

DEVELOPING SKILLS OF NGOS

Public Education to Raise Environmental Awareness



THE REGIONAL ENVIRONMENTAL CENTER
for Central and Eastern Europe

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for Central and Eastern Europe

About the REC

The Regional Environmental Center for Central and Eastern Europe (REC) is a non-partisan, non-advocacy, not-for-profit organisation with a mission to assist in solving environmental problems in Central and Eastern Europe (CEE). The Center fulfils this mission by encouraging cooperation among non-governmental organisations, governments, businesses and other environmental stakeholders, by supporting the free exchange of information and by promoting public participation in environmental decision-making.

The REC was established in 1990 by the United States, the European Commission and Hungary. Today, the REC is legally based on a Charter signed by the governments of 27 countries and the European Commission, and on an International Agreement with the Government of Hungary. The REC has its headquarters in Szentendre, Hungary, and local offices in each of its 15 beneficiary CEE countries which are: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, FYR Macedonia, Poland, Romania, Serbia and Montenegro, Slovakia and Slovenia.

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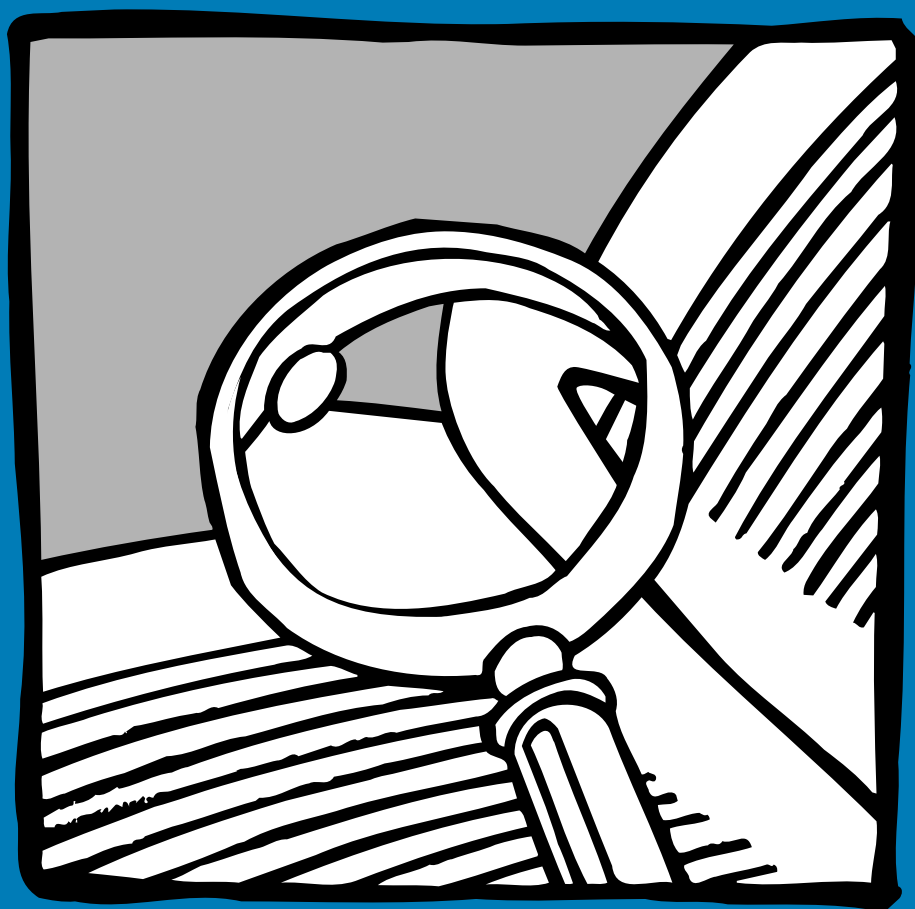
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Topic Material

Overview

Introduction

Non-governmental organisations (NGOs) can play a key role in raising environmental awareness. In South Eastern Europe (SEE) these activities are especially important and have a high chance for success for two main reasons. Firstly, for most people in the region, and especially those in transitional or poor communities, their environmental priorities lie in protecting the place where they live and the sustainable management of their resources. Secondly, the development of the region's environmental policies and regulations during the past decade are a direct result of the public's call for a safer and cleaner environment.

