

Section 2: Environmental Awareness and Education

Conservation education campaign: <i>Promoting Protection Through Pride</i> . Paul Butler, RARE	26
Environmental awareness and education in the Turks & Caicos Islands. Ethlyn Gibbs-Williams, Turks & Caicos National Trust	42
Environmental awareness and education on St Helena. Rebecca Cairns-Wicks & Isabel Peters, St Helena Government, and Stedson Stroud, St Helena Conservation Group	43
Raising awareness on wetlands of international importance in Cayman. Fred Burton, Cayman Islands National Trust	45
Raising awareness: experience of a large organisation. Martin Drury, The National Trust [of England, Wales & Northern Ireland]	48
Workshop on producing educational, curricular & awareness material. Led by Ethlyn Gibbs-Williams, Turks & Caicos National Trust, and Rachel Sharp, RSPB	50
Children’s workshop on “Animal Adaptations”. Led by Paul Linares, GONHS; Jim Stevenson, RSPB; and Ijahnya Christian, Anguilla National Trust	51
Update on the “West Indian Whistling-duck (WIWD) and Wetlands Conservation Project”. Patricia E. Bradley and Lisa Sorenson	53



Children from the Workshop present their work to the Conference

Conservation education campaign: *Promoting Protection Through Pride*

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“It is better to light one candle than to curse the darkness” Anon

RARE Center for Tropical Conservation has developed a successful and reproducible approach for promoting conservation awareness in a unique programme: *Promoting Protection through Pride*. This approach uses social marketing techniques, colourful flagship species (usually birds), and national or local pride to generate grassroots support for conservation. Over the past twelve years RARE Center’s pride campaigns have reached out to more than 1.5 million people in 23 countries and territories throughout the Caribbean, Latin America and Pacific. This program’s accomplishments have been significant and tangible. Campaigns have led to the establishment of wildlife reserves, the creation or strengthening of wildlife legislation, a rebounding of endangered wildlife populations, the training of local personnel in environmental education, and an increase in local appreciation for natural resource conservation. Dominica’s Chief Forest Officer, Arlington James noted:

“The project touched a wide cross section of people, schools, musicians – everybody became familiar with the Sisserou [the endemic and endangered Imperial Parrot]. Long after the project people still use its symbolic status and are aware of its existence and status”.

RARE Center believes that national self-esteem can be a powerful force for advancing the conservation message and that widespread support for conservation can be generated using proven marketing techniques, with colourful wild animals as flagship species and pride as the emotive key.

RARE Center assisted the Bahamas National Trust in conducting a Promoting Protection Through Pride campaign on New Providence, Grand Bahama, Great Inagua and Abaco in 1992. This campaign resulted in the establishment of a 20,300 acre National Park on Abaco, thereby helping to conserve a vital area of feeding and nesting habitat for the Bahama Parrot. In April 1994, the Assistant Executive Director of the Bahamas National Trust wrote:

“The Abaco National park comprises 20,300 acres and includes all of the area originally requested. The creation of the Park is a major breakthrough - it is the first major park created by the Bahamas government

in twenty years. The Bahamas National Trust is indebted to RARE Center for its assistance in carrying out the Bahama Parrot Conservation Education Campaign. The Trust considers the program to be key in making the Abaco Park a reality”.

RARE Center also believes that, for conservation to be a reality, environmental education programs must be implemented by local people, having a knowledge, understanding and concern for the ecological, social, political and economic realities of their homeland. Based on this, RARE Center’s programs are always implemented in partnership with government agencies and/or local organizations in host countries.

Writing on the programme implemented in Saint Lucia (Eastern Caribbean) the IUCN Red Data Book observes:

“The recent history of conservation in Saint Lucia has become a model for other Caribbean countries and reveals an achievement unparalleled elsewhere in the world”. The population of the endemic Saint Lucia Parrot, has increased from about 100 to 500 birds over the past two decades.

A critical first step and pre-requisite in implementing RARE Center’s Conservation Education Campaign (CEC) is the development of a clear and attainable campaign objective, as well as the selection of a suitable target species and a capable counterpart to carry out the manual’s 26 tasks. These tasks are undertaken over the course of twelve months and are fully described in RARE Center’s manual: *Promoting Protection Through Pride*. Some of these tasks includes fact sheets, community and church visits, songs, puppet theatres, costumes, badges and pre - and post-questionnaire surveys. The role of the local counterpart is to coordinate and implement these tasks, and to see them through successfully. He or she is assisted by a Coordinating Committee comprised of various stakeholders, as well as many volunteers.

WHAT IS MARKETING, WHAT IS EDUCATION?

Of course RARE Center’s approach to building community awareness is NOT the only successful approach to environmental education. Indeed, it is less

to do with “education”, than it is to do with marketing. It recognizes that new approaches are needed to change people’s attitudes and behaviour. Conservation is not about endangered animals, or even about their threatened habitats. Conservation is about people. Whether it is rain forest destruction, cyanide poisoning or illegal wildlife trade, it is people who are undertaking these detrimental activities, and it is only through changing their behaviour that they will be stopped.

Public education and community outreach are pivotal in providing information upon which sound decisions can be made, as well as for communicating the choices and alternatives available. Too often, however, environmental education is dry, impersonal and has little effect. Environmentalists tend to preach to the converted and fail to inspire the common man. Their messages are too technical [using terms such as “bio-diversity”, “habitats”, “erosion”, “siltation”], and leave the audience with a sense of helplessness, believing that the situation is so serious that any action on their part is probably futile. The effect, of adopting or not adopting conservation measures are usually medium- to long-term and often occur far from the individual initiating the activity. The effects of poor land use in the highlands may be experienced more immediately by people living along the coast who face threats of flooding, reduced water quality and siltation.

Compounding the problems of misunderstanding, the individual is often depicted as the guilty party and “assaulted” with a barrage of negative messages – posters telling him or her not to clear forests or dynamite reefs; community meetings that describe the laws and penalties for transgression; radio programs that are so technical that they are uninteresting and re-enforce a feeling of ignorance and alienation. The individual comes to view conservation and conservationists in a “them and us” situation. Feeling excluded, they lack a real desire to become part of the process and become more and more receptive to the opponents of conservation exacerbating the situation.

Farmers who attend meetings tend to be those who are already converted, radio listeners are those who are already “informed”. While those that need to be targeted the most remain apathetic – for them conservation remains a difficult concept to grapple with. Even for people who may wholeheartedly agree with your message, they often feel that it does not apply to them. For conservation to be really successful the public must connect with the cause and genuinely want to rally around it. They must feel an emotive bond to it. Too often outreach and education programs target the mind, when perhaps targeting the heart and people’s emotions may be more effective. Let us look at how businesses sell or promote “difficult” products

and see if we can draw any conclusions from the corporate world that is so successful in persuading people to buy useless products that they do not want, and do not need.

When a car company wants to persuade a customer to purchase one of its vehicles it leaves the selling to its marketing division. If the engineer who designed and built the car were assigned the task of selling it, none would be sold. The engineer would highlight the quality of its paint or the innovative design of its piston rings. The public is uninterested in these details. The marketing specialist will sell you the car by telling you how thrilling it is to drive, and how its luxurious appointments will enhance the driver’s image. It’s sex appeal. The company is not interested whether you understand or appreciate the car’s mechanics, it is only interested in seeing you purchase it. As conservationists, we should spend less time worrying about whether the public really understands the intricacies of the hydrological cycle or the adverse effects of siltation, and focus on getting them to stop cutting down the trees and to be proud of their environment, as well as vocally supportive of its preservation. And, remember, advertisements do not just change knowledge; they change attitudes and behaviour too, as is evidenced by new people buying cars or even taking up smoking every day. Behaviour is also influenced by peer pressure; mass advertising gives the impression that an activity – like smoking – is a “cool” and “popular” thing to do.

RARE Center believes that if pride is a powerful emotion that can be used to create a passion for conservation, that can be translated into public concern and action. The following steps show ONE approach to setting up an effective outreach campaign, that can launch a RARE Center-style CEC outreach program. A copy of RARE Center’s manual is available for viewing and additional information on the programme can be gathered from:

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Conservation
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Arlington, VA 22201-300
Washington DC, USA
Email: rare@rarecenter.org

RARE Center for Tropical
Conservation
UK Office
46 Hillside Rd
Whitstable CT5 3EX
Phone: 01 227 281696

GETTING STARTED

1: Selecting your target area

This should be an obvious first step. It will usually be the region that you are currently working in and should include the residential areas of those who impact your target area. For example, if you are trying to build an awareness and appreciation for a newly established protected area, try to include all those who interact with it – not just the farmers who live and tend the land adjoining it, but also those who visit there from neighboring villages. If this is your first campaign and you are implementing it alone, start small and focused. Try to take on communities or groups of communities that have less than 250,000 people. The more homogenous they are the better. In many smaller islands entire populations can be tackled.

2: Identify a campaign objective

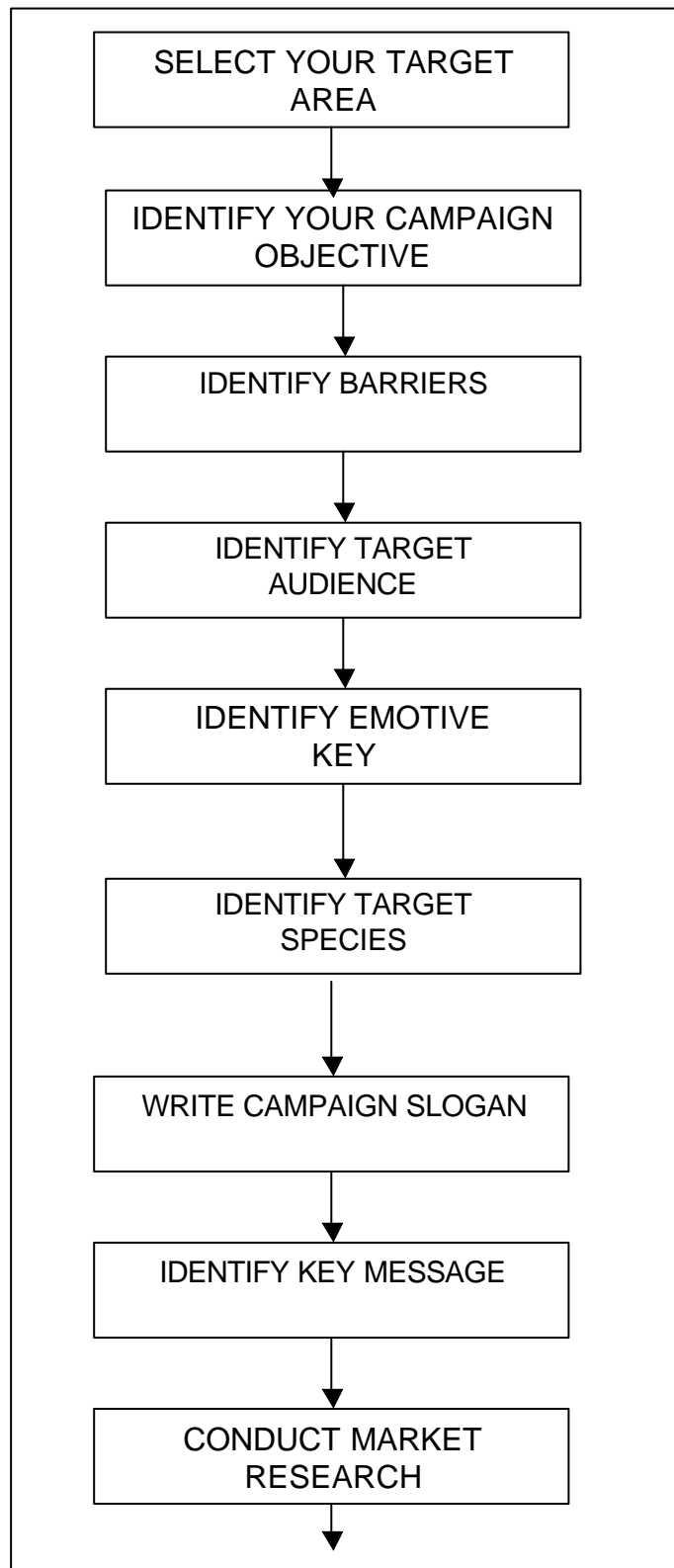
Again, your campaign objective might be obvious, being the same as your organization's overall goal. Alternatively you might want to identify a new objective specifically for this outreach campaign. Conservation marketing campaigns have proven useful in achieving the following objectives in other regions:

- ☆ To build pride and awareness for a specific bird or animal, thereby assisting with its conservation.
- ☆ To promote the establishment of specific protected areas, national parks or forest reserves, which benefit not only the target species, but the host of other plant and animals that share its habitat.
- ☆ To promote a knowledge of, and appreciation for, existing protected areas, national parks and forest reserves.
- ☆ To build constituent support for initiatives such as the passage of legislation and other land use/wildlife regulations.

