National Focal Points, it will support them in planning, developing and implementing national awareness-raising campaigns and communication strategies.

It is my sincere hope that this toolkit will be used by countries in their efforts to make the fair and equitable sharing of the benefits, one of the three objectives of the Convention, a reality.

Dr. Cristiana Paşca Palmer
UN Assistant Secretary-General
Executive Secretary to the UN Convention on Biological Diversity



Introduction

ABOUT THIS TOOLKIT

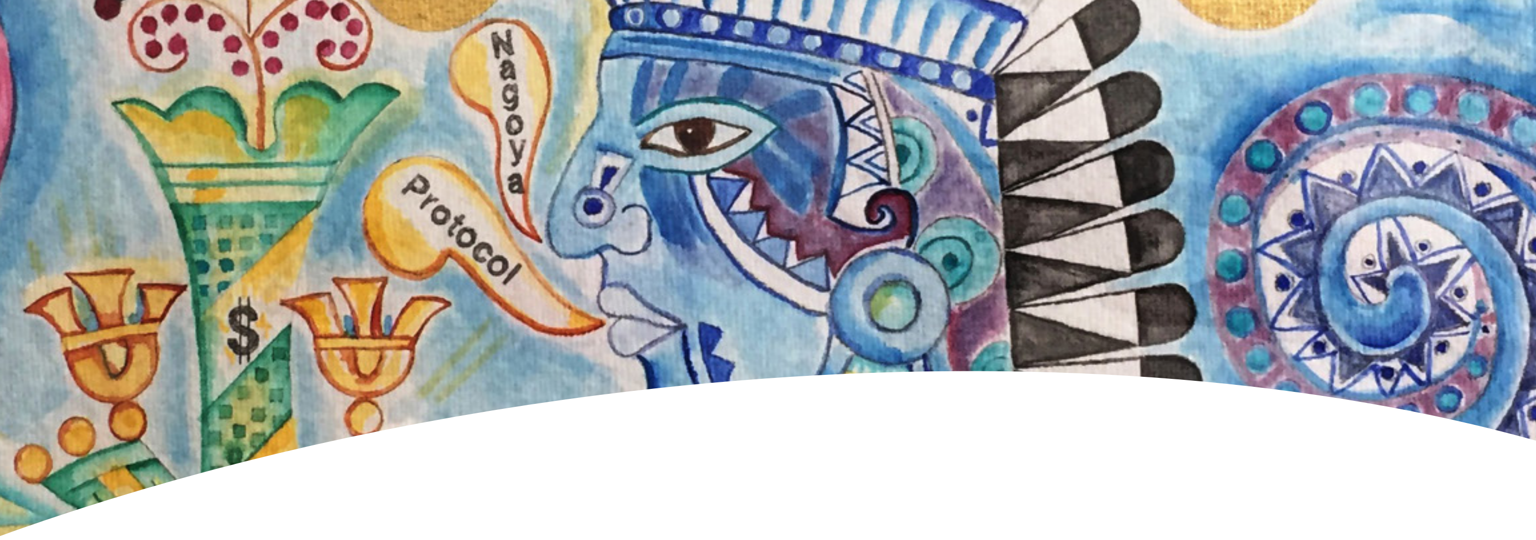
This toolkit on communication, education and public awareness (CEPA) including considerations for access and benefit-sharing (ABS) contains methodologies, tips, checklists, case models and other materials to help Parties and stakeholders develop innovative awareness-raising strategies to communicate about biodiversity-related issues, and in particular access and benefit-sharing. The toolkit contains general principles on strategic communication, as well as content structured around following communication objectives: how to inform and advocate; how to engage for change and action; and how to collaborate on biodiversity.

CEPA is central to the effective implementation of the Nagoya Protocol on Access and Benefit-sharing at the national level. At its first meeting, the meeting of the Parties to the Protocol adopted an awareness-raising strategy (annex to decision NP-1/9) to assist Parties in the implementation of Article 21 of the Protocol related to awareness-raising of the importance of genetic resources and associated traditional knowledge and related access and benefit-sharing issues. It was recognized that awareness-raising should be country driven to respond to the specific needs and contexts of each Party. With a view to assist Parties in the development of national awareness-raising strategies and associated material and tools, the Secretariat of the Convention on Biological Diversity has developed this CEPA toolkit which responds to the specific needs, priority areas and target groups for ABS communication. The toolkit builds upon the core principles and tools that are common to all strategic communications work and provides paths and instructions that address the specific communication goals of audiences in relation to access and benefit-sharing. This toolkit:

- Identifies methodologies and tools that - while being general in nature - can also be useful for communication on ABS;
- Includes additional resources and tools to answer to some of the specificities of communication on ABS issues; and
- Is designed to fulfil key communications goals relevant for the Nagoya Protocol according to different target audiences, in particular indigenous peoples and local communities, the business community, and research, academia and *ex-situ* collections.

Who should use the toolkit

The toolkit is meant to be a resource for ABS National Focal Points that are dealing with CEPA issues as part of their daily responsibilities. The toolkit provides guidance on where, when and how to use a wide range of education and communication interventions.



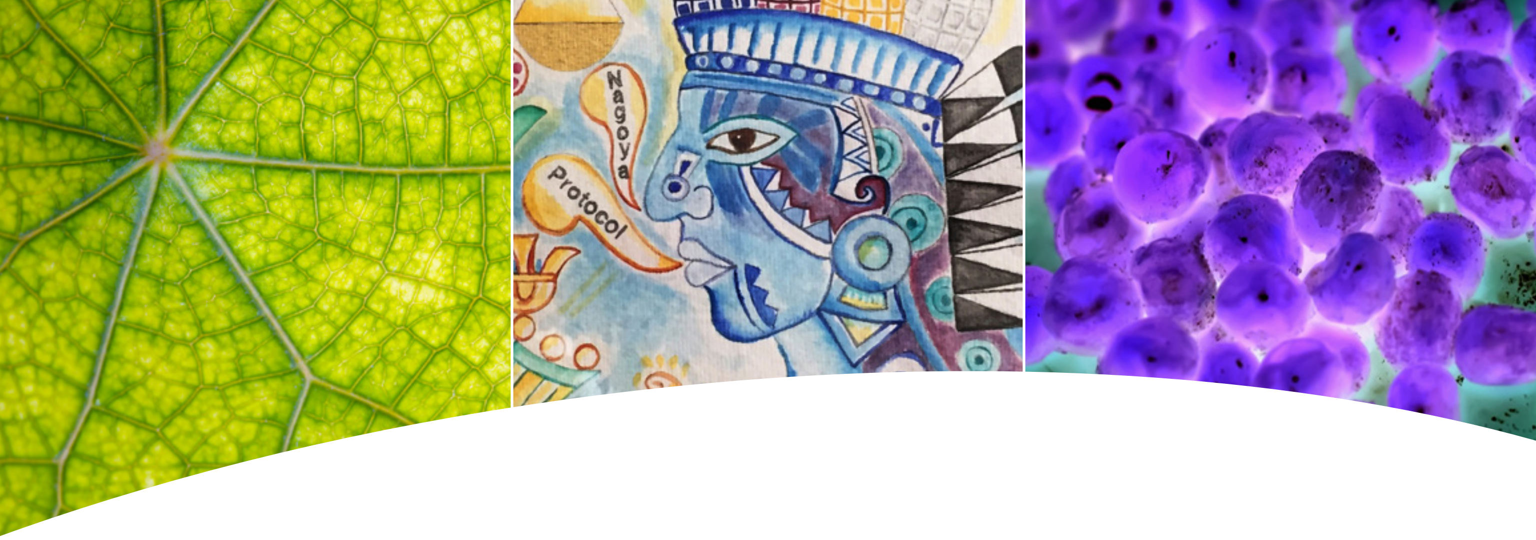
HOW TO USE THE CEPA TOOLKIT FOR ABS

To navigate the toolkit users are invited to select from the following communication goals:

- **Goal 1: Planning for strategic communication and raising awareness.** Choose this option if you are looking to plan strategic communication or raise awareness in general about biodiversity-related issues or ABS issues and the Nagoya Protocol in particular. Tools under this goal will help you understand your audience and develop and deliver key messages through different formats. Links to existing resources developed to raise awareness on ABS are also provided.
- **Goal 2: Fostering political will and engaging decision-makers.** Choose this option if you are looking to foster political will and engage decision-makers. Tools under this goal can help you engage decision-makers and politicians, the media, improve internal communications or mainstream access and benefit-sharing across different sectors or ministries. Links to resources about the Nagoya Protocol and ratification are also included.
- **Goal 3: Involving indigenous peoples and local communities (IPLCs) and relevant stakeholders.** Involving and engaging relevant actors from the beginning is key to ensure effective implementation of the Protocol. Choose this goal if you are looking for tips and tools to involve and engage indigenous peoples and local communities, the business community, or research, academia and *ex situ* collections in ABS processes. Tools under this goal are designed, for instance, to promote the participation of relevant actors in national policy or legal processes, carry out consultations, engage with stakeholders in a meaningful way and inspire behaviour change. You can also find links to resources on how different sectors work with genetic resources and associated traditional knowledge, as well as materials on ABS developed for these different audiences.
- **Goal 4: Communicating for successful partnerships.** The tools under this goal aim to guide you through communication for successful partnerships. Clear and effective communication is a key part of negotiating fair and equitable access and benefit-sharing arrangements. Links to additional resources and guidance on negotiating ABS agreements are also provided.

Once you select your communication goal you will be directed to relevant content and to tools which include factsheets, tips, checklists, examples and case models. The toolkit also points the user to useful resources for further reading. The toolkit offers an opportunity for readers to pick and choose the most relevant sections of the toolkit in light of their particular communication needs at a given time.

This toolkit has been developed thanks to the generous financial support by the Japan Biodiversity Fund. The toolkit is meant to be a living document – please inform the Secretariat of the Convention on Biological Diversity of any additional tools or resources that you deem useful to be added to this toolkit and share your thoughts and suggestions to help improve this toolkit. Please direct your email to absch@cbd.int.



CEPA Toolkit

INCLUDING CONSIDERATIONS FOR ACCESS AND BENEFIT-SHARING

GOAL 1
Planning for strategic communication and raising awareness

GOAL 2
Fostering political will and engaging decision-makers

GOAL 3
Involving indigenous peoples and local communities (IPLCs) and relevant stakeholders

GOAL 4
Communicating for successful partnerships

RECOMMENDED RESOURCES

Convention on Biological Diversity

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GOAL 1

Planning for strategic communication and raising awareness

Ten steps for strategic communication planning

- Why bother with CEPA?
- Step 1. Analyse the problem
- Step 2. Identify target groups
- Step 3. Determine the communication objectives
- Step 4. Develop the communication strategy and choose partners
- Step 5. What are you going to communicate? Creating the message
- Step 6. How to get the message across: Selecting the means of communication
- Step 7. Who does what? Organizing communication
- Step 8. How to plan communication activities
- Step 9. What does it cost? How to budget communication
- Step 10. How to evaluate communication
- Additional resources for developing a communication strategy

How to inform and advocate

- Know your audience
- Frame issues so that your audience understands and agrees
- Choose the right channel
- Practical tools

Why bother with CEPA?

The changes required of people will not come about by rational individual choice alone. Biodiversity experts need to think differently about using communication, education and public awareness rather than just as a way to make information available to the public.

HOW TO ANSWER QUESTIONS: "WHY BOTHER WITH CEPA"?

"Why bother with CEPA?" is a question that national focal points and biodiversity practitioners often have to face. This section helps you answer some of the most frequently asked questions about CEPA-based on expert research and experience.

What's the point of developing a communication and outreach strategy?

- Communication, education and public awareness are fundamental influences on how citizens judge the overall image of an organization and its policies.
- An agency or department that wants to project an efficient or high performing image will need a communication and outreach strategy in place.
- Getting CEPA right is one of the simplest and most effective ways of improving the image of an organization and achieving the organizational goals.

Why bother to invest in internal communication when resources are tight – surely money is better spent on the real issues?

The link between information and satisfaction applies as much to your own staff as it does to local residents. The vast majority of civil servants are also citizens and local residents. If you can influence their perceptions, you can turn them into ambassadors.

Research shows a direct link between high performance of the organization and staff motivation. Investing in effective internal communication among the staff of an organization is in fact investing in the real issues!

How are our biodiversity experts, conservation managers, civil servants and other experts engaged with planning and implementing NBSAPs or developing national ABS frameworks expected to have the time to carry out communication and education tasks as well as their day-to-day work?

Communication and education is a part of the day-to-day work and an integral part of everyone's duties. CEPA is as important as managing a budget or a team. Investing in communication training and communication support to managers pays dividends by way of better service delivery, more satisfied "customers" and better informed and motivated staff. Communication professionals can support this process.

We want to invest more in CEPA for biodiversity, but how much and where?

Very few government agencies or ministries have expert staff devoted to strategic communication, although many have press and media officers.

The best place to start is to invest in professional CEPA staff, internal communication and direct communication, education and awareness-raising with citizens, organizations and the private sector.

When departmental resources are efficiently used, there can be more money and staff time available at no extra cost. There are many ways to introduce low cost improvements to communications. The first is to adequately invest in the things that matter, such as quality staff or professional CEPA services.

High spending on communication does not guarantee success or an enhanced reputation. Similarly, low spending on communication almost always results in low citizens' satisfaction ratings.

The media is biased against biodiversity issues. What's the point of trying?

Most citizens gain their information about the government through the media. To have your agency's messages reach the general public, it helps if you have built a sound relationship with the media.

If we marketed our services properly, we wouldn't be able to cope with the demand. It's better to stay just as we are

Encouraging poor communication as a form of gate keeping is not good practice. The best way to manage expectations and inform citizens and local residents is to communicate with them honestly and accurately. By using two-way communication effectively, managers can be better informed about options for delivering services, even when there are difficult choices to be made about budgets and meeting high demand.

How can I support extra spending on CEPA when really it's all about spin through "cleverly" packaging the information?

Research shows that citizens, local communities and civil servants are influenced by solid information, not "spin". There is clear evidence about what people want to know and how they want to receive that information. Basing biodiversity communication and education on firm evidence and making sure it stays within the laws and regulations about government publicity are ingredients for successful biodiversity communication and education.

WHAT IS STRATEGIC COMMUNICATION?

Strategic communication is planned, targeted to a particular audience or audiences and accomplishes a stated purpose.

Strategic communication is designed and delivered to produce desired outcomes: changes in policy, the practices of an organization or individual behaviour.

Strategic communication aims to achieve results with the best possible use of time and resources.

Ad hoc communication is not effective

There is an enormous difference between communication strategically planned and that without strategic planning. How often do we hear people say "let's make a video to inform everyone" before any thought is made about what results are to be achieved?

NO STRATEGIC PLANNING	STRATEGIC PLANNING
Focus on deciding the media before the message	Objective, audience and message clarified before deciding on the media
Creative people come up with a "cool" and fun idea	Creative people plan actions to achieve desired outcomes
Focus on media	Focus on audience, message and content
Content and message are secondary to media and often cannot answer "why" or "what" questions	Media is considered as a tool to achieve objectives

THE 10 STEPS FOR COMMUNICATION PLANNING ARE:

1. Analysis of the issue and the role of communication
2. Selecting target groups/audiences and stakeholders
3. Determining the communication objectives
4. Developing the communication strategy and selecting partners
5. Creating the message
6. Selecting the communication means
7. Organizing communication and briefing partners
8. Planning (in terms of milestones and activities)
9. Budgeting of activities
10. Monitoring and evaluation

Step 1. Analyse the problem

Before you develop a communication strategy, you must identify clearly what is the issue you wish to address and determine if and how communication can contribute to solving the challenge. Understanding the real issue at stake underpins the design of a communication strategy. Accurate insight of the causes and effects is crucial to convince target groups, potential partners, decision makers and other sectors or levels of government that a specific issue needs to be tackled urgently.

This is the first essential step for any communication plan and can prevent wasting energy, time and financial resources in communication efforts which will have no effect.

HOW TO START

First, identify the issue and analyse the character and extent of the problem.

A biodiversity-related issue can be analysed by answering the following questions:

- What is the extent of the issue in qualitative and quantitative terms?
- What makes the issue urgent? Which are the consequences if no action is taken?
- What is the context and what are the causes of the issue?
- Which activities impact the issue?
- Which parties are responsible for these causes and activities?
- Which parties have interest in these activities?

What is different about ABS communication?

The short answer is: access and benefit-sharing (ABS) is new and it is complex.

The community of ABS practitioners is still in a learning process, regarding both implementation and communication. At this stage, the Nagoya Protocol on Access and Benefit-Sharing is still not very well known – let alone understood – meaning that communicating ABS to the "outside world" often starts from scratch.

ABS works at different levels and with a great diversity of stakeholders:

- ABS involves many expert issues (e. g. biology, technology, law, justice, economics, politics, ethics, culture) and touches upon a variety of sectors and markets (e.g. agriculture, horticulture, pharmaceuticals, cosmetics, biotechnology).
- The range of stakeholders in ABS is very broad and heterogeneous: From policymakers and legal experts, scientists, business and NGOs, to indigenous peoples and local communities. They all have their own worldviews and perspectives, speak their own languages, have their own interests and objectives – and the distribution of power among them is often unequal.
- ABS is not a project with clear boundaries in space or time but an ongoing process.

Communicating ABS is only partly about selling a new concept but much more about leading, coordinating and facilitating a socio-political negotiation process.

Adapted from Strategic Communication for ABS: A Conceptual Guide and Toolkit for Practitioners (ABS Capacity Development Initiative).

IDENTIFYING THE ROLE OF COMMUNICATION

To identify the role of communication, it is necessary to ask the parties responsible or interested in the issue:

- What are the current knowledge, attitude and practices (behaviour) of the target groups and stakeholders involved?
- What reactions do the target groups and stakeholders have to changes that might be suggested to conserve and sustainably use biodiversity? How do they react to issues related to access and benefit-sharing?

It is important to clarify the desired changes in the people involved in the issue at hand. Is it to change the:

- **Attitudes** of people and/or organizations
- **Mindsets**—the way people look at a certain issue
- **Feelings** about an issue or (more difficult)
- **Behaviour**?

To assess the role of communication in this change process, it is necessary to understand if the problem is due to:

- A lack of awareness that the issue is important
- Negative attitudes towards the issue or the solutions
- Lack of skills or "know how" to make a change

In these cases, the different states of knowledge, attitudes and practices need different communication solutions, and communication may not be used as a sole instrument.

Frequent mistakes in problem analysis

The role of communication is often poorly defined. The issue itself may be poorly defined, or the people targeted are not understood in terms of their motivations or barriers to changing their behaviour. The outcomes of the communication are not defined clearly.

Example 1: Communication "to address threats to biodiversity" is too vague, when the real communication issue is "to reduce the pressure of visitors camping on the habitat of a rare flower species".

Example 2: Posters or leaflets with beautiful pictures and messages about the importance of an area that is to be protected may not be very useful if the ***real communication issue*** is to address people's perception that a new protected area will mean restrictions to their normal way of life, business, recreation or new investments.

The communication needs more than pictures, publications or mass media. Interviews, hearings, round tables and open negotiations may be more effective.

WHEN IS COMMUNICATION ALONE NOT ENOUGH?

Biodiversity-related issues are often complex as there are many actors with different interests and viewpoints involved. The desired changes may benefit or disadvantage the different parties involved. The resistance to change might be due to a lack of financial resources, a lack of alternative ways of generating income or a lack of technical resources or infrastructure. In these cases communication alone cannot solve the problem.

In the case of access and benefit-sharing (ABS), although the basic concept is as old as the Convention itself, the Nagoya Protocol on ABS only entered into force in 2014 and is still not very well known, let alone understood. As such, awareness-raising is key, but must be complemented by other means, such as making changes to legislation and practices as well as training and building the capacity of human resources and institutions at the national level.

When the desired change of behaviour does not benefit the people involved, then other instruments need to be used. Communication can support the use of these instruments to bring about change, such as:

- Legislation and regulation: i.e. laws, directives, restrictions, conventions
- Financial incentives: i.e. subsidies, deposits, fees, taxes, compensation
- Facilities: proper equipment, machines and tools, infrastructure, new technology
- Education and training
- Targeted programmes and sectoral reforms

Questions to help identify the potential of communication to change the behaviour of target groups

- *Are individual benefits greater than disadvantages?*
  - What are the main benefits/disadvantages of the desired behaviour change for the target groups?
  - Are the disadvantages greater than benefits or advantages? If so, communication is best used as a supporting instrument (e.g. to explain new regulations).
- *Attitude positive or negative?*
  - What is the current attitude of the target group on the issue?
    - If the attitude is positive, internal motivation might be sufficient to change the behaviour, and communication can be used to stress advantages.
    - If the attitude is negative, the role of communication depends on the awareness of the problem.
- *Is the target group aware of the problem?*
    - If the target group already knows about the issue, then a change in practice will only occur with legislation, controls and incentives. Communication can be used to explain the rules.
    - If the target group lacks knowledge about the problem, communication should be focused on problem recognition.

Communication can be a sole instrument when people are motivated internally by their own values or concern e.g. for future generations. Where actions requested on a biodiversity-related issue are more difficult, external inducements or policy instruments are needed to motivate or assist people to change. Subsidies or financial support may help e.g. people to cover the risk involved in a change of practice. For others, providing material, such as turtle-friendly fishing nets, may facilitate change.

Step 2. Identify target groups

WHOM DO YOU WANT TO REACH?

Before you develop a communication plan, you must first know which target groups you want to reach.

Target groups:

- **May vary depending on the country.** Their level of awareness may also vary.
- **Are broadly homogenous groups of people** (in terms of current knowledge, attitudes or practices or interest in the issue) and may require different communication approaches according to their motivation.
- **Are instrumental in solving a problem.** The intent of the communication (or communication plus other instruments) is to gain the target groups' cooperation.
- **Include:**
  - People whose behaviour you want to change (e.g. fishermen using dynamite on coral reefs)
  - People who are affected by this behaviour (e.g. the people involved in the local tourist industry)
  - People with formal responsibility for the problem (e.g. local government officials) and
  - The people who influence the opinions and behaviour of those involved (e.g. journalists, opinion leaders and celebrities)

ABS Communication: Potential target groups

While the **general public** and the **media** will remain important target groups for all biodiversity-related issues, including access and benefit-sharing (ABS), specific actors representing different interests, each with different priorities, will be involved with the implementation of the Nagoya Protocol.

The following is an indicative list of potentially relevant target groups and subgroups to take into account for ABS communication:

Government. This target group often encompasses those responsible for bringing about legislative change and those responsible for higher-level decisions. Subgroups may include: political leaders at local, national and regional levels; officials/regulators; legislators; national agencies/ministries; or specific sectors of government (environment).

Users of genetic resources are a priority target group for ABS communication. They encompass distinctive subgroups which may not be used to talking to each other, depending on the country: private sector, research/academia and ex situ collections.

Indigenous Peoples and Local Communities (IPLCs) are a distinctive target group, as they are not a "broadly homogenous group of people". Rather, IPLCs are a heterogeneous group with varied circumstances, values and traditions, which may share common interests in biodiversity-related issues at the international level.

Other organizations which may be relevant for ABS communication include civil society groups, and non-governmental or intergovernmental organizations working on ABS-related issues.

HOW TO BETTER UNDERSTAND YOUR TARGET GROUPS

Knowing the relevant target groups is essential for developing an effective communication strategy. Reaching the wrong people with the right message will have no effect; reaching the right people with the wrong message will not realize your aim. This phase requires answers to a range of questions.

CHECKLIST

Target group analysis

- [ ] What is the composition of the target groups in terms of demographic character (age, income, religion, gender, education and lifestyle)?
- [ ] What roles or positions can be distinguished in the target group?
- [ ] What interests do the target groups have regarding the problem and solutions?
- [ ] Who will benefit from the desired change? Who will suffer damage or loss?
- [ ] What level of knowledge do target groups have of the problem and solutions?
- [ ] What is the attitude of the target group towards the problem and towards proposed solutions?
- [ ] Can you expect resistance for change?
- [ ] Who is not directly involved, but can influence opinions?
- [ ] What relationship does your organization have with the target groups? How do they perceive you?
- [ ] What communication means do they use?
- [ ] Is it possible to use intermediary organizations to reach the target groups?

Questions to understand your target groups: An ABS example

- What do specific stakeholder groups know, feel and do about ABS?
- What interests them in the Nagoya Protocol?
- Which incentives or benefits may motivate them to take action?
- What may be reasons for negative attitudes or rejection of new practices?
- Which existing practices may support or lead to the desired action?
- How do they relate to others, especially to other ABS stakeholders?
- Who are innovators and change agents on whom the communication strategy can be built?
- What are stakeholders' media consumption patterns?
- And what are their preferred communication channels or sources of information regarding ABS?

Adapted from Strategic Communication for ABS: A Conceptual Guide and Toolkit for Practitioners (ABS Capacity Development Initiative).

The following forms of research are used to gain understanding about your target group's knowledge, attitudes, practices and interests in your issue.

Focus groups

A focus group is a form of qualitative research in which a group of people are asked about their attitude towards a product, service or idea. Questions are asked in an interactive group setting where participants are free to talk with other group members. Focus groups are an important tool for acquiring feedback. They particularly allow people to discuss, view and/or test new services and ideas. This can provide invaluable information about the potential for acceptance of a proposed solution.

Desk research

This involves gathering data that already exists from a large number of sources, such as internal documents, publications of governmental and non-governmental institutions, free online data, professional newspapers and magazines, annual reports of companies and commercial databases. Desk research is strongly recommended as a cost-effective way to gain background knowledge on a subject and provide useful leads.

Interviews

Face-to-face or telephone interviews are effective ways to collect input, ideas and advice. Additional information can be gathered using questionnaires or web-based surveys. Interviews can be used to explore a problem and potential solutions. Some survey methods use telephone interviews with a set questionnaire.

Questionnaires

Questionnaires are an effective and cheap way to get quantitative information. The questions are mostly closed, with a limited set of answers from which to choose. The response rate is influenced by the length of the questionnaire, complexity of the questions, credibility of the sender and motivation to complete the questionnaire. It helps if answering is fun!

Web-based surveys

Web-based surveys have the advantage of processing the responses to a questionnaire automatically. There is good, freely available software to conduct web-based surveys, such as SurveyMonkey. The same criteria and guidelines apply as for questionnaires.

Frequently made mistakes in analysing target groups

- Making assumptions about the knowledge, attitudes and practices of groups of people based on received ideas or traditional perceptions, without conducting empirical research
- Being too vague in setting parameters of target groups
- Focusing on all stakeholders rather than on the main target group (i.e. the people who can really make a difference to solve the issue)
- Failing to take into consideration the broader political, social and economic context in which the target group exists
- Failing to include local leaders in processes
- Trying to convince stakeholders rather than listening and taking on board their points of view, understanding their motivations and how they relate to the issue
- Seeing stakeholders in biodiversity-related issues as "enemies", rather than as actual or potential agents of change

DESIGNING SOCIAL RESEARCH OF TARGET GROUPS

Often to assess the knowledge, attitudes and current behaviour of target groups, social research has to be conducted. Four common research methods are:

Qualitative research

- Generally used for exploratory purposes
- Uses small number of respondents
- Cannot be generalized to the whole population
- Statistical significance and confidence are not calculated
- Allows for more complex and nuanced responses

Example: *Focus groups and in-depth interviews*

Quantitative research

- Generally used to draw conclusions and test a specific hypothesis
- Uses random sampling techniques to make inferences from the sample to the population
- Involves a large number of respondents

Example: *Surveys, interviews and questionnaires*

Observational techniques

- Researcher observes social phenomena, or environmental behaviour in the natural setting
- Observations can be cross-sectional (i.e. observations made during the same time period) or longitudinal (i.e. observations occur over several time-periods)
- Observations can be external or immersive (i.e. the observer participates or is immersed in the environment)

Example: *Observation of local communities in the proximity of nature reserves and visitors of parks*

Experimental techniques

- Researcher creates a quasi-artificial environment to try to control spurious factors and manipulates at least one of the variables

Example: *Using new signs to communicate with visitors in a specific area of a park and assessing if knowledge, attitudes or behaviour is affected*

TAKING ACCOUNT OF GENDER IN IDENTIFYING TARGET GROUPS

There are a number of considerations involved in preparing a communication plan or strategy in a way that takes into account gender issues.