What is public education to raise environmental awareness?

Public education is a method of transferring *ideas and relationships* rather than isolated facts and figures. Although public education may use factual information to illustrate points and clarify meanings, the points and meanings themselves are the essence of the communication, not the facts. Facts should be presented only when they help the audience understand and appreciate the content of the message. Carefully selected facts can be supportive, illustrative and illuminating, but they are never ends in themselves.

Raising environmental awareness involves translating the technical language of a natural science or related field into terms and ideas that a non-scientist can readily understand. It also involves doing it in a way that is entertaining and interesting to the public.

Objective of the Guide

The purpose of this guide is to empower NGOs and help them realise their potential as effective activists for raising environmental awareness, as well as champions of knowledge, positive attitudes towards the environment and competency in citizen action skills.

This guide will enable the user to:

- understand the concept of “public awareness campaign”;
- improve participants' ability to plan, implement and evaluate public education campaigns;
- offer a hands-on experience in developing strategy, selecting mechanisms and improving the skills required for effective public relations, working with the media and performing local public information activities;
- provide the technical skills needed for writing, designing and producing publications, and understanding the four levels of poster design;
- improve participants' ability to organise public meetings and hearings and special environmental education events;
- offer hands-on experience in environmental role-playing; and
- transfer knowledge on how to make effective use of the Internet.

Skills to be Developed

The training will provide participants with the knowledge, skills and techniques required to effectively educate the public. Through the training participants will receive systematised methodology and skills for conducting environmental awareness campaigns and other events.

Upon completion of the workshop, participants should be able to:

- plan strategically an environmental awareness campaign that establishes goals, identifies target audiences and selects appropriate information and educational techniques;
- utilise proven techniques for effective public education;
- implement media and public relations initiatives, such as gaining access to the media, handling interviews, writing press releases and letters to the editor, and developing media strategies;
- apply principles of poster design and production for effective public information dissemination;
- organise public meetings, hearings and educational events, such as contests, exhibitions, fairs and concerts;
- employ environmental role-playing; and
- make effective use of the Internet (e-mail, mailing lists and Web sites).

Content

The guide includes information on the process of developing and implementing a public awareness campaign and the main tools that can be used. These techniques show how to:

- work with mass media;
- develop publications;
- organise meetings and hearings;
- manage publicity merchandise;
- organise special events and role-playing; and
- use the Internet to raise environmental awareness.

Shaping the Training

- Start by drawing out participants' experience.
- Look for shared patterns of experience and knowledge.
- Add new information and ideas.
- Base your agenda on what the learners are concerned about.
- Involve high levels of participation.
- Include people's emotions, actions, intellects and creativity.
- Use varied activities provided in the toolkit or your own.

Delivering the Training

A sample agenda for the workshop is given and a combination of different activities for each part is suggested: lecture/presentation, case study, role-play, small group work, simulation, discussion, games, etc. The choice of activities can vary depending on the needs of the group and on what type of learners prevail in the group (pragmatists, theorists, observers or activists). Yet, a participatory approach is encouraged, which is why many interactive exercises are given in the Toolkit that require input from the group at each stage of the training. Participants' personal and organisational experiences and concerns play a major role in shaping workshop outcomes. Each part begins with a lively exercise introducing the topic and each part is evaluated by a closing exercise.

This guide can be used as a foundation for designing a training programme adjusted to meet the specific needs of its participants. We suggest considering and planning a needs assessment in order to formulate the special goals and objectives of the workshop. Consider the advice to the left when shaping the training.

Awareness and Education

Public Awareness Campaign

Public education could be directed at any audience, but most often public educational programmes are directed at adult audiences — people whose decisions and behaviour affect the current environment, not just tomorrow's.