Ideally you should have a "SMART" objective:

SMART Objective: Specific + **M**easurable + **A**ccountable + **R**ealistic + **T**ime bound

Involve your colleagues and potential collaborators from other organizations working on conservation issues and other key stakeholders in your target area. In the selection of a campaign objective, you might do this by means of a "focused discussion" or in a workshop context. Consider following the steps below to determine your SMART campaign objective.



Step 1: Getting started with a focused discussion

With you (or an independent moderator) standing in front of the assembled group, start off by asking each participant to highlight the one thing he or she is proud of. You might want to write these down for later reference. By asking everyone to speak you will ensure that every participant's voice is heard from the

start and thereby improving participation. Thank each person for coming and offer praise: “That’s great Mike, thanks for coming, I hope that by working together we can come up with a strategy for promoting conservation in our area.”

Step 2: Expectations

After an opening round of introductions and getting to know one another, you or the moderator should begin by carefully reviewing expectations for the workshop/meeting. Be very clear about what you hope that the gathering will achieve. For example it is not to discuss building an interpretive centre, nor to talk about alternative fishing techniques. No, it is to... Focus people’s discussion on the purpose of the meeting that will guide the group towards setting up a community awareness campaign objective and strategy.

Below is a Statement of Context. Normally the person calling the meeting or workshop will provide this Statement of Context. This should be pinned or pasted onto the wall or written on top of your chalkboard.

Make sure all the participants can see/read this statement which should be brief and to the point. You should also be very clear about the time frame. For example, that by the end of a fixed period a draft objective and action plan will have been drafted.

Step 3: Developing a shared vision of your campaign objective

After you have introduced the subject context of the session and the participants have been introduced to one another, you can proceed to the “Developing a

shared vision of your campaign objective” phase of the proceedings.

You or the moderator should begin by asking participants to imagine where they would like to see conservation of your target area in one, two or five years. The purpose of this is to get as many ideas out on the table as possible. The greater number of people you have representing different viewpoints, the more data you will collect. Get the participants to define their own “vision” in relation to the workshop’s statement of context.

To facilitate this approach you or the moderator should ask everyone to write down several answers on different sheets of paper. Participants should not use long sentences, but rather should be concise and clear. Use marker pens that produce bright, clear and easy-to see text. If participants cannot write, then have others help them to relate their ideas and to put them on paper. Paper should be about A4 (or letter size for those using the American sizing system) so that everyone can clearly see what is written.

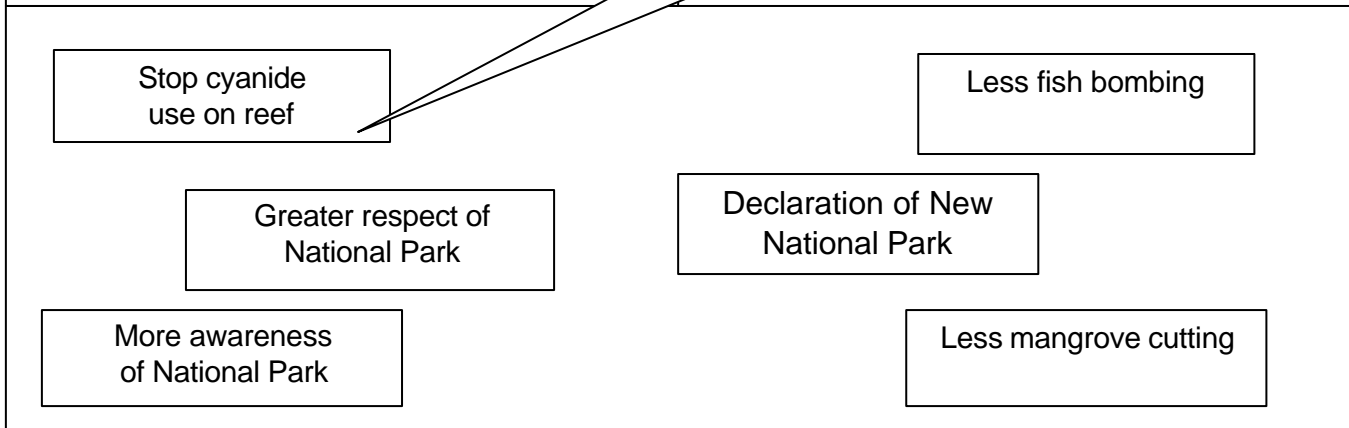
Having each written two or three “visions”, you or the moderator should ask participants to pass the sheets forward – one at a time. You should ask for the one they feel most passionately about first, then the next.

As each card is passed forward the moderator should put the response up on the board/wall where everyone can see it, as well as read it out to the assembled group. The result will be a mosaic of cards/sheets of paper – each with a concise comment, word or simple phrase on it.

BRAINSTORMING

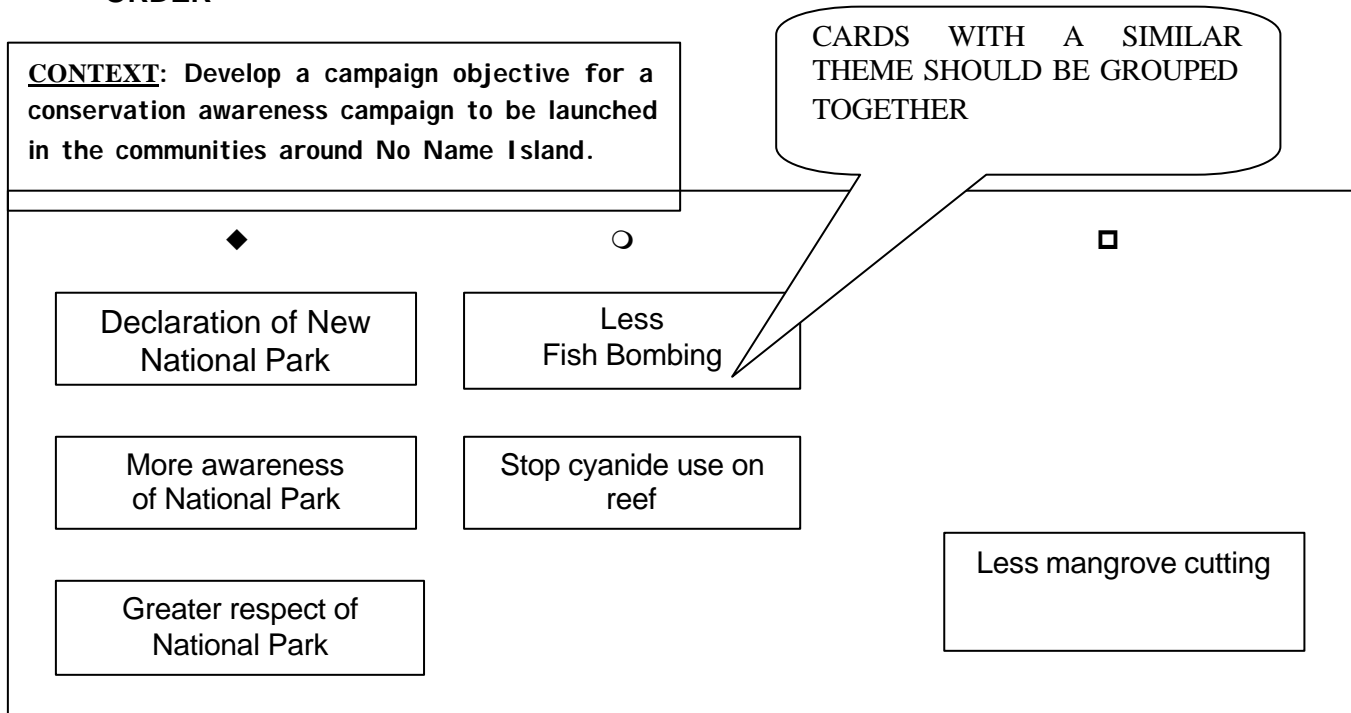
CONTEXT: Develop a campaign objective for a conservation awareness campaign to be launched in [YOUR COMMUNITY] the communities around No Name Island.

YOU MAY HAVE AS MANY AS 25-30 OF THESE “VISION CARDS” ON YOUR “GLUE BOARD”



As the sheets are pasted or pinned to the wall/board the group must order them into similar categories. This ordering process tries to link ideas. You or the moderator should ask participants to view the paper sheets and, pointing to the first one – for example “stop cyanide fishing” – ask, “What other responses on the board are similar to this one?” As the group responds, you should move the cards around such that all the similar ideas are grouped together. To make this process easier you can group related “cards” under a common symbol, such as a circle or star. You should continue until all the cards are grouped, with any odd ones moved to one side.

ORDER



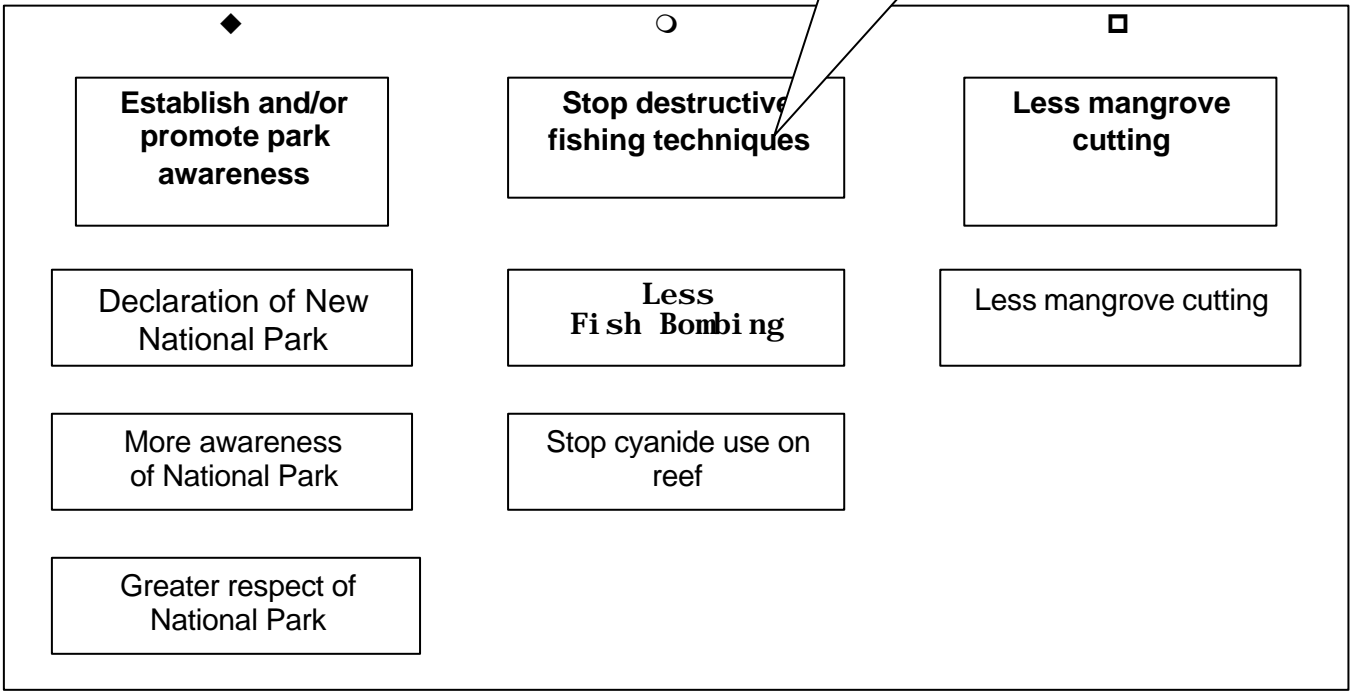
When all the sheets are in groups, participants should reflect on the categories and look at the relationships between them. Each category should then be named, with the “name” chosen to reflect a key component of the “vision”. Do this by looking at each group in turn. For example, all the ○ cards.