To what extent are gender dimensions of biodiversity issues highlighted in CEPA materials? How many stories feature both men and women and how are men and women portrayed (for example, are stereotypes reinforced or challenged?). To what extent are gender issues presented and discussed? This analysis could help to determine if more attention may be needed to communicate different perspectives and reach different audiences on matters pertaining to biodiversity.

It is also important to identify the main target group(s) for particular communications products. Are women, girls, boys and vulnerable groups considered part of your audience(s)? If so, do you know how much access they have to the materials and information disseminated by your organization?

Gender barriers to information – issues to consider

How information is transmitted may limit who can access it. Access to public services, availability of information in rural and urban areas and access to print, radio, Internet and TV media are all factors that influence who is able to receive information. Gender issues significantly influence access, in ways such as the following:

- Women, girls and vulnerable groups often have lower literacy levels and more limited knowledge of official languages.
- Women and vulnerable groups often do not own or have control over the use of mobile phones, radio or TV.
- Women and girls typically have a high burden of responsibilities, which leaves less time to access media through the radio, TV or the Internet.
- Women, on average, earn less income than men and thereby may have less financial resources to purchase Internet services or buy a computer.

TIPS

Overcoming gender barriers to information

Issues to consider:

- What are the constraints for women/men/vulnerable groups to accessing messages, activities or products?
- Do messages, concepts, activities and products consider workload, access to information and services as well as mobility of women/men/vulnerable groups?
- Are messages appropriate for the needs and circumstances of women/men/vulnerable groups?

Overcoming barriers to communication:

- Use graphics, comic book format for disseminating information on rights and development priorities
- Use texting or story-telling to disseminate information
- Engage women's organizations or community groups to disseminate information orally
- Designate times for women and girls to have preferential access to community Internet services

Step 3. Determine the communication objectives

WHAT DO YOU WANT TO ACCOMPLISH?

To achieve the changes in people that are required to reach your objectives, you need communication objectives to achieve your goals.

Communication objectives should:

- Be clear about the results to be achieved, be specific and measurable
- Be realistic, feasible and acceptable
- Motivate a change in knowledge, attitudes or behaviour by being neither too ambitious nor too weak
- Indicate by when the results should be achieved

Objectives can range from involving people in problem-solving, to seeking attention for an issue, increasing knowledge or awareness, motivating behaviour or developing skills to take action.

An objective should be **SMART**:

- **S**pecific
- **M**easurable
- **A**cceptable
- **R**ealistic
- **T**ime related

Example of a non-SMART objective:

"We want to increase environmental consciousness of the public in the coming years".

Too vague. It will be impossible to determine whether the communication efforts are successful or not.

Example of a SMART objective:

"We want to reduce litter among the park's visitors by 95% within 3 years".

HOW TO SET COMMUNICATION OBJECTIVES

To set the right communication objective, you need a thorough understanding of what the target group knows about an issue, their attitudes toward it and how they behave.

Three categories of potential communication objectives

Providing knowledge: When target groups are uninformed or under-informed about the issue, the cause and effect relationships or potential solutions, then the communication objective should seek to foster appropriate knowledge and understanding.

Example: *Residents of a protected area do not realize that their fishing methods will harm the environment and will decrease chances of future income.*

Changing attitudes: When target groups have the "wrong" attitude about the issue or object to viable solutions, then the communication target should aim to bring about a shift in that attitude, so that at least the attitude does not negatively impact on the biodiversity-related issue.

Example: *Residents of a protected area have a strong preference for indigenous fishing methods and distrust alternatives.*

Changing behaviour: When the target group behaves in a way that endangers biodiversity, then the objective of the communication is to stop or change that behaviour.

Example: *Hunting in a protected area.*

Frequently made mistakes in setting communication objectives

- The objective of the communication activity is not properly defined or is too vague
- The objectives are too ambitious to achieve
- Communication experts are not involved in defining the objectives and planning the interventions, but are only tasked with communicating the plan or policy to stakeholders with minimal or no budget
- Lack of clarity around what is wanted from the target groups and what is required to achieve the result (e.g. knowledge, attitude change, new skills and practices)
- Communication goals are set to change other people's behaviour and values, without understanding how behaviour change can take place
- Failure to consider the target group's social, economic or other needs and incentives
- Poorly defined indicators, making evaluation of the outcome difficult

EXAMPLES OF COMMUNICATION OBJECTIVES

Objective	Change in:
80% of the visitors to a nature park should be aware that hiking in specific areas damages nature and wildlife.	Knowledge
80% of car drivers should be aware that public transport is better for the environment than driving.	Knowledge
75% of businesses utilizing genetic resources and/or associated traditional knowledge are aware that they may have to fulfil ABS requirements when using or conducting research on genetic resources from a foreign country.	Knowledge
A local community living in a nature park should appreciate the need to protect a specific species which is threatened with extinction.	Attitude
Hotels on the island should welcome the introduction of a system of eco-labels and a system of training, control and regulation.	Attitude
Researchers and scientists recognize the value of genetic resources and traditional knowledge associated with genetic resources for research and development, and think that sharing benefits with resource providers and knowledge holders is important.	Attitude
75% of government officials working in departments which have an impact on the environment should take the NBSAP into consideration when formulating plans, for instance about infrastructure, agriculture or industrial development.	Behaviour
50% of directors of large extractive industries and 25% of medium size companies should integrate biodiversity issues in their business plans and mission.	Behaviour
50% of relevant business sectors (e.g. cosmetics, pharmaceuticals, agriculture) engage in ABS processes	Behaviour

EXAMPLE

Communication objectives supporting an ABS policy goal

***Knowledge*:** A majority of the government officials, indigenous peoples and local communities representatives and relevant stakeholder groups are informed about options and implications regarding the overall ABS policy orientation.

***Attitude*:** The proportion of government officials, indigenous peoples and local communities representatives and relevant stakeholder groups, who express an interest in contributing to the definition of national ABS policies or strategies, increased significantly.

***Behaviour*:** A representative group of government officials, indigenous peoples and local communities representatives and relevant stakeholder groups formulate the priorities they want to be covered in the national ABS strategy.

Adapted from Strategic Communication for ABS: A Conceptual Guide and Toolkit for Practitioners (ABS Capacity Development Initiative).

Step 4. Develop the communication strategy and choose partners

The next step is to plan how in broad terms you are going to communicate with the target group to achieve your objectives.

While it is always tempting to want to tell everyone as much as you can, not everyone wants or needs to hear it all! As your analysis of the target groups will reveal, there are varying needs for information and other interventions to achieve the desired changes. This has implications for how you might choose to communicate with the target group and whom you might work with as partners.

DESIGNING A COMMUNICATION STRATEGY

A communication strategy determines how you go about achieving your communication objectives. The strategy describes fundamental choices about the approach to be applied.

Frequently made mistakes in conveying information

- Overloading the audience with facts and information without understanding their level of understanding and needs
- Thinking that information and scientific facts, ecological or legal concerns are the best means to convince people to adopt a particular way of thinking
- Not realizing that expert information is not always acceptable to the audience; that it may be too scientific or unappealing. The audience then decides that the information is not relevant for them

Preliminary questions when choosing a communication approach

- Who took the initiative to tackle the problem at hand?
- Is it more effective to communicate directly with target groups or to communicate through partners?
- Is it more effective to focus on sending messages (one-way communication) or to initiate a two-way process?
- Is it more effective to focus on an informative approach (i.e. providing information about functional aspects of the problem), an emotional approach or a combination of both?

Communicate directly or through partners?

Depending on your organization's relationship to the target group, it may be more effective to communicate through partners. In certain contexts, intermediaries might have better access to the target group, greater credibility or a more established reputation as a role model, an influencer or authority figure.

When working with partners to convey your message, it is important to maintain control over the message. Make sure that your intermediary understands the nuances and details of your strategy, including when, where and how to approach the target group, and remains on-message when interacting with the target group.

Send messages (one-way) or initiate a two-way process?

Communication is often a top-down process, with the focus on delivering messages and products to target groups. This is the more traditional view of communication.

In this “vertical” model, the person who receives the message is more or less a passive object. The one-way model of communication is oriented to informing and persuading in order to influence or put issues on the agenda.

In the “horizontal” model of communication, the focus is on dialogue to create shared meaning. Communication is a two-way process, with a focus on process, feedback, dialogue and people rather than on products, messages, issues and technologies.

The selection of the approach depends on the situation.

When tackling a relative simple and straightforward problem, focusing on sending messages (vertical model) can be very effective (e.g. to prompt visitors of a national park to stop littering).

When the problem is more complex and cooperation of different target groups with different interests is required, a two-way communication process (horizontal model) will be most effective.

A multi-stakeholder process like ABS is an example where communication is not limited to one sender and a couple of receivers. Rather, different stakeholder groups will need to engage in a dialogue with each other, exchanging views as both senders and receivers. In those instances, the role of e. g. the National Focal Point, may be more that of a moderator facilitating dialogue than that of a sender of one-way information.

When deciding whether to undertake a partnership

- Develop an overview of organizations that have a relationship with the target group, as well as of organizations communicating about similar values, knowledge and practices.
- Identify the potential advantages of partnerships with these organizations:
  - Knowledge, skills, networks and other resources
  - Greater credibility for your message
  - Better access to target groups
- Identify the potential disadvantages of partnerships:
  - More complicated decision-making
  - Differences in aims and culture
  - Resources required to develop partnerships

Use an informative approach, emotional approach, action approach or a combination?

Again, the most effective approach depends on the situation. The table below gives examples of the different approaches for consideration as a part of the strategy to communicate with the target group.

Approach	What is it?	Example
Informative approach	Functional information about the problem, the causes and potential solutions	A NGO distributing a brochure about pollution in a lake and the proposed activities to solve the problem.
Emotional approach	Images that appeal to the lifestyle and values of a specific target group	A Greenpeace campaign aims to give the chemical industry a negative image by showing pictures of enormous industrial complexes that appear frightening and alienating.
Action approach	Focus on desired behaviour change of the target group	Leaflet given out on entry that prompts visitors to stop littering in a national park.

EXAMPLES OF COMMUNICATION APPROACHES

Message	Approach
The government is preparing a law on Environmental Impact Assessment. Read the draft and send in your comments.	Information approach
Use the Pro Silva Method for forest management: it lowers your costs, creates regular income, creates more undergrowth and improves the immune system in your forest.	Information approach
If you are using genetic resources for research, you need to obtain prior informed consent and negotiate an agreement to share benefits with the resource provider.	Information approach
Your forest is not only your property, but also the property of all beings living in the forest and that of future generations.	Emotional approach
We need to save our natural resources for future generations; every human has the right to a healthy environment.	Emotional approach
Be at the forefront in bringing fairness and equity to the custodians of biodiversity by respecting access and benefit-sharing requirements.	Emotional approach
Biodiversity Day: the world is changing. Submit your ideas to our poster/phone video competition!	Behaviour approach

Message	Approach
Now we can stop using chemicals X and replace them with chemicals Y, an environmental friendly alternative which is just as economical.	Behaviour approach
By obtaining prior informed consent from indigenous peoples and local communities for the use of their traditional knowledge, you are recognizing the value of their knowledge and promoting respect for their rights and traditions.	Behaviour approach

Step 5. What are you going to communicate? Creating the message

Formulating effective messages requires a nuanced understanding of both the problem and the target group's knowledge, attitudes and practices on a given issue.

Before you get started:

- Make a rough outline of what has to be said to the target groups
- Check that the message is consistent with the organizations' mission and/or policies
- Formulate sub-themes that reflect the benefits to the target groups

HOW TO FORMULATE A MESSAGE

Relate the message to the organization (sender)

The message must connect to the image and identity of the sender, or the communication will lack credibility. For example, if a corporation dumps hazardous waste or neglects the local community in its operations, and then distributes a brochure about the importance of biodiversity to the company, the message will not be credible and may even backfire.

Speak the language of the target group

The target group must understand and accept the message. The message must connect to the characteristics of the target group: existing knowledge, attitude, level of education, lifestyle, interest and involvement in the problem and its solutions.

Gender-equalize your messaging

Where gender differences may be significant with regard to a certain issue, avoid using collective terms (community, people etc.) that suggest the situation of all women and men is the same. In some cases, it may be more effective to explicitly mention specific groups (e.g. rural women, adolescent boys).

Remember that the use of generic masculine terms reinforces the image of men as dominant and women as passive. Avoid using the words "he" or "his" to denote a generic role. Use plural forms of nouns and pronouns, or use both pronouns where possible (e.g. in place of "his" use "their", instead of "he" use "he or she"). Likewise, avoid using the word "man" to denote a generic role or term; instead, as appropriate, use the word "human".

When using illustrations, it is important to avoid images, colours and symbols that reinforce stereotypical ideas of masculinity/femininity and gender roles. Otherwise, illustrations can contribute to maintaining gender inequalities and patterns of gender-based exclusion. Ideally, images should include both male and female individuals, without one gender being more prominent in number or in size. Portray both women and men carrying out different activities and tasks that do not perpetuate gender stereotypes. For instance, only showing women with children in their arms or at home, or only showing men in formal work settings can contribute to undervaluing women's contribution to productive work and men's contribution to the domestic sphere.

Aim for your stated communication objectives

The message must serve the communication objectives (whether targeting knowledge, attitude and/or behaviour).

For example, if the main purpose is to inform, the message should contain facts about the issue, its causes and solutions. A persuasive message would not be effective in this case. On the other hand, when the main purpose is to influence attitudes, for instance to build a positive image for a NGO as part of a fund-raising strategy, the message should appeal to emotions.

Examples of biodiversity-related messages that are too broad

- Human population growth means growing demands for space and food, thus threatening biodiversity
- Urban sprawl and intensive agriculture and forestry encroach on habitats
- Extension of road, rail and electricity networks fragments habitats and scares away some species
- Overexploitation of natural resources leads to extinction of species
- Pollution affects the health of animals and plants as much as human health
- Environmental disasters such as oil spills have devastating consequences on birds and the marine fauna and flora
- Climate change is predicted to cause many species to move to other regions or become extinct
- Invasive alien species enter an ecosystem where they don't occur naturally, thrive and overwhelm endemic species reducing natural biodiversity

The above biodiversity issues can be made more concrete for the purposes of communication (and action) by asking the following questions:

- What is the **scope** of the issue, in qualitative and quantitative terms?
- What makes the issue **urgent**? What happens if no action is taken?
- What is the **context** and what is the **cause** of the issue?
- Which **activities** cause the issue?
- Which **parties are responsible** for these activities?
- Which **parties have interest** in these activities?

Make sure the tone serves the communication strategy

The message must connect to the communication strategy. The tone should reflect it, whether humorous, threatening, fact giving, popular/informal etc. The strategic approach (informative, emotional or action-oriented) must be served as well.

Use the right medium and messenger

The medium you use to convey the message can either strengthen or weaken the message. For instance, if a government distributes a brochure with the message that it values the opinions of local communities concerning wildlife conservation when these communities have never been listened to by the government, the message will lack credibility. However, if that message is relayed directly by a group of government representatives when visiting a village meeting where the locals are invited to tell what's on their mind and share their ideas, the message will be much more convincing.

Differentiating between the communication objective and the message: An ABS example

The main difference between an ABS communication objective and an ABS message is that you do NOT talk about ABS. This may sound surprising – but the fact of the matter is: Most people are not the least interested in “ABS” or “Nagoya”. What they want to know is: “What's in it for me and my group or community? How does it affect me and my constituency?” That is, people are interested in the advantages they can get out of ABS and the Nagoya Protocol. And they want to know the costs, i. e. the price they will have to pay or the effort they will have to make in return for enjoying the advantages. For example, “If you participate in this dialogue with other stakeholders, you will be able to influence the design of policies and regulations that work well for you and your sector/community/constituency”.

So, instead of talking about how complex and conflictive all these ABS issues are, you draw an attractive image in front of your audience of how great the future will feel and look like once people engage in providing access to and sharing the benefits from the use of genetic resources. Successful social marketing companies call this “selling the sizzle” instead of the sausage, because it's the desirable sounds and smells that whet people's appetite. Don't make ABS an expert issue for scientists or lawyers. Instead, look at it from a marketing perspective, as something to sell.

Many messages carry psychological and/or social appeals. They promise incentives or rewards, arouse fears, work with role models, make appeals to civic duty etc. They may also support the communication strategy and its objectives by being particularly humorous, popular or informal, by providing facts or suggesting conclusions.

Adapted from Strategic Communication for ABS: A Conceptual Guide and Toolkit for Practitioners (ABS Capacity Development Initiative).

PRE-TESTING MESSAGES

When the message is developed, it is a good idea to test it, along with the medium being used, to see if it is understood as intended.

Pre-testing checks illustrations and messages for possible misinterpretations or lack of clarity before they have been printed or distributed widely. As the message is closely linked with the means of message delivery, it is a good idea to try to use the intended means as well.

Pre-testing is a specific form of market research. Often a qualitative research design is effective with face-to-face interviews with about 20 respondents, ideally from the target group.

CHECKLIST

Pre-testing messages

- ☐ **Comprehension:** Does the target group comprehend the messages? Are there unexpected interpretations of your message?
- ☐ **Relevance:** Does the target group feel that the materials are tailored for them?
- ☐ **Noticeable:** Do the materials attract attention of the target group?
- ☐ **Memorable:** Does the target group remember the message after a few exposures?
- ☐ **Credibility:** Does the target group trust the message/sender/source?
- ☐ **Acceptability:** Do the materials and messages connect to the values and culture of the target group? Can you detect mistakes that you can now avoid?
- ☐ **Attractiveness:** Would the target group pick up the flyer, stop to read the poster or watch the TV commercial that was prepared?
- ☐ **Changes in knowledge, attitudes and practices:** After being exposed to the materials, did the target group increase its knowledge about the subject or change its attitudes, beliefs or behavioural intentions?

If you can't pre-test, do a "disaster check"!

When there is no time, personnel or budget available for a pre-test, the draft message can be subjected to at least a "disaster check" with a small number of people who were not involved with the development of the message. This procedure is called a disaster check because experience shows that when people are involved in developing a communication message, they sometimes are "blind" to unexpected effects – such as strong resistance caused by the tone of the message. It can be disastrous when these effects become clear in a later stage – such as after the advertisement has already been published in the most popular newspaper. A spouse, an acquaintance, neighbours or employees can be used for a disaster check.

Step 6. How to get the message across: Selecting the means of communication

Means of communication are the links with target groups

In this phase of strategic communication planning, you select the means of communication to convey your message to the target group. The means or channel of communication makes the message visual and/or audible to the target group. Means of communication have strong impact on the effectiveness of communication because they form the link between your organization and the target group.

The means of communication vary

The means communication chosen can vary enormously from situation to situation. Face to face communication is one of the best means of communication. For national focal points and biodiversity practitioners, talking to (the right) people outside your agency can be a beneficial and cost-effective tool.

Biodiversity-related initiatives frequently use tools such as mass media, posters, brochures or films without a proper analysis of the most effective “means” for solving a certain problem.

Potential pitfalls in choosing the means of communication

Pitfall	Common result
Spending energy and time on developing a communication strategy, then producing the communication means (e.g. a brochure or DVD) very quickly	Means of communication do not appeal or lack the necessary quality to gain credibility with the target group.
Starting to invest in means before answering essential questions concerning the strategy (“jumping to means”)	Very likely that communication efforts will not be effective.

HOW TO SELECT EFFECTIVE MEANS OF COMMUNICATION

The choice of means to communicate the message depends on the communication objectives, the characteristics of the target group, the message, the budget and your experience with the means of communication.

Do the means help achieve the communication objective?

Are the means the most suitable to achieve the objectives of the communication? Answering this question requires good judgment.

***Example:** Interpersonal communication will be more effective (e.g. house visits, meetings etc.) than mass media (e.g. advertisement in a newspaper) to get cooperation of a local community in a campaign against a nuclear power plant.*

Do the means reach the target group?

The means used should be readily accessible and credible to the target group. The means should be ranked in terms of the reach, costs and appreciation (i.e. which media are liked best and are most credible with the target group).

Do the means strengthen the message?

> ***Example:*** *If a government distributes a brochure with the message that it values the opinions of local communities concerning wild life conservation while these communities have never been consulted before, the message will lack credibility. However, the same message told by a group of government representatives visiting a village meeting where locals can express their opinions and ideas might be more convincing.*

Are the means within the budget?

The budget is an important element for deciding on the means of communication. The production and distribution costs of means should be weighed against the impact required with the target audience. When the budget is tight:

- Consider using cheaper media with wider distribution (e.g. newspapers, free publicity in magazines, newsletters etc.), especially where more expensive media (e.g. video) may not reach the target group as effectively.
- Cooperate with other organizations to use their channels and means.
- Consider communicating intensively with the most important target group rather than communicating more superficially with several.

Step 7. Who does what? Organizing communication

For your communication to be effective, a great deal depends on organization. A clear division of tasks and responsibilities in your communication team is essential for success.

Don't try to do everything yourself!

Biodiversity experts are often tempted to do most of the communication themselves, to keep control and ensure that all information is valid. But this may not be effective when experts:

- Are viewed by the audience as being "on the other side" from them
- Lack the skills to translate the message to the specific audiences
- Lack the knowledge or skills to organize interactive meetings

It is better that national focal points and biodiversity practitioners manage the process and delegate communication interventions to specialists and organizations that can multiply the message through their constituencies and networks (e.g. by generating free publicity in media or by using the newsletters or magazines of NGOs, local authorities, etc.)

CHECKLIST

Briefing team members and partners

Always brief team members and partners in writing, but also discuss the briefing face-to-face. Ask questions to ensure that everything is understood. In the briefing, explain and describe:

- [ ] Background to the assignment (i.e. the current situation, description of problem or issue)
- [ ] Task(s) or assignment(s)
- [ ] Target groups (as explicitly as possible: who specifically?)
- [ ] Communication objective (what do we want to achieve?)
- [ ] Communication strategy (how do we want to reach that?)
- [ ] Budget
- [ ] Conditions (house style, formats, reporting etc.)
- [ ] Examples of desired results (drawings, printings etc.)
- [ ] Deadlines
- [ ] Next steps

If needed add annexes such as:

- [ ] Lists with addresses
- [ ] Information about competition for your issue
- [ ] Information about earlier projects on the issue
- [ ] Information about the long-term objectives of the organization etc.

Step 8. How to plan communication activities

Making your biodiversity messaging resonate involves planning communication activities to support your overall objectives.

A clear schematic overview works best, specifying *who* does *what, when.* Sometimes it can be useful to make two plans: one for the preparation of the communication activities, one for the execution phase of the communication.

Some do's for planning:

- Be realistic in the amount of time needed by taking into account the time to reach the project outputs AND also the time and inputs needed for the organizational process. This is especially important when working with partners and intermediaries.
- Allocate adequate time for planning your communication.
- Allocate time for internal communication, especially with decision-makers.
- Take into account the skills of those responsible for implementing the communication plan.

Frequently made mistakes in communication planning

- Failing to allocate sufficient time to really benefit from communication —to be able to really discuss with stakeholders, establish mutual trust and make stakeholders feel that they are co-owners of a joint venture
- Rushing into communication activities without setting realistic time frames

CHECKLIST

Preparing a communication plan – questions to consider

- [ ] Which tasks need to be performed during the preparation of the communication activities?
- [ ] Which tasks need to be performed during the execution of the communication activities?
- [ ] Which persons need to be involved, in which way, during which phases?
- [ ] Who is responsible for specific parts of the plan?
- [ ] Who coordinates the joint efforts?
- [ ] Which milestones can be identified and who is responsible for checking?

Step 9. What does it cost? How to budget communication

Many organizations have limited budgets for communication. Deciding how to spend for the best effect is an important strategic decision.

Frequently made mistakes in communication budgeting

Decision-makers often overlook more affordable and effective stakeholder management approaches (e.g. focus groups, round tables, multi-stakeholder processes) that might take longer to develop than a film, video or TV show, but may be less costly.

Elements to consider in calculating your budget

- **Personnel**: How many employees need to be involved and how much time do they have to work on the project?
- **External support**: Do you need to hire external consultants and experts? If so, how much will this cost?
- **Material costs**: What are the costs to design and produce the means of communication?
- **Distribution costs**: What are the costs to distribute the means of communication?
- **Media costs**: What are the costs to publish online and in newspapers, radio, TV etc.?
- **Organizational costs**: What are the costs of mailing, telephone calls, copying etc.?
- **"Safety budget"**: How much should be left for unexpected costs?

BUDGETING ONLINE COMMUNICATION: EARNED AND OWNED MEDIA

Online communications offer possibilities for disseminating your message in cost-effective ways.

Earned media refers to the attention your message attracts from other media outlets. When other outlets post, share or comment on your content, they publicize your message for free. A good PR strategy aims to obtain as much earned media attention as possible.

Owned media refers to the sites and outlets that your organization controls directly. You can control how prominently to feature your message around a given biodiversity issue and invite others to share that content on their sites or to post content supporting your message on your site.

OFFLINE COMMUNICATION ON A TIGHT BUDGET

You can also gain free publicity by:

- Providing mass-media outlets with an exclusive story, especially if it is newsworthy and links to local events
- Using the communication channels of other organizations that seek a more environmentally friendly image
- Writing content for magazines that are read by your target groups
- Using a newsworthy person to speak on your issue

Possible funding sources for biodiversity communications

Some sources of funding from national sources include:

1. Government revenue allocations
   - Direct allocations from government budgets
   - Government bonds and taxes earmarked for biodiversity
   - Lottery revenues
   - Premium-priced motor vehicle licence plates
   - Wildlife stamps
2. Grants, donations and project financing from
   - International organizations
   - Bilateral cooperation
   - Foundations, non-governmental organizations and trust funds
   - Private sector
3. Tourism revenues
   - Protected area entry fees
   - Diving and yachting fees
   - Airport passenger fees and cruise ship fees, taxes and fines
   - Hotel taxes
   - Voluntary contributions by tourism operators
4. Taxes, licences, fines and royalties
   - Real estate tax surcharges for conservation
   - Fishing access payments
   - Recreational fishing access fees
   - Oil spill fines and funds
   - Royalties from offshore mining, gas and oil
   - Hydroelectric power revenues
5. For-profit investments
   - Private sector investments promoting biodiversity
   - Biodiversity prospecting

Step 10. How to evaluate communication

Evaluation is a critical step for measuring the effectiveness of your communication strategy. Evaluation should be aimed at assessing *the outcomes* of your communication efforts.

Evaluation serves several purposes:

- To justify communication efforts for the leaders of your organization and its stakeholders
- To learn which methods are most effective and most efficient for future replication of a project or approach
- To organize and manage communication more effectively in the future
- To refine future steps after considering the results achieved

Evaluation clarifies those lessons that can be broadly applied to the next phase of work and is an important means of learning about how to bring about change. Evaluation provides evidence to build support for interventions.

The attribution challenge

Assessing the effectiveness of communication is challenging because:

- Communication is not an isolated event, and it is hard to attribute an effect directly to the communication.
- Most target groups are constantly bombarded with messages from a large number of senders.
- A well-known saying in the field of advertising is: *"Of each dollar spent on advertisement, 50% is a waste. Unfortunately, we do not know which half".*

HOW TO EVALUATE A CEPA PROGRAMME

The evaluation of a CEPA programme depends on the clarity of the objectives and desired outcomes. Rather than counting how many brochures were printed or posters distributed (outputs), it is preferable to try to assess the actual impact or outcome of the communication or education. Indicators of achievement are developed to measure the progress towards the expected outcomes.

It is important to make clear the objectives and outcomes of the CEPA programme as distinct from those of the overall biodiversity-related programme that CEPA supports. Of course, the CEPA programme is intended to have an impact on the achievement of biodiversity-related objectives. However, there may be other instruments in play that also influence outcomes, such as incentives to take up other economic pursuits.