Before getting into the details of carrying out a campaign, it is important to understand the difference between educational *events* and educational *campaigns*.

Educational event

Educational events are short-term, often one-time affairs. Examples include giving a presentation at a local school and setting up an exhibit at the town fair.

Campaign

Campaigns are long-term programmes that include a coordinated series of events designed to bring about awareness of an issue or need.

A **public awareness campaign** is a step-by-step process in which organisers

- establish goals;
- identify target audiences;
- determine what information should be provided to the community;
- select techniques for educating members of the community;
- implement actions; and
- evaluate results.

Establish goals

Goals express what you hope to accomplish in terms of public education and involving the public in addressing environmental problems. When developing your goals, keep in mind specific, measurable indicators. These indicators can help you later evaluate whether or not your efforts have been successful.

Goals Should be SMART:

- Sustainable;
- Measurable;
- Achievable;
- Realistic;
- Time-bound.

Select information

Study carefully the background information on the issue and focus on the following when informing the community:

- knowledge/facts about the issue, possible on-the-ground solutions and the reliability of this information;
- expert opinions and research/literature;
- legislative background and opportunities;
- perception of the issue and actions taken by other (environmental) groups;
- actions/policies of other stakeholders; and
- missing information.

All the information you disseminate needs to capture the attention of the target audience. The public is diverse and has a wide range of skills, knowledge and interests — different approaches reach different segments of the community.

Select tools to communicate

An effective public education effort requires taking the message to the people rather than expecting the people to come to hear you. This entails a broad range of tools to reach out to different segments of the community, such as:

- mass media;
- publications (brochures, posters);
- meetings and hearings;
- publicity merchandise;
- special events;
- role-playing and community theatre; and
- the Internet.

The tool should be chosen in accordance with the target group. Several different tools can be used for one campaign.

Implement actions

Prior to actually implementing a specific public educational activity, consider developing a work plan for the activity. A work plan can help identify what specific steps need to be taken, who is responsible, when those steps will be implemented and how much each step will cost to implement. Using your work plan you can closely monitor how well each task is being completed and whether the tasks are completed on time.

Evaluate results

After a particular campaign has been completed, evaluate how well the activity was implemented and hold a celebratory gathering. Evaluations can help ensure that the results are consistent with expectations. Evaluations can be used to refine and, when necessary, revise a programme to better reflect reality, and thus develop a more effective campaign.

FIGURE 1

Identify Target Audiences

In the process of identifying the target audience, consider who is likely to have a strong interest in the work you are doing and who is likely to have less interest. The following questions can help you more clearly define who your target audience is:

Which community groups are affected by the environmental problem?

Depending on the project and the types of environmental problems to be addressed, the target audience may be as small as a group of landowners around a landfill whose drinking water supply is adversely affected, or as large as the whole community.

What are the interests of these groups?

Schools, unions, business associations, social clubs, religious organisations and sporting groups are just a few of the types of organised groups that might be in your community. Understanding what each group values in terms of specific environmental concerns allows you to shape the message accordingly.

Who may oppose or block the campaign?

Identify people or groups who want the situation to stay the way it is. You need to have a good understanding of these groups (What is their source of information? Who do they listen to and for what kind of advice? etc.) and decide whether to exclude them from the campaign.

FIGURE 2

When Contacting the Media

- It is important to present information in concise, interesting, well organised, and visually appealing ways, with a consistent, recognisable style.
- Work to establish good relations with members of the local media. Find a person who is knowledgeable about your issue and message, and can communicate effectively with reporters and members of the general public.
- The media needs to have something it can use. For your information to be news it needs to be interesting and unusual (in other words, newsworthy). However, as the news is often about what will affect people, most environmental issues can be called newsworthy — or made newsworthy.
- Throughout your campaign provide something interesting, along with something visual, of what you are fighting for. Highlight the problem and what can be done to solve it. But be positive and show what your group is doing and what can be done.
- Events or activities may be put on specifically to attract the attention of the media and the public.