Ask what the cards have in common, and then ask for a few words that summarize the “common thread”, for example “Stop destructive fishing techniques”. Once each category or group of symbols have been named, see if you can place the few stragglers or one-off suggestions into one or other of the named groups. If not, think of a title for each of these as well.

NAME

CONTEXT: Develop a campaign objective for a conservation awareness campaign to be launched in the communities around No Name Island.

NAME "LIKE" CARDS



This process will tease out some of the perceived threats facing your target area, as well as some of the key needs. For example, vision statements like “less bombing” and “less mangrove cutting” identify activities that are perceived as threats to the area used in this example, while statements such as “more awareness of the National Park”, highlight some of the key needs. **If you have NOT succeeded in identifying key threats and needs during the vision process, then have another round of participant card writing to do so now. Keep a note of the threats highlighted and the results of the “naming stage” of the discussion process, as you will need this information later.**

With all the grouped cards categorized, participants can reflect/evaluate on the whole picture and use this to try and come up with a shared vision of the campaign objective. You will not be able to include everything in your objective, but this process will help to narrow down an objective that has the support of your key collaborators. Remember your objective should be SMART [see earlier]. Using the worked example, the campaign objective might be:

EVALUATE

Suggested SMART campaign objective

To promote an awareness of the Bunaken National Park and the problems of destructive fishing techniques, as measured by a decline in the number of reports of bombing and/or increased enforcement by Park Rangers over a twenty-four month period.

You will note that this example is Specific [Bunaken National Park]; Measurable [indicators such as the decline in reports of bombing]; Accountable [Park Rangers]; Realistic [a goal that is within the realms of feasibility]; Time bound [24 months].

In this example, the objective targets several of the key threats identified during the vision process [destructive fishing techniques], as well as a key activity [awareness raising].

Examples of other SMART objectives might include:

1: Over one year, reduce trash and pollution in and around the park, as evidenced by a cleaner environment and members of the public becoming actively involved in clean-ups.

2: Over two years, reduce the harvesting of mangrove, as measured by the number of mangrove poles used in the seaweed industry and more sustained harvesting techniques.

3: Identify barriers to achieving your objective

With your colleagues and key collaborators still in a group or workshop setting, now is also a good time to use the participatory approach to look at some of the barriers to achieving your campaign's objective. These are the obstacles standing in the way of achieving your objective. We will continue to use the worked example, from above.

Step 1: Look at your objective and write the key components on the board.

Use the participatory methodology outlined above: **Context – Brainstorming – Order – Name – Evaluate**. Here the group needs to refer back to the campaign objective and the components that it comprises, in the worked example they were – 1) Promote an awareness of the National Park; and 2) Reduce/stop destructive fishing techniques.

Step 2: Work into groups

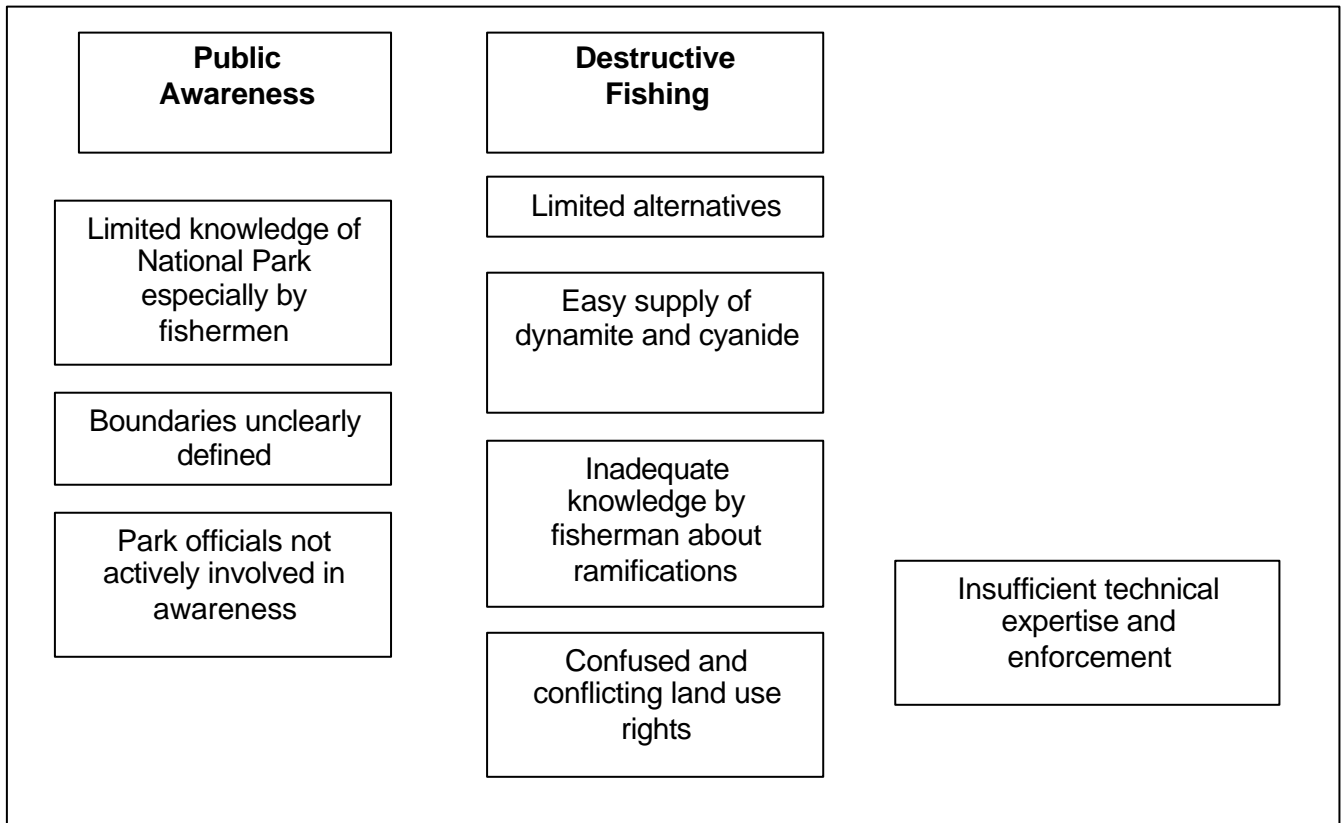
Randomly assign participants to work in groups and ask each group to come up with any barriers to that "vision group", so that Group A might review "Awareness of a National Park", while Group B reviews "Destructive Fishing Techniques". Barriers should be written in a positive, rather than negative format. Participants should not use "Lack of..." or "There is no...".

Rather they should use an adjective like "inaccessible funds", so as not to make the barrier appear hopeless. They should also be specific, so instead of "Limited knowledge of National Park", the response is specific "Limited knowledge of National Park by Fishermen". Each participant should list his or her barriers on different cards or sheets of paper.

Step 3: Paste them on the wall

When they have finished they should select the two or three most critical barriers and pass them forward one at a time. These are then read out and pinned/pasted to the wall.

- 1: Public Awareness
- 2: Destructive fishing techniques



IMPORTANT NOTE!!!!

Some of the barriers that the participants may identify lie outside your group’s ability to tackle as environmental educators while others will have an educational origin. For example, “Insufficient knowledge of ramifications”, or “Limited knowledge of National Park”, are educational while others will be economic like “confused or conflicting land use rights” or “limited alternatives”. This emphasizes the need for an integrated approach to problem solving.

Don’t be surprised if the majority of your barriers are economic rather than educational. This will be more evident when your objective is rooted in livelihood issues for example “fish bombing” as compared to something that does not directly affect their wallet, such as “littering”. For a first campaign, you will find it easier to tackle a topic like littering rather than “fish bombing”. The latter should generally only be considered when your outreach campaign works in tandem with economic alternatives. No matter how much someone wants a Mercedes, if he has no money he can’t buy it. Divide the barriers to your goal into two groups, one of which environmental education CAN play a key role in removing and one in which education has a more secondary role. Focus your attention on the former, while building partnerships and working with other groups better able to tackle community development and other issues.

EDUCATION HAS KEY ROLE

Limited knowledge of National Park
 Limited knowledge of ramifications

EDUCATION HAS SECONDARY ROLE

Confused/conflicting land use rights
 Limited alternatives

4: Identify target audience

The last step will help you to begin identifying key target groups to focus on. For example, participants identified "Limited knowledge of National Park by fishermen". In the worked example, key target groups would include fishermen and teachers. These will be the PRIMARY targets for your campaign. But remember they do not live in isolation. In their day to day lives they interact and are influenced by others. The fisherman may go to the Church; he will sell his produce to stores or middlemen; he may have children, favourite musicians or sports personalities.

These peers often influence what he thinks, and how he behaves. As such they must be targeted too! Thinking about your primary target audience, list those that might influence them. Make a list of the groups and individuals that your campaign will need to target to influence your key group.

FISHERMEN [Primary]

Religious leaders
Store owners

TEACHERS [Secondary]

Parents
Children

5: Identify emotive key

Just as a perfume company might "use" an attractive, scantily clad man or woman to sell its product (where sex is being used to attract the consumer), or an advertisement might use "ego", you will need an emotive key to grab the public's attention and to make them want to listen to your message. Pride can be just such a key. While some cultures show their pride very visibly and others are more reserved, it is an emotion we all feel inside. Pride can be a powerful ally in your battle to promote a conservation ethic.

6. Identify target species

You will now need to look for a "vehicle" to carry your message, an equivalent of a scantily clad model used in the perfume advertisement, or the well-dressed man that portrays wealth and success in the cigarette promotion. Something that "shouts" pride when a person sees or hears it. Something that has not been used so many times before that it has become cliché, something that is attractive, non-political, and that can stir the interest of a variety of target groups.

A national hero, or sports star, would be great but you probably lack the access or money to involve them – at least in the early stages of your campaign. You will need another symbol of pride, one that costs little or

nothing to use, and which while less well-known can be crafted to carry your message. RARE Center has shown that national or state birds and endemic wildlife can fit that bill. Using wildlife, besides being free, are a direct link to the natural environment. Using them to promote environmental conservation builds knowledge and concern for them as living symbols, as well as promotes your core message

Ideally, the target species should be endemic (*symbolizing the uniqueness of the host country or target area*); reside in a critical habitat (*providing a focus for the project*); and be "marketable". It should not carry any "negative baggage" – be ugly, fearsome, a pest or a widely harvested species. Using an existing national symbol has proven to be especially effective as this provides a strong linkage to nationalism and pride – pride for oneself, one's country, and one's environment. You might find something that ties positively into a local legend or a species that is believed to carry good omens, be wise or be a "special friend" of the primary target group, such as a bird that fishermen follow to find fish. You might make a couple of initial choices and then use your questionnaire survey [see Task 1 in RARE Center's manual] to make the final selection. In your survey you might ask respondents questions such as:

"Which species of wild bird/animal that you can see locally best symbolizes the beauty, uniqueness and freedom of our area?" Or, "Which species of wild bird/animal that you can see locally best symbolizes your pride for the area?" You might also want to ask "why?" to learn how best to use the target species and in what way it appeals to the target audience.