CEPA programmes are about changing people's level of awareness, knowledge, understanding, confidence and skills in order to influence their activities and attitudes which may impact biodiversity-related issues. Most desired are changes in practices or the component behaviours of those practices. The more that the programme's objectives are quantified, the easier it is to assess the result (e.g. after 2 months, 80% of the population in the surrounding area know that it is illegal to hunt animals in the new protected area).

Biodiversity-related objectives may relate to reducing activities and practices which exert direct pressure on biodiversity, promoting sustainable use, safeguarding ecosystems, species and genetic diversity, enhancing the benefits received from biodiversity and enhancing partnerships and participation for positive biodiversity-related actions.

A CEPA evaluation needs to answer two questions:

- What did your CEPA work accomplish in changes of knowledge, attitude and practice?
- What outcomes did it achieve?

Evaluation checks whether the right things were done to achieve the objectives (process evaluation) or the changes that have occurred (comparative evaluation).

WHEN ARE EVALUATIONS UNDERTAKEN?

Evaluations are undertaken usually at the end of a programme and are often undertaken by a team external to the programme. The terms of an evaluation are often specified by a funding agency and are a necessary phase of externally funded projects.

WHICH EVALUATION METHODS TO USE

The objectives of the evaluation can be expressed in either quantifiable or qualitative ways, or both.

- Quantitative evaluations give results in numbers that help to indicate long-term trends and gauge the value of various approaches. For example, knowledge can be tested and linked to different age groups, gender or regions.
- Qualitative evaluations tend to use data collection methods, such as in-depth, open-ended interviews, direct observation and written documents.
- The evaluation can focus on the process of the CEPA programme or on the impact.
- Process evaluation describes what happened during the evaluation, how each part of the programme was implemented and how consistent the activities were in comparison with those planned.
- Comparative evaluation measures the changes that occur and the extent that these can be attributed to the programme.

In a comparative evaluation, two approaches can be used, depending on the timing of the evaluation.

Timing of survey	Example
Both before and after CEPA programme	A survey of knowledge, attitudes and practices with groups before the CEPA programme has been implemented and also afterwards to assess changes. (Note that it can be difficult to attribute any changes directly to the CEPA programme).
After CEPA programme	Undertaking a survey after the CEPA programme has been implemented and comparing knowledge attitudes and practices of a group involved in the CEPA programme with a matched or control group who were not involved.

HOW TO MAXIMIZE LEARNING FROM AN EVALUATION WITH PARTICIPATORY APPROACHES

Increasingly, participatory approaches are used to decide on programme outcomes and indicators as well as in monitoring and evaluation. This reflects a growing desire to collaboratively problem-solve, share responsibility for decision-making, and to develop learning communities and organizations.

Participatory evaluation is undertaken with those involved in the programme, though it can be useful to have an external evaluator to assist in guiding the process.

Approaches to participatory learning and evaluation are also called action research or action learning.

Key principles of participatory approaches

- Local communities must be active participants— not just sources of information
- Stakeholders evaluate, outsiders facilitate
- Monitoring and evaluation should strengthen stakeholder capacity for analysis and problem-solving
- The process should build commitment for implementing the recommended corrective actions

Deepa Narayan, Participatory Evaluation: Tools for Managing Change in Water and Sanitation, World Bank Technical Paper No. 207, World Bank (1993)

Characteristics of participatory monitoring and evaluation

- Possibility for all stakeholders to evaluate the process
- Clear objectives and indicators of success that promote accountability and can be monitored and evaluated by relevant participants and decision makers at all levels
- Opportunity to reflect on the results of past actions and enable people to think more clearly about their future actions
- Both quantitative and qualitative elements
- 360 assessment approaches like self-evaluation, beneficiary assessment and participatory impact monitoring
- Active and meaningful involvement of one or more stakeholders in the design, implementation, analysis and critical review of monitoring and evaluation activities
- A basis in participatory action research, social research and M&E theory and practice
- View of the participatory process as a means to an end (the process of participation) and as an end in itself (enhanced participation of people and or quality of involvement)
- Use of evaluation as a learning tool in which the stated perspectives of team members inform programme design and adaptation
- Strategies for approaching and involving each person or group at the beginning of the evaluation exercise

Allen, W. Kilvington, M. Horn, C. 2002 Using Participatory and Learning Based Approaches for Environmental Management to help achieve constructive behaviour change, Land Care Research, Ministry of Environment, New Zealand. p. 35-37

CHOOSING THE TOOLS TO USE IN EVALUATION

There are many tools available to evaluate the processes and impacts of your CEPA programme. Which tool depends on what you want to evaluate.

What is being evaluated	Evaluation tools
Data collection	Records, logs, journals, attendance lists
Programme quality	Expert review, observation, staff self-assessment, staff performance
Participant reaction	Drawings, photographs, journals, logs, notice boards, suggestion boxes, comment review, testimonials, anecdotes, observation
Participant knowledge and behaviour	Surveys, interviews, concept maps, observation, focus groups, photographs, questionnaires, presentations, video
Action research	Journals, recorded sessions, video, observation to support participant reflection and analysis
Media impact	Online feedback, phone/mail/face-to-face surveys, visits
Materials quality	Readability, pre-tests, test, observation
Participant involvement	Participatory rapid appraisal techniques (e.g. discussion groups, mapping, models, response tracking, timelines, trend lines, etc.)

Additional resources for developing a communication strategy

Communicating for Success: Ensuring Marine Protected Areas are Valued. This guidebook outlines how to use communication as more than just a tool for outreach, but, rather, as a mechanism to catalyse change in a community's attitude and behaviour. It outlines different types of media strategies with step-by-step instructions to help determine what is the most appropriate strategy for different situations and how to employ it effectively.

Strategic Communication for ABS: A Conceptual Guide and Toolkit for Practitioners. This Guide offers advice about the role, relevance and use of communication for implementing access and benefit-sharing (ABS) systems at the national level. It provides an overview of communication considerations, approaches and methods for the different phases of ABS implementation. Also available in Spanish, French and Portuguese.

The Psychology of Climate Change Communication: A Guide for Scientists, Journalists, Educators, Political Aides, and the Interested Public. Intended for anyone who communicates about climate change, from scientists, journalists, educators, clerics and political aides to concerned citizens, the guide's purpose is to assist communicators in reaching two key audiences—the general public and decision makers from government and business—more effectively. The principles found in this guide should help make climate change presentations and discussions more effective.

Know your audience

LEARN TO LISTEN

The first step in communicating biodiversity is to listen and to respect others' point of view. To be heard and understood requires understanding how people see your issue before trying to communicate with them.

Perception is a lens through which we see reality. A fisherman may know a lot about the sea. He may have a different way of looking at it than a biologist. Similarly, a biodiversity expert holds certain assumptions, beliefs and values. Being an expert often implies using language or jargon that is not necessarily understood by others. The fact that other groups have a different view of nature does not mean that they are wrong. There is no one truth!

TIPS

Accommodating different groups within the community

- Remain sensitive and patient
- Avoid acting condescending or patronizing
- Understand that each wants to contribute to community processes
- Have confidence in their abilities and unique contributions
- Ask in advance when they might be able to participate in activities such as workshops or data collection
- Hold separate meetings or workshops for specific people or groups
- Pay close attention to behaviour and levels of participation during community activities and take time to check in one-on-one

Adapted from Natural Justice: Biocultural Community Protocols: A Toolkit for Community Facilitators. Part 1 Understanding and using the toolkit.

TRANSLATE CONCEPTS INTO TERMS YOUR AUDIENCE CAN UNDERSTAND

As biodiversity experts, we are enthusiastic about our field. We tend to believe that if the wider population had the benefit of our knowledge, then they might support more enthusiastically measures to protect biodiversity. Unfortunately, scientific information alone will not motivate most people, who are outside scientific circles, to listen and eventually change their attitudes and behaviour.

Identify the emotional or practical reasons why stakeholders act as they do. Translate scientific facts into stimulating concepts and messages that appeal to stakeholders, are relevant to them and connect with their emotions and personal benefits.

People tend to listen to what fits with what they know or believe and select what they give their attention to. If they have no interest they may not listen to or read environmental messages. They may therefore not see or hear your carefully prepared message!

Rather than trying to educate people about biodiversity per se, associate your message with the interests of your stakeholder or audience and stick to what can be relevant to them in their everyday lives.

Presenting ideas in terms people can understand is especially relevant when it comes to raising awareness about the principles of access and benefit-sharing. There may be significant differences in language, education and ideas around what are genetic resources or what is traditional knowledge associated with genetic resources, what is meant by access to such resources and/or knowledge or the notion of fair and equitable sharing of benefits. The films ABS – Simply explained, Monitoring ABS and People, plants and profit provide good examples of how a complex, high-stakes process can be made accessible for many different people who need to know and use the information.

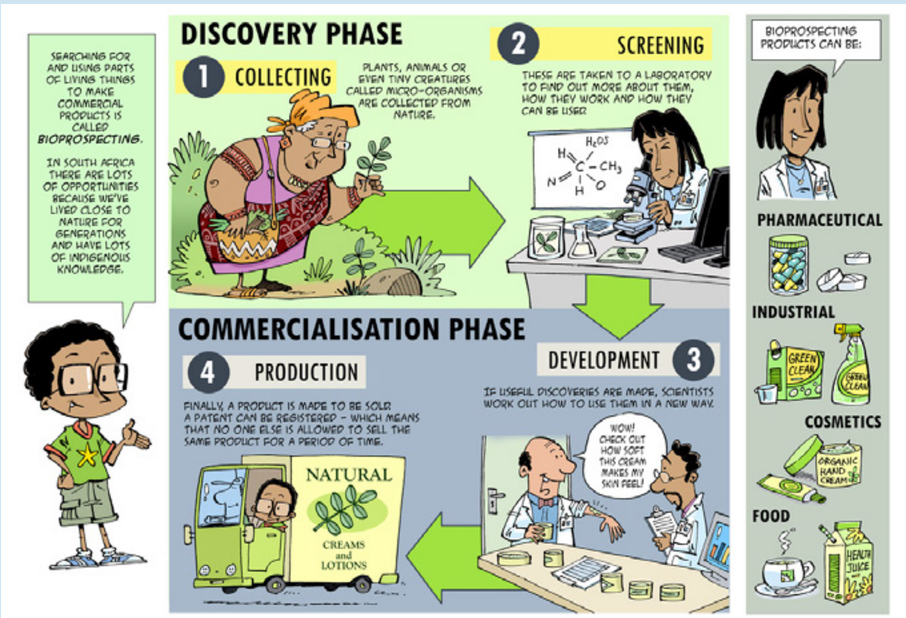
EXAMPLE

South Africa's video and poster series on Access and Benefit-sharing

Not everyone is aware of the importance of genetic resources and associated traditional knowledge for the development of new products in different sectors. The conditions for access to such resources and knowledge and for sharing the benefits from their use can prove difficult to communicate, especially to certain stakeholder groups.

To raise awareness on its legal framework, and on ABS more generally, South Africa produced a series of posters and an animated video containing practical information. These materials show how seemingly complex biodiversity issues may be communicated in a creative and accessible manner.

Resource: Posters and Video: Bioprospecting, Access and Benefit Sharing Posters Series and Animation Video



KNOW THAT "*SAID* DOES NOT MEAN *DONE*"

Just because something is communicated does not mean it will be acted upon. There are several barriers to having information heard, understood agreed to and acted upon. Said does not necessarily mean it is done.

- **Said** is not necessarily **heard**
- **Heard** is not necessarily **understood**
- **Understood** is not necessarily **agreed upon**
- **Agreed** is not necessarily **acted upon**
- **Acted** is not necessarily **sustained**

Good practice is based on first finding out how your stakeholder group perceives the situation and the motivations that are likely to lead to action.

EXAMPLE

Said is not always done

Said: A Protected Area manager is concerned about endangered flowers because farmers mow the grass for stock feed too early in the year for them to set seed. He prepares a leaflet to explain the need and rationale to mow on a specified date, later in the year. The Protected Area Newsletter has a message that farmers can pick up this leaflet at the local mayor's office. However, the leaflets are not collected, as the farmers do not read the Protected Area Newsletter.

Heard: The Protected Area manager finds out his mistake from a local police officer. The next year a poster is displayed at the entrance to the local church, as all farmers go there on Sundays. The poster explains scientific facts about biodiversity and asks farmers to collect the leaflet at the mayor's office. Again, the leaflets are not collected and the farmers are not informed of the right date for mowing.

Understood: The Protected Area manager finds out that the expert language used in the poster was not understood. So the next year a new and simpler poster gives a clear message: only start mowing from 18 June onwards. Despite this effort, there is no result. The message is received and understood; but not agreed upon. The farmers found it insulting to their religion that the poster suggests to start mowing on a Sunday.

Agreed: The next year, the mistake of choosing a Sunday is not made; however, the result is the same. The Protected Area manager finds out why. Mowing later means that the farmers lose on the quantity of hay that they can store for winter feeding. This hurts their business. No matter what information is given, through brochures and posters, - in this case, people will not change their behaviour without financial compensation.

Acted: A dialogue with opinion leaders from the farming communities results in an attractive proposition. Farmers who mow after the right date will receive a financial bonus with a minimum of bureaucracy. That year, most farmers mow at the right time. The Protected Area manager is happy and satisfied.

Sustained: However, the following year, it goes wrong, as the farmers had forgotten the date and were not reminded early enough.

APPRECIATE THE NEED FOR LEARNING AT MANY LEVELS

Ensuring sustainable development and the conservation of biodiversity will require changes to current practices and policies.. These changes will require understanding the issues from new perspectives and the questioning, challenging and changing of old assumptions, paradigms and values. Moving forward requires a creative, responsive and adaptive outlook and the capacity of different stakeholders and sectors to be able to constructively engage with each other. To realize these changes, the capacity for learning and innovation becomes paramount.

Learning to make innovative change needs to take place at three levels:

1. At the individual level by developing new knowledge and skills through training, communities of practice, inter-disciplinary learning and exchange networks and distance learning;
2. At the organizational level by establishing new priorities, new procedures and new practices to reposition services offered and to be able to deal with implementing necessary innovations; and
3. At the society level through new agendas, new partnerships, networks and new methods of interaction and participation.

Frame issues so that your audience understands and agrees

People have conceptual maps in their minds or "frames" that help them make sense of new information. Frames serve to organize the central ideas of an issue, help communicate why an issue might be a problem and what should be done.

When providing information about or advocating for a biodiversity-related issue, it is important to frame your message in a way that resonates with an audience or directly address common misconceptions.

Biodiversity issues should be framed as mainstream, rather than outlying or distant concerns. Wherever possible, you should emphasize the common interest and universal value in protecting and sustainably using biodiversity.

The table below contains frames that can be used to present biodiversity. For each frame, specific phrases, images and cultural references are used to support a social meaning in order to engage specific audiences.

Table: Frames for distinct segments of the public that are used to conceptualize and respond to biodiversity.

Frame	Biodiversity issue defined as
Social progress	Providing for quality of life, security from natural disasters, food security, water security, cultural diversity; human rights for a quality environment
Economic development	Economic values of ecosystem services; ameliorate response to floods, tsunamis; direct benefits to the poor that use natural resources; potential value of species and genetic diversity and resources to develop adaptability in agricultural crops, new products (e.g. pharmaceuticals, cosmetics)
Pandora's box/ alarmists	Impending loss of species and medicinal plants for human survival; increasing impacts of climate change on species survival, such as the plight of polar bears with Arctic sea melting; ecosystem breakdown and threats to human survival, invasions of alien species
Runaway science/ fatalism	Precautionary principle in avoiding the impact of genetically modified organisms on biodiversity
Morality/ethics	Responsibility as stewards to protect other species and their "right" to exist, provide diversity to future generations, preserving the planet as a matter of religious morality or the responsibility to share benefits resulting from the use of genetic resources and/or associated traditional knowledge
Scientific uncertainty	Variety of species unnamed and unknown, adaptive strategies to limit impacts of climate change on distribution and evolution of species, pathogens, disease carrying populations, invasion by alien species
Public accountability	Partnerships for biodiversity conservation, sustainable use and benefit-sharing with communities, business and government
Third way/alternate path	Co-management of natural resources, direct benefits to communities from access to genetic resources and/or associated traditional knowledge and biodiversity management and use, peace parks across national borders
Conflict/strategy	"Greenies" care more about species than people

BEWARE: AVOID NEGATIVE OR ALARMIST APPROACHES!

Be careful to avoid negative or alarmist approaches to biodiversity. Studies show that people react more strongly when they feel empowered to take action that can make a difference, rather than feeling overwhelmed.

The International Union for Conservation of Nature (IUCN) campaign "Love. Not Loss" is premised on the idea that "if you want a happy ending for nature and people, it has to be a love story" and provides ideas for framing your message in positive terms.

ENTRY POINTS: WHEN TO RAISE AWARENESS

Raising public awareness is an ongoing process, but there are times and circumstances when a push to inform and engage can be particularly productive.

When there's a crisis involving biodiversity. *Example*: A threat to (or disappearance of) a plant or animal important to the community.

When the issue has reached a point where it can't be ignored. *Example*: A water source drying up or a sharp drop in available fish species.

When the number of people affected by the issue reaches critical mass. *Example*: A large number of crops fail one year because of large monocultures of the same variety of a type of crop, leaving them vulnerable to the spread of disease.

When new information calls attention to the issue. *Example*: A university study showing a local increase in a particular condition.

When a publication or a media story—not initiated by you—highlights the issue. *Example*: A new book or an investigative report can raise public consciousness and attract a larger following.

When a crucial event makes biodiversity issues more visible. *Example***:** An event that is not directly related may nonetheless provide an opportunity for building public support.

When the political time is right. *Example*: An approaching election, pressure on politicians or officials to address the issue or a referendum might make it a good time to build public support.

Adapted from Community Tool Box, Gaining Public Support for Addressing Community Health and Development Issues (2016)

CHECKLIST

When to address gender issues

- [ ] Does the issue have implications for people (communities, populations etc.)?
- [ ] Does the issue involve socio-economic aspects or drivers of biodiversity loss? Would it be relevant to address socio-economic issues, such as poverty, food security, education, employment, culture and religion?
- [ ] Does the issue involve values associated with biodiversity?
- [ ] Does the issue relate to an event, activity or initiative intended to involve people?

If the answer to one or more of the above is "yes", gender issues are relevant.

Choose the right channel

SELECT THE BEST WAY TO INFORM

When selecting ways to inform, it is always useful to understand how people retain information. Research shows that audiences do not easily remember all the information that is provided to them and that more interactive methods of delivery of information lead to higher retention.

Information retention rates:

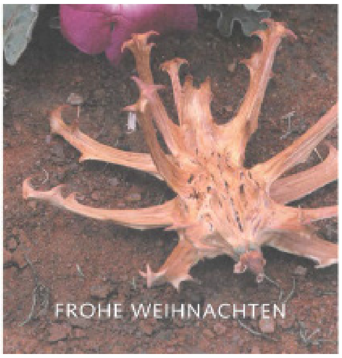
- Lecture = 5%
- Reading = 10%
- Audio-visual = 20%
- Demonstration = 30%
- Discussion group = 50%
- Practice by doing = 75%
- Teach others/immediate use of learning = 90%

Below is a chart showing various factors to consider when choosing the best channel to inform and engage your audience.

Channel	Examples	Pros	Cons
Mass media	▪ Television ▪ Radio ▪ Newspapers ▪ Magazines ▪ Transit ads (e.g. billboards)	▪ Short and memorable ▪ Strong visceral messages ▪ Serial dramas attract and engage audiences ▪ Can reach large audiences ▪ Can reach low-literacy audiences	▪ Hard to convey complex ideas ▪ May be costly to produce ▪ May be hard to target specific audience segments
Community-based approaches	▪ Theatre ▪ Live performances (e.g. music, dance, puppet shows) ▪ Concerts ▪ Street fairs ▪ Festivals	▪ Interactive: allows for direct engagement ▪ Can be linked to established cultural events ▪ Allows for direct community participation ▪ Can draw on local influencers ▪ Peer involvement can make messages more resonant ▪ Adaptable to local context	▪ Audience may be limited to local population ▪ May be costly to produce ▪ Local skill and talent may be limited ▪ Time- and labour-intensive
Print	▪ Posters ▪ Pamphlets/ brochures ▪ Fact sheets ▪ Reports	▪ Can use powerful images and graphics to engage audience ▪ Easy to distribute to target audience segments ▪ Allows for greater complexity in expressing ideas	▪ Limited to literate audiences ▪ Easily discardable ▪ Difficult to gauge audience response (one-way communication)

Channel	Examples	Pros	Cons
Person-to-person	▪ Meetings ▪ Talks by authority figures or influencers ▪ Peer-to-peer exchanges	▪ Persuasive personal accounts by authorities or peers humanize messages ▪ Direct engagement with community	▪ Relies on optimal attendance, scheduling and coordination ▪ Quality and consistency of messaging may vary by speaker ▪ May require repeated events to be effective
Mobile phone	▪ Telephone campaigns ▪ Campaigns using text messages	▪ Easy access to information ▪ Broad coverage: most people have mobile phones ▪ Effective for communications requiring brief, immediate response (e.g. snap polls, surveys) ▪ Can be effective as fundraising strategy ▪ Can be sent at any time of day or night	▪ Text messages require literate audience ▪ Risk of bombarding audience with too many messages ▪ Recipients may incur costs
Social media	▪ Blogs ▪ Social networks (e.g. Facebook, Twitter, Instagram) ▪ Video platforms (e.g. YouTube, Vimeo) ▪ Mobile apps	▪ Free or cheap to access ▪ Interactive ▪ Easy to control message and gauge audience response ▪ Possible to disseminate messages across multiple platforms simultaneously ▪ Possible to deliver unlimited volume of information	▪ Requires reliable internet connection lacking in many communities ▪ Risk of message getting lost in congested social media environment ▪ May be difficult to establish and maintain trust with audience ▪ Risk of message being "hijacked" by commenters

Print media for ABS: Season's Greetings from Germany



Each year, Germany's Federal Agency for Nature Conservation selects a biodiversity-related issue to feature in their Holiday greetings cards. In 2016, the Federal Agency chose to feature the Nagoya Protocol to mark the entry into force of the new German legislation enacted to implement the Protocol at the national level. The greeting card featured a genetic resource with a distinctive appearance and name: the devil's claw!

While the card was used by all the different departments of the Federal Agency in 2016, it was also specially sent to the different stakeholders and associations of users of genetic resources in Germany as a way to the raise awareness of these groups about access and benefit-sharing and to keep them engaged and interested in the process of implementing the Nagoya Protocol in Germany.

Interview with Thomas Greiber, Head of Division – Competent National Authority for the Nagoya Protocol. Federal Agency for Nature Conservation

Practical tools

The following includes practical tools such as tips, checklists and exercises which may be useful depending on your communication goals, the target audience and the key messages to be communicated about your issue.

CHECKLIST

Best practice for government communication

- [ ] Lead communication from the very top, politically and managerially
- [ ] Have a strong and consistent brand identity
- [ ] Recruit, retain and value professional communication staff
- [ ] Have a corporate communication strategy and a clear set of messages
- [ ] Know key stakeholders, audiences and how best to reach them
- [ ] Make use of the most popular and effective visual tools
- [ ] Put special emphasis on communicating with “hard to reach” groups
- [ ] Communicate often and in a consistent, relevant and creative way
- [ ] Consult well and act on the results
- [ ] Be brave about communicating the “hard stuff”
- [ ] Have one or two personalities as key spokespeople
- [ ] See the media as partners, not enemies
- [ ] Prioritize internal communication and encourage all staff to be good communicators
- [ ] Have a good web site and use electronic communication to target information and create a dialogue with local residents
- [ ] Benchmark communication and set strong targets for improvement
- [ ] Concentrate on “outcomes” not just “outputs”

Main points from Local Councils, a business case for communication https://www.local.gov.uk/our-support/guidance-and-resources

TIPS

Communication using print media

- Print materials are best used in combination with other interpersonal or more interactive communication channels.
- Print materials may be shared between many individuals. It is important to phrase messages clearly and in a way that prevents misinterpretation.
- Consider when, how or by whom the material will be distributed or where it will be posted.
- You won't be able to fit everything you want to say about an issue in a poster, brochure or pamphlet. Try to only include key messages in an attractive layout and consider including how users can find additional information (e.g. website, social media).

TIPS

Writing for websites, blogs, opinion pieces

- When writing an article for the website or newsletter, keep in mind that you are actually writing a story. So make sure it is well written!
- Always provide easily understandable information, as if you were telling your mother or grandmother a story about your professional experience (i.e. avoid jargon and technical language).
- Is your story newsworthy? What is happening in the world that relates to your story?
- The story needs to convince readers to continue reading. By the third paragraph of an op-ed, the reader needs to know what the story is about.
- Keep it short: try to limit to 400 words.
- Provide a strong and unexpected angle (e.g. something that links the small specific issue with the bigger picture of biodiversity).
- Be organized with a beginning, middle and an end.
- Be simple: develop only one idea. Don't clutter your article.
- Be original: find something that people don't know about or present it in a different manner (e.g. start with a small anecdote about something that offers new information).
- Be personal: the story should resonate with the audience.
- Offer expertise: people are searching for expertise in an information-overloaded world.
- Don't only focus on bad news: there is a mistaken perception that only bad news is of interest. Studies have actually shown that media coverage of good and bad news is the same – and bad news may discourage action.
- Offer perspective: especially historical (i.e. comparisons to similar events of the past or comparisons to the future, e.g. what would have happened if something had not been done).
- Timeliness: "the half-life of a story is measured in days not weeks".
- Avoid meaningless conclusions, such as anger, alarmism, hyping things up and excessive speculation.
- Provide tips on actions that can be taken and where to get more information.

TIPS

Tips: Writing newsletters

General

- External readers won't be interested in a newsletter that is only about what's happening in the government office or agency.
- A newsletter must reflect and understand the readers' interests and knowledge levels.
- The most successful newsletters are those that contain news and information that readers can use, in other words, news that is timely and informative.
- A good newsletter teaches: It should be written and designed to be read thoroughly.

Frequency

- The frequency of a newsletter should reflect the pace at which the responsible government office or agency creates news.
- If the newsletters are sent out too frequently, the content is most likely fluffy and relatively uninteresting.
- If newsletters are sent out with old information, it will be stale and out-dated.

Avoid…

- Patting yourself on the back
- Providing members with old news, or "no-news"
- Photos of staff and VIPs (use only photos of partners and NGOs)
- Jargon
- "We know best attitude"

Make sure…

- All newsletters are in the agreed house style of your office or agency and contribute to the desired corporate image.
- You regularly evaluate readers' satisfaction, their knowledge level and main fields of interest.
- You have yearly planning that takes into account important events that may create news.
- You communicate with readers in a way that invites increasing contribution and readership and is fun to read. Include games, opinion polls and other interactive content.

Suggested topics for a newsletter

Invite readers to contribute to any aspect of the newsletter. Provide information on:

- News and feature stories
- Actions of partners and stakeholders
- Publications and new products
- New resources and websites on biodiversity
- Statistical information on biodiversity and specific areas of expertise, such as new policies or legislations developed
- Reprints of major meeting documents, presentations or speech excerpts
- Opinion columns
- A calendar of events

TIPS

Communication through mass media

- Mass media content works best when supported by other communication channels.
- Radio is generally more affordable and widespread than TV.
- Contact media (e.g. TV and radio stations, newspaper offices) for follow-up analysis to make sure that placement of promotional materials occurred as planned.
- Newspapers can be effective in reaching influencers (community leaders, teachers, policymakers).
- Images and text on outdoor media need to be designed so that they can be understood quickly.
- For live radio or TV shows, make sure your spokesperson is well-informed and prepared to respond to unexpected questions.

TIPS

Communication using community-based approaches

- Make sure subject matter discussed or presented is appropriate for the target group to take action.
- Make sure to meet with community leaders and government officials to gain their support for activities at the community level.
- Educational policies and programmes should be culturally appropriate and promote the use and revitalisation of indigenous languages and traditional knowledge.
- When creating theatre activities, make sure the language, names and scripts are appropriate for the specific community.
- Hold a discussion after any theatre activities to ensure that the messages resonate with the audience and address any questions or concerns that arise.
- For community-based activities, prepare two or three key messages and make sure that these are transmitted throughout the event.