Mass Media

Local television, newspaper and radio coverage of your environmental campaign is critical. The fact that the environment has been a topic of global concern can help generate media coverage. It is assumed that public awareness, boosted by the media, will create a greater demand for environmental legislation and for environmentally sound decision-making.

Engaging the media

Gather information about the operating policies, audiences, deadlines and key personnel of local media that might be interested in covering your campaign. See which media outlets spend the most time on the environment. Identify the particular journalists who cover topics related to your issue and become familiar with their style. See Figure 2 for guidelines on working with the media.

Press releases

Media releases should be no longer than one or two typed A4 pages, and should include the contact details of your group. The first few sentences of a press release should underline the key issue of what the campaign is about in. Present some of your argument as quotes for the journalist to use.

The press releases should go to the journalists and individuals in the media who cover topics related to your issues.

News releases are short, clearly written accounts of events, accomplishments or reports. Ideally, the five W's and one H — Who? What? When? Where? Why? How? — should be covered in the first two paragraphs (see handouts 1 and 2).

Guidelines for Conducting an Interview

- Before the interview, watch or tape several shows and study them for interviewing style, setting and degree of audience participation.
- Organise your information by writing a script if necessary, to develop a strong lead point. Practice giving responses. If there will be a panel, find out who the other members will be and plan how best to respond to their likely concerns.
- Several days before the interview, send briefing material to the interviewer or producer.
- On a panel use interruptions strategically. Remember, you are on the air; get your message across, and don't allow an adversary to either hog your time or distort the facts or your position.
- Thank the interviewer or producer after the programme is over. Offer to provide assistance whenever needed.

Handling interviews

Identify radio and/or television programmes — news programmes with interview segments, public affair shows, talk shows or call-in rooms — that might cover your issue. Consider the target audience, who you want to hear your message, and the audiences of the various programmes. Send a letter to the programme's producer introducing your organisation, your spokesperson and the issue that he or she can discuss which will interest the given audience. Follow this letter with a phone call. Some guidelines for handling the actual interview can be found in the sidebar on the previous page.

Letters to the editor

The "Letters to the editor" section of any newspaper is among its most highly read parts. It appears every day and is intended to reflect the mood of the people or a current debate within the community.

A barrage of letters can help set a community agenda, stimulate editorial and news coverage, and help educate the general public, leaders and politicians on an environmental issue. An organised group letter, listing a number of prominent community or organisational leaders, can also work to get your message to public audiences.

Campaign Publications

Posters

In a campaign to raise environmental awareness, posters have just one purpose: *to communicate a theme to the reader or viewer*. To do this, a poster must capture a viewer's attention long enough for the theme to be recognised and understood. Since the theme is the principal message you want to get across, putting it directly into the title makes good sense because many viewers will not read beyond the title. A number of useful tips on designing a poster can be found in Figure 3.

The design of a poster helps set the stage for a more purposeful artistic design. **Theme awareness** is the only mandatory element of a poster, as the other elements are merely tools to focus the conceptual and artistic design of a poster on achieving the main objective — communication of a message to the public.

Leaflets and brochures

Like a poster, a good leaflet/brochure should be attractive, brief and clear. It should contain more information than a poster, and a person can bring it home, read it carefully and keep it. When producing leaflets for an environmental awareness campaign, be sure to develop some form of distribution system in order to give the leaflets to the right audience.

How to design a leaflet/brochure

Keep the number of main ideas to five. For example, if the theme of the educational campaign is, "conserving soil is the key to successful farming," we might plan to divide the information into two major categories: those that demonstrate good soil management and those that demonstrate poor or inadequate soil management. In the first category we would include information and pictures of terracing, catch basins, banks and slopes seeded with grass, etc. In the second category we would include information and pictures of run-off, dry cracked soil and highly eroded areas. The brochure should include the theme titles, texts and illustrations for each category.