7. Campaign Slogan

Your slogan should be brief and imaginative. Its message should catch the viewer's attention and spark a feeling of pride. Some titles used in past CEC campaigns/workshops include: "Don't Hide Your National Pride" or "I Love My Dove".

Again, you can make a couple of initial choices and then use your questionnaire survey [*see Task 1*] to make the final selection.

Using this simplified process of campaign design, you will have used a participatory approach to identifying a common campaign objective, analyzing the barriers to achieving the same, identified your target audience and the emotive keys that they might respond to, as well as a vehicle to deliver your key messages and a campaign slogan. This process will have conducted through one or several workshop sessions.

Now take the time to look back at the results of your work. With a list of the threats and key activities (gained from the vision process outlined in step 2, as

well as the list of barriers you identified in step 3), BEGIN to think of the key messages that your campaign will want to include.

8: Begin to identify key messages

With your colleagues and key collaborators still in a group or workshop setting now is a good time to use the participatory approach to BEGIN to elicit some core messages. These will be revised once the questionnaire survey and/or focus group meetings have been analysed (see TASK 1). For the purposes of this exercise we will continue to use the earlier worked example, where the campaign objective identified was “To promote and awareness of the national park and the problems of destructive fishing techniques, as measured by a decline in the number of reports of bombing and/or increased enforcement over a twenty-four month period”.

Step 1: Replace statement of context with campaign objective

Use the participatory methodology outlined above: **Context – Brainstorming – Order – Name – Evaluate**. Begin by replacing the statement of

context at the top of your chalk or pin board with your objective.

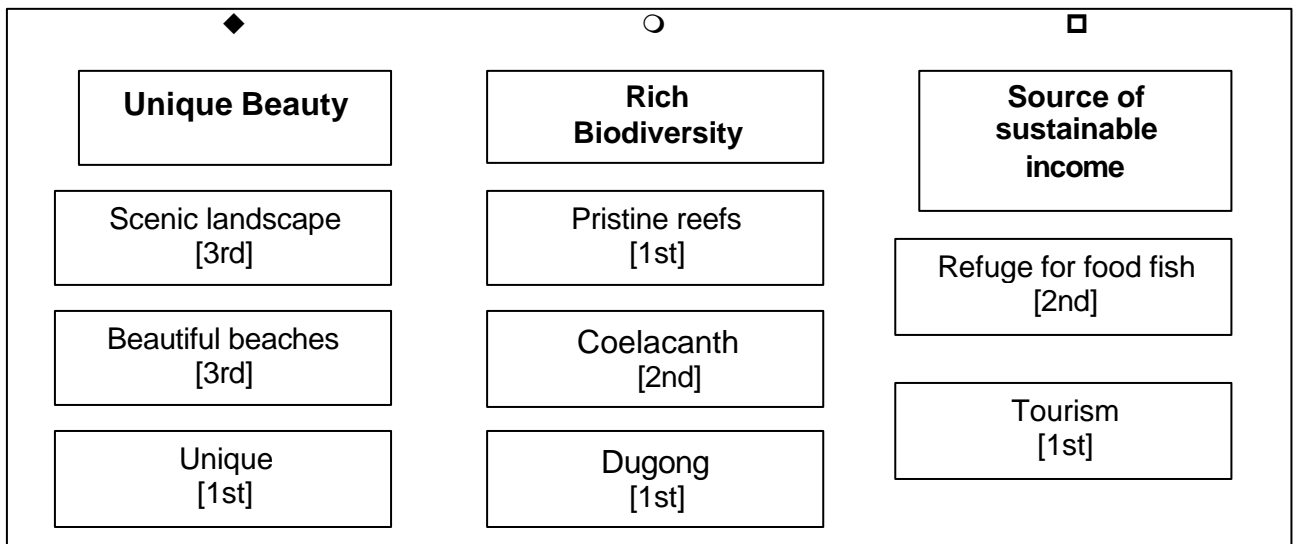
Step 2: Write three most important reasons for that objective

Then ask each participant to write (on separate sheets of paper) the three most important reasons for that objective. They should rank them 1st, 2nd 3rd and include the ranking on the paper. Again participants should not use long sentences, but rather should be concise and clear.

Step 3: Brainstorm, Order and Name key messages

Have each participant pass forward their third choice first, pin or paste these to your wall/board, order them putting similar concepts in the same group. Then have the group pass forward their second choice and finally their first choice. As these are all pinned to the wall/board read out the contents of each sheet. Have the entire group help with ordering and naming the various groupings. In the end your wall might look something like this:

OBJECTIVE: To promote an awareness of the National Park & the problems of destructive fishing techniques, as measured by a decline in bombing and/or increased enforcement over a 24 month period.



Step 4: Evaluate the group's work.

Using this greatly simplified example, the group sees the campaign having some key themes or messages; namely that the National Park is important as:

- A place of unique beauty
- A place rich in biodiversity
- A source of income for local people

Further, by looking at how many 1st, 2nd and 3rd ranked cards are in each grouping will indicate what the group thinks are the areas of greatest importance to THEM. So that the grouping "Rich Bio-diversity", has two 1st ranked cards, while "Unique Beauty" has only one. These key messages will form an integral part of the campaign and a questionnaire survey will help you to determine if the people share your views both before and after your campaign. Use a similar process to determine what ACTIVITIES you want to target audiences to DO.

9. Conduct Market Research

Step 1: Write a list of your actions and activities that you would like your target audience to do

Again, working with your group using the participatory approach come up with a list of actions and activities that you would like your target audience to do as a result of your campaign.

Where possible try to use positive or neutral statements, rather than negative ones. So for a housewife who purchases fish rather than saying, "Don't buy fish known to have been caught by bombing", write, "Buy fish caught by net or line". For a fisherman say "Adopt sustainable fishing techniques" or "Use nets and lines", rather than "Stop destructive fishing" or "Stop fish bombing". At this stage don't worry about the precise language of your statements, but try to come up with ones that can be measured. For example, while not easy it is possible to quantify the number of fish being sold in a local market that have been caught using "bombing techniques" as they often show scarring and lesions on their underside. By counting the fish prior to your campaign and again periodically during and after it, a decline in the number of bombed fish sold and a rise in those caught by less damaging techniques, is one indicator of the success of your work.

You have however made a number of important assumptions including who are your primary/secondary audiences; emotive keys; perceptions towards your target species and receptiveness to your campaign slogan. You MUST NOT take these assumptions as a given, rather before you commence your campaign you should conduct a market analysis/market research. This might include

quantitative research in the form of a questionnaire survey of your target population, as well as a qualitative survey using focus groups.

RARE Center's manual *Promoting Protection Through Pride* recommends the use of Survey Pro, and includes demo disks. *Survey Pro* is the leading all-in-one survey software currently available. It can help you and the counterpart to design the questionnaire, analyse the data collected, and report on the survey's results.

SURVEY PRO 2.0 for Windows Personal License can be purchased from Apian Software, PO Box 1224, Menlo Park, CA, 94026. Or by calling (in US) Toll Free 800 237 4565, (fax +1 415 694 2904), for US\$ 795 plus shipping and handing. [Price correct as of 1998]

The results of your questionnaire and or focus group meeting surveys will help you to design your precise campaign strategy, hone the identification of target groups, key messages, target species and slogans.

Your campaign strategy, the tasks you use and the materials you produce, will also depend in part on your objective, and in part, on your target group and where they live. Clearly in a site with very limited television access, focusing time and effort on this medium would be pointless; while in a site with high illiteracy the print media, and posters relying on extensive text will have little effect. In marketing, one size does not fit all, and you will have to tailor your campaign to fit your specific needs. Having said this there are some broad generalizations that we can make:

1: Rarely will marketing campaigns change deep-seated attitudes. It is difficult to imagine that an advertisement for alcohol is going to change the negative attitudes a mother may have if she has lost a child to a drunk driver. Marketing changes apathy. If you have not heard of a product, an advertisement can bring it to "centre-stage" and make you believe that you must try it. While it may appear that all around you people are negative towards the environment, think again. While the subsistence farmer and logger clearing your forests might have a negative view of conservation, the chances are that the "ordinary" people living in neighbouring town – teachers, nurses, sales clerks, taxi drivers, government employees -- may not have such rigid attitudes. They are more likely to be apathetic. In a democracy, elected officials are expected to represent the majority. If the majority of a population is apathetic toward the environment and the elected official appears to be so too, perhaps he/she should be commended, for they ARE representing the majority. Just because WE don't agree, does not make them wrong. In some countries, politician's decisions may be swayed by a rich

minority. For some, this is simply a way to get rich, but most also want to stay in power and to do this they use money to “buy votes” – to buy popularity. Either way, if many in the central “apathetic” group can be made to shift more towards conservation, politicians will likely follow. Marketing can effect such a movement.

2: It is easier to change knowledge than behaviour.

No matter how good your conservation campaign you will never change everyone’s behaviour (even apathetic people’s behaviour). You will always change more people’s knowledge than attitudes, and more people’s attitudes than behaviour. Think about it; virtually everyone knows about smoking, yet not everyone has a positive attitude towards it, and even those that do have a positive attitude toward it, don’t all smoke. Changing knowledge does not always change day-to-day behaviour. However, sometimes you don’t need to modify everyone’s behaviour to effect real change.

3: Sometimes perceptions are as important as reality.

As we have mentioned, two of the reasons why marketing and advertising work so well are that they play on human emotions and generate real or apparent peer pressure. Mass advertising makes a product appear to be popular, even if it is not. A re-packaged brand (even with the same contents) will appear to be better. When perceptions and reality collide they re-enforce one another. If you see a new brand being advertised everywhere and then see a few people actually using it, you are left with the impression that you must be the only one not doing so – peer pressure kicks in. If a politician receives a sack-load of correspondence on a specific issue and then sees that same issue in the papers, on posters, being discussed in the public forum, he/she is left with the “perception” that it is a “hot button” issue, and what politician does not want to ride the wave of public support? Laws can be written that stop a specific behaviour that might otherwise continue. The US trade laws that prohibit the sale of tuna caught using nets which harm dolphins led to major changes in many of the world’s tuna fishing operations. Politicians believed that there was massive support for taking this action.

4: It is far easier to change purely “social” issues than “economic” ones that are rooted in a person’s livelihood. For example, unless there are alternatives, rigidly enforced laws or economic alternatives, a fisherman is unlikely to stop “fish bombing” as he relies on it to survive financially. His stopping littering on the other hand is unlikely to have dire economic consequences. Advertising will work best, when your “consumer” can afford to buy your “product”.