EXERCISE

Participatory theatre

- Work with a small group of about 3-5 people to prepare a short scenario about a particular problem or conflict that is relevant to the community and involves external actors.
- Act it out a second time, but stop it at key moments where a change in the actors' behaviour or actions would affect the way the story unfolds. At those moments, encourage audience members to step into the scene, replace one of the actors temporarily and attempt to positively change the outcome. The actors should stick to their roles within reason but improvise in response. Each key moment could be revised more than once to explore different approaches and perspectives.
- Afterwards, facilitate a discussion amongst the audience members and actors about the different responses and outcomes and how this could be applied to a similar real life situation.

Adapted by Natural Justice from material provided by Afghanistan Human Rights and Democracy Organization. Additional participatory theatre tools, including warm-up exercises and sample role plays, are available on www.community-protocols.org/toolkit

TIPS

Person-to-person communication

- Communication should be interactive. If possible, avoid one-way communication.
- Adapt existing materials or develop new materials, including:
  - A curriculum or guide for facilitators, role-play scripts, games, photos, other visuals and tools to train facilitators.
  - Print materials for the intended audience (e.g. brochures, posters).
- Determine the number of sessions that participants need to attend and find ways of ensuring regular participation.
- Decide on the type of facilitators (i.e. peer, near-peer, program staff, community leader, government representative).
- Stay in regular contact with facilitators to make sure everyone is consistent in message delivery.

TIPS

Organizing for mobile phone campaigns

- Understand your audience and how they use mobile phones to determine whether a mobile phone programme will be effective and reach them.
- Text programmes can use messages and materials that have already been developed, tested and used in other programmes to save time and money.
- Invite community partners to promote the messaging platform through their networks.

TIPS

Communication using social media

- Create content that is engaging and worth talking about or sharing with others.
- Learn about the sites and applications that your intended audience uses and utilize those to reach them.
- Learn how your audience uses the applications and sites (e.g. what do they share on Facebook: images, quotes, poems or their own messages?).
- Learn the analytics of the social media platforms you intend to use. Each one is different and offers its own advantages in reaching your audience.
- Analyse the work of other organizations on the social media platforms you intend to use to understand which messages, formulations, publications and perspectives work best, and how you can stand out from these organizations
- Remember that social media can be as much an art as a science. Some posts will do extremely well, while other similar ones will get no traction. Don't despair!
- Don't expect quick results if you don't already have a significant number of followers on your social media pages. It takes time to reach a critical mass of followers.
- Videos and GIFs tend to do better on social media than pictures. Avoid posting text without any visuals.
- Consider the Internet speed in your country and whether it will be able to sustain heavy graphics, videos, animated images or interactive activities, and think about using packages that do not require a very fast Internet connection.

CHECKLIST

Organizing an information meeting

- [ ] Set up a task force with those who will be involved in organizing the meeting.
- [ ] Make a plan for the preparations, the meeting itself and the steps needed to follow up (activities, planning and division of tasks). Discuss the plan with your task force.
- [ ] Make appointments for the location, catering and the equipment that must be present (microphone, overhead projector, flip chart, slide projector etc.).
- [ ] Make appointments with the chairperson and the spokesperson. Give a briefing to each on the content of their contribution.
- [ ] Decide on the media that must be developed like slides, information sheets, a brochure etc., make a work plan for the development of these media and give briefings to those involved.
- [ ] Make a plan for your press contacts.
- [ ] Send invitations to your audience and press.
- [ ] Check equipment and catering on the day.
- [ ] Keep track of messages in the media after the meeting.
- [ ] Send a report to those who were present.

TIPS

Preparing for a presentation

Purpose of the presentation

- What do I want to accomplish with the presentation? The target should be realistic and definite.
- Determine what the main purpose is; is it to inform, to change attitudes or to influence behaviour?

Knowing your audience

- Which target groups are represented in the audience?
- Is the audience interested, disinterested, positive or negative about the subject of the presentation?
- How much does the audience already know about the subject?
- What is the level of knowledge of the audience? Which "language" do they understand?
- How does the audience perceive you and the company or agency? Do they regard you as an expert, a coalition partner or an "opponent"?
- What could the audience gain by listening to your presentation?
- What can you expect from the audience? What kind of feedback, questions and reactions might come up?

Knowing yourself

- What are your strong points in making presentations? How can you use these strong points in the presentation?
- What are your weak points in making presentations? How can you cope with these weak points?
- Practice the presentation in front of friends or colleagues or the mirror to increase confidence in keeping to time and making the presentation flow

Knowing the situation

- How much time do you have?
- Where will the presentation take place? How big is the room?
- How many people will attend the presentation?
- What visual aids are available (i.e. white board, overhead projector, video)?

Additional points to remember

Handling nervousness

- Research shows that 85% of public speakers experience some degree of anxiety and nervousness before their presentation.
- The audience is usually not aware of the speaker's stress.
- A thorough preparation and testing of the presentation on a small familiar audience helps develop confidence.
- Practice the whole presentation to keep within the time, especially the opening remarks.

Use your talent

If you have a good sense of humour and are a good "story teller" illustrate the essence of your presentation with a practical example using a few jokes or cartoons.

Being clear about the purpose of the presentation

Be very clear about what you want the people to know or do by the end of your presentation. Be clear to whom you are speaking.

For example the purpose might be:

- "I want the target group to take part in a campaign during the upcoming Biodiversity Day."
- "I want the target group to understand my country's procedures on access and benefit-sharing".

TIPS

Preparing a presentation

Usually, a presentation, like most stories, consists of three building blocks: the introduction, the central part and the conclusion.

1. **The introduction** serves two purposes:

   Firstly, the speaker needs to ***attract*** the attention of the audience.

   In most cases the first few sentences do not have the full attention from the audience as people adapt to the speaker and finish conversations. So it is recommended to start with some "warming up" information and not to give essential information in the first sentences.

   Secondly, the speaker needs to ***inform*** the audience *what* she or he are going to talk about, *why* it is important (motivation) and *how* the presentation is constructed (the story line).

   The audience should also be informed about how long the presentation will last and whether it is possible to ask questions during the presentation. Then, the audience knows what to expect and can focus on the essentials of the presentation.

2. **The central par**t: This part contains the message of the presentation.

   - The information presented should be selected carefully with focus on the objective of the presentation and tailored to suit the characteristics of the audience.
   - The structure of the presentation is important.

   First, write down all ideas that are relevant information. Then select the information and categorize it in logical building blocks. Assess the relevance of each potential element of the presentation with the following perspective: Does this information contribute to achieving the goals of the presentation?

3. **The conclusion:** This part summarises the main messages of the presentation and draws conclusions from what has been said. Give the audience the opportunity to ask questions and thank the audience for their attention.

   Make it clear to the audience when you reach the final part of the presentation so that the audience expects the end. This avoids an abrupt ending and the audience can focus on the conclusion.

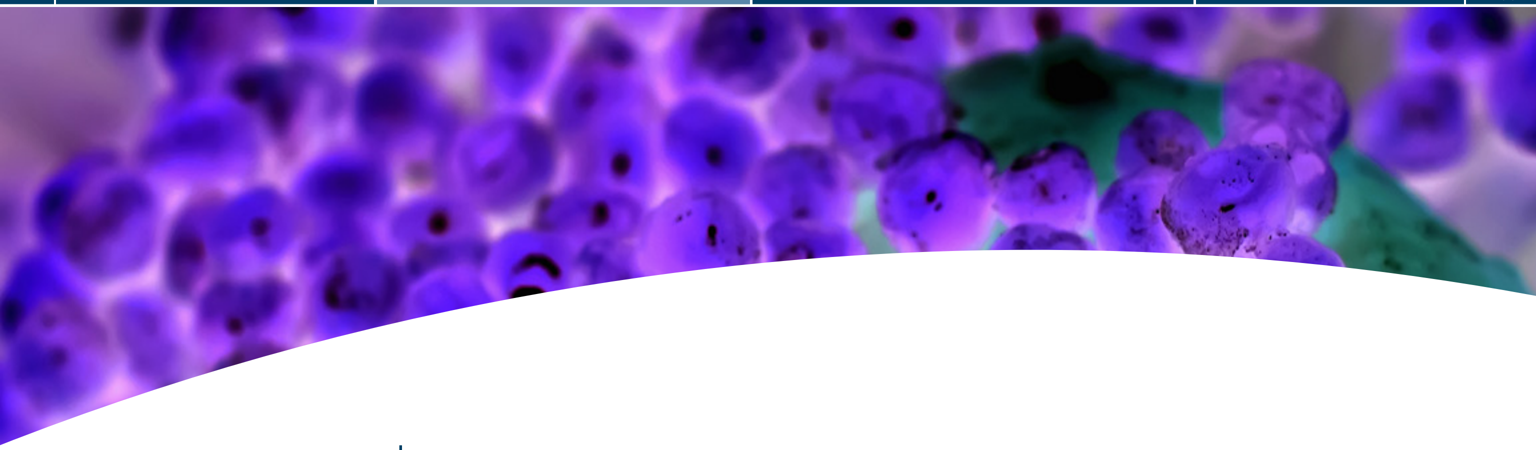
CHECKLIST

Giving a presentation

- [ ] Take your time to put down your notes and check the projector: Do not rush to start.
- [ ] Look at the audience from the beginning, eye contact is essential for impact.
- [ ] A good start is important. The first few sentences are needed to attract the audience's attention. Make sure you feel confident about the first things you are going to say.
- [ ] Remember to speak louder and clearer than you do when engaged in a normal conversation.
- [ ] Focus on different people in the audience for a sentence or two each. You can also follow a "triangular" focus pattern: Fix three different points in the audience in succession all along the conference. This creates the impression of addressing everyone in the room.
- [ ] Use your body and gestures to add dynamism to your presentation.
- [ ] Use variations in voice and pace to keep the audience's attention: Pause (many speakers have the tendency to speak continuously, afraid for a moment of silence which is actually appreciated by the audience), use real life examples to illustrate points, ask rhetorical questions etc.

Remember:

- [ ] Talk to the audience, not the screen.
- [ ] Limit your PowerPoint slides to key words, diagrams and illustrations to illustrate your point – do not add loads of text!
- [ ] Limit visual effects in your PowerPoint slides as they can distract from your message.



GOAL 2 | Fostering political will and engaging decision-makers

How to engage for change and action

- How to motivate your team – internal communication
- Engaging journalists and the media
- How to engage decision-makers and politicians
- Case models for how to engage for change and action

How to collaborate on biodiversity

- Networking techniques
- Partnerships and collaboration

How to motivate your team – internal communication

Internal communication enables national focal points and biodiversity practitioners to gain support within their organizations for biodiversity objectives and plans. Unless the Ministry's employees and its agencies understand and support your issue, it will not be possible to be effective and credible in external communication.

Through internal communication, the focal point or expert gains understanding about the structure and ongoing processes of other sections of the organization and insight on how a biodiversity-related issue could be incorporated into their work.

An important function of internal communication is to involve your colleagues and supervisor in the work you are doing and seek a role for them. This leads to their involvement, ownership and increased support. There are informal ways to communicate internally that are far more effective than formal means, such as memos.

CASES FOR INTERNAL COMMUNICATION

A Ministry of Environment is implementing the Convention on Biological Diversity (CBD) and draws up a NBSAP. Especially for this project, a new expert is appointed. The new project officer starts to work and after a year of hard work and feedback from external experts and some stakeholders in biodiversity, the first draft is ready. The expert presents the draft strategy in a meeting with the directors of the Ministry. The feedback is that half of the proposals are already covered by existing activities of other directorates and the other half is impossible to be implemented given the existing relations with the Ministry of Agriculture.

Lesson learned: External communication starts with internal communication. First, seek ideas and feedback as you go along. Feedback at the end is too late.

The management of a Protected Area wants to raise the profile of the Protected Area amongst the population that lives in its proximity. As one of the priority action points for the Protected Area, the management would like the village schools to engage in environmental education. A teacher is interested to take up this challenge and phones the office. The telephone is not answered. She rings the next day with the same result. Another day, somebody picks up the phone and listens to the request to arrange a school excursion to the area. The answer received is: "I do not know about this and I have no time for it". The teacher drops the idea.

Lesson learned: External communication starts with internal communication. Make sure the whole organization knows the new plan and how to contribute to it.

EXAMPLE

Peru's "Nagoya Hour"

The "Nagoya Hour" is the name of a recent initiative undertaken at the National Commission against Biopiracy of Peru, an organization created to deal with cases of unauthorized access to Peruvian genetic resources and traditional knowledge. The "Nagoya Hour" was launched in October 2016 as an innovative way to engage employees and colleagues on a new issue and to help them carry out their respective functions. For one hour per week, colleagues within the National Commission gathered to explore the particularities of the Nagoya Protocol as well as the processes needed for its effective implementation. These discussions were guided by the content of e-learning modules developed by the CBD Secretariat in collaboration with the International Development Law Organization (IDLO) and funded by the Japan Biodiversity Fund.

Adapted from IDLO-SCBD Course Alumni Newsletter, first edition Nov-December 2016. The SBCD-IDLO e-learning modules on establishing legal frameworks to implement the Nagoya Protocol, and other modules related to biodiversity issues are available here at CBD's Biodiversity E-learning Platform.

How to engage decision-makers and politicians

National focal points and biodiversity practitioners are often confronted with a lack of familiarity and understanding about biodiversity and the CBD among politicians and decision-makers in other sectors or other levels of government. This is all the more true for the Nagoya Protocol, given that access and benefit-sharing is a cross-cutting issue which relates to different sectors (e.g. intellectual property, trade, agriculture, scientific research).

Even though reports, memos and other publications are regularly distributed, there is no guarantee that they are read, understood or agreed with. From the communication perspective: memos do not communicate!

Another frequently heard call is to "educate the decision-makers".

DO WE HAVE TO EDUCATE EVERYONE?

Biodiversity experts tend to feel that the way forward is to educate politicians and decision makers by organising workshops. From a communication perspective it is necessary to ask: Do decision-makers have time for this? Do they feel the need and desire to be educated? Do they see the relevance of such workshops? Will such workshops even be counter-productive?

Experience has shown that trying to make all politicians and decision-makers biodiversity experts can be futile and that it is more effective to accept their level of knowledge and interests and concentrate on how best to put biodiversity on their agendas. The two main modalities for this are formal and informal communication.

FORMAL COMMUNICATION

Formal communication is the exchange of information that adheres to the rules and standards that apply to formal relations between organizations or between organizations and individuals. Formal communication is effective to establish clear and precise transactions and statements and takes the form of letters, contracts, articles and speeches during official meetings and recordings from those meetings. An example is a letter from the Minister of Environment to his colleagues or to Members of Parliament.

Official talks and meetings are modalities of formally communicating about the CBD, its Protocols, the NBSAP or a specific biodiversity issue.

COMBINING INFORMAL AND FORMAL COMMUNICATION

It is often effective to combine formal communication with informal communication to achieve the desired outcomes with politicians. Informal communication can be:

- A short conversation before a meeting of the Cabinet or Parliament
- A personal letter, mail or telephone call
- An article in a magazine frequently read by decision-makers
- A high level lunch or dinner for decision-makers. Such occasions are used for a short speech about the importance of a specific biodiversity issue by a high profile person. At the end, an invitation is extended to the politician's staff to attend a special workshop where the policy implications will be discussed in more detail.

FOSTERING POLITICAL WILL

To achieve international goals and targets, international treaties must be ratified and implemented by governments. Ratification is the explicit consent by a State to be legally bound by a treaty, whereas implementation means that a State has taken the necessary steps to make that treaty operational at the national level.

Both of these actions, ratification and implementation, require effective communication, whether within government, within teams or with stakeholders. They also require sufficient political will to generate the necessary higher-level support and decision-making.

This factsheet provides more information on how to become a Party to the Nagoya Protocol.

In many countries, developing and implementing meaningful biodiversity strategies and policies may feel like an uphill struggle. National focal points often face changing governments, conflicting priorities and a general lack of political will. In these situations, communication and engagement strategies can be more important than scientific papers and top-down planning.

TIPS

Fostering political will for biodiversity-related issues

Ask: Where does it work?

One strategy can be to look for the bright spots. No situation is completely hopeless, and doing more of what already works is highly likely to lead to success. How can you apply elements of the success stories you know to the problem you are trying to solve?

Focus on what you want to achieve

Measuring the impact of communication is easy if you know what you want to achieve: A change of behaviour in a specific target audience. Once the main actor is identified, e.g. the regional Ministry of Environment for a regional development project in a specific country, the next steps become clear: The Minister should attend the launch event and take a decision to dedicate staff to the project for the duration of two years. The task ahead is to focus on strategies to convince the Minister to do just that.

Engage, rinse, repeat

Communication is not a one-way process. The most effective way to overcome resistance, build ownership and create new solutions is to listen and create space for conversation. Some recent biodiversity strategy and planning processes have shifted the emphasis from scientific data to engagement processes - with impressive results. In France, more than 400 people met to define the country's new direction for biodiversity. At a similar conference in Germany, stakeholders had a clear message for the government: "Let's engage more people, not more paper".

Adapted from European strategies to rally political will for biodiversity conservation, IUCN (2011)

CHECKLIST

How to promote ratification

- [ ] Identify who is involved in the decision-making
- [ ] Gather information and building hypotheses about what these people know, feel and do about your biodiversity issue
- [ ] Finding out what specific information different individuals or groups need to know about your issue
- [ ] Clarifying who can and/or should provide what kind of information
- [ ] Determining how, where and when the information will best be presented to the decision-makers
- [ ] Ensuring that the information is being presented and understood as intended
- [ ] Clarifying what role the media have or should have in this part of the process
- [ ] Working through regional or continental bodies to promote political will at the national level

Adapted from ABS Capacity Development Initiative, Strategic Communication for ABS (2016)

TIPS

How to communicate about the Nagoya Protocol

Effective communication with national bodies responsible for the ratification and implementation of the Nagoya Protocol may involve:

- Linking the Nagoya Protocol and ABS to broader national interests, such as conserving biodiversity or promoting a green economy
- Linking the Nagoya Protocol and ABS to other international goals, such as the 2030 Agenda for Sustainable Development (this policy paper can help)
- Explaining what specific national groups may gain through ratification/implementation, such as IPLCs, national research institutions etc.
- Adapting and/or making use of existing awareness-raising materials to enable decision-makers to take informed decisions on ABS and the Nagoya Protocol

ARE YOU REALLY BUILDING POLITICAL WILL? AVOIDING ENGAGEMENT TRAPS

When working with government representatives to develop or implement biodiversity-related strategies and policies, it is important to make sure that progress stays on track. Without careful monitoring, what may seem like productive engagement can sometimes end up failing to accomplish its objectives in full. Watch out for – and immediately address – the following engagement traps:

- ***Lip service***: Government fails to follow up on stated commitments with concrete action.
- ***Elite capture***: Influential citizen groups dominate the dialogue with government, drowning out other voices.
- ***Exclusion of critics***: Government interacts mostly with groups that agree with existing views and ignores critics.
- ***Co-option***: Groups that become too closely associated with government or its processes may lose legitimacy or weaken the connection to their constituents.
- ***Reprisals against citizens***: Groups fail to assess security risks to individuals for challenging government views.

From Political Won't to Political Will: Building Support for Participatory Governance, edited by Carmen Malena, Kumerian Press, Civicus (2009)

Engaging journalists and the media

How important is the mass media?

Public opinion is an important element in influencing policies. It can become very strong and thus exert pressure on government decision-makers and the private sector to change policies and practices.

Mass media - print, broadcast and digital - is an important means of informing large portions of the public and of stimulating dialogue on an issue in society. The press includes those involved in publishing newspapers and news magazines as well as those in broadcast and digital media.

Working with the press is an important task. To know how to inspire the press on your issue, it is important to understand the world of the mass media.

In biodiversity-rich countries, proud of their natural treasures, mass media can exert some influence on decision-making. It also plays an important role in promoting biodiversity-related issues and encouraging governments to do so. The mass media can appeal still to national pride by publishing or airing information about nature with a positive perspective.

TRENDS IN MASS MEDIA

The media industry uses a vast array of approaches to distribute environmental information to their publics. Approaches vary between countries, regions or even within the same country.

In Asia, Africa or Latin America, especially in distant rural areas, radio is still the most important source of information.

Within one country, there can be great contrasts between the media available in rural and urban areas as the result of the rapid spread of innovations such as the Internet, mobile telephones and smartphones in urban areas.

The competition for people's attention is huge

The "anarchy of information" from the Internet has affected the news industry. The media no longer acts as the filter of information for the general public. The consumer is more and more in control of what he or she chooses to read or watch. Consumers can surf through the vast array of TV channels available to find programmes of Interest. Consumers can update on the news from a variety of newspapers, radio and television outlets from all over the world on the Internet.

BIODIVERSITY AND MASS MEDIA

How do biodiversity experts think about the media?

A lot of biodiversity experts, particularly scientists, feel that mass media can and should play a more dominant role in positioning the importance of biodiversity in society and shaping public perception and attitudes more positively for conservation.

Some biodiversity experts see the press as enemies, who lack an interest in biodiversity, are biased against it and who favour biodiversity-unfriendly news and lifestyles. This perception needs to be overcome in order to effectively enlist the support of the media in promoting biodiversity.

Technology trends in emerging and developing countries

People in emerging and developing countries are increasingly relying on the Internet and smartphones. A 2015 survey of people in 29 emerging and developing countries revealed that:

- Over half of adults surveyed use the Internet.
- About one-third of the population owns a smartphone. However, across Africa, smartphone ownership is highly correlated to the ability to read English.
- Social networking is more popular in the Middle East and Latin America than it is in the U.S. and Europe. Nearly nine out of ten online Jordanians, Indonesians, Filipinos and Venezuelans report using social networks.
- Internet access is strongly tied to per-capita national income, but middle-income countries are rapidly approaching total Internet saturation.
- Millennials are becoming the first generation for which Internet use is nearly universal. In emerging economies, people ages 18-34 are more likely to use the Internet and own a smartphone compared with people ages 35 and older.

From Spring 2015 Global Attitudes Survey, Pew Research Centre (2016)

What challenges do media face?

The Internet has increased competition in the media. New television channels compete with traditional channels and the Internet. Newspaper editors are besieged with information, yet have to deal with a continual decline in subscribers and advertisers. Faced with the business of selling papers, they look for information that helps them do so.

Traditional media also must contend with increasing audience fragmentation. More and more people get their news not from a few traditional sources, but from their peers via social media newsfeeds and comments.

How to get through? What appeals?

Understanding the pressures faced by the media highlights the challenge of getting biodiversity information across to the public. Biodiversity news has to compete with terrorism, conflicts, social issues, economics, local politics and sports in the media.

In biodiversity-rich countries, such as Brazil, biodiversity issues still rank among the top interests. This makes publishing or airing an environmental story easier, provided it is appealing to the public.

In contrast, most people in developed countries perceive biodiversity loss as "sad, but let's move on", because it is happening elsewhere. People feel a lack of personal control for stemming the loss of biodiversity, so these issues are more likely to be replaced by horror-inducing incidents closer to home, such as nuclear accidents, terrorism or even climate change.

In developed countries, "legacy outlets", such as newspapers and broadcast television, lose more and more audience share to free news via social media and internet outlets. People read no more than 10 percent of a newspaper and watch less than 0.1 percent of what is on offer on TV.

CHECKLIST

How to build relationships with the press

- [ ] Find out the names and contacts of the people who handle environmental, conservation, science or health stories in each media outlet.
- [ ] Invite them to events so they better understand the issues and are able to meet interesting characters.
- [ ] Take journalists on field trips to experience biodiversity issues at first hand.
- [ ] Understand and accept the fact that journalists will have a lower level of knowledge about biodiversity than you do. A reporter's workload does not allow for a lot of study.
- [ ] Spell things out clearly to the reporter.
- [ ] Avoid a didactic tone or preaching. Journalists are very quick, and they will learn much faster than you think.
- [ ] Take a long-term approach to building relationships with journalists and media outlets. Reach out to them frequently and follow and comment on the content they produce, whether or not it relates directly to your issue.

The best way to gain media space is to establish a frank and open relationship with journalists, to invite them and provide scientific reports or background material before meetings to attract their interest. If possible, give a short briefing on the issues to the press before the meeting.

Graphics, such as maps, graphs, photos or video images, are very important to media outlets. Try to be creative in the use of images. Biodiversity images are usually extremely suitable for television and providing quality footage helps to get your story broadcast. Again, a good relationship with television reporters and film producers encourages media networks to produce and broadcast nature and conservation programmes.

CHECKLIST

How to pitch a newsworthy story on biodiversity issues

- [ ] **The proximity criteria:** A journalist prefers to cover an event that takes place in his or her region because a reader prefers to read about his village rather than a distant country. This is what media call "the rule of the dead per kilometre": One person killed one kilometre away is equivalent to 4000 people killed 4000 kilometres away. Proximity can also be geographical, chronological, social and psycho-affective.
- [ ] **The identification criteria:** Less than 2 percent of the total media coverage deals with environmental issues because of the difficulty of having readers identify with conservation. To make the story more relevant, environmental communicators should try to find a human face or interest behind the story or messages.
- [ ] **The news criteria:** News is something that is new. Today is more interesting than yesterday, but less than tomorrow. News is like a butterfly, something nice but that dies in two days' time.
- [ ] **The surprising criteria:** According to a recent survey, people remember only 7 percent of a TV news programme just two hours after it has been broadcast. Most of the time, they remember what surprised them for one reason or another. The phrase used in journalism schools to illustrate this fact is: "If a dog bites a man, it is not a news story. If a man bites a dog, it becomes a news story".
- [ ] **The storytelling criteria:** This is valid particularly for features. A message, be it environmental, political or humanitarian, is best explained through a story. For example, don't say that a river is severely polluted. Try and tell the story of a tribe of fishermen whose sheer existence is threatened by the loss of fish caused by the heavy pollution of the river.

Josué Anselmo, former IUCN Media Officer

WHY FIELD TRIPS MATTER

In biodiversity-rich countries the most important news stories come from the provinces, not in the cities. A journalist based in a major city may not fully understand the importance of biodiversity until he or she goes to where the action is. Nevertheless, media outlets will rarely deploy scarce funds to send reporters to distant places to cover biodiversity stories. A good solution is to provide journalists with interesting field trips, sponsored by a respected organization, focused on biodiversity-related issues. Funded expeditions present a unique opportunity for journalists to travel and seek out an interesting line for several stories, overcoming the usual lack of funding in press agencies.

Paying for airline tickets, local transportation, accommodation and meals for journalists and editors from a newspaper or television station helps to overcome the first obstacle to having a story placed on biodiversity: Lack of funding to travel to report on biodiversity in distant places.

Funded field trips provide:

- A unique opportunity for the journalist to travel
- A striking story for the media outlet without spending any funds
- A better understanding of the issues for journalists
- More media attention to biodiversity-related matters for the organizations sponsoring the trip

Be sure to invest in journalists and editors with good capacity, interest and drive to develop stories. Also, remember that the trip does not guarantee that the journalist will come back with a good or positive story.

CHECKLIST

Field trips for journalists

Before the trip

- [ ] Select a group of journalists (between 4 and 20) that would be personally interested in travelling and writing about the destination.
- [ ] Check their availability to travel during the dates you plan.
- [ ] Send a formal invitation letter to his or her editor, stating that the invitation is a personal one for the specific journalist.
- [ ] Prepare materials related with the trip, including fact sheets, maps, graphs, photos or video footage.
- [ ] Confirm participation several times, specifically before buying a domestic airline ticket and one or two days before departure.