5: Nobody will hear you if you whisper. It’s a noisy

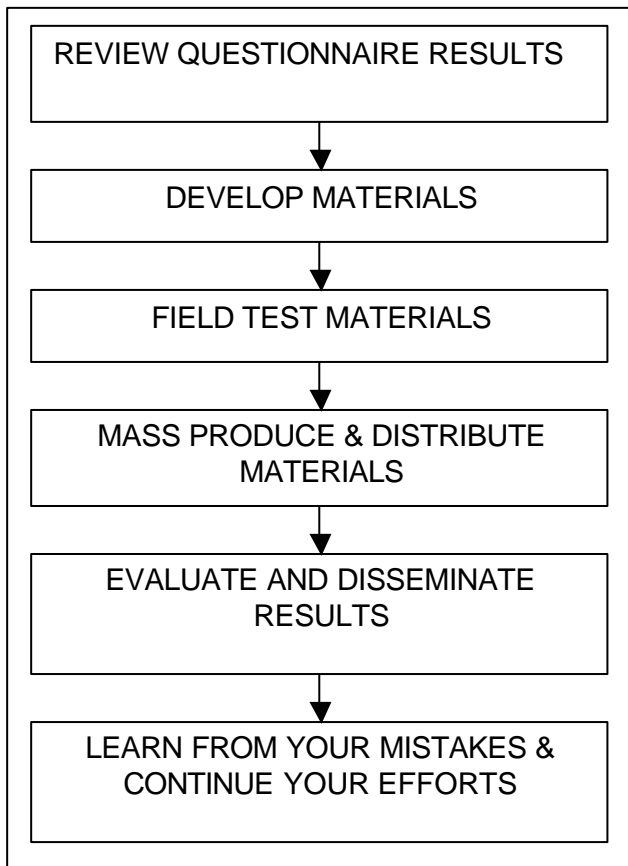
world out there. People have short attention spans and they are bombarded with calls for their time, resources, interest and support. If you stand at the back of the crowd whispering, you will not be heard. A marketing campaign can shout out your message so that it will be heard.

6: A campaign’s success is proportional to the care that is taken in its development and implementation, and the resources that it has at its disposal. With moderate resources you must moderate your expectations of success.

To help you to begin to develop an effective strategy, follow these guidelines:

CONTEMPLATE:


Don’t rush into material production and dissemination. Think about all the information that you have gathered and how it can be used effectively. Refer back to the results of your workshop/meetings that you might have held. Have in front of you a summary of your campaign objective, its key messages, the underlying barriers and a list of your target audience (primary and secondary). Also have on hand the results of your questionnaire analysis. Work with all of these to develop your strategy and the materials that you will use to communicate with.





Revise your key messages to reflect your findings. For example, you might find that respondents don't know the status of the protected area you are focusing on, and that this should be a priority key message. Or, they may already know about an issue that can then be deleted from your list, or given a lower priority. You can use your Survey Pro software to cross-tabulate responses, to hone your messages further. Your questionnaire results should also help you to confirm your campaign objective and target species, as well as target radio listening times, media preferences etc.


CAPTIVATE


Produce interesting materials that are going to be attractive and relevant to your target audience. Materials that will "captivate" them. If fishermen get most of their information from religious leaders, then produce a "sermon sheet". If kids are your target audience then produce a comic or puppet show instead. Here are a few examples of materials you might wish to consider. Note: This is not an exhaustive list:


 School Song: [TARGET: SCHOOL KIDS] Simple songs reinforce lesson plans and make school visits more lively and interesting.


 Posters: [TARGET: VARIED DEPENDING UPON CONTENT] Colourful posters can be widely distributed in communities throughout your target area – being placed in prominent sites such as supermarkets, bars, schools, health centres and government buildings. Here they can advertise your conservation message and its goal.


 Puppet Show: [TARGET: SCHOOL KIDS] Puppets are a way of encouraging younger kids to participate in your campaign and are fun to make and use.


 Costume: [TARGET: SCHOOL KIDS] In order to make any elementary school visit more lively and entertaining consider using costumes and theatre. Street theatre is also a good way to reach adults too.


 School Visits: [TARGET: SCHOOL KIDS] Visit every primary and secondary school in your target area and to speak to as many children as possible. These talks serve to introduce local kids to your conservation issues.


 Bumper Stickers: [TARGET: ADULTS] Bumper stickers serve as a visible means of promoting the conservation message and a way of attracting local corporate support through sponsorship. Distributed free to vehicles throughout the target area they are tangible evidence of community participation.


 Art/Essay Competition: [TARGET: SCHOOL KIDS] Competitions serve to reinforce and build upon the activities of a school visit. The sponsorship of prizes serves to further involve local businesses in the conservation campaign.


 Songs: [TARGET: YOUTH] Work with local musicians to produce at least one popular song for airing on the radio. This strives to take your message to young people who may have already left school.


 Community Outreach: [TARGET: VARIED DEPENDING UPON CONTENT & GROUP] This might include a mix of talks and lectures to community groups, issuing press releases and preparing articles, and/or interviews for the radio and TV. The task's objective is to carry the conservation message to the wider community.


 Environmental News Sheet or Comic: [TARGET: SCHOOL KIDS] Produce a monthly or quarterly news sheet or comic to furnish school children with follow up activities. This task also provides scope for corporate sponsorship and may be used to continue outreach activities into the future.


 Sermon: [TARGET: ADULTS] Solicit the assistance of religious leaders, requesting that they present environmental sermons to their congregations.

 Billboards: [TARGET: ADULTS] Billboards are a colourful, eye-catching way of attracting attention. Placed at prominent road junctions they can be seen by a wide cross-section of the local community, and also afford an additional opportunity for corporate sponsorship.

 Legislation Leaflet: [TARGET: ENFORCEMENT OFFICERS] Produce a leaflet/booklet summarizing conservation laws, and distribute this to police officers throughout your target area.

 Music Video: [TARGET: YOUTH] After recording a "conservation song" try making it into a music video for airing on local TV.

 Farmers' Visitation: [TARGET: FRAMERS] Host meetings with pertinent farmers' groups and to use this time to emphasize the benefits of wise land husbandry, the need for sustainable development, the plight of the target species and promote the goal of your campaign.

 Wildlife/Environmental Booklet: [TARGET: SCHOOL KIDS] The production of a booklet of your target area's wildlife provides schools and school children with supplementary materials and resources to reinforce their interest in conservation.

NOTE: Each of these are described in detail, in a step by step format in RARE Center's manual: *Promoting Protection Through Pride*.

ESTIMATE

Before you “jump” into material design and production, estimate the costs of producing them. It is no good going to a huge amount of time and effort to produce a comic if you don't have the funds to print it, or to print enough of them to be effective. Keep costs low and solicit funds from interested individuals, corporate sponsors, NGOs and government departments; as well as from foundations and international charities. Get help in writing a clear proposal – or use the one provided in RARE Center's manual.

RECIPROCATE

If a corporation, business, individual or foundation gives you help then reciprocate by recognizing their assistance. Write them thank you letters, include their logos on materials produced, and keep them informed about the progress of your campaign.

DELEGATE

You can't do everything yourself. Solicit the assistance (paid or volunteer) of others and delegate responsibility to them. Have musicians help you with a song, religious leaders with a sermon sheet, teachers and artists with a comic. If they donate their time, this can be given a “dollar value” and used as a “match” in your funding solicitations. Again remember to thank all those who help you.

INTEGRATE

Your materials should be linked by a common slogan and the use of your target species.

MOTIVATE

Your materials should be positive, inspirational and motivating using pride as the “emotive key”.

CIRCULATE

Before going to press or distributing your materials, have them checked by people most actively involved with the task or your target group. Have teachers review and comment on your comic before it is published; have a preacher or Imam look over your “sermon sheet” before it is given out to the religious community. Take their comments seriously. Immediately prior to your campaign's launch field-test the final drafts with the target audience – have kids

use the draft comic, have one church/mosque use the “sermon”. Make any last minute changes.

INITIATE

Produce your materials and have them all ready to go at the same time. Launch your campaign amidst a barrage of media publicity. Hold a press conference or some other function – invite business leaders, community representatives, local politicians.

SATURATE

Remember that actually completing a task – say producing a comic – is only half the battle. Songs are no good if the CD remains in your office – they must be on the air; comics are no good on the shelf – they must be in use in the classrooms; sermon sheets are no use in this manual – they need to be in the preacher's hands; a billboard is no use if it is erected on a remote country lane.

A few posters, or a one-off comic, will be of far less use than thousands of posters or a regularly appearing publication. If you have to choose between a few issues of glossy magazine, or thousands of copies of a simple but attractive black and white pamphlet, go for the latter. Don't put up your posters now and then wait months before the next task happens, saturate the public with your messages. On posters in shops, on the air waves, in the churches and discothèques, in schools and communities throughout your target area.

REPLICATE

While the target audience is being pummeled by one round, begin developing the next. While your first set of billboards are fresh, use the time to solicit sponsorship of more. Photographs of the first series should help you in your cause. While the first set of puppets or comics make their round of classrooms, begin thinking about a second set. Within three months of launching your program, your message should be everywhere. Your target audience needs to be “hit” by a series of waves that target him/her and his/her peers. Each wave should re-enforce your key messages and use new innovative approaches. Try bumper stickers, costumes, posters, radio jingles etc.

NOTE: RARE Center's new Follow- Up manual, is available to all FORMER CEC sites and is accompanied by a small grants programme, for those interested please contact Paul Butler

EVALUATE

Evaluate your campaign, regularly. Use Survey Pro to conduct follow up questionnaire surveys. Compare the results and back-fill gaps. If children show a dramatic increase in knowledge over time, but farmers don't

then focus on the latter for a while with community meetings, etc.

DISSEMINATE

Disseminate the results of your surveys widely, to the press, your sponsors and local decision makers.

Success Is Hard To Prove

Note to Reader: Be warned that it is often difficult to “prove” that your outreach programme was the key to changing attitudes and behaviour, as your programme will not operate in isolation. For example if another group is promoting sustainable fishing technology by giving away nets and lines; or if enforcement is strengthened, then declines in the sale of “bombed fish” may be because of these initiatives rather than yours. Often it will be the case of “the straw breaking the camel’s back” when everything comes together to effect changes in attitude and behaviour – the problem is quantifying which straw is the one that broke the back, the first or last? You can use a post-project questionnaire or focus group meetings to help answer this.

For example, you might ask the market owner why he or she thinks that less bombed fish are for sale and see what they say. If the answer “is because the police arrested the boat I usually buy from” enforcement will have been key; if the answer is “because I’m refusing to buy any as I saw a poster telling me it is wrong”, then your education programme probably played a significant part. Even here it is difficult to be precise – was enforcement stepped up because the police saw your poster? Again you need to use surveys to evaluate your work.

INTERESTED IN LEARNING MORE OR ADAPTING THIS APPROACH TO SUIT YOUR OWN NEEDS

RARE Center, in collaboration with the University of Kent at Canterbury, is in the process of developing a Diploma course linked with RARE Center’s work. The Diploma will initially be exclusively for leaders of RARE Center-approved Conservation Education. Eligibility criteria will be broad and flexible, but prospective students will normally be over 21 years of age and be at least at the level equivalent to students who have successfully completed Part 1 of a UK undergraduate degree. However, they will have attained level 6 or more in the IELTS test (<http://www.ielts.org>) (International English Language Testing System co-coordinated by the University of Cambridge and the British Council) or equivalent, be computer literate, and hold a full, current driving licence. They will work for a relevant governmental or

non-governmental environment or education agency in the country where their CEC will be based, and will have a suitable person (usually a senior member of their organisation) contracted to act as their ‘mentor’ during the placement period.

The programme aims to enable students to:

- Undertake the role of leader in successful conservation education campaigns
- Benefit substantially from higher level studies in the field of conservation education
- Become ‘opinion formers’ with the ability effectively to influence environmental conservation in their future careers

Diplomates should be able to:

- Select, and use effectively the skills and understanding developed during the Diploma programme, especially when dealing with real-life conservation projects.
- Evaluate the effectiveness of a programme of conservation education in achieving its predetermined objectives.
- Communicate effectively, in writing and in person, with:
 - o individuals and groups who are the subjects of environmental education campaigns
 - o bodies and groups of individuals involved in funding environmental education programmes
 - o individuals and groups involved in government and other decision making processes of environmental protection significance
- Achieve an academic level, and a familiarity with academic study methods, that enables them to progress to study at a degree or master’s level.