During the trip

- [ ] As soon as possible, brief the journalists about the agenda and distribute the appropriate materials.
- [ ] Do not try to babysit the participants or manipulate their interests. Play an honest game and understand that journalists prize their freedom.
- [ ] Organize informal gatherings between the journalists and local leaders, always highlighting the topics of the story and its main stakeholders.
- [ ] Instigate conversations and discussions among the participants. Although they are travelling, this is not vacation time and they should use any free moment to learn and exchange ideas.
- [ ] Organize a final meeting before leaving the field, ensuring they share the pros and the cons of the trip. Do not be defensive and listen to all comments as this will help plan future field trips.

After the trip

- [ ] Explain that they have complete freedom to write whatever they want about the issue and that you are available for additional information.
- [ ] Ask them to send you a copy of the publication, a radio or video clip or an Internet link of the story that they will publish, as you will need it for you own report.
- [ ] Follow-up with all journalists that have participated in the trip, ensuring that they have all the materials to publish a good story.

Contributed by Haroldo Castro, member of IUCN CEC Steering Committee

DEALING WITH NEGATIVE STORIES IN THE MEDIA

If the story broadcast or printed seems to be "bad press", do not close the door to that journalist. Call him or her and propose other stories and offer more materials. Avoid confrontation over the story.

How to avoid reporters twisting a story

Mostly stories are twisted because a journalist did not have enough time or capacity to write a good story. To prevent this happening:

- Work with reporters you trust and with whom you have a good relationship.
- Share all the information you have about that topic.
- Provide a clear press release, concisely presenting the issues, and a complete press kit with maps, charts, photos, data and graphics.

How to avoid reporters or editors oversimplifying and modifying stories

Provide follow-up for a simple story with a more substantial story for release on the second day. A follow-up story might be an opinion-editorial (op-ed) because the day after a story has been covered, op-ed editors are looking for people with expertise to expand on the same subject.

CHECKLIST

How to write a press release

A press release should have a strong news angle, be clear, concise and short.

Guidelines for writing a press release:

- [ ] Non-technical language with a maximum of 400 words and seven paragraphs
- [ ] Include a human element or context
- [ ] Provide concrete examples, ideally with figures and always show proportions using phrases, such as "which is equivalent to…"
- [ ] 1st paragraph: News angle at the top; clearly name the source in the introduction
- [ ] 2nd paragraph: Develop the main idea
- [ ] 3rd paragraph: Direct quote to back up the main idea
- [ ] 4th paragraph: Some background to give the context
- [ ] 5th paragraph: A second quote if needed
- [ ] 6th paragraph: A larger perspective and vision for the future
- [ ] Contact person and details, who should be able to respond as soon as possible

Josué Anselmo, former Media Officer IUCN Communications Unit

Case models for how to engage for change and action

ETHIOPIA: ENGAGING GOVERNMENT BY MAKING THE GLOBAL LOCAL

The Gambella region is one of the few areas in Ethiopia with dense natural forest coverage, many perennial rivers and plain land. Recently, the region has become the focus of both national and international media because of the large-scale agricultural investments that are prevailing in the area.

A workshop was held for government officials at regional level to raise the awareness and build the capacity of law enforcement organs, the justice body and administrative officials in the government structure with regard to national and international laws, policies, strategies and institutional arrangements as well as international movements and developments in relation to environment and climate change.

The discussion focused on the link between national and international environmental laws dealing with conservation of nature and governance systems. It compared policy and institutional arrangements against the real practices and experiences existing on the ground in the region in light of the national and international arrangements.

In addition, the workshop addressed the causes and effects of climate change, the global dynamics that left citizens of a poor developing country vulnerable and their options for combating the effects of climate change.

The discussion triggered an “aha” moment among the participants.

A high-ranking government official at the regional workshop requested a follow-up meeting to raise awareness among government officials at the federal level and regional level, the investors working in the region and community representatives to come together and discuss such issues.

An official from the environment, climate change and forest bureau of the region admitted that in the past, lands had been given for investment without any Environmental Impact Assessment (EIA), as required by the law. He announced that the practice would cease and that in the future there would be due attention to the issue of EIA as a condition for any investment.

From The event is like a day break – The beginning of a shift in our attitudes toward nature, MELCA-Ethiopia (14 June 2016).

NAMIBIA: LEVERAGING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT TO BUILD POLITICAL WILL FOR ABS IMPLEMENTATION

Namibia has long been a leader across the Africa region in driving global ABS negotiations since the days of the 2002 Bonn Guidelines. Great advances have also been made at the national level through innovative institutions, such as the Interim Bioprospecting Committee formed in 2007, a multi-stakeholder body on ABS.

Following the 2015 elections, the new Namibian government championed the "leave no one behind" vision of the 2030 Agenda for Sustainable Development. In engaging with parliamentarians, the Ministry of Environment and Tourism prepared a summary of socio-economic development potential of ABS to the achievement of the Sustainable Development Goals (SDGs), especially those on food security, resilient infrastructure, marine and terrestrial biodiversity. Linkages can be made with ABS and issues of community empowerment, poverty alleviation, food security, rural employment, climate change adaptation, small and medium-sized enterprises, industrial development, research and development, trade and technology transfer. These linkages raised awareness and buy-in amongst parliamentarians on the draft ABS bill in Namibia, underlining the usefulness of adapting communication approaches to the interests of the target stakeholder and linking biodiversity objectives to the broader environmental agenda.

Adapted from IDLO-SCBD Course Alumni Newsletter, first edition Nov-December 2016.

For more information on linkages between ABS and the SDGs, see the policy paper developed by the ABS Capacity Development Initiative.

NETHERLANDS: ENGAGING DECISION-MAKERS TO PUT BIODIVERSITY ON THE DUTCH AGENDA

The International Union for Conservation of Nature (IUCN) National Committee of the Netherlands is a NGO serving the Dutch IUCN members, government and other NGOs. Several years back it initiated a "Working Group The Hague" for informal exchange and dialogue on international nature conservation issues and their political and socio-economic aspects. This group meets four times a year in The Hague near the Parliament.

The Working Group has members of parliament and their assistants, civil servants, experts and representatives of conservation NGOs. It is chaired by the current chair of the Dutch Socio-Economic Council.

The IUCN National Committee of the Netherlands puts up issues for discussion that are, or should be, on the Dutch political agenda. To stimulate parties to talk freely, no minutes are kept of the discussions, just a summary without names according to the Chatham House Rules.

The Working Group has proved to be an effective tool to supply Members of Parliament with insight into differing perspectives on issues that support their decision-making process. One result of these dialogues is a 2005 parliamentary motion to make structural finance of the nature-parks in the Dutch overseas territories possible.

The working group also made Netherlands governmental support possible in the effort to protect the peat lands of Central Kalimantan. Another example of the impact of the Working Group has been the breaking of a deadlock on a governmental decision to procure only certified forest products for government housing.

Interview with Pieter van de Gaag, Senior Advisor, Netherlands Committee for IUCN and Secretary to the Working Group The Hague, www.iucn.nl.

Networking techniques

Networking provides informal and formal ways to know what is going on, who is doing what and when. By networking, you can find ways to keep biodiversity issues on the agenda of key groups and to support these groups' efforts.

Networking allows you to coordinate activities, reduce duplication and support many people who can be engaged in working constructively with you.

Networks can also help support others to find or make connections, rather than "cold-calling" someone that they have never met.

KNOWING WHO ELSE IS WORKING ON BIODIVERSITY-RELATED ISSUES: TRACKING

Tracking is an important activity for national focal points and biodiversity practitioners to help identify who else is working on biodiversity-related issues. Tracking helps to know:

- Which relevant initiatives are occurring at the local level
- Which relevant initiatives are undertaken by government at various levels
- Which activities to raise awareness on biodiversity-related issues are undertaken by national and international NGOs, universities, natural history museums etc.
- Who are key contacts and how to reach them

Biodiversity-related activities can be tracked in different ways from:

- Online searches
- Newspapers, magazines and newsletters
- Social media pages and publications (Facebook, Twitter, LinkedIn etc.)
- Project documents and reports, brochures and educational materials, such as Tracking Key Trends in Biodiversity Science and Policy (UNESCO, 2013)
- Visiting institutions, NGOs and local initiatives to get to know their work
- Attending conferences and biodiversity-related events
- Informal meetings with colleagues and peers
- Regular meetings with NGOs
- Checking calendars of events

Information amassed by tracking needs to be efficiently managed and stored so that it is easily accessible, ready to use or disseminate to others. One of the important parts of tracking is storing and updating the names and addresses of key people.

CHECKLIST

Where to track CEPA activities

Activities to improve knowledge, attitudes and behaviour of audiences on biodiversity-related issues are undertaken by:

- [ ] Natural history museums
- [ ] Zoos and botanical gardens
- [ ] Visitor centres in wetlands and national parks
- [ ] National and international NGOs
- [ ] Development aid donor agencies
- [ ] Departments, ministries and other governmental agencies
- [ ] Schools, youth and student groups
- [ ] Universities and training centres
- [ ] TV, radio, newspapers and magazines
- [ ] Local communities
- [ ] Religious institutions
- [ ] Humanitarian relief organisations
- [ ] Private sector (engaged in tourism, natural resource management and projects of multinationals)
- [ ] Scientific and business communities (engaged in access and benefit-sharing issues as users of genetic resources)

HOW DO PEOPLE NETWORK?

People network in many different settings: online, in company hallways, at professional conferences and trade shows, in elevators, even in transit at airports and train stations. Networking requires good social skills and the opportunity to make contacts.

To make the most of your networking efforts, begin by considering all the people in your network according to their interest and power to make change for your biodiversity-related objectives. Those with high power and interest to make change are important and need to be managed most closely.

For guidance on how to assess the relative interest and power of those in your network, take a look at the tools contained in this strategic communication guide for access and benefit-sharing.

WHAT NETWORKING OPPORTUNITIES ARE THERE?

Networks can take many forms depending on their purpose. The most common are information networks. However, if change is to be developed for biodiversity conservation, for example, then networks that are oriented to stimulating reflection and learning are most important.

Internet networking events or groups

Internet networking makes use of discussions, sharing of expertise and task-oriented dialogue online. The interactions can include meetings, debates, chat, webinars, video conferencing and instant messaging, allowing members to interact over vast geographical areas at low cost.

Biodiversity networking events or groups

These are physical face-to-face events that are typically open to all government and civil society professionals. Networks take advantage of general events to interact such as the opening of an exhibition in a natural history museum or the launch of a biodiversity campaign or Biodiversity Day.

Special CEPA networking events

CEPA events are physical meetings at which the professional participants focus on their interest in CEPA. Experiences, resources, ideas and contacts are shared, thereby helping to improve everyone's activities and skills and prompting collaboration. These events may decide on actions to undertake to improve the situation for CEPA such as changes in policy or developing capacity building activities together. The events include CEPA workshops, conferences of educators or activities of CEPA networks.

CHECKLIST

Opportunities for collaborating on CEPA

	Opportunity	Collaborating with	Added value
☐	**UN Decade for Sustainable Development**	Ministry of Education, Open Universities, UNESCO committees	Biodiversity as core element of sustainable development
☐	**Ramsar Convention**	Wetland centres, Ministries of Environment, Protected Areas, NGOs	Biodiversity as umbrella concept and “larger picture”
☐	**UNFCCC**	Ministries of Environment, WWF, NGOs	Biodiversity as indicator for change and adaptation
☐	**Poverty reduction**	Development cooperation organisations or disaster relief organisations	Ecosystem services, income generation, prevention of future repair costs
☐	**Tourism**	Hotel owner associations, tour operators	Biodiversity as unique selling point for tourism
☐	**Events, e.g. Biodiversity Day, Launch of the updated version of a NBSAP, World Environment Day**	Office of Prime Minister, President or Minister of Environment, NGOs, Zoos, Natural History Museums, Schools, Protected Areas	Biodiversity as inheritance of future generations, ecosystem services, prevention of future repair costs
☐	**CBD meetings**	Other CBD Parties, organizations and stakeholders	Exchange of knowledge and resources, information and experiences

EXAMPLE

Tracking format

You can keep your tracking activities organised using a simple Excel spreadsheet. The column with email addresses can be copied into an email newsletter. The following headings might be used:

- Biodiversity issue
- Place
- Organisation
- Contact name
- Contact information
- Website
- Publication, products, projects, events
- Date information updated
- Notes

Partnerships and collaboration

Partnerships – whether within or among governments, with local communities, foundations, NGOs, businesses and even influential individuals – can accelerate action on biodiversity-related issues, such as biodiversity conservation. Partnerships pool the abilities, perspectives, contacts and resources from a range of stakeholders, driven by a shared vision or goal. By sharing responsibility for implementation, partnerships help build capacity, stimulate innovation and support motivation for action.

In the specific context of access and benefit-sharing, partnerships are also key. They provide for mutual understanding, based on fairness and equity, between the provider of genetic resources or associated traditional knowledge and the user of such resources or knowledge.

Some key features of successful partnerships

- Compelling motives for the partners to come together
- A common vision
- Undertaking of real work together beyond information sharing
- Mutual clarity about what each party hopes to gain from the partnership
- Clear decision-making mechanisms within the partnership
- Learning to work together while being flexible to change and adapt with experience
- Good transparent communication
- Communicating the results of the partnership to others
- Joint monitoring and evaluation of the partnership
- Respect and trust among the partners

HOW TO FACILITATE INTEGRATING BIODIVERSITY INTO OTHER SECTORS' POLICIES

Getting biodiversity issues, including ABS, onto the agenda of another ministry calls for relationship-building and finding common ground to work together. It is important that the interaction is not perceived as dropping one person's obligations onto the desk of someone else. It takes time, patience and listening to appreciate the other person's and sector's way of working.

CHECKLIST

Mainstreaming biodiversity into other sectors

☐ **1. Define clear implementation goals**

- Clarify as concretely as possible the results desired
- Analyse the decision-making procedures within your own ministry, its position in the government and its reputation in society
- Map the legal obligations and political consequences of mainstreaming
- Formulate an implementation plan

☐ **2. Identify conflicting views and interests**

- Identify the most relevant stakeholders in other ministries and in society
- Analyse and understand their interests, responsibilities, values and opinions
- Review and grade the various (potential) conflicts
- Identify opportunities for collaborative working (for instance, in relation to socio-economic development, river catchment management, forestry programmes)

☐ **3. Engage in effective and open dialogue**

- Develop respect and acceptance between ministries (and sections/departments within and under ministries)
- Consult stakeholders before taking final decisions
- Think about changing your own attitudes and considering other stakeholders as partners rather than enemies
- Conduct joint fact-finding
- Agree on procedures for information exchange

☐ **4. Develop a range of win-win alternatives**

- Brainstorm options for win-win situations
- Consider the options in light of the problems and opportunities
- Cooperate on developing a package that meets the main interests of each group

☐	**5. Develop criteria jointly to evaluate success**	▪ Engage in dialogue to establish criteria to assess policy options objectively ▪ Focus the discussion on the issue, not on personal attitudes or standpoints
☐	**6. Use neutral parties as facilitators**	▪ Identify neutral persons to facilitate the discussions ▪ Formulate the responsibilities of the facilitator before entering into the discussion ▪ Identify the most effective process for facilitation ▪ Engage neutral parties during the implementation of the results of the negotiations
☐	**7. Create a positive public image**	▪ Formulate a comprehensive media strategy, considering all viable channels ▪ Proactively develop contacts with the media ▪ Anticipate how to adapt your media strategy in case of negative publicity
☐	**8. Organize monitoring, evaluation and a continuation of the dialogue**	▪ Agree on planning for future interaction and how to monitor progress ▪ Identify responsibilities for each task ▪ Agree on procedures for joint evaluation and continued negotiations ▪ Give positive feedback on the negotiation and decisions ▪ Maintain contact through phone calls, emails and informal social opportunities

COLLABORATING WITH INTERNATIONAL PARTNERS

International biodiversity organizations often have access to the best available scientific information, experience and practice from around the world. They also are well placed to consider how new approaches and initiatives can be implemented at the national and even local level. Working with international organizations can also bring visibility to local efforts, attracting funding and action.

Current trends in international biodiversity cooperation favour mutual, peer-to-peer exchange and crowdsourcing of knowledge and practices. For example, the #NatureForAll movement is a broad-based coalition of partners who represent a variety of sectors (health, urban, protected areas, communications, technology, education, arts, tourism, science, youth, etc.) joining forces to bring new insights and techniques to the goals of raising awareness and facilitating experiences and connections with nature. It promotes collaboration among non-traditional partners, recognizing that variety in perspectives and experiences is itself a valuable asset.

GOAL 3

Involving indigenous peoples and local communities (IPLCs) and relevant stakeholders

How to engage for change and action

- How to engage the general public
- Engaging with research, academia and ex situ collections
- Identifying and engaging stakeholders
- Inspiring behaviour change and strengthening capacity
- Engaging indigenous peoples and local communities
- Case models for how to engage for change and action
- Engaging business

How to collaborate on biodiversity

- Consultation techniques
- Partnering and collaborating with indigenous peoples and local communities

How to engage the general public

Public participation is an approach used by governments, organizations and communities around the world to improve their decisions. Participation is based on democratic principles and involves people who are affected by those decisions. The idea of "participation" has many dimensions, from informing and consulting with people to actually sharing power in decision-making.

While participation seems more complex and slow, in the end it is more likely that the changes desired are taken up in society because they are more accepted. In the long run, this can be faster and more sustainable as people take responsibility for their decisions. The other advantage is the creativity coming from sharing different knowledge.

MODES OF PUBLIC PARTICIPATION

In many places, public participation is a legal requirement. Often, the form of participation takes the form of public hearings or procedures for inviting public comment.

Apart from these formal participatory procedures, there are a range of modes of collaborative participation that are often not legally required, though are chosen because of their effectiveness. Communication Education Public Awareness interventions are at the core of these modalities. The table below illustrates the characteristics of the different participation modalities.

	Public hearings	Review and comment procedures	Collaborative participation modes
Is it mandatory?	Often legally required	Often legally required	Not legally required
What is discussed?	Government proposal	Government proposal	No proposal, but issue
Who are the parties?	Government versus citizens	Government versus citizens	Citizens and other players needed
Who takes part in the discussion?	Avid proponents, opponents, interest groups, die-hards	Detailed comments in writing by stakeholder groups	All actors are treated equally in the discussion
What is the procedure?	Very short time for statements	Clarification on comments during public hearings	Process of networking, joint fact finding and problem solving
Is there a chance for debate?	No interchange with government experts	No opportunity for discussion among those making comments	Dialogue and capacity strengthening are core
How are questions and comments handled?	No entitlement for citizens to have questions answered	Government experts respond to individual comments	Education and outreach needed to ensure quality process
How much time and money is required?	Relative low budget, short time investment	Relative low budget, more time investment	Considerable investment of time and budget

INFORMATION-SHARING MECHANISMS

To increase public participation, national focal points and biodiversity practitioners may seek to develop national accessible information-sharing mechanisms, such as a clearing-house where information is generated from different sources: government, research and educational institutions, industry, non-government organizations and individuals. Such mechanisms should establish broad participation and easy access as top priorities.

To serve the needs for public participation, it is necessary to know what kinds of questions key users have and order information rubrics accordingly. Even the language used in formulating the rubrics needs to be that of the end user and not the "jargon" of the expert.

With regards to the Nagoya Protocol, the ABS Clearing-House was developed as a central platform managed by the Secretariat of the CBD for exchanging information on access and benefit-sharing. The goal of the ABS Clearing-House is to provide access to information made available by each country relevant to the implementation of the Protocol. It is designed to enable primarily Parties, but also non-Parties, IPLCs, international and non-governmental organizations, research institutions and businesses to make information available in an organized global repository. Visit the ABS Clearing-House website to know more about what it does, who it is for and what kind of information is available through this mechanism.

IDEAS FOR ATTRACTING PUBLIC INTEREST IN BIODIVERSITY REPORTS

- Present a summary of the report or issue, using clear, jargon-free language
- Create an interactive website
- Work with intermediaries, such as nature history museums, visitor centres, zoos and conservation NGOs to organize related events
- Prepare press releases and radio or TV events
- Create summaries targeting different audiences, such as children, students, companies

ELEMENTS OF SUCCESSFUL PUBLIC HEARINGS

Many governments invest in intensive education and outreach campaigns before and after public hearings, review and comment procedures.

Useful elements to carry out public hearings successfully may include:

- Prior informal networking with main stakeholder groups
- Outreach campaigns to inform people about options
- Focus groups and surveys to map opinions, resistance and ideas
- Pilot projects to explore solutions and win-win options
- Prior publicity and information about public hearings
- Public hearings close to the residences of affected citizens
- Neutral facilitators moderating discussions
- Education materials for schools and informal education
- Extensive press briefings and advertorials

TYPES OF PUBLIC ENGAGERS

In any given community, there will be various levels of engagement with the issues being presented. When engaging at the community level, you will need to be aware of and plan for, different responses among your target group – even among those most committed to action.

Type of engager	Characteristics
Self-interested actors	Concerned only with issues that affect them directly; feel no broader responsibility to give back to society
Community supporters	Interested in issues that affect their communities; need tangible results; prefer to help on a one-on-one basis
Borderline activists	Feel the need to give back to society, but this does not translate into action; don't see themselves as leaders—yet
Community activists	Focused on actively helping their communities; feel a need to give back to society
Issue-driven activists	Focused on broader social issues; feel responsible for helping others, no matter how far away they are
Pundits	Interested in national and economic issues; enjoy activities that allow them to share opinions on issues they care about
Quiet followers	The largest group. Believe they should help others and that they can be most effective by following organizations and those with experience

Adapted from Activists, Pundits and Quiet Followers: Engaging the public in social issues (2010), McKinsey&Company.

Research shows that a significant percentage of people across segments first get involved in an issue because it has a direct impact either on them or on a family member. But an almost equally influential trigger for involvement is word of mouth; many people first become involved after hearing about an issue directly from someone from an advocacy organization, friends or family.

Environmental issues such as biodiversity tend to attract a diverse supporter base—no single segment will dominate, but about one-fifth will probably be quiet followers. It is therefore important to:

- Create multiple ways for supporters to engage and educate themselves
- Communicate clearly the issues and challenges
- Give clear guidance as to how supporters can help
- Include a range of actions, including some that do not require high-visibility interaction

Adapted from Activists, Pundits and Quiet Followers: Engaging the public in social issues (2010), McKinsey&Company.

GENDER CONSIDERATIONS WHEN ENGAGING THE GENERAL PUBLIC

Issues of poverty, food security, education, employment, economic growth, and knowledge, values, attitudes and needs associated with biodiversity all have gender dimensions. In engaging the general public for action on biodiversity loss and conservation, consider whether the following factors may be relevant to your target groups:

- Differences in women's and men's access to, control over and use of local biological resources that may shape the management of resources
- Differences in social groups, based on class, race, ethnicity, age, gender or socio-economic status, holding different knowledge, skills, interests and practices concerning biodiversity and its use
- Differences in women's and men's needs and vulnerability to biodiversity loss, climate change and natural disasters
- Inequalities in rights and responsibilities for women and men pertaining to biological resources
- Inequalities in women's and men's engagement and participation in biological resource management activities

IMPORTANT: Remember that women and men do not constitute homogenous groups. Make sure that any statements about women's and men's status, priorities, needs and interests, among others, are tailored to reflect the realities of your target groups.

CHECKLIST

Gender considerations in creating public messaging

Initial considerations:

- [ ] Is the perspective of women and girls mentioned and/or taken into account in the material?
- [ ] Does the material reflect gender equality and women's empowerment as cross-cutting issues?
- [ ] Does the background information provided with the material identify women as an important stakeholder group?
- [ ] If the information relates to an event, activity or initiative intended to involve people, does it identify the importance of equal participation of women and men? How is equal participation being encouraged?

Subject matter:

- [ ] What gender roles do the messages convey?
- [ ] Do messages reinforce inequitable gender roles or stereotypes? (For example, do messages perpetuate a narrow perspective of women's roles as mothers or caretakers, without making any reference to their individual needs?)
- [ ] Do messages and materials include positive female role models?
- [ ] Do they include positive male role models?
- [ ] Do messages present a positive role for women as strong actors and agents of change?
- [ ] Do messages and materials reflect an awareness of the inequalities, power imbalances and differential access to services faced by women and other vulnerable groups?
- [ ] Do messages reflect consideration of the different needs, roles, responsibilities and constraints of women and men?
- [ ] Are messages appropriate for the needs and circumstances of women and men?
- [ ] Do messages, concepts, activities and products consider workload, access to information and services as well as mobility of women and men?

Language and writing:

- [ ] Is the language gender neutral?
- [ ] Is the language easily understood by diverse audiences?
- [ ] Are messages about women being written using an active voice?
- [ ] Is gender-sensitivity being maintained in translations into other languages?

Illustrations:

- [ ] Do illustrations portray positive images of women and men in a range of roles (home, work)?
- [ ] Do images avoid reinforcing gender stereotypes and prejudices?

Communicating messages:

- [ ] Have steps been taken to promote equal access to information?

Identifying and engaging stakeholders

Stakeholders are individuals or groups who hold an interest in a given issue. Engaging them requires building relationships that advance your common interests.

When it comes to stakeholders in biodiversity issues, you need to first decide what you need to get out of engaging with each stakeholder group.

When the stakeholder is a...	You need to...
Client	Satisfy the stakeholder and address his/her concerns
Partner in dialogue	Create mutual understanding
Producer of ideas	Explore feasible alternatives that support your interests
Co-producer of policy	Work together to design solutions that you can both get behind
Agenda setter	Advocate for the interests of the grassroots level and make sure they are being addressed
Jointly responsible party	Co-design a joint management model
Decision-maker	Ensure that they have the information and will to support your interests

It should be noted that actors involved in access and benefit-sharing (ABS) processes may differ from those generally targeted by communication on biodiversity-related issues. In particular, ABS may include business executives engaged in research and development activities in various sectors (agriculture, horticulture, pharmaceuticals, cosmetics, biotechnology etc.), scientists and researchers involved in the utilization of genetic resources as well as indigenous peoples and local communities, all of whom may have different objectives and interests in the process.

A flexible and iterative consultation process can help policymakers adjust to rapidly changing scientific, technological and business realities. A regular process of consultation with key stakeholders – business, academia, communities and others – can help governments in grappling with a complex and changing environment. Different countries will have different levels of stakeholder involvement; some may have a more active scientific or business community, for example, while others may place a greater emphasis on inter-governmental consultation. Most countries, however, will have an academic and research community as well as a local business community interested in genetic resources (although the scale and nature of private sector use of genetic resources varies enormously from country to country). It is important for such interests to be brought into the ABS consultation process.

Adapted from SCBD (2012): Bioscience at a Crossroads. Access and Benefit Sharing in a Time of Scientific, Technological and Industry Change

HOW TO PRIORITIZE STAKEHOLDERS

- **List all the key stakeholders across sectors —** from high-level government to local, community level — in order to identify who should be involved in the implementation process, taking into consideration the key sectors where actions could potentially have significant impact (both positive and negative).
- **Assess what types of policies, regulations, finance and governance systems are already in place** to improve stakeholder involvement. The aim is to identify relevant plans and strategies that may already include stakeholder engagement elements, to promote synergies and reduce trade-offs.
- **Prioritize stakeholders' involvement**:
  - Prioritize public and private stakeholders who are most *influential*
  - Prioritize public and private stakeholders who would be the most *affected*
- **Analyse priority stakeholders in detail**, noting overlapping positions and interests and potential conflicts.
- **Identify potential inter-sectoral alliances, partnerships and synergies** and how these may be forged.

Adapted from UNDP. Multi-Stakeholder Decision-Making: A Guidebook for Establishing a Multi-Stakeholder Decision-Making Process to Support Green, Low-Emission and Climate-Resilient Development Strategies (2012)

ENGAGING STAKEHOLDERS THROUGH OPINION LEADERS

Not all members of a stakeholder group are the same. It is therefore important to identify the opinion leader/s in each group. By building relationships with opinion leaders, and involving them in planning interventions, you can minimize the risk of stakeholders not cooperating in the end.

Remember that opinion leaders may not be experts in biodiversity, but their views and beliefs should be treated with respect.

Opinion leaders are people…

- other people would follow (e.g. a celebrity who is passionate about biodiversity)
- with many different fields of interests
- trusted for the value of their information
- who are involved in many different networks
- with skills and interest in networking to connect people who would benefit from the contact

ENGAGING STAKEHOLDERS THROUGH INNOVATORS

Getting stakeholders to change their ideas or behaviour requires having those ideas or behaviour demonstrated by peers or influential figures in the stakeholder group. Often, the taking on of new ideas starts with the most imaginative people – known as innovators – and then spreads through society. Innovators tend to adopt new ideas or behaviour depending on diverse factors, such as:

- Whether the relative advantage of the innovation is perceived as better than the idea it supersedes in terms of economic benefits, social prestige, convenience or satisfaction
- The degree to which the idea is compatible with existing values and practices
- The ease and simplicity of the idea
- The chance to experiment with the idea on a limited basis
- The ease of seeing results of an innovation

The spread of any innovation usually starts with a very small group of people who are called innovators or pioneers. The innovators' group is the one to which you direct your first efforts. Others in society watch to see the results. If the first efforts are successful, others may follow the example. As more and more take up the new idea over time, a tipping point is reached when some 16 percent adopt the innovation.[1]

The innovators: The communication approach first focuses on the small group of innovators or pioneers. The innovators help to design an approach, experiment with the idea or technology and give feedback about how to better adapt it to the situation. Opinion leaders in the stakeholder group can help identify the pioneers and interest them in the new approach.

The early adopters: After the innovators, the next group to take up the innovation are called early adopters. The early adopters may have more education than average and be less risk-averse. To attract more people to adopt the innovation, two-way communication is used to share ideas and to help overcome any doubts amongst the group of early adopters. Peer-to-peer learning through demonstration is a valuable way to build support for the approach.

The early and late majority: Once about 16 percent of the stakeholder group has taken up a new idea, the market is ripe for a large-scale campaign to scale up the adoption of the innovation and engage an even larger group (the **early majority** and later **the late majority**). By this time it is clear what type of information and incentives are needed to overcome barriers to take up the new practice. If the 16 percent threshold is not reached, the biodiversity innovation will be limited to a few pilot projects.

The sceptics: Naturally not all people make the effort to adapt and lag behind the social trend. In those cases regulation might be required to bring about change.

1 Based on the Diffusion of Innovations theory by Everett Rogers, *Diffusion of Innovations* (1995, ed. 2003).

APPRECIATING MULTI-STAKEHOLDER PROCESSES

The multi-stakeholder process recognizes that most complex problems will never be solved by one group alone. The only option is to bring those with a stake in the issue together and engage the different perspectives from scientists, community members, farmers, environmentalists, economic experts, policy makers and politicians in a dialogue. Multi-stakeholder processes enable different perspectives to be presented and debated, scenarios and options to be evaluated, decisions to be taken, actions to be implemented as well as learning based on reflection on the actions.

Such processes involve working with all the complexities of how humans interact—culturally, socially, politically and economically. Multi-stakeholder processes are more than "workshop facilitation". Rather, it is about designing and facilitating processes that may run over a number of years and take into account power relations and conflicts, integrating scientific and community perspectives, building the capacity of stakeholders to effectively participate while also creating a supportive institutional environment. In effect these processes are about new ways of governance and societal learning.

EXAMPLE

Guyana's multi-stakeholder "knowledge cafes" on ABS

In Guyana, knowledge cafes were designed to be gatherings with flexible formats to allow groups of people to have an open, respectful and creative conversation on access and benefit-sharing (ABS). The planning document for the knowledge cafes outlined an intended outcome for each session as well as key messages to be shared. These messages noted national priorities and interests to consider for the implementation of ABS in Guyana, as a starting point for the discussions.

The knowledge cafes took place over three days in 2012 and brought together various stakeholders to discuss and set a plan forward for ABS, concluding with a press conference to present the results of the session to relevant Ministries in Guyana.

TIPS

Approaches to stakeholder participation in policy processes

Workshops and consultations. A common approach is to host workshops that bring together groups of target stakeholders to express their views and concerns on the policy issue. A series of workshops can be organized, initially to collect perspectives from stakeholders and then to focus on common goals and approaches to the issue.

Information materials and capacity-building. When national stakeholders lack awareness and/or capacity on the issue, a first step can be to develop information materials and support capacity-building programmes. These efforts can be key to ensuring that stakeholders provide meaningful input to policy processes.

Working groups. Multi-stakeholder working groups can be created to formally engage a broad range of stakeholders in the policy process. These working groups can be useful to tackle issues that cut across sectors not normally used to working together.

Online consultations. Time-limited online consultations can be useful to gather a broad range of views in an efficient manner and to identify potential stakeholders. These consultations can be supported by discussion papers or focus questions to better direct the comments and feedback to specific aspects of policy.

Adapted from SCBD-IDLO e-Learning modules series "Establishing Legal Frameworks to Implement the Nagoya Protocol" (2017).

Engaging indigenous peoples and local communities

Most indigenous peoples and local communities (IPLCs) live in areas where the vast majority of the world's biodiversity is found. IPLCs have cultivated and used biodiversity in a sustainable way for thousands of years; they have therefore accumulated extensive knowledge of their local environments. Their skills and techniques provide valuable information to the global community and a useful model for biodiversity policies. Furthermore, the traditional knowledge held by IPLCs has helped preserve, maintain and even increase essential biodiversity over centuries.

As holders of traditional knowledge associated with genetic resources, IPLCs are also key partners in access and benefit-sharing (ABS) processes. Efforts should be made to raise the awareness of IPLCs with respect to ABS-related issues, in particular on the topic of traditional knowledge associated with genetic resources and genetic resources over which they have established rights, and to promote their involvement and participation in national policy processes.

CBD GUIDANCE

The Akwé: Kon Voluntary Guidelines

The Akwé:Kon Voluntary Guidelines provide useful advice for conducting cultural, environmental and social impact assessments regarding developments proposed to take place on, or which are likely to impact on, sacred sites and on lands and waters traditionally occupied or used by indigenous peoples and local communities.

They include possible steps, general considerations and guidance on ways and means to ensure the effective participation of indigenous peoples and local communities. Click here for more information on the Akwé:Kon Guidelines.

ENGAGING IPLCS IN BIODIVERSITY POLICY PROCESSES

IPLCs are a heterogeneous group with varied decision-making structures, procedures, values and interests. Policy and legal processes dealing with IPLC-related issues should incorporate IPLCs in a way that builds trust and buy-in within IPLC communities to engage with biodiversity and ABS activities and enables better understanding of the real needs, interests and circumstances of IPLCs. Engaging and promoting the participation of IPLCs is important at international, national and local levels to achieve policy goals.

This toolbox developed by the Inter-American Institute for Cooperation on Agriculture (IICA) contains adaptable tools that may assist in improving and systematizing community participation in biodiversity projects and initiatives.

CHECKLIST

Power imbalances in stakeholder dialogues – questions to consider

- [ ] Is it easy for IPLCs to approach local authorities?
- [ ] Are IPLC voices heard in community meetings?
- [ ] Does the community have food security?
- [ ] Do community members feel safe travelling alone?
- [ ] Can community members find jobs without much hardship?
- [ ] Are the IPLC representatives afraid of provoking state-sponsored retaliation against community members?
- [ ] Does the community feel adequately represented in local or national decision-making bodies?

Adapted from Natural Justice, Community Protocols Toolbox: Participatory Methodologies and Tools

Strategies for IPLCs to participate effectively in international meetings

Hold local, national and regional workshops to share information and increase visibility and participation. From 2009 to 2013 Indigenous Women's Network on Biodiversity from Latin American and the Caribbean trained several indigenous peoples from communities in Latin America and the Caribbean, 80 percent of whom were women and 20 percent of whom were men. The workshops resulted in more visibility for indigenous women, an increase in participation by IPLCs and an increase in their awareness of and education about the CBD.

Collaborate on reviewing and providing comments to official texts. Hold in-person or virtual (e.g. Skype) meetings to agree on who will review what and use follow-up meetings to raise issues, address questions and agree on a strategy for participating. Plan to present the compiled written comments at the official meetings where the texts will be discussed.

Create an indigenous negotiators' group. The International Indigenous Forum on Biodiversity group had a number of discussions before arriving at a coherent position. The first step was to establish a working environment based on trust, respect, and solidarity. From there, the group put forward a common position to the CBD Parties about the official texts.

Hold caucuses and meetings as needed with specific groups (e.g. youth, women) to discuss specific issues, such as genetic resource and traditional knowledge rights, highlighting the specific implications for these groups.

During meetings, formulate responses and make collective decisions quickly and calmly. At the Montreal meeting in 2010, IPLC negotiators decided to abandon the meeting because the protocol for participation had been changed and they did not have an opportunity to speak. But they eventually returned to the conference room and presented their concerns for which they received support from a group of countries.

Form alliances beyond the group. Lobby the delegates during negotiations and work closely with governments that understand and support IPLC issues. Attend consultations and collaborate with other groups on declarations and statements for publication.

Create worldwide lobbying networks to share strategies on lobbying individual governments about IPLC concerns and exchange written documents outlining IPLC positions to guide discussions at an international level.

Maria Yolanda Teran, The Nagoya Protocol and Indigenous Peoples, The International Indigenous Policy Journal (April 2016)

TIPS

How to promote IPLC participation in policy processes

1. **Undertake a situation analysis and identify critical issues.** This should involve the identification of potential threats to traditional knowledge, possible impacts of existing legal regimes and principles (e.g. IPRs, public domain), existing customary laws and practices for the management of traditional knowledge and potential strategies to protect traditional knowledge.
2. **Make use of existing local or traditional decision-making processes** and institutions (the diversity of local systems may require a flexible approach) and create links between these and government decision-making processes.
3. **Participants should reflect the cultural and social diversity** of traditional knowledge holders, which may include different ethnic groups, farmers, women's groups and traditional healers.
4. **Provide information for participants** about the proposed policy, the issues at stake and the nature of the policy process, using appropriate forms of communication for an indigenous audience.
5. **Build capacity to make informed decisions.** Capacity-building efforts should focus on areas identified by IPLCs, in particular regarding their rights, options and opportunities. Information materials should be disseminated in local languages using appropriate formats for such an audience.
6. **Provide financial support.** Countries should provide financial support to IPLC organizations to undertake regional and local consultations, including for training indigenous facilitators, preparing information materials and holding consultative meetings and workshops**.**
7. Representatives of traditional knowledge holders should be given the **necessary time, resources and technical support** to consult more widely amongst their people, including at regional and local level, through processes designed and facilitated by them, in accordance with traditional decision-making processes.

Adapted from K. Swiderska, Stakeholder participation in policy on access to genetic resources, traditional knowledge and benefit-sharing. Case studies and recommendations (2001)

TIPS

Preparing and conducting community consultations

- Seek permission from the local government structure or traditional authority to hold consultative meetings
- Use appropriate media to accommodate the local literacy levels
- Use community halls, schools, clinics and churches or places of worship to distribute information and hold meetings
- Be consistent with the information you provide. If you don't know an answer, be honest and offer to find out more
- Consult as widely as possibly within the community. This could include holding meetings with specific groups, such as married women, youth and elders
- Seek insights from CBOs, NGOs and other actors working with the community
- Work with an initial group to outline and discuss a process for undertaking the consultations and rules of engagement

Adapted from Natural Justice (2015) Biocultural Community Protocols: A Toolkit for Community Facilitators.

EMPOWERING IPLCS: COMMUNITY PROTOCOLS

Community protocols is a term that covers a broad array of expressions, articulations, rules and practices generated by communities to set out how they expect other stakeholders to engage with them. They are one of the tools that can help communities to engage with a variety of stakeholders on issues related to biodiversity, access and benefit-sharing or traditional knowledge. The Nagoya Protocol states that Parties should support, as appropriate, the development of community protocols by IPLCs.

Community protocols provide communities an opportunity to focus on their development aspirations vis-a-vis their rights and to articulate their understanding of their bio-cultural heritage. By considering the interconnections of their land rights, current socio-economic situation, environmental concerns, customary laws and traditional knowledge, communities are better placed to determine for themselves how to negotiate with a variety of actors. By articulating information, relevant factors and details of customary laws and traditional authorities, IPLCs help other stakeholders to better understand the community's values and customary laws.

Community protocols can help address a variety of community issues. They can articulate a number of concerns important to communities, relevant to biological diversity, such as how they intend to:

- Conserve biodiversity
- Sustainably use plants and animal biological resources
- Manage and benefit from local biodiversity
- Use, protect and benefit from traditional knowledge
- Provide guidance on how to obtain "prior and informed consent", "free, prior and informed consent" or "approval and involvement", depending on national circumstances, to access traditional knowledge
- Ensure that environmental and other laws are implemented according to customary laws and in accordance with national legislation
- Address sustainable development on their lands

Adapted from the Mo'otz Kuxtal Voluntary guidelines, annex to decision XIII/18.

Natural Justice has developed the Biocultural Community Protocols Toolkit, which contains a number of resources and tools for communicators. Click here for more information.

Tips: Making community protocols accessible and responsive

- Have community protocols prepared in different formats: Video, photos, theatre, and role-playing in order to make the most of oral traditions
- Make sure that community protocols are always available in relevant indigenous languages
- Build up and validate community protocols collectively over a number of years with participation from men, women, youth and elders
- Make sure that the community protocols reflect the relevant tone, conditions and aspirations of IPLCs with respect to research, negotiations about local resources and knowledge and the misuse of resources and traditional knowledge

Maria Yolanda Teran, The Nagoya Protocol and Indigenous Peoples, The International Indigenous Policy Journal (April 2016)

CHECKLIST

Engaging with external actors – questions for IPLCs to consider

- [ ] How is our community organized? Who are our authorities and leaders?
- [ ] Whom in our community should a company, government agency or researcher approach about obtaining access to our traditional knowledge or genetic resources?
- [ ] What national and international rights should we be aware of?
- [ ] What customary laws and values apply?
- [ ] What information would we want to know? What should we ask them?
- [ ] Depending on their answers, how would we make a decision collectively as a community?
- [ ] How might we like to engage with them? What terms and conditions would we place upon their engagement?
- [ ] If we have questions about the information we have received from them, who could we approach? Is there an independent authority or ombudsperson in our country?
- [ ] What kind of benefits would be most useful within our broader development plans and visions for the future?
- [ ] How would we know what constitutes "fair and equitable sharing of benefits"?
- [ ] How would we reflect upon the process and the impact of our decisions?

Natural Justice (2015), Access and Benefit-sharing: E-Learning Series on International Frameworks that Support Indigenous Peoples, Local Communities, and Their Territories and Areas

PARTICIPATORY MAPPING

Maps are very important communication tools for defining community rights and responsibilities. Over the past 20 years, communities have developed participatory approaches to mapping in many different contexts, including:

- Identifying customary territories and areas of resource use, including overlaps with national parks
- Resolving conflict between communities over boundaries
- Recording and safeguarding locations of cultural and sacred sites and
- Clarifying jurisdictions of local institutions over particular resources

Participatory mapping enables communities to visualize spatial information about their territories and areas, cultural heritage and resource management systems. It also enables the combination of traditional and local knowledge with geo-referenced and scaled data. Many communities find mapping to be an empowering process that helps assert their identities and build community cohesion, self-esteem and sharing of information.

Adapted from Natural Justice: Biocultural Community Protocols: A Toolkit for Community Facilitators.

Engaging business

All businesses, regardless of their size, location or sector, depend upon and have a direct or indirect impact on biodiversity and ecosystem services through their operations, supply chains or investment choices. Making the “business case for biodiversity” is vital to bringing about a lasting commitment and integration of biodiversity into business decision-making. Engaging with the private sector is essential to understanding the challenges faced by business and industry and assess their level of awareness of key biodiversity policy areas at the local, national, regional or international levels.

Sectors, such as agriculture, botanicals, cosmetics, pharmaceuticals and biotechnology are particularly relevant targets for national communications on access and benefit-sharing. As users of genetic resources, these actors may need to be involved as potential stakeholders in ABS policymaking in order to engage them in national ABS implementation from the beginning. Furthermore, businesses need to be aware that there may be connections between their activities and ABS and that additional efforts may be needed to comply with ABS requirements.

WHAT IS A “BIODIVERSITY BUSINESS CASE”?

Biodiversity is a difficult concept to communicate. If you want biodiversity to be taken seriously outside the environmental sector, it is critical to present a compelling and credible “biodiversity business case”.

A biodiversity business case sets out the rationale for placing biodiversity at the heart of business and investment decision-making, in a language that the proponents of the different production sectors can understand. A business case should convince them to take action. It highlights the **benefits** of taking biodiversity into account — and the associated costs — and the **risks** of business as usual.

This guide sets out tips and tasks for preparing a compelling business case for biodiversity.

WHY BUSINESS SHOULD CARE ABOUT BIODIVERSITY

Growing public demand for sustainable and ethical business practices has increased pressure and scrutiny on businesses to become better, more committed stewards of biodiversity.

The following chart presents the generic case for factoring biodiversity considerations into business operations.

Drivers	Business implications
Reputation	A company's interaction with biodiversity can have an important impact on an organization's reputation. Good biodiversity management can help differentiate organizations and brands in competitive product and capital markets. Conversely, the exposure of a company's mismanagement of biodiversity can significantly erode a company's goodwill capital.
License to operate	Proactive management of biodiversity and a company's biodiversity track record are key to obtaining and maintaining the formal (from regulators) and informal (from local and other stakeholders) license to operate. Losing the license to operate can have significant cost implications in the form of disruptions, delays and/or long-term constraints on business operations and opportunities.
Security of supplies	In many sectors, in order to ensure continued access to biodiversity resources, companies need to actively manage risks and opportunities in their supply chains.
Markets	By demonstrating adherence to good biodiversity practice, companies can access and maintain access to markets.
Capital	Investors are paying increasing attention to environmental, social and governance issues.
Regulation	It is a competitive advantage to go beyond existing legal biodiversity requirements and thereby staying ahead of the "regulatory curve".
People	A pro-active biodiversity approach can be a significant determinant in attracting, retaining and motivating staff.

Making the case for biodiversity: Consumer views

Since 2009, the Union for Ethical BioTrade (UEBT) has carried out surveys to assess awareness of biodiversity and interest in ethical sourcing in 16 countries around the world. Data from 59,000 respondents, gathered between 2009 and 2017, suggests that:

- **Consumers expect companies to act.** 79 percent believe that companies have a moral obligation to generate positive impact on society, people and biodiversity, from 72 percent in the UK to 89 percent in Brazil. However, confidence that companies pay serious attention to ethical sourcing remains low, from 17 percent in France to 54 percent in Brazil).
- **Concrete actions and sincerity convince consumers.** Authenticity and sincerity are key to convince consumers about companies' ethical sourcing credentials. Active contribution to biodiversity conservation convinces people most that a brand respects people and biodiversity. An average of 75 percent of respondents ranked this first. External validation of commitments and efforts is the second most convincing factor, closely followed by detailed information on the origins of natural ingredients.
- **Positive impact through purchase decisions.** Brand commitments and concrete actions to respect biodiversity and people can influence purchase decisions: 72 percent of respondents agreed in 2016 that they were more interested in buying products from companies that pay attention to biodiversity.

Adapted from UEBT (2017), http://www.biodiversitybarometer.org

How the International Union for Conservation of Nature and Natural Resources (IUCN) helps business to help biodiversity

The IUCN Business Engagement Strategy, which was created in 2012, aims to encourage transformational change at the company, sectoral and cross-sectoral levels regarding how biodiversity is valued and managed by businesses. Its main objective is to generate benefits for biodiversity and natural resource dependent livelihoods at a landscape and seascape level.

As such, IUCN takes action in three interconnected areas, by:

- Helping businesses to adopt policies on the ground that avoid and minimize impacts on biodiversity and to seek opportunities for biodiversity conservation and benefits for people who depend on natural resources.
- Promoting sustainability standards and safeguards in companies' sourcing activities that have a positive impact on biodiversity and the livelihoods of local people.
- Supporting public and financial sector policies that integrate biodiversity and livelihood values in business decision-making.

From IUCN Global Business and Biodiversity Programme, Highlights 2015 (2016)

BUSINESS AND ACCESS AND BENEFIT-SHARING

ABS strategies, policies and laws need to be responsive to dynamic changes in the biosciences and bio-economy, and industry in turn needs to respond to the fundamental principles of ABS, raise awareness of the CBD and the Nagoya Protocol, ensure more equitable benefit-sharing with providers of genetic resources and knowledge and **build these values into business practices**.

Industry involvement in ABS policy processes and their engagement in ABS implementation will vary from country to country. The level of involvement or engagement of industry may depend on:

- The extent of the industry's reliance on genetic resources and traditional knowledge for research and development;
- The size of the industry; and
- The perceived risks and values associated with ABS compliance/implementation.

Despite the efforts of regulators, there has been frustration in some countries with the perceived obstacles ABS has created to basic academic research or commercial research that might yield benefits. Engaging in dialogue with the business community can help ensure that the ABS system being set up is functional, minimizes transaction costs and contributes to building trust for the establishment of ABS partnerships that can bear fruit for both users and providers of genetic resources and associated traditional knowledge.

Adapted from SCBD: Bioscience at a Crossroads: Implementing the Nagoya Protocol on Access and Benefit Sharing in a Time of Scientific, Technological and Industry Change (2012).

TIPS

Tools to help business follow ABS requirements

Model contractual clauses, codes of conduct, guidelines, best practices and/or standards

The Nagoya Protocol recognizes that sectors may use genetic resources for different purposes and thus apply different ABS practices. As such, the development of model contractual clauses, codes of conduct, guidelines, best practices and/or standards is encouraged by the Protocol. The development of these tools can be a way for businesses to inform governments of their practices, to demonstrate their willingness to respect the principles of ABS and the Nagoya Protocol, and to provide practical approaches to access and benefit-sharing in line with their needs and the particular requirements of their work.

The ABS Clearing-House

The ABS Clearing-House is a platform for exchanging information on access and benefit-sharing. Users of genetic resources and associated traditional knowledge can easily find information on how to access those resources and knowledge in an organized manner in one convenient location.

Examples of model contractual clauses, codes of conduct, guidelines, best practices and/or standards are available in the ABS Clearing-House.

TIPS

Engaging business in ABS processes

The business case for fair and equitable benefit-sharing is growing. Consumers show increasing awareness of biodiversity; they also expect that companies working with natural ingredients will adopt ethical sourcing practices

Since its creation, the Union for Ethical BioTrade (UEBT) has played an important role in raising awareness on ABS issues among companies working with natural ingredients. For example, ABS has been a recurring topic in the annual 'Beauty of Sourcing with Respect' conference, which brings together companies, policy-makers, civil society representatives and other experts and stakeholders to share views and experiences on the ethical sourcing of biodiversity. UEBT considers business engagement with ABS requirements as a stepwise process:

1. Companies are aware of ABS requirements
2. Companies understand the relevance of ABS to their activities
3. Companies can identify when and how to undertake compliance measures

Another aspect of business engagement may involve the participation of industry associations or individual companies in discussions related to ABS-related laws, policies and permitting processes.

RESOURCES

Engaging the business community

Training Module: Engaging Business on Biodiversity: The Role of the National Focal Point

Presentation: Engaging Business: The Economics of Business and Biodiversity

Website: Corporate Knights: The Magazine for Clean Capitalism

Website: Leaders for Nature

Briefing: A strategic approach on biodiversity: The what, why and how

Training Course: WBCSD Business Ecosystems Training (BET)

Business and access and benefit-sharing

Frequently Asked Questions on the Nagoya Protocol on ABS (2017)

Access and benefit sharing: Understanding implications for industry (2012)

CBD Factsheets and Policy Briefs Series: Access and Benefit Sharing in a Time of Scientific, Technological and Industry Change

ABS Initiative Policy Brief Series: ABS Key Points for Policy Makers on Six Industrial Sectors

Engaging with research, academia and ex situ collections

Universities, research institutions and ex situ collections, such as botanical gardens, are essential partners in reducing the rate of biodiversity loss, as they have both the expert knowledge and technical capacity to develop and promote effective actions for the conservation and sustainable use of biodiversity. Engaging with these groups is key to incorporating the most recent scientific data into biodiversity policies and practice; it can also help governments grapple with the rapid changes in science and technology in view of adopting laws and policies that foster innovation and take into account national research capabilities.

Research, academia and ex situ collections are particularly relevant targets for national communications on access and benefit-sharing. As users of genetic resources, these actors may need to be involved as potential stakeholders in ABS policymaking in order to engage them in national ABS implementation from the beginning. Furthermore, research, academia and ex situ collections need to be aware that there may be connections between their activities and ABS and that additional efforts may be required to comply with ABS requirements.

"BIOLOGISTS" VERSUS "PRACTITIONERS": BRIDGING THE ACADEMIC DIVIDE

Much of what we know about biodiversity conservation and protection has come from research done at the university level. Conservation biologists are a valuable source of information for practitioners to apply in their everyday work.

However, the distance between these two groups creates a sometimes yawning "implementation gap" between theory and practice. Conservation biologists write and publish papers, which practitioners seldom read. Practitioners, in turn, rarely document their actions or document their data in forms useful to conservation biologists. Typically, practitioners make decisions based on personal experience and intuition. Their knowledge stays untapped by others — and can be impervious to fresh scientific findings.

What is needed is a concerted effort by both academic scientists and practitioners to get out of their respective ruts, open up paths of communication, share information and seek ever more efficient means to a common end.

Similarly, reconciling indigenous tradition with Western education requires both communities, the indigenous and Westernized, to have open minds as they try to make both bodies of knowledge work for the good and survival of all of humanity.

Adapted from Nature: The great divide: The gap between theory and practice remains surprisingly wide in conservation biology (2007)

RESOURCES

Resources that bridge the academic divide

- ConservationEvidence.com: Gathers evidence from scientific literature to support decisions about how to maintain and restore global biodiversity.
- Centre for Evidence-Based Conservation: A good source of advice on evidence-based practice to support decision-making in conservation and environmental management.
- Collaboration for Environmental Evidence: An open community of scientists and managers offering a library of environmental evidence, with rigorous and transparent methodology to assess the impacts of human activity and effectiveness of interventions.

ENHANCING THE SCIENCE-POLICY INTERFACE

Scientists develop hypotheses, collect data, analyse results and become the keepers of a vast amount of information related to biodiversity.

Despite its obvious relevance, science and other forms of knowledge are not always used effectively in policymaking. Scientists may assume that publishing scientific research results is sufficient to reach those who are making decisions or are involved with management discussions. On the other hand, policymakers do not always effectively inform scientists about their needs for knowledge. Many stakeholders and policymakers are not aware of the breadth of scientific information that could inform their management efforts and they may assume this information does not yet exist.

A two-way dialogue and exchange of information between scientific and policymaking communities is necessary to improve linkages between policy needs and research programmes as well as to enhance the utilization of relevant research by policymakers.

Adapted from M. E. Brown et al.: Communicating the Needs of Climate Change Policy Makers to Scientists, in N. Chhetri (ed.), Human and Social Dimensions of Climate Change (2012).

Key drivers in the academic world

Researchers, academia and ex situ collections conduct their work within specific parameters. The following are some elements to consider when engaging with these groups, in particular on ABS-related issues.

Capacity and resources. Academic researchers often do not have the financial or organizational means for long-lasting negotiations or complicated procedures. These may deter scientists from conducting research.

Time. While some types of scientific research may not be bound by time constraints, most researchers need to fulfil set goals within a set period of time. Know that the lifespan of research projects is usually between 3 to 4 years.

Results. Scientists have to adhere to scholarly standards. In order to receive research funding, they have to generate high-quality scientific knowledge and publish their findings in peer-reviewed scientific journals in order to ensure the credibility and replicability of their results.

Adapted from S. Biber-Klemm et al.: Access & Benefit-sharing in Latin America & the Caribbean: A science-policy dialogue for academic research (2014).

TIPS

Preparing questions for botanical gardens

The following are some questions that may be useful for national focal points and biodiversity practitioners to consider when engaging with ex situ collections, such as botanical gardens, on ABS-related issues.