The programme will run full-time over 14½ months and will include two residential periods in the UK. The first of these will last ten weeks (at the start of the programme) comprising the six modules and non-assessed. This will be followed by an 11.5 month home-based project (5-day, 40 hour week with three week holiday). During this placement students will implement a Conservation Education Campaign in their own country and, while so doing, will complete a series of assessed tasks each forming part of, and linked to, one of the six formally taught modules. The second residential period held in the United Kingdom will be of two weeks at the end of the programme and will include the UK phase of the seventh and final module. It will include two assessed tasks and group workshops reviewing the course, campaigns and future possibilities. This period will also provide an opportunity for students to meet with representatives of international conservation organizations and donor agencies. The reason for the unusual length of the programme is to permit students sufficient time to complete the home-based conservation education project with its assessed tasks; and to allow an overlap

between the second period in the UK and the first period of the following cohort of students. During the 11½-month home-country based placement students will be trained and supervised by electronic conferencing and e-mail, supplemented by at least one, one-week tutor visit for one-to-one, face-to-face supervision.

The ten week period at the start of the programme (Trinity Term) will be an intensive period of university-based tuition covering six modules, plus induction studies and workshops in preparation for the placement. The two weeks at the end, will be a period of student presentations, assessments and project follow-up that comprise the final module. This second period will coincide with the last two weeks of the ten-week university-based period at the start of the following year's cohort, thereby enabling experiences to be shared and links made the two groups of students. A series of non-assessed workshops, not directly related to any of the modules, is timetabled during weeks 2-10 of the course. Their purpose is to help students acquire and practice transferable skills that they will need to carry out their CEC work while on placement.

During the 11½-month period that follows the ten-week UK-based tuition, each student will be placed as the local project co-ordinator for a RARE Center-approved Conservation Education Campaign in the student's home country. Using the RARE Center's manual '*Promoting Protection Through Pride*', students will work through a series of tasks, putting into practice skills developed in the 10-week university-based phase of the course. During the home-based project, each student will maintain frequent contact with their RARE Center tutor using e-mail and internet conferencing; and will be visited by a tutor at least once for a minimum of 5 days when student and tutor will work together on a one-to-one basis. This will normally be during the first three months of the placement. In terms of the credit structure, each of the 6 modules which run in the first UKC-based period, together with their associated placement tasks, will be worth a total of 15 credits. The final report and assessment module will be worth 30 credits. The overall Diploma programme will therefore be worth $(15 \times 6) + 30 = 120$ credits and will comprise a total of 1,200 hours of study.

The ten-week taught component will concentrate on developing a knowledge and understanding of the module subject areas, together with training in those transferable skills appropriate to the successful completion of the CEC placement, as well as to the student's subsequent employment in tropical conservation education projects. University-based tuition will be by lectures, seminars, small-group practical assignments, workshops and visits to UK-based conservation organisations. Each module will

involve at least 20 staff contact hours plus individual and group assignment work. Because a substantial emphasis will be placed upon students developing a range of transferable skills, the type of module assignments and associated student evaluations will vary considerably. Each module includes specific activities to be conducted during the CEC placement.

Additional seminars will be provided to help students with particular needs (e.g. use of English if not their mother tongue). Dedicated periods will also be allocated for individual supervision and tutoring during the taught period.

The Diploma will be graded as follows:

Diploma Pass. A candidate will be awarded a Diploma (pass) if s/he obtains an average mark of at least 40% AND a mark of 40% or more in at least 6 modules including the double weighted module (7).

Diploma Merit. A candidate will be awarded a Diploma (merit) if s/he obtains an average mark of at least 60% OR marks of 60% or more in at least 5 modules including the double weighted module (7) and not less than 50% in the remaining modules.

Diploma Distinction. A candidate will be awarded a Diploma (distinction) if s/he obtains an average mark of at least 70% OR marks of 70% or more in at least 5 modules including the double weighted module (7) and not less than 60% in the remaining modules.

Distinction level will be an acceptable entry qualification for progression to the UKC one-year MSc programmes offered by DICE at UKC.

Again, for further information on this course, which is scheduled to commence in April 2001, contact Paul Butler.

Environmental awareness and education in the Turks & Caicos Islands

Ethlyn Gibbs-Williams

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The concept of environmental education in the Turks and Caicos Islands began taking root just over twenty years ago. Spanning two decades, attempts at developing environmental awareness projects were sporadic, initiated and implemented through organisations such as the Turks and Caicos Development Trust, the Foundation for the Protection of Reefs and Islands from Degradation and Exploitation and the Department of Environment and Coastal Resources.

It was not until the inception of the Turks and Caicos National Trust that the development of a systematic environmental education programme proved to be a focal point. In 1996 the Trust re-established its Environmental Awareness/Education Programme with the launch of the Turks & Caicos rock iguana conservation project. Implementation of the project was based on a programme developed by RARE Centre – *Promoting Protection through Pride*.

It was through this project, and previous knowledge of the education system, that we came to the realisation of the limited resources on the natural environment available to teachers and students.

This assessment led on to the development of the National Trust's most recent environmental education project entitled *Our Land, Our Sea, Our People*. The objective of this project was to develop a programme using an integrated approach to offer school children of all ages in the Turks and Caicos Islands the opportunity to learn about their natural environment.

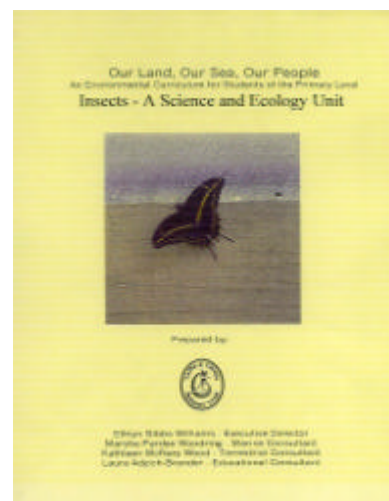
Preliminaries in the development of the project included a survey to assess the level of environmental awareness and the quantity and quality of resource materials available. The Trust was fortunate at the time, being short staffed, to enlist the help of students from the School for Field Studies Centre in South Caicos, who volunteered to conduct the exercise as a term assignment. Funding for the project was obtained with the help of UKOTCF through the Foreign & Commonwealth Office.

A review of the Social Studies and Science curricula for the primary schools in TCI was undertaken. Topics were selected and subsequently condensed into themes, which formed the bases for the modules.

A pilot study was conducted using one of the private schools in Providenciales. Teachers and students of the Providenciales Primary School tested materials and activities developed by the project.

Production of the modules began with the Our Land component. At that particular time, we had two projects running simultaneously, the other being the Public Awareness Campaign for the threatened species, the West Indian Whistling Duck. This project was supported by the the British Ornithologists' Union, RSPB, the Wildfowl & Wetlands Trust, and the West Indian Whistling Duck-Working Group. Hence the first module produced was Introduction to Birds.

The first three modules completed were distributed to schools. This we followed up with a teachers workshop. Teachers now have the use of all eleven modules, Introduction to Birds, Coral Reefs, Wetlands, National Parks, Sea Grass Beds, Mammals, Reptiles and Amphibians, Plants & Plant Communities, Insects, Sandy Shores to the Deep Blue Sea, Culture People and the Environment. (See below for a picture of the cover of one module.) Future plans are to review and update modules on a regular basis. The Trust of course will strive to maintain the good relationship that has developed with the Education Department, and we hope that at least two workshops per year focusing on the natural environment, protected areas and cultural heritage, could be organised in collaboration with the Department.



Environmental education and awareness on St Helena

Authors: Rebecca Cairns-Wicks & Isabel Peters

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On St Helena, Government and non-Government organisations recognise that there is a need to educate Islanders of all ages, about the environment and sustainable development issues. In the last five years or so there has been real change in attitude towards the environment, the result of local and external factors.

This talk will describe how environmental education and awareness on St Helena has evolved in recent years, and about developing environmental education in the future.

On such an isolated island of only 47 sq. miles, it is perhaps a little odd that many inhabitants know very little about their own environment. The environment was taken for granted, and there was no thought about sustainable management of resources. Conservation efforts lacked continuity.



Today, fewer young people are taking up professions in the fields of agriculture and natural sciences, and most of the island districts are becoming increasingly urbanised largely funded with money raised from overseas employment. However, people are beginning to turn to the countryside and sea for recreation rather than subsistence as leisure time increases.

Consequently, interest in the Island's environment has been stimulated by external concern for the conservation of the Island's biodiversity. As a result we have received technical information and advice, financial assistance and practical help from groups and individuals from abroad. Over time this has become the impulse for locally driven initiatives.

Events such as recent island-wide water shortage have raised awareness of the water relationships of the catchment areas. Other factors include:

- Increasing efforts needed to catch inshore fish leading to commercial fishermen being more willing to establish quotas
- The development of an integrated pest management project, which encourages farmers to reduce the dependence on chemicals for pest and disease control.

All have contributed to influencing the public's attitude to the environment.

Access to television and the Internet has increased Islanders' awareness about environmental issues in a global context.

Education is at the heart of influencing attitudes towards the environment. Our education system is based on the National Curriculum for England and Wales. This meant that examples to illustrate the physical environment and social history were based on the UK. The Education department is now addressing this so that wherever possible local examples have been included. Support for the teachers to achieve this is extremely important and the Environment Co-ordinator can provide this.

A recent visit by a WWF consultant highlighted the importance of providing support to teachers so that their experience and confidence to develop environmental education teaching practices can grow. Another benefit, which resulted from the consultant's visit, was the establishing of a website for the Prince Andrew School, which will provide an opportunity for pupils from the secondary school to share information and learn about environmental issues facing other parts of the world. This will also include taking part in the WWF's international *fish on the line* project.

In 1996 the government established the Advisory Committee on the Environment, which would be responsible for co-ordinating environmental affairs. Its purpose was to promote the use of sustainable policies and environmental practices island-wide through education, participation and planning, including the implications of policy and planning decisions. One of the key projects led by the

Advisory Committee has been the Millennium Gumwood Forest project, which has raised awareness of the environment and conservation of endemic species (see elsewhere in these Proceedings).



The Agriculture and Natural Resources Department is responsible for most of the practical conservation on the island. Visits to the nurseries and natural sites are popular amongst the schools.

Non-Government Organisations provide an excellent opportunity to promote awareness amongst the public. The four main organisations that are concerned with environmental conservation and associated issues are:

- The St Helena Nature Conservation Group
- The Heritage Society
- The Sandy Bay Environmental Centre
- The St Helena Dive Club.

These bodies are responsible for organising events such as environmental walks, increased access to information, and exhibitions, all of which are aimed at enhancing the public's awareness of environmental issues. For example, the Dive Club aims to encourage a spirit of conservation with respect to the underwater environment. The Heritage Society is managing a new museum project, which will be an excellent tool for both local people and visitors to the island. It is scheduled to open in 2002.



Finally, we have a responsibility for raising awareness on environmental issues. I have personally been actively involved for the past 18 years. Since my

involvement we have been able to identify the existence of two endemic species which were originally believed to be extinct. They were one of the Gumwood tree family, which I found in 1983, and more recently the St Helena Boxwood. Both of these species have now been successfully cultivated locally and at Kew Gardens in London.

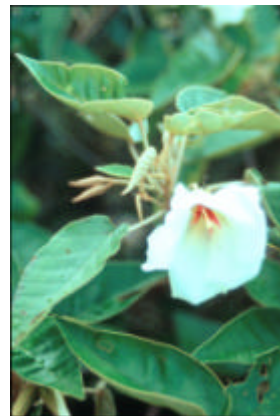
So... What about the future?

The continued development of the Prince Andrews School web site and the involvement of the WWF Fish on the Line project will provide excellent learning tools for everyone concerned. The ever increasing access to the Internet and developments in Information Technology will provide us all with a global view on environmental issues.