Collections

- What kinds of collections do you hold (e.g. living collections, herbarium, DNA and tissue cultures, seed bank, traditional knowledge or artefacts)?
- What kind of research do you conduct (e.g. systematics, ethnobotany, phytochemistry)?

Fieldwork

- Do you do fieldwork abroad?
- Do you have partnerships in other countries?

Partnerships

- Do you have links to universities? How do you accept or supply material?
- Do you have links to industry (e.g. pharmaceutical, botanicals, agricultural, horticultural)? How do you accept or supply material?

Commercial activity

- Do you have plant sales? What kinds of plants do you sell?
- Are you involved in any natural product development?
- What sort of funded work do you do? Do you provide paid services (e.g. identification, naming, provision of material)?

Benefit-sharing

- What types of benefits do you share? How? With whom?

Adapted from Botanic Gardens Conservation International: BGCI ABS Learning Tool - Module 5: Developing a Checklist/Toolkit for your Garden.

The United Kingdom's survey of ABS stakeholders

In 2005, the United Kingdom conducted a survey of stakeholders involved in access and benefit-sharing (ABS) activities. The survey indicated that research institutes and universities are prominent users of genetic resources, carry out both academic research and commercially-oriented research and often act as intermediaries for industry by collecting material. The survey also indicated that awareness of ABS provisions of the CBD seemed much higher in research institutions, universities and botanical gardens than in commercial organizations.

While their awareness of ABS principles may be higher, researchers often struggle to find their way through the applicable laws, permitting processes and administrative procedures involved in an actual ABS process.

Adapted from Latorre, F.: Review of the Experience of Implementation by UK Stakeholders of Access and Benefit sharing Arrangements under the Convention on Biological Diversity. UK Department for Environment, Food and Rural Affairs (2005).

RESOURCES

Capacity-building tools for researchers and botanists

- **General resource:** An Explanatory Guide to the Nagoya Protocol
- **For academic research:** Good practice Guide for Access and Benefit-sharing
- **For academic research:** German Research Foundation Guidelines
- **For botanical gardens**: BGCI ABS Learning Modules
- **For more complex ABS processes:** The ABS Management Tool

Inspiring behaviour change and building capacity

Getting people to change their habits and behaviour can be a daunting task. So how do we bring people to change their actions for good? And how do we make them adopt new behaviour that promotes and protects biodiversity?

Individuals and organizations have many defensive reactions that resist change or learning, requiring help to reflect and consider new ways of seeing the world.

ELEMENTS OF BEHAVIOUR CHANGE

Participation in designing the change. When people feel that they have the opportunity to participate in planning future change, they are likely to buy into the changes that may be required of them. There should be ways to participate at all levels of the process, from policy-setting to operations.

Incentive. If the new behaviour is easy to adopt and offers a significant direct benefit, people are more likely to adopt it.

Understanding and ownership. People need to understand why a change is important and be convinced that it is necessary.

Fun. Research suggests that making a new behaviour fun is the easiest way to get people to adopt it.

Chance to grow and improve. Transformational change requires a balance between achieving concrete outcomes and raising the capacity to keep improving.

Social acceptance. It is easier to change a person's theories, attitudes and behavioural patterns when he or she accepts membership in a new group. The discussions and agreements that take place within a group provide a personal commitment and encouragement for change that is not present when only one person is being changed.

CHECKLIST

Twelve principles of behaviour change

1. **It is all about behaviour.** People need the right incentives and conditions to make substantive change.
2. **New behaviour must cross the chasm** between innovators and early adopters to the broader majority. It is a process that takes time.
3. **Know your audience.** Where possible, use qualitative and quantitative data to segment audiences and tailor specific messages to each segment.
4. **Simplify choices.** Focus on promoting a single new act or solution as a first step to overcoming a larger problem.
5. **Make change worth it.** Change is most likely to occur – and stick – when the benefits of making the change exceed the cost.
6. **Go beyond knowledge** to generate a positive attitude toward the desired behaviour change, promoting the benefits of the change.
7. **Speak to the heart** – appeal to emotions as well as reason in promoting behaviour change.
8. **Get people talking.** People typically adopt a new behaviour only after validating it with their peers.
9. **Build a movement.** New behaviour is more likely to be adopted and sustained if it becomes a new "norm" supported and enforced by the wider community.
10. **Identify and remove barriers,** real or perceived, to create enabling conditions for change.
11. **Measure, monitor and manage.** Ground your campaign in a theory of change and set clear baselines, targets and indicators along the way.
12. **Plan for the long haul.** Remember that behaviour change takes time – years, not months. Work with partners and stay committed to the long-term process.

From Butler, P., K. Green, and D. Galvin: The Principles of Pride: The science behind the mascots. Rare (2013).

HOW TO STRENGTHEN THE CAPACITY OF STAKEHOLDERS

Strengthening capacities is increasingly seen as an ongoing activity for organizations to better prepare for the challenges of tomorrow. As pressures on biodiversity mount, government organizations need to invest in capacity development to become learning organizations that are innovative and adapting to the changing times.

CHECKLIST

Adult learning

- [ ] Adults need to know why they need to learn something before undertaking to learn it. The first task of a facilitator is to help the learners become aware of the "need to know".
- [ ] Adults need to be seen by others as being capable of self-direction. They resent and resist situations in which they perceive that others are imposing their will on them.
- [ ] Adult readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.
- [ ] Adults learn new knowledge, values and skills most effectively when they are presented in the context of application to real-life situations.
- [ ] While people are motivated to learn in response to some external motivators, like promotions, higher salaries etc., the most prominent are the internal pressures, like a desire for increased job satisfaction, self-esteem and quality of life.
- [ ] Adults need to feel able to trust others and feel safe in the learning environment.
- [ ] People believe more in knowledge that they have discovered themselves than in knowledge presented by others. Learning is more effective when it is active rather than a passive process. People remember 20 percent of what they hear, 40 percent of what they hear and see and 80 percent of what they discover themselves.

From Malcolm Knowles (1950): http://www.infed.org/thinkers/et-knowl.htm

Case models for how to engage for change and action

USING GPS FOR IPLC COMMUNITY RESEARCH AND MAPPING

Indigenous communities in six countries (Bangladesh, Cameroon, Guyana, Suriname, Thailand and Venezuela) produced community land-use maps of their territories showing which places and which resources are used for specific purposes (customary use). The maps indicate indigenous names of places (e.g. rivers, creeks, mountains) and locations of particular significance or meaning, such as spiritual sites. These maps demonstrate the scope and significance of indigenous territories and illustrate the importance of the natural resources for indigenous and local communities' livelihoods.

In order to produce the maps, community members were trained in the use of GPS (global positioning systems) and GIS (geographic information systems) before going into the field, sometimes accompanied by resource users or elders who know the territory or specific parts of it very well. Data and locations were recorded and added to digital maps.

The technology was set up at the local level and adapted to local needs and circumstances. In Cameroon, for instance, innovatory GPS technology was designed specifically for use by non-literate Baka hunter-gatherers to document their traditional forest use, based upon touch-screen Pocket-PCs, incorporating a new software based around a series of icon trees representing categories (such as wildlife, landscape features, human activities etc.), defined by the Baka themselves. The basic rule for the use of this technology is that only those who actively use forests can collect data on forest use.

The maps are used as a tool at the local and national levels to assert more secure land and resource rights and to support the communities in dialogue and negotiation processes with outside actors who want to access forests traditionally inhabited or used by them, which can endanger their customary use of these areas. For example, community maps have contributed to re-negotiations of protected area management plans in Cameroon and Thailand, exposure and monitoring of illegal logging in Cameroon and negotiation with mining and logging companies in Guyana, Suriname and Cameroon. Participatory videoing is another initiative some of the communities have taken (for instance in Cameroon) to demonstrate customary use in indigenous territories and in particular the problems caused by overlapping protected areas that restrict customary resource use by Baka people.

From Customary sustainable use of biodiversity by indigenous peoples and local communities, ForestPeoples.org (2011).

Consultation techniques

GATHERING INFORMATION ON AN ISSUE: CONSULTING AND INTERVIEWING

The most frequently used methods of consulting are telephone interviews, web-based surveys and stakeholder meetings.

Telephone interviews are a fast, effective and economical way to acquire qualitative input, ideas and advice about a certain issue. The interview questions should be mostly open-ended.

Web-based surveys are an economical way to gain information and have the additional advantage of cheaply and quickly processing the responses to a questionnaire automatically. Sites such as SurveyMonkey make it easy to collect and analyse survey responses.

Stakeholder meetings are an effective way to gain in-depth feedback and advice from audiences. However, they demand good preparation and involve costs for external facilitators in addition to renting a room, hiring equipment, catering and often travel expenses for the participants. For a successful stakeholder meeting, make sure that the opinion leaders in each of the various stakeholder groups are invited. The meetings should be participatory and not confined to formal speeches.

CHECKLIST

Tips for information-gathering interviews

	When you are trying to…	Ask questions such as…
☐	**Explore**	"What do you mean by…" "Can you give an example…" "Could you explain further details regarding…" "When did it start…" "What were your main ideas…" "What could have caused…" "What was your main concern…"
☐	**Summarize**	"So you mean to say…" "In other words…"
☐	**Enhance**	"If I understand you correctly..." "For you the main issue/question can be formulated as..."
☐	**Widen horizon**	"If I understand you correctly I should look at this issue/question also in the light of…"
☐	**Reformulate the question**	"The way you describe the issue, I would imagine that what we could do is…"
☐	**Define results and success criteria**	"Suppose, the venture is a real success, what would be decisive success criteria?" "What should be done definitely by whom and when?" "What should be the effect of this?" "When would you personally be really satisfied?"
☐	**Create closure**	"What steps to be taken can we agree on?"

DEVELOPING IDEAS: BRAINSTORMING

Brainstorming is a free listing of ideas in which everybody's contribution is valued. Brainstorms can be used for different purposes in different situations.

Most groups use brainstorming for very limited purposes – generating lists of needs or solutions to a problem. But it is possible to use brainstorming for many different purposes:

- Lessons from the past
- Causes of common problems
- New goals
- Unexpressed concerns
- Hidden beliefs or assumptions
- Helpful people and resources
- Sources of inspiration
- Ways to build teamwork
- Obstacles or opportunities to meeting new goals
- Ways to improve how a meeting is run

CHECKLIST

How to have a productive brainstorming session?

- [ ] Begin the discussion by establishing the following ground rules:
  - Anyone may raise anything that seems relevant (even confusing and silly ideas)
  - There should be no arguing about whether or not something belongs on the list
  - There should be no discussion. Ideas should be just called out
- [ ] Post the group's task in the form of a question.
- [ ] Ask for one or more volunteers to serve as chart writers. Ask them to record all contributions using clear handwriting. A visual record often sparks further contributions without censoring.
- [ ] Start listing ideas. Ask people to call out their ideas one at a time. If anyone begins discussing an item, politely remind the whole group about the ground rules.
- [ ] Continue until there are no more ideas and wait until everybody has had an opportunity so all feel a sense of ownership over the whole range of ideas.
- [ ] Towards the end of the allotted time, let participants know only two more minutes remain. This often results in one final burst of ideas.
- [ ] If the list is not too long debrief by reflecting on the list as a whole. Ask the group what they think of the list. In most cases, though, the generated list is long. Therefore the group has to find a way of categorizing and sorting the items.
- [ ] The group can then decide to prioritize what's on the list, e.g., the most needed, the most urgent or the most practical. Sub-groups can be assigned the task of expanding on promising ideas.

From The ART of Building Facilitation Capacities: A Training Manual, RECOFTC (2002)

EXCHANGING IDEAS: BUZZ GROUPS

Buzz groups are small group discussions on a specific topic or question that are undertaken for a short time. Typically a buzz group consists of only two to three people.

Buzz groups are used to:

- Achieve participation among all members of the group
- Promote small-group interactions
- Provide a safe environment for everyone to participate
- Energise people as they allow for a discussion on the issues at hand
- Activate learners' prior knowledge
- Work together around a particular focus or task
- Assess the participants' understanding
- Allow for feedback from the whole group to be gathered

Buzz groups can provide time to digest the content of a presentation, exchange ideas, express opinions, and reflect on lessons learned and how to apply them.

CHECKLIST

How to share ideas from many groups

- [ ] **Cream off the top:** Not all groups need to report individually, only those who have something new to contribute. This reduces repetition and encourages enthusiastic participation the next time you ask participants to work in groups.
- [ ] **Ranking:** If the task involves list-making, ask the groups to collect their ideas and then rank the items in some order, by importance or urgency, for example. Ranking the list simplifies it and makes it easier to share.
- [ ] **One point at a time:** Get group reporters to report only one point per turn. This avoids situations where the first group reports the bulk of the information preventing the others from contributing.
- [ ] **Tips for sharing by display:** Inform everybody before they set off into their small groups that they will not share the outcome in presentation form but by displaying their output. Explain the purpose and procedure of this. Flipcharts need to be self-explanatory and well written if they are to be compared with others.
- [ ] **Facilitating participants' feedback:** The most effective learning takes place among peer groups. Encouraging participants to analyse each other's outputs is therefore a powerful learning method.
- [ ] **Wrapping up the display:** When all groups have presented their feedback and read the feedback on their work from the others, make another round with the whole group, discussing the main feedback points. Add your own feedback only when necessary. Ask people to summarize the main lessons learned from the exercise. Congratulate them for their hard work and constructive feedback (if appropriate).

From The ART of Building Facilitation Capacities: A Training Manual, RECOFTC (2002)

Partnering and collaborating with indigenous peoples and local communities

With greater support and through partnerships, indigenous peoples and local communities' (IPLCs) contributions and collective actions have the potential to be scaled up and to inform national and international practice on biodiversity-related issues.

PARTNERSHIPS IN RESEARCH AND MANAGEMENT ACTIVITIES

There is a substantial body of research confirming the efficacy of IPLC resource management systems in ecosystem management and in the conservation of habitats and genetic diversity. There is also real progress in bringing traditional and scientific knowledge together on the ground to improve natural resource management, partly through the use of innovative technologies.

Environmental monitoring by IPLCs is also becoming an increasingly important component in collaborative environmental management, including in the control of Invasive Alien Species (IAS) and in early warning and risk prevention systems.

However, research on their knowledge and other activities proposed to take place on lands and waters traditionally occupied by indigenous peoples and local communities have been a source of concern to these communities because of their potential negative impacts on their cultural and intellectual heritage.

When communicating with IPLCs, attention should be given to pay due respect to IPLCs cultural heritage and create meaningful partnerships based on effective participation, where benefits are shared and activities are conducted with their prior informed consent.

CBD GUIDANCE

Tkarihwaié:ri Code of Ethical Conduct

The Tkarihwaié:ri Code of Ethical Conduct aims to ensure respect for the cultural and intellectual heritage of indigenous peoples and local communities relevant to the conservation and sustainable use of biological diversity.

The code includes ethical principles, specific considerations and methods to ensure the effective participation and prior informed consent or involvement and approval of indigenous and local communities in activities, including research proposed, on their knowledge, territories and related resources.

CHECKLIST

Community involvement in research and management activities

In ensuring effective participation of local communities in research and surveys, it is important to answer in advance the following questions (for collaborative management similar questions apply):

- [ ] What is the role of gender in the livelihoods of the community?
- [ ] Who are key leaders and opinion leaders in different community groups?
- [ ] What is their relation to the biodiversity research topic?
- [ ] What would motivate them to collaborate, what are the obstacles?
- [ ] What prior knowledge is required to engage in the research?
- [ ] What is the relevance of the research to the community from an educational perspective?
- [ ] How can / does research as an activity contribute to their livelihoods and further education?
- [ ] How can the research results add value to their economic status?
- [ ] In cases where community people are mostly illiterate, how can they participate actively and meaningfully in the management of biodiversity rich areas?
- [ ] How will research results be communicated to the community?
- [ ] How will the community be credited for the results?
- [ ] How can a meaningful and lasting basis of mutual respect and trust be established?
- [ ] How can we establish and maintain good working relationships?
- [ ] What communication modalities are needed during and after the research or survey?
- [ ] How can the community be involved in taking charge of the communication?

CHECKLIST

Key questions to consider about sensitive information

- [ ] Before starting a process within the community, what mechanisms should be put in place to ensure sensitive information is retained by the appropriate knowledge holders?
- [ ] Do the locations, names or any other information and traditional knowledge about natural and cultural resources need to be kept confidential or have restricted access?
- [ ] Who should and should not know this information within the community?
- [ ] Who should and should not know this information outside of the community?
- [ ] If the community would like to include certain elements of sensitive information in their community protocol, how can they be presented in a way that respects customary forms of safeguarding and responds to contemporary challenges?
- [ ] For example, maps could have "fuzzy" boundaries and exclude certain names or exact locations, visitors could be restricted to public areas and shared information could be on a "need to know" basis only.

Adapted from Natural Justice: Biocultural Community Protocols: A Toolkit for Community Facilitators.

GOAL 4

Communicating for successful partnerships

How to collaborate on biodiversity

Principles of successful negotiations	Partnering in ABS agreements

Principles of successful negotiations

Negotiation is an important part of the collaborative process. Finding common points of agreement among the diverse interests of stakeholders requires a combination of preparation, a solid defence of your own interests, and the flexibility and creativity to understand and work with the other side's interests as well.

QUID PRO QUO: FROM "WIN-LOSE" TO "WIN-WIN"

Traditional negotiating is sometimes called *win-lose* because of the assumption that one person's gain results in another person's loss. This is only true when a single issue needs to be resolved, such as the price in a simple sales negotiation. If you enter negotiation with this mindset, you risk alienating the other person. However, when multiple issues are discussed, differences in the parties' preferences make win-win negotiations possible.

Negotiating requires first determining what you must have and what you are willing to give up (i.e. bargaining chips). Of course, giving anything away on biodiversity conservation, for instance, can seem difficult! The bargaining chips can be things that cost you nothing or very little, but can be important to the other party.

The ideal case is to gain as much for biodiversity as you can while the other party also feels that they have achieved their interests. This is a win-win result, where often the advantage is that you discover better solutions.

You may advocate looking for a win-win outcome, though the other party may not be helpful. They may even try at the beginning to intimidate you by saying that biodiversity is not their business, or that they have no time, or raising doubts on the economic feasibility or even the scientific data on the state of biodiversity. It is important to persist and to influence the discussion by exploring underlying needs and, from there, building solutions that acknowledge and value those needs.

CHECKLIST

Negotiating a multiparty agreement

- [ ] **Do your homework** on the issues, the people and the context in which you'll be negotiating.
- [ ] **Build a talented and cohesive team** to present a united and capable front.
- [ ] **Build a common fact base.** In many disputes, disagreement arises less from a clash of interests and more from disparate understandings of the situation. Develop the facts of the case jointly with your counterparts.
- [ ] **Think outside your own box.** Try to understand the position of your negotiating counterparts. This will help you to customize your negotiating strategy and tactics to suit each negotiating partner. Sometimes understanding is best achieved in informal settings, such as over a meal.
- [ ] **Think win-win.** Sustainability calls for the deal to be fair and balanced.
- [ ] **Educate.** In high-stakes, multiparty dealmaking, technical sophistication and understanding of the issues can vary widely, leading to serious conflicts. Consider enlisting independent experts acceptable to both sides, who can help shape a shared understanding of the issues and analyse proposals for feasibility.
- [ ] **Minimize, then expand your circle.** To make progress in large-scale negotiations, look for an opportune moment to "miniaturize" the process by finding a small subgroup of negotiators who are respected for their technical knowledge and are seen to hold the values of the group that they will informally represent. As this miniaturized negotiation begins to make real progress, you may expand it to bring others along.
- [ ] **Wage your campaign on several fronts.** Sometimes it may be necessary to make a series of smaller agreements with other stakeholders in order to support the larger objective of the negotiation.

Adapted from A Great Negotiator's Essential Advice, Harvard Business Review (2014).

NEGOTIATING SENSITIVE OR DIFFICULT ISSUES

When collaborating with others on biodiversity-related issues, you may need to address sensitive or difficult issues. Sometimes, these issues may arise as a result of the relative difference in bargaining power among the parties (for instance, a global corporation attempting to change the terms of the biocultural community protocol of a small rural community), or sometimes they will reflect directly opposing interests (for example, creating new monitoring or research tasks for a resource-strapped government department).

When sensitive or difficult issues arise, it is important to remember the overarching common goal: to create a sustainable agreement that benefits all parties involved and addresses their principal concerns. Avoid taking difficult discussions personally and avoid escalating tensions by 'fighting fire with fire'. Allow the other side to 'save face'. Listen carefully for opportunities to come to a meeting of the minds, even on minor points, and let the other side know you are listening by repeating their position to them. Sometimes, gradually building agreement on smaller points can lead to successful negotiation of larger issues as well.

It is also important to consider social and cultural norms and practices when it comes to negotiating. These may vary greatly from one continent to another, from one country to another and even from one region to another within the same country.

Instead of confronting sensitive issues as a head-to-head battle, try repositioning them as joint challenges to be solved together.

TIPS

Negotiating difficult agreements

1. Separate people from the problem
2. Focus on interests, not positions
3. Invent options for mutual gain
4. Insist on using objective criteria

Adapted from The ABS Capacity Development Initiative (2015), How (Not) to Negotiate Access and Benefit Agreements

CHECKLIST

Preparing for negotiations

Your negotiators

- [ ] Decide whether to assign an individual negotiator or a team of negotiators
- [ ] Name individuals or a team and identify the role of each of the team members
- [ ] Decide the name of the person who makes the final decision on the negotiations

Check information about the other side

- [ ] Review past contacts with the other ministries or departments
- [ ] Make a list of the three most important elements of the issue to be discussed
- [ ] Review the other ministry's funding situation and how that affects their considerations
- [ ] Find out about what type of person the negotiator is
- [ ] What is the negotiator's relation to the issue?
- [ ] What is most important to their negotiator?
- [ ] What alternatives to your ideas and suggestions are available for them?
- [ ] Who is their decision-maker? Will the decision-maker be at the negotiations?
- [ ] What are their expectations of this meeting?

Check key considerations from your agency's point of view

- [ ] What is your mutual understanding of the mission and objectives?
- [ ] Scope out the aspects and issues essential to you
- [ ] What are the main deliverables and results you want to achieve?
- [ ] What factors affect your schedule to achieve a resolution of the issue?
- [ ] What are the potential areas of liability regarding possible decisions?

Define your position:

- [ ] What do you want? Define:
  - [ ] Opening position
  - [ ] Goal to be reached
  - [ ] Minimum acceptable outcome
- [ ] Key points or draft text items for a contract to formalise the negotiations
- [ ] The type of cooperation you would like to pursue with the other party
- [ ] What alternatives do you have?

Check preparation for the negotiation session

- [ ] Agenda agreed upon
- [ ] Rehearse the negotiations (decide on questions to start the discussion)
- [ ] Negotiation environment, such as adequacy of the room size, seating arrangements, access to telephones, photocopier, secretariat help etc.
- [ ] Are there distractions in the meeting area from noise, light, temperature?
- [ ] Arrangements for refreshments and any other special arrangements at the venue

Partnering in ABS agreements

What is an ABS agreement?

ABS agreements are contractual arrangements between users and providers of genetic resources and/or associated traditional knowledge, that govern their respective rights and obligations, including terms of access to genetic resources, and the benefits to be provided related to access. These arrangements are also referred to as **mutually agreed terms** between the provider and the user of genetic resources and/or associated traditional knowledge.

Written contracts between users and providers of genetic resources and associated traditional knowledge can provide a clear basis for a partnership that reflect a mutual understanding and can help avoid ambiguity as to each party's obligations.

What is distinctive about an ABS agreement?

While ABS agreements share some characteristics with typical commercial contracts, there are also specific elements. For instance, ABS agreements often address environmental and social welfare elements as well as commercial aspects. Typical terms included in the ABS contract will usually cover the conditions for access, the types of benefits to be shared (monetary and/or non-monetary), the timing and distribution of benefits, third party transfer, confidentiality etc.

Who should be involved?

ABS agreements will, at a minimum, involve a provider and a user of genetic resources and/or associated traditional knowledge, often with different cultural backgrounds and different practices and approaches to negotiating and signing contractual agreements. An ABS agreement may also involve indigenous peoples and local communities (IPLCs) with regards to access to traditional knowledge associated with genetic resources and access to genetic resources in situations where IPLCs have established rights.

Being informed about what terms could be included in the contracts as well as best practices in negotiation is key to ensuring that ABS agreements are conducive to fair and equitable benefit-sharing.

The Nagoya Protocol, in its Annex, provides an indicative list of benefits to be shared. The Bonn Guidelines also provide guidance on the content of mutually agreed terms.

TIPS

How to address unrealistic expectations on the magnitude and kind of benefits to be shared

- Sharing information honestly about the potential and real benefits to be received is advisable. It is essential to ensure that parties understand that a (possible) future process of R&D and commercialization takes considerable time before any benefits may be actually generated and that profits do not arise quickly.
- Understanding that the probability of a product ultimately being placed on the market is generally low. Therefore, only in a limited number of cases it will be possible to share benefits arising from commercialization.
- If you are interested in negotiating an ABS agreement in a specific field (for instance, horticulture, crop protection, pharmaceuticals) it is convenient to review journals and other sources of information about the commercial practices in each field.
- A key aspect of successful ABS activities is to **build confidence and trust** between the provider of the genetic resource or associated traditional knowledge and the prospective user. Both the provider and user must be willing to participate in good faith in the ABS negotiations. Relationships should be based on trust, dialogue and mutual benefit.
- One key to an equitable and enduring partnership is a **shared understanding of the value of the contributions that are made by each party** – on the one hand, the value of genetic resources and/or associated traditional knowledge that are being provided and on the other hand, the value of research, development, risk management and investment that is involved in the use of the resource or knowledge. It will be helpful, for instance, for both parties to **recognize the different expectations and perceptions** of value that each brings to the discussions.

Adapted from the Updated Management Tool (2012) Best Practices and Handbook for Implementing Genetic Resource and Benefit-sharing Activities.

RESOURCES

Resources for ABS agreements

Training Module: Developing Contracts and Agreements

Manual: How (Not) to Negotiate Access and Benefit Agreements

Booklet: Introduction to Drafting Successful ABS Agreements

Handbook: The ABS Management Tool

Model contractual clauses and other standards: The ABS Clearing-House

Book: Drafting Successful Access and Benefit-sharing Contracts **(Legal Studies on Access and Benefit-Sharing) by Tomme Rosanne Young and Morten Walløe Tvedt, Leiden (the Netherlands), Brill, 2017, 420 p.**

RESOURCES

Dialogues in Ethical BioTrade: How to establish respectful, balanced and inclusive discussions in the sourcing of natural ingredients.

These guidelines provide companies committed to Ethical BioTrade with practical guidance on establishing dialogues with producers, collectors and other partners at the local level. They describe the core elements of a dialogue and outline specific measures that companies may carry out to advance these core elements and establish a process.

PARTNERING WITH INDIGENOUS PEOPLES AND LOCAL COMMUNITIES (IPLCs)

IPLCs are relevant partners for ABS agreements, particularly for those dealing with access to traditional knowledge associated to genetic resources, but also for access to genetic resources where they have established rights over those resources.

There is a growing appreciation of the value of the traditional knowledge held by IPLCs. This knowledge is not only valuable to those who depend on it in their daily lives, but to modern industry, agriculture and animal husbandry as well. Traditional knowledge has led to the development of unique species of plants and animals. In some cases, traditional knowledge may provide valuable information to researchers and others regarding the specific properties and value of genetic resources and their potential use for the development of new products, for example, new medicines or cosmetics.

As a result, it is essential that traditional knowledge is valued appropriately by those who use it. This means making sure that access to traditional knowledge associated with genetic resources is subject to the prior informed consent of the IPLCs involved and that IPLCs obtain a fair share of the benefits arising from its use.

Although much can be gained through ABS negotiation processes, communities are generally at a disadvantage due to significant power imbalances.

An important aspect of both dialogue and negotiation is the ability for parties to say “no” to an offer put on the table. Prior informed consent is an ongoing process whereby at any stage of a negotiation, mediation or dialogue, a community has the right to seek more information, say “no” or withdraw entirely.