Non-governmental organisations are made up of committed and experienced individuals. However, their efforts would be greatly enhanced with better co-ordination and planning.

The establishment of a St Helena National Trust that can bring together the voluntary groups offers an exciting opportunity to achieve effective conservation. This is partly through joint working with Government and others, and consequently supporting environmental awareness and education. There is a need for non-government organisations to be more proactive, providing stimulating and innovative ways of educating people particularly the young. The establishment of a Trust office and employment of a Director could provide an important breakthrough in having the time to dedicate to action.

Developing partnerships between Non-Government Organisations, both here on St Helena and abroad, including sharing ideas on environmental issues on a global basis are all needed if we are to become more successful in educating people for tomorrow's world.



Raising awareness on wetlands of international importance in Cayman

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Grand Cayman has a large mangrove wetland basin.



It is locally and internationally significant, and easily meets the criteria to be designated a Ramsar site. Environmental workers have been seeking to have it protected for a quarter of a century, at least.

The debate on this is rooted back in 1975, when our first development plan was drafted for Grand Cayman.



That plan proposed our Central Mangrove Wetland (CMW) be set aside, in a “protected mangrove” zone.

The government of the time put that draft plan out for public comment, at a time when ownership of mangrove areas was still unresolved. There was little attempt to secure acceptance from the people who felt that they might actually have some ownership rights in mangrove wetlands.

It proved politically explosive. Aspiring landowners marched, the government fell, and in 1977 a drastically revised development plan was adopted. It zoned the CMW for agricultural / residential development .



The vast majority of the wetland areas of Grand Cayman were subsequently registered in private ownership. It was a classic example of how environmental policy proposals, pushed forward without regard to public and stakeholder opinion, can backfire catastrophically.

Our Development Plan is supposed to be revised every 5 years. But for 15 years after that controversy politicians shied away from every attempt to review it. One government had fallen on land issues; nobody wanted to follow their steps.

Eventually, in 1992, our Planning Department began the first successful revision of our Development Plan. It was an admirable effort, on their part.

This time, public involvement was an integral part of the entire process. Committees were set up in districts throughout Grand Cayman, a central review committee set up with a broad range of stakeholders, the process was transparent and input sought at every level.

It was a two-year process, at the end of which a substantial document was presented to the Central

Planning Authority as the draft Development Plan 1994.



That draft included proposals to zone the CMW environmentally sensitive and environmentally protected.

But other, less transparent, forces were evidently at work. The draft plan disappeared from public view for many months, after which a massively reduced version appeared with environmental provisions systematically stripped from the text and maps. This was then presented to the public, as the culmination of the two-year development plan review.



The National Trust for the Cayman Islands saw this as an undemocratic dismissal of two years' worth of public input on the environment. We decided to challenge it, and we launched a major public awareness campaign to that end.

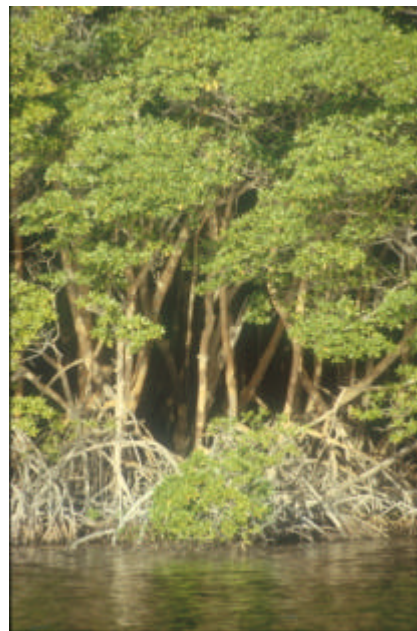
We worked on the principle that given adequate information, people can and will make up their own minds about important issues. We felt that if we let the facts speak for themselves, the injustice of what had happened would be self-evident. So we presented lots of information, encouraged people to make up their own minds, and showed them exactly how to make

their opinions count by writing to the appropriate authority.

We held district meetings; we made presentations to service clubs. We talked to every club, society, youth group, association or whoever would hear us, and most did. We went into schools. We did mass mail-outs. We wrote in the newspaper; we debated on radio; we appeared on television. We also met intensively with government at all levels, suggesting practical steps to fund the protection of the wetland in a way that would be fair to landowners. It was a bit like a RARE PRIDE campaign telescoped into a couple of months.

The entire staff of our Trust participated, nights, weekends, whenever we got the opportunity to speak. It was a mammoth undertaking for such a tiny group, and it stretched our human resources to the limit.

But as I said, we didn't aggressively advocate our particular point of view. We told people what the development plan review committee had originally recommended. We carefully compared that to the government's most recent version. We presented the scientific evidence on the importance of the CMW. We explained the process by which any member of the public could make formal representations on the matter. And we encouraged people to act, regardless of whether they agreed or disagreed with our point of view.



This strategy proved remarkably effective. We managed to galvanize a small but influential group of about 250 to write letters to the CPA protesting the removal of the environmental zones. Now 250 doesn't sound like very many, but at the time it was unprecedented.

We could have got many more people, if we had aggressively campaigned to get signatures on a form letter, for example. But the way we did it, the people who acted did not do so casually. We had a significant number of ordinary citizens who were prepared to stand up before the Development Plan Tribunal a year later, still saying they were outraged that the environmental zones had been stripped from the plan. When they spoke, they spoke as independent people with the conviction of their own opinions.

The Tribunal heard them, and heard the Trust at length. The Tribunal recommended the zones be reinstated.



With hindsight, that was a high point, after which the impetus, in public policy terms, faltered. We still don't have environmental zones in our development plan. So in that specific sense the campaign has still not reached its objective.

There is not time to go into that whole story, but part of the problem has been that the slow machinations of government policy change brought the issue back to the public long after the awareness campaign had faded in people's memories. We did not have the resources to do it all over again.

The delay also gave vested interests the time to organize and take the offensive, and interaction with this year's (2000) election campaigning has turned the whole issue into a political football.

One major underlying problem is that no acceptable mechanism has been established to pay landowners for loss of development rights in wetlands which are to be protected (see also elsewhere in these Proceedings).

But we are still much, much further ahead in public awareness than we were 5 years ago. The need to protect our Central Mangrove Wetland is now explicitly in the political arena. It is formalized in our National Strategic Plan, Vision 2008. It is taught in primary schools throughout the islands. All that might seem quite intangible, but it may yet have a powerful influence on the future. Awareness pays dividends in all kinds of unexpected ways!

We have learned the importance of staying close to the facts, and presenting the National Trust as a responsible organization, which takes carefully considered positions in the best interests of the people of the Cayman Islands. As this issue has become politicised, we have had our integrity put under a microscope. Our credibility and our motives attacked. But one thing really strikes me when reviewing this story so far: it really pays to get it right first time! We are still dealing with a legacy of mistrust and antagonism which started with the first attempt to protect the CMW in 1975.



Raising awareness: the experience of a large organisation

Martin Drury

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When the National Trust for England, Wales and Northern Ireland was founded in 1895 it was charged with the *promotion* of the preservation of places of historic interest and natural beauty, but it was also given the power to acquire such places and to declare them inalienable, a difficult word which means that we can never dispose of them or mortgage them and no one can take them from us unless, having invoked a special procedure, Parliament decides it is in the public interest that they do so.

From the beginning, therefore, we concentrated on acquisition rather than advocacy. We have conducted a few successful campaigns, such as that to protect Petworth Park from a potentially disastrous proposal for a four-lane by pass, but in general we have been practitioners rather than advocates, 'doers' rather than campaigners.

Until recently, therefore, our practice was to make our voice heard only when our properties came under threat. But, for an organisation with 2.7 million members, we have come to realise that this is no longer a tenable position. We cannot ring-fence our properties from the now recognised effects of climate change and pollution in its many forms. Over the last five years we have developed a research function to inform public statements on matters of environmental concern, but we take care to root all we say in our long experience of managing places in a way that strikes a balance between the conflicting interests of conservation, production, wild life and public access.

For example, we have developed and published an Agricultural Policy. We have published a number of leaflets on environmental issues, such as *The Management of Freshwater Fisheries*, *Nature Conservation in a Living Countryside*, which comprises four case studies about farming in ways that improve habitats, and *Valuing Our Environment*. The latter was a report which produced some impressive statistics demonstrating the value our conservation work adds to the economy of the south-

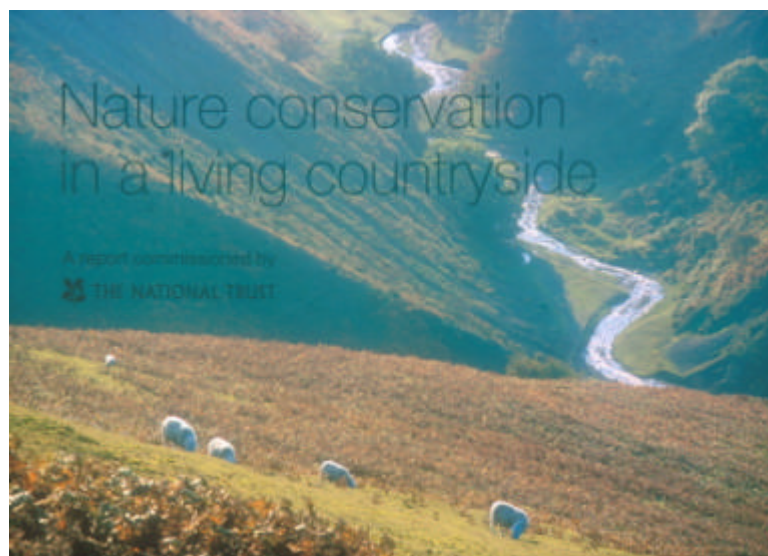
western counties of England. The report showed, for example, that the National Trust is responsible for 43% of all tourism-related jobs in the region and that each of these jobs supports 9.5 jobs in other sectors.

We have used these statistics to influence the strategy plans of the eight Regional Development Agencies that have been set up by the present government. All but two now acknowledge that a responsible environmental strategy is an essential foundation for economic development.

We have used television, though far less than we would like, to publicise particular environmental projects, such as a long-term project to flood 15000 acres of the Cambridgeshire fens to recreate the wetland habitat they provided before they were drained for agriculture. The Dutch environmental charity, *Natuurmonumentum*, has been particularly successful in raising awareness through television.

We lobby ministers on environmental and heritage issues, for example, to prevent the closure of the small local abattoirs on which so many hill-farmers depend and whose survival is threatened by the cost of implementing new EU regulations.

In conclusion, I would like to mention some other ways in which we raise awareness of our work and its value to society.





West Wales and on the Norfolk coast we have adapted redundant old buildings to accommodate groups of children from the inner cities for a week at a time, during which they learn about wild-life and conservation and have a great deal of energetic fun.

We use incidents with an underlying environmental message to capture the interest of the media, for example, at Birling Gap on the south coast where are applying the principal of managed retreat to coastal erosion.

We publish a magazine which goes out to all our members three times a year and we publish *Trust Tracks*, a broadsheet for children.

In the summer months we organise Working Holidays for people of all ages and from all over the world to spend a week in the open air on tasks such as repairing footpaths, making fences, repairing dry-stone walls and clearing undergrowth in woodland.

We run a number of programmes for schools, such as the *Guardianship* scheme, under which a school or a class adopts a hedgerow or the bank of a stream or an old quarry and visits it regularly to study and maintain it. The *Arts in Trust* scheme brings groups of school children to a Trust property where they engage in creative activity with a professional artist. In South

Our commercial arm, National Trust Enterprises, uses its products and its commercial activities to raise awareness in a variety of ways. It markets our farm tenants' produce in our restaurants. It sells organically produced food in our shops and other items which carry an environmental message. Some of the cottages we let for holidays are powered by renewable sources of energy and are equipped with dry-compost toilets.

Walkers on the land in our care will come upon signs which explain the reasons for work that they encounter, such as erosion caused by the passage of feet or the restoration of lowland heath as a habitat for threatened species.

And finally, whenever we can, we deploy knowledgeable and enthusiastic people on the ground to talk to those who walk on or visit our properties and, with luck, persuade them to sign up as members of the National Trust.



Workshop on Producing Educational, Curricular and Awareness Material

led by Ethlyn Gibbs-Williams & Rachel Sharp

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The aim of the workshop was to lead people through the process and pitfalls of producing a wide range of educational materials.

What we mean by educational, curricular and awareness material – discussion of the many different forms that these materials can take, eg posters, tapes, glove puppets etc.

Participants' introduction – each participant said what they do and what experience or involvement they have had in producing educational materials

Key Points in developing programmes and resources

- Identify need for the materials / resource
- Clarify objectives and main message of the resource – what do you want to achieve?
- Identify target audiences – this will change the tone / feel, language and cultural acceptability or hooks to make it locally relevant
- Identify funding source – this will limit what you are able to do

Activity: participants chose from a range of resources and decided who the target audience was, what tone had been adopted (Thames Water Big Book, Farming and Wildlife Calendar, Litter posters, Wildlife Clubs of the Seyelles booklet, Ascension Island Wideawake Terns leaflet, Environment Agency Pollution Detective Children's Magazine and RSPB CD roms conservation issues in Wales). These resources were aimed at a range of audiences from young children with a curriculum focus to information for farmers; some resources aimed to shock and disgust while others were supportive and fun.

Discussion: The group discussed the following issues:

- the integrity of data using examples of bird decline and herbicide use, the need to include source and date, and to differentiate between opinion or fact.
- Balance – a range of views should be covered on controversial subjects; a good example of this is the website www.foodandfarming.org.uk that helps young people to think about issues both local and global by representing the views of

many varied organisations on a single topic such as genetic modification of food.

- Use of images – inappropriate images can undermine text; care should be taken to represent all sectors of society
- Values and attitudes – good educational materials stimulate students to think about their own values and opinions on a particular matter; students think about their role; they can also promote communication skills, critical thinking and problem solving.

Process of producing a resource:

Ethlyn Gibbs-Williams stressed the need for participation of teachers / end-users in the production of resources. Ethlyn used the Turks and Caicos National Trust 'Eco-Echoes' children's magazine to illustrate how teachers and parents had helped to evaluate and promote the magazine. This was integral to the success of the resource.

Activity:

Each group was given a scenario and had to produce a creative brief for a resource that would meet the need outlined.

Eg Fishermen are harming the delicate marine environment through illegal fishing practises. Budget: \$15,000.

The groups fed back their ideas and discussed the pros and cons of different types of resource, how they would distribute them, monitor and evaluate them.

Useful materials: A voluntary code of Practice – supporting sustainable development through educational resources. Published by DETR [since renamed DEFRA]. Available free on their web site www.environment.detr.gov.uk/sustainable/educpanel/index.htm

Children's workshop on "Animal Adaptations"

led by Paul Linares, Jim Stevenson & Ijahnya Christian

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The purpose of this Workshop was dual: to provide a workshop for some of the local schoolchildren, and to give conference participants the chance to try running workshops for schoolchildren, in this case of about 10/11 years old.

Paul Linares, who is an active volunteer with GONHS, organised a whole day session for a local school party in the Botanical Gardens. Most of the morning was spent recording the children's own observations of the plants, birds and animals in the park. In the afternoon they were joined by Ijahnya Christian from the Anguilla National Trust and Jim Stevenson from the Royal Society for the Protection of Birds (RSPB). Both had bravely volunteered to help in leading the afternoon session, which would culminate in a stage performance by the children at the conference venue in the evening.

By lunchtime, Jim Stevenson, who is used to working with large audiences, was beginning to hyperventilate at the prospect of working with children he had never met; with adults he hardly knew; in a place he had never been; with a view to putting on an un-rehearsed stage performance, all in one afternoon. On the other hand, Ijahnya, as always, was perfectly calm and assured.

Jim Stevenson reported: "All worries were soon dispelled when we met the children who were absolutely delightful. We introduced ourselves, and the children were fascinated to learn about Ijahnya's home in Anguilla. I did a couple of activities about birds which use glove puppets and other props. Then we played a succession of short games, including a migration game and a food-pyramid game, before going into the little environmental park that is based around a rescue centre for animals confiscated from the pet trade. Paul and his colleagues have built this entirely in their own time, and raised the funds."

The advantage of using a "mini-zoo" was that the children could see a selection of birds, mammals and reptiles up-close and study their adaptations. The children were split into 3 groups, led by Paul, Ijahnya and Jim. All three groups toured the zoo to look at the physical and behavioural adaptations exhibited by

each animal and then each group was allocated a specific task.

Ijahnya's group wrote and rehearsed their own calypso about the iguanas in the zoo and in their wild home.

Jim's group used clay, sticks, stones, feathers and leaves to build their own animals that they had to design according to where they live, what they eat and who their enemies are, while Paul's group worked on posters and banners.

Delegates from the conference who visited the project in the afternoon found a happy and enthralled group of children, covered in paint and clay, working with almost no supervision. It was quite apparent that this was very much a mixed ability group, with some excellent writers, and some good artists – and they worked together in such a way that everyone contributed fully. This was partly due to the fact that the activities were quite open-ended and could be carried out on any level.



At the evening performance to the full conference, the children excelled themselves by repeating some of the early activities on birds, performing the calypso and introducing the animals that they had designed. Each pair of children held up their "beastie" and explained its colouration, its courtship, its defence mechanisms, its diet and its habitat.

IGUANA CALYPSO
(to the tune of Caribbean folk song Mathilda)

(Chorus)

Iguana, iguana
Iguana come from Venezuela
To Gibraltar
(repeat)

One day I'm sitting in the sun
Like a nice iguana gentleman
Next day I'm inside a knapsack
Across the ocean

(Chorus)

Well I survived a hurricane
Lighting, thunder, wind and rain
Floated on logs 'cross the water
To reach Anguilla

(Chorus)

I want to be left alone
In my warm tropical home
Please don't buy me for plenty money
Or you'll be sorry

(Chorus)

The exercise demonstrated that an extremely successful and enjoyable learning experience could be had outdoors in an unfamiliar place providing:

- The leaders are well prepared or very experienced.
- There is a range of prepared activities on offer, some of which can be abandoned if they do not work.
- The activities allow for all ability levels, involving creativity and play as well as writing and numeracy.

The games and exercises used were adapted from the following sources.

The RSPB Wildlife Explorers kit includes "*Design a bird*", "*Migration game*", "*Big bird, Little bird*". It is available to club leaders in the UK only, but it can easily be replicated and the RSPB and Wildlife Explorers have a range of materials for teachers and leaders on their website:

www.rspb.org.uk/education/default.htm and
www.rspb.org.uk/youth/

Joseph Cornell's first book, *Sharing Nature with Children*, has been published in over fifteen foreign languages and is used by parents and teachers all over the globe. Sharing Nature Worldwide is an international association worth a visit.
www.sharingnature.com

Project WILD is one of the most widely-used conservation and environmental education programmes among educators of students in kindergarten through high school in Canada and the USA. They have some excellent field activities and games. Visit www.projectwild.org

Look out for a new guide on Wetlands from the West Indian Whistling Duck Working Group, to be published in August 2001. This has a huge amount of useful material culled from a wide variety of sources (www.whistlingduck.org).



Update on the “West Indian Whistling-duck (WIWD) and Wetlands Conservation Project”

Patricia E. Bradley & Lisa Sorenson

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The West Indian Whistling-Duck Working Group

(WIWD-WG) is a group of the Society of Caribbean Ornithology. For the past 4 years, the group has been working to reverse the decline of the endangered West Indian Whistling-Duck, a Caribbean endemic, and to make it a “flagship” for wetlands conservation in the region. As part of our region-wide Public Education and Awareness Programme we have developed and distributed a number of educational tools on the WIWD and the importance of wetlands in general. We have Island committees throughout the ducks’ range in the Bahamas, Turks and Caicos Islands, Cuba, Cayman Islands, Jamaica, Dominican Republic, Puerto Rico and Antigua and Barbuda. We conduct workshops for natural resource agencies and schoolteachers on the use of our materials and are now at the final editorial stage of preparing a wetlands education teacher’s manual for schoolchildren of all ages, to be produced in English and Spanish. The WG also provides training to regional biologists in waterfowl population survey and monitoring techniques, and has awarded funds to individuals in several islands for surveys of WIWD populations and identification of important wetland habitats for protection.

Grants have been received from U.S. Fish and Wildlife Service Western Hemisphere Program, Ducks Unlimited Canada, Conservation International Bahamas and the American Bird Conservancy. And Royal Society for the Protection of Birds (RSPB) has provided travel funds for all the UK Overseas Territories delegates (Anguilla, British Virgin Islands, Turks and Caicos Islands, Cayman Islands, and Montserrat) to attend an SCO meeting, contributed to the WIWD and Wetlands Education Workshop, and given editorial time to the production of the workbook.

Public Education and Awareness Programme Productions

“*Ducks of the West Indies*” *Hunter Identification Card*.—Using illustrations from Herb Raffaele’s new *Birds of the West Indies* book, graphic artists at Ducks Unlimited’s Oak Hammock Marsh assisted us in the

design of this durable plastic identification card for hunters and birders. Two thousand cards were published and WIWDWG Island Representatives distributed them to be used in hunter education programmes.

WIWD Conservation Button.—Both English and Spanish versions (1000 each) of a WIWD conservation button were produced with an WI Whistling-Duck and “Keep the Whistlers whistling!” (English version) and “Yo (heart symbol) Yaguaza!” (Spanish version).

Wondrous Wetlands of the West Indies.—Wetlands education resource book for teachers and educators is nearing completion with the Royal Society for the Protection of Birds (RSPB) giving design, layout and final editing expertise. USFWS Partners-in-Flight Program will fund the translation into Spanish and contribute towards publication costs of the Spanish version of the workbook. The workbook will be the only resource on Caribbean wetland ecology and the many values and functions of local wetlands. Each chapter contains background information and a number of classroom activities designed to reinforce learning of the concepts presented in the chapter.

Other materials.—Other educational tools we have distributed include a slide show for the general public, hunters, and secondary-age students, a puppet show (“Wetlands are Wild”) and WIWD colouring book for primary-age students, coloured posters promoting the conservation of the WIWD (for more information on these materials please see *El Pitirre* 11[1]: 19-22 and *El Pitirre* 11[3]: 126-131), and binoculars. We conduct workshops for natural resource agencies and schoolteachers on the use of our materials. Please contact Lisa Sorenson or Patricia Bradley for information on holding a workshop in your country or to receive copies of our materials.

The WG is planning to publish a *Fauna and Flora of the Wetlands* field guide through a USFWS small project in 2001. This will serve as a reference for the workbook but will also stand alone. Our long-range aim is to see that a Wetlands Education Unit (comprised of the materials we have developed)

becomes a permanent part of every school's science curriculum in each of our target islands. Island Representatives are working with their Education Department personnel to reach this goal.

Research and Monitoring, Legislation

Our second objective is to continue assisting local biologists with surveys and monitoring of WIWD populations and in the establishment of a long-term monitoring programme in Cuba, Jamaica and Antigua/

Barbuda. Knowledge of WIWD population levels and habitat use are crucial in making management plans, setting priorities for habitat conservation, and ensuring that areas providing the WIWD with quality habitat year-round are protected. We also work with NGOs in the host countries advising Governments on local conservation and hunting legislation and in encouraging Ramsar site declarations. Cayman Islands, Jamaica, Turks and Caicos Islands and the Bahamas now have internationally protected wetland sites.