Giving wrong or unclear information to IPLCs will affect their deliberations and considerations as well as their collective decisions. Not being able to communicate the information well could lead to misunderstanding. Information dissemination and awareness-raising activities should take into consideration the level of literacy and language that IPLCs use and understand. Audio-visual and printed media in a language familiar to them can be used for better understanding of the concept and implications to their rights, ownerships and livelihoods.

Whenever possible IPLCs should demand that complete and accurate information be delivered to them in a manner and form they can clearly understand.

TIPS

Preparing for an ABS negotiation

- At what point will we feel 'fully informed'?
- What do we absolutely need to know?
- Who is involved in the negotiation process?
- What are the other parties' interests, priorities, rights and responsibilities?
- What is the timeframe for negotiating and making a decision?
- What language will be used?
- Do we have access to adequate translation services if needed?
- What are my community's rights and responsibilities?
- Who will represent us?
- How will the rest of the community provide input and feedback?
- What outcomes would we like from the negotiation?
- What are our 'non-negotiables' or 'bottom-lines'?
- How would we handle a breakdown in negotiations or a drastic shift away from our priorities?
- Do we have access to legal support if necessary?

Adapted from Natural Justice: Biocultural Community Protocols: A Toolkit for Community Facilitators.

EXAMPLE

Access and benefit-sharing in the Koutu Nui community, Cook Islands

Dr. Graham Matheson from the Cook Islands carried out his PhD studies at the Australian University of New South Wales (UNSW) on the effects of traditional Cook Islands medicine in the treatment of bone fractures and skin afflictions. In 2003, his research led to the establishment of CIMTECH, a company which incorporated the Koutu Nui indigenous community as a shareholder.

Prior to any research activity, Matheson sought prior informed consent from the Koutu Nui – a lawfully recognized council of traditional leaders under the House of Ariki Act (1965) of the Cook Islands and approached them with a proposal for further investigation and possible future commercialisation. Matheson provided detailed submissions to the Koutu Nui on the intended research. These submissions were also communicated to different community members, including a number of Taunga (traditional healers). In March 2003, the Koutu Nui council met, returned with to Matheson with questions and then reconvened at an annual general meeting in June 2003 to unanimously approve the project. To mark the occasion, the Koutu Nui provided a bottle of Vairakau Ati prepared by a Taunga to Dr. Matheson. This arrived too late to be used in the pilot research, but was felt to be extremely important to the Koutu Nui as proof of their commitment.

The two parties signed a benefit-sharing agreement and became equal partners of the newly-founded company. A permanent dialogue was established and allowed for transparent discussions to take place regarding the potential opportunities and risks. Both parties were aware of the many years between investment and actual benefits. After the launch of the skincare line “Te Tika”, tangible benefits were channelled back to the Koutu Nui community, including improved livelihood security for the staff employed at the laboratory and processing facility in Rarotonga.

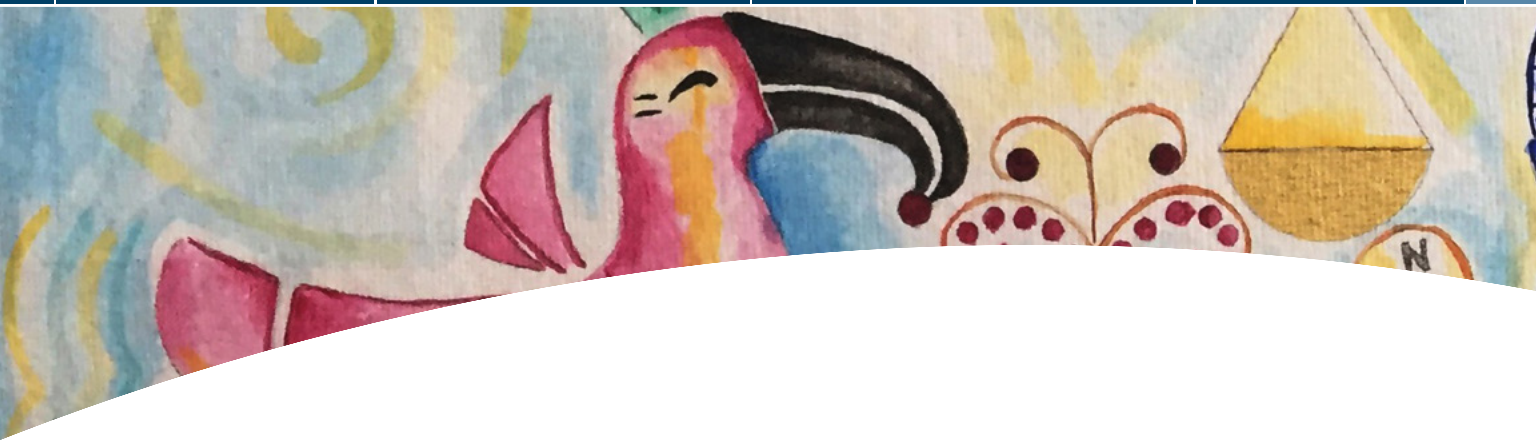
The CIMTECH-Koutu Nui agreement provides an example of the importance of engaging with indigenous groups prior to conducting research related to their knowledge and holding transparent discussions to inform about intent and risks, with an up-front agreement on the terms of benefit-sharing. Matheson and the Koutu Nui shared ownership of CIMTECH, intellectual property rights, risks and responsibilities and, as a consequence, had equal interest in the company’s success.

The former Koutu Nui President, Ruby Dorice Reid, was quoted saying that the research was a first for the Cook Islands and would provide a new industry: “It is such an important venture for us. We are really proud and excited that this traditional medicine can help people throughout the world. And the people of the Cook Islands will also receive a great deal of benefit from it”.

Adapted from ABS Capacity Development Initiative, ABS Pacific Case Studies (2012) and 3 ABS Cases in Industrial Sectors interactive infographic and poster (2015).

RESOURCE

Biocultural heritage. This website shows how the concept of biocultural heritage can be used to protect the bundle of rights that support indigenous peoples and local communities. It provides tools to protect and promote biocultural heritage, such as community protocols and ABS partnerships.



Recommended resources

AWARENESS RAISING ON THE NAGOYA PROTOCOL

SCBD Factsheets

The factsheets are meant to provide readers with a broad understanding of the key issues related to the Nagoya Protocol. They are relevant for Governments and stakeholders wishing to raise awareness of the Nagoya Protocol, and are meant to encourage its early ratification and effective implementation. Available in English, French, Spanish, Arabic, Russian and Chinese.

- SCBD Fact sheet on ABS
- SCBD Factsheet on the Nagoya Protocol
- SCBD Factsheet on Becoming a Party to the Nagoya Protocol

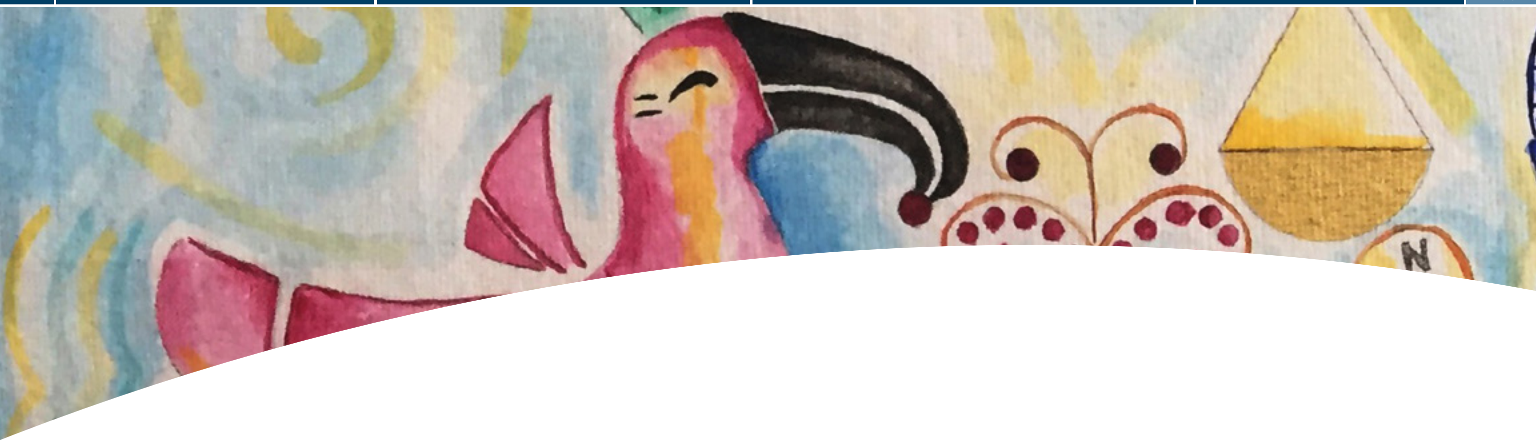
SCBD ABS Information Kit (Brochure and Factsheets)

A generic information kit was developed by SCBD to present the basics of access and benefit-sharing in simple language. Available in English, French, Spanish, Arabic, Russian, Chinese and Portuguese.

- ABS Information Kit: Introduction to access and benefit-sharing (Brochure)
- ABS Information Kit: Access and Benefit-Sharing (Factsheet)
- ABS Information Kit: Uses of Genetic Resources (Factsheet)
- ABS Information Kit: Traditional Knowledge (Factsheet)
- ABS Information Kit: The Bonn Guidelines (Factsheet)
- ABS Information Kit: National Implementation (Factsheet)
- ABS Information Kit: The Nagoya Protocol on Access and Benefit-sharing (Factsheet)

Film: ABS - Simply Explained (ABS Capacity Development Initiative)

A short animated video clip to explain ABS and the Nagoya Protocol within in 5 minutes. It is meant to be screened as a curtain raiser at meetings, conferences and workshops, to larger audiences. Available in English, Spanish, French and German.



Film: Monitoring Utilization of Genetic Resources through the ABS Clearing-House (SCBD and ABS Capacity Development Initiative)

This short animated video clip explains monitoring the utilization of genetic resources through the ABS Clearing-House, including the role of competent national authorities, checkpoints and checkpoint communiques. Available in English, Arabic, French and Spanish.

Film: People, plants and profit (ABS Capacity Development Initiative)

This 25-minute film illustrates the basic principles of ABS in the context of the Nagoya Protocol, with the help of three real life cases: Hoodia (South Africa), Argan (Morocco) and Teff (Ethiopia). Available in English and French (subtitle).

Film: La Jagua: Un caso real del Protocolo de Nagoya

The video narrates an ABS case study about a biotechnology development related to “la Jagua” a natural blue colorant used by the food industry.

Guide: Strategic Communication for ABS (ABS Capacity Development Initiative)

This guide offers advice about the role, relevance and use of communication for implementing Access and Benefit-sharing systems at the national level. It provides an overview of communication considerations, approaches and methods for the different phases of ABS implementation. Available in English, Spanish, French and Portuguese.

Policy paper: ABS and SDG (ABS Capacity Development Initiative)

This paper details the links to ABS in the Sustainable Development Goals (SDGs) and the Nagoya Protocol’s indirect support of the SDGs and their targets. The document underlines the relevance of ABS for achieving the SDGs, on matters as wide ranging as poverty alleviation, food security, climate change, health, economic growth, innovation, oceans and governance. Available in English and French.

RESOURCES ON ABS-RELATED ACTIVITIES IN DIFFERENT SECTORS

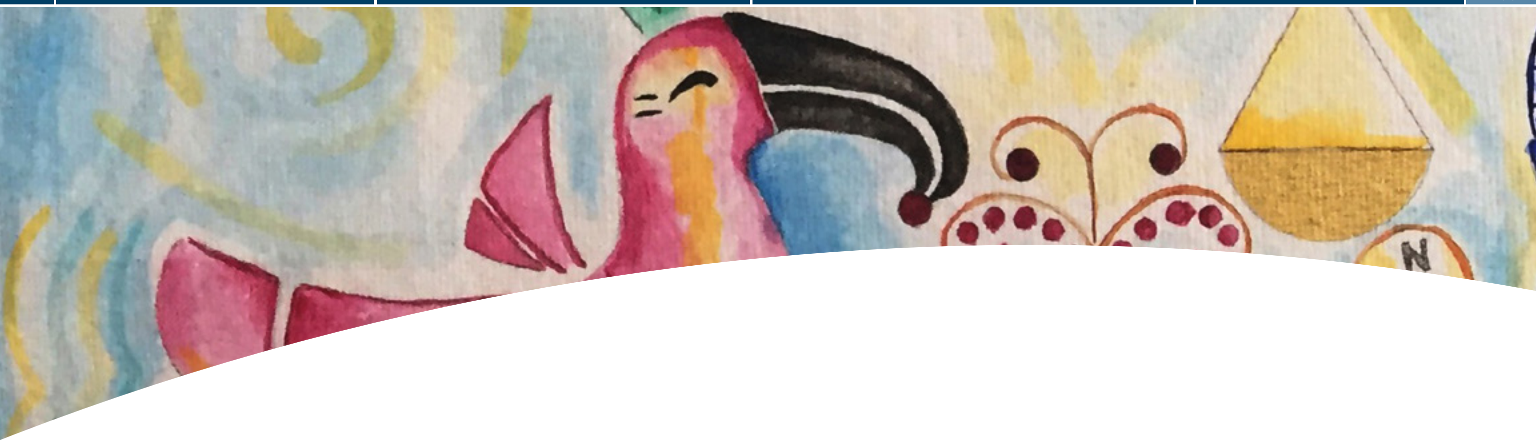
SCBD Policy Briefs and Factsheets: Bioscience at a Crossroads. Access and Benefit Sharing in a Time of Scientific, Technological and Industry Change

They provide an overview of the types of ABS-related activities carried out in different sectors (i.e. pharmaceuticals, agriculture, industrial biotech, cosmetics, botanicals and food and beverage) as well as an analysis of the relevance and impact of the Nagoya Protocol for these sectors in the light of recent trends and practices. Briefs are available in English only, but factsheets are available in English, French, Spanish, Arabic, Russian and Chinese.

- Bioscience at a Crossroads: Implementing the Nagoya Protocol in a time of Scientific, Technological and Industry Change (Brief) (Factsheet)
- Bioscience at a Crossroads: The Agricultural Sector (Brief) (Factsheet)
- Bioscience at a Crossroads: Botanicals (Brief) (Factsheet)
- Bioscience at a Crossroads: The Cosmetics Sector (Brief) (Factsheet)
- Bioscience at a Crossroads: Industrial Biotechnology (Brief) (Factsheet)
- Bioscience at a crossroads: The Pharmaceutical Industry (Brief) (Factsheet)
- Bioscience at a crossroads: The Food and Beverage Sector (Brief) (Factsheet)

Briefs: Access and Benefit Sharing: Key Points for Policy-Makers Series (ABS Capacity Development Initiative)

This series of briefs on six different industrial sectors provides governments, companies, researchers, communities and other ABS stakeholders with background Information to assist with the development of ABS measures to implement the Nagoya Protocol. The sectors covered are: Agriculture; Botanicals Industry; Cosmetics Industry; Food and Beverage Industry; Industrial Biotechnology; and Pharmaceutical Industry.



ENGAGING AND INFORMING RELEVANT STAKEHOLDER ABOUT THE NAGOYA PROTOCOL AND ABS

Brief: Technical Brief on Nagoya Protocol (Union for Ethical BioTrade)

Document explaining the Nagoya, activities covered and implications for natural ingredients in food and personal care. Available in English.

Learning Modules: Access and Benefit-Sharing for botanic gardens (Botanic Gardens Conservation International)

This suite of learning modules on ABS and the Nagoya Protocol has been created for those working in botanic gardens. They include modules, quick quizzes and PowerPoint presentations.

Presentation pack: The CBD for Botanists: An introduction to the Convention on Biological Diversity for people working with botanical collections (Royal Botanic Gardens, Kew)

This presentation pack is designed as an introduction to the CBD, and includes slides and suggested speaker's notes, and a resources section offering more detailed information, useful links and suggestions for further reading. It is primarily intended for people working with botanical collections: botanists, curators, horticulturalists and technicians in botanic gardens, herbaria, museums and seed banks

SCBD Newsletter- Business.2020, November 2015

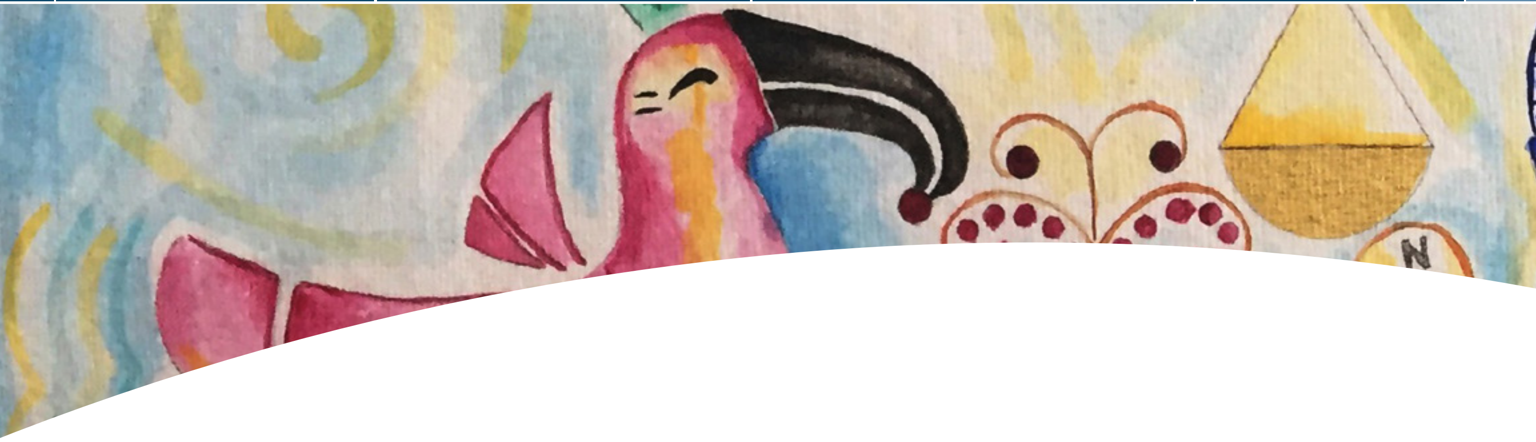
Special Focus on Access and Benefit-Sharing. It contains several articles on different topics of interest for the business community.

FAQ: Frequently Asked Questions on the Nagoya Protocol on ABS (Union for Ethical BioTrade)

It answers some of the questions frequently asked by companies about the Nagoya Protocol.

Factsheet: Access and benefit sharing: Understanding implications for industry (Union for Ethical BioTrade)

It explains ABS and what Ethical BioTrade standard say about ABS in simple terms. Available in English, Spanish, French and Portuguese.



Factsheet: Implementing Access & Benefit-Sharing (ABS) & Ensuring Academic Non-Commercial Research for the Conservation & Sustainable Use of Biodiversity (DIVERSITAS, ICSU-ROLAC, SCNAT and IUBS)

This document compiles key messages from a pilot experience in initiating a dialogue between academic researchers and policy-makers in Latin America and the Caribbean.

E-book: Introduction to Access and Benefit-Sharing and the Nagoya Protocol: What DNA Barcoding Researchers Need to Know (SCBD, University of Guelph)

This e-book explains the basic framework of access and benefit-sharing (ABS) and is intended for 'DNA barcoders' – researchers and practitioners using DNA-based approaches, such as DNA barcoding, for the identification of organisms. It also points to opportunities for researchers and practitioners to raise awareness of their work and identify for themselves the specific practices within their field as these relate to ABS.

Video: Introductory Video on ABS (Union for Ethical BioTrade)

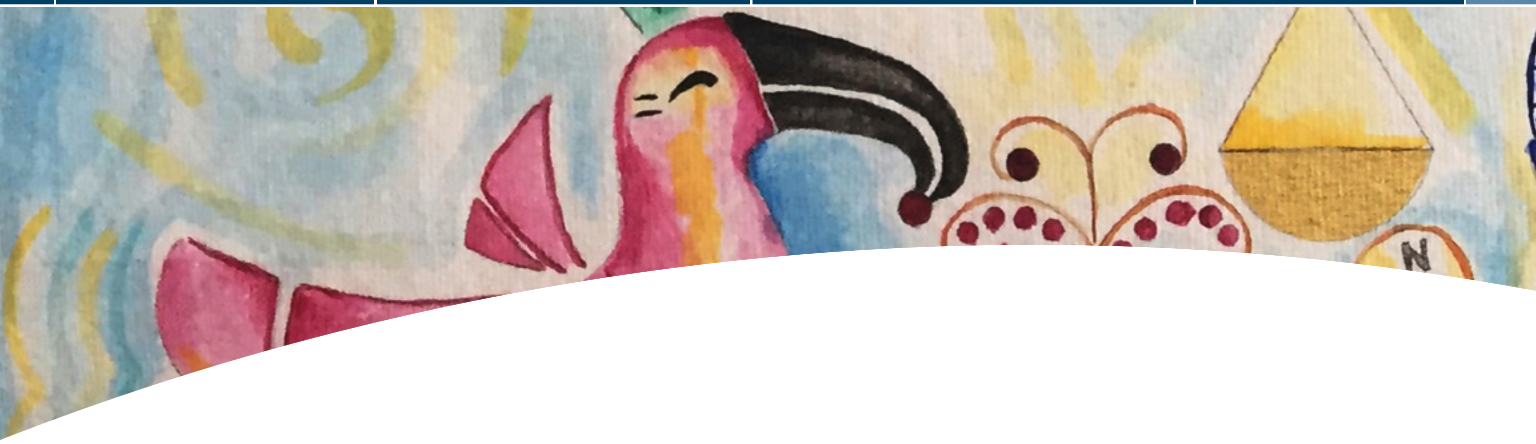
This 3 minute video explains what is ABS in a simple manner. Available in English, Spanish, and Portuguese.

Brochure: L'APA pas à pas (French Foundation for research on biodiversity)

This practical guide covers the basics of ABS, how ABS applies to scientific and academic research, and the applicable regulations for researchers. It also includes a FAQ and examples of ABS measures in other countries. Available in French.

Q&A: Implementation of the Nagoya Protocol in the context of human and animal health, and food safety: Questions and Answers (SCBD, WHO)

The purpose of this Q&A brochure is to answer questions received regarding the sharing of pathogens in the context of implementation of the Nagoya Protocol.



RESOURCES ON COMMUNITY PROTOCOLS

Toolkit: Biocultural Community Protocols: A Toolkit for Community Facilitators (Natural Justice)

This resource is intended for facilitators from indigenous peoples, local and mobile communities, and supporting community-based and non-governmental organizations. It is intended to support communities to secure their rights and responsibilities and strengthen customary ways of life and stewardship of their territories and areas.

Videos and photo-stories: Biocultural Community Protocols (Natural Justice)

A video highlights the potential and possible role of BCPs for community members and facilitators interested in developing community protocols. The two examples of community protocols in ABS told through photo stories.

Posters and animation video: Bioprospecting, Access and Benefit Sharing

This Poster Series and Animation Video provide practical information about South African legal framework on Bioprospecting, Access and Benefit Sharing provided in the National Environmental Management: Biodiversity Act, 2004 (Act No. 10 of 2004) and its Regulations.

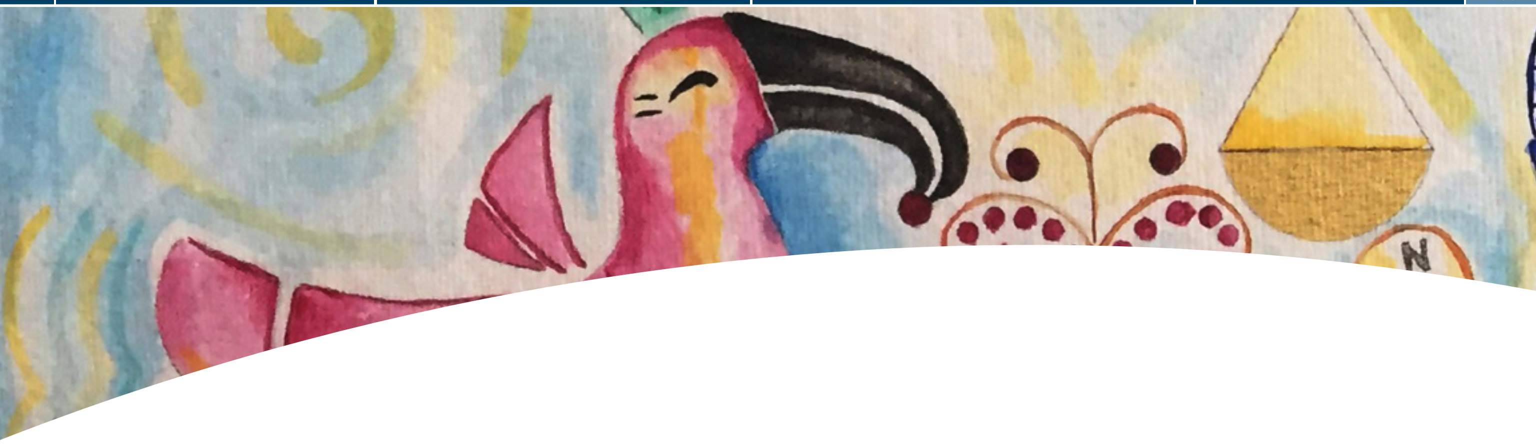
Video: Cómo proteger nuestros conocimientos colectivos (INDECOPI)

A video targeted to IPLCs that explains the key elements of the Peruvian law that establishes an access procedure to traditional knowledge related to genetic resources.

Comic: The Ecuatorian Institute of Intellectual Property developed two comic books

The first comic explains why traditional knowledge is important and what the institute does to help IPLCs to protect their knowledge, including through registries, and the second focus explains how to access genetic resources and associated traditional knowledge in Ecuador.

- Saberes ancestrales, expresiones culturales y biodiversidad (El Epibatidín). Available also in English.
- El acceso a nuestros recursos genéticos (El Epibatidín). Available also in English.



RESOURCES ON NEGOTIATING AGREEMENTS

Guidelines: **Dialogues in Ethical BioTrade: How to establish respectful, balanced, and inclusive discussions in the sourcing of natural ingredients** (Union for Ethical BioTrade)

The guidelines aim to provide companies working with the Ethical BioTrade Standard with practical guidance on establishing dialogues in the context of their sourcing activities. These guidelines focus on interactions between companies and partners at the local level, such as producers, collectors, providers of genetic resources or their communities.

Manual: **How (Not) to Negotiate Access and Benefit Agreements** (ABS Capacity Development Initiative)

Using real cases and different scenarios, this manual assists those negotiating access and benefit-sharing (ABS) agreements. The manual seeks to be holistic, offering a hands-on approach to negotiating ABS agreements

Booklet: **Introduction to Drafting Successful ABS Agreements** (ABS Capacity Development Initiative)

This booklet provides an extremely brief summary of the main rules, issues and questions that the parties to an ABS transaction must be aware of when negotiating, drafting and implementing an ABS contract.

Handbook: **The ABS Management Tool** (Stratos Inc)

The handbook contains best practice standards both for users and providers of genetic resources and associated traditional knowledge and includes a series of tools that can assist ABS users and providers with negotiating ABS agreements.

Book: **Drafting Successful Access and Benefit-sharing Contracts** (Series: Legal Studies on Access and Benefit-sharing, Volume: 5. Authors: Tomme Rosanne Young and Morten Walløe Tvedt, 2017)

In the book “Drafting Successful Access and Benefit-sharing Contracts”, Young and Tvedt offer an insightful and profound analysis of how ABS can be made truly functional through the use of legally binding and enforceable contracts.

CBD Guidelines: Mo’otz Kuxtal Voluntary Guidelines

The Mo’otz Kuxtal Voluntary Guidelines include procedure considerations for “prior and informed consent”, “free, prior and informed consent” or “approval and involvement”, depending on national circumstances, and mutually agreed terms; considerations related to access to traditional knowledge and benefit-sharing, as well as mechanisms for reporting and preventing unlawful appropriation of traditional knowledge.