Unless money is available for expensive brochures, you are probably going to be limited to simple, photocopied brochures. Effective communication is often more influenced by the conceptual design of the message than by the quality of the materials used to convey it. Inexpensive but well-designed brochures will always communicate better than expensive, poorly designed ones.

Organising Meetings and Hearings

Public information meetings are designed to educate the community on a particular issue as well as to increase overall public awareness. Public meetings also provide an opportunity to collect information through people's opinions about the environmental problem and to identify possible solutions.

The main reason for a **public hearing** is to formally hear and record the comments of the public on the proposal at hand. There is discussion only to clarify and understand the comments being given. There is less interactive discussion than in informational meetings.

Keys to Running a Public Meeting

- Define the goal.
- Prepare for the meeting.
- Use proper procedures and good communication skills.
- Follow up.

Define the goal

Clarify the reasons for holding the meeting and what you expect to achieve by the end of it.

Prepare

See Figure 4 for guidelines on preparing for a public meeting.

Use proper procedures and good communication skills

Lay out the ground rules at the beginning of the meeting. Describe the procedure, introduce the person who will be acting as moderator, and explain the process of audience participation. This procedure may be as simple as raising hands and being recognised by the moderator, or in large public meetings, submitting a written request to speak at the beginning of the meeting.

FIGURE 3

How to Design a Poster

- **Theme awareness.** In one or two seconds, the viewer should recognise and understand the theme. Display this level prominently in the title of the poster.
- **Awareness of the message components.** Show no more than five parts or major divisions — the fewer, the better. Accomplish this with eye-catching headings or subheadings, colours, illustrations or other visual separators. If headings or subheadings are used, they should be conspicuous but less prominent than the title of the poster.
- **Main body text and illustrations.** For each message component, include only those facts and ideas necessary to communicate that part of the theme. A viewer ought to be able to read each body of the text quickly — the briefer, the better — and immediately see its relationship to the theme of the campaign.
- **Action to be taken by the viewer.** This message can take many forms depending on the type of the environmental campaign and its lifespan. It could be:
 - a schedule for future activities related to the topic of the display;
 - the name of an expert on the topic;
 - the title of the brochure, pamphlet or book that the viewer could get; or
 - a suggestion of a place to go, a trail to hike, etc. (be selective — give only one or two suggestions).

Follow the agenda, but be flexible and open to new information that you did not anticipate. People will be more willing to attend meetings regularly if they feel that they can predict how long the meeting will take.

Be fair and neutral in selecting people to speak. It is important to make sure that when you are calling on people to speak that you do not overlook those with whom you know will disagree. Qualities to look for in a meeting leader are listed on page 15.

Follow-up

It is very important to sit with your colleagues and evaluate how the meeting went and how to improve the next meeting. Write up a summary of the points made at the meeting, the follow-up actions needed and who will be responsible for undertaking these actions.

Managing Publicity Merchandise

You can sell T-shirts, stickers, coffee mugs and other items with the campaign logo. This outreach strategy not only builds awareness of the campaign but also raises funds for it. Often environmental campaigns include producing and giving away common everyday items (e.g., pencils, pens, calendars, pins, key rings, etc.), each carrying important themes. Day after day, each time one of the items is seen, one of the campaign's messages is also seen. You can probably persuade a local business to donate some or all of the items of this kind to the campaign. In exchange, most businesses will either want to have their names on the items or to receive some other kind of recognition or acknowledgement during the campaign.

FIGURE 4

Prepare for the Meeting

■ Identify the audience.

Clarify who will be affected by the actions. Consider developing a mailing list of potentially interested people.

■ Develop informational materials for the public.

These materials may include a brief summary of the problem, a specific activity you are undertaking or a summary of the information collected to date on the environmental issue or problem.

■ Find a location that is convenient for the participants.

Make sure that the room suits your purposes, including adequate size, lighting and capacity for audio-visual or presentation equipment. Select a meeting time and date that will allow the greatest number of people to attend.

■ Notify the public.

If the meeting is open to the general public, place an advertisement in a newspaper generally circulated in the area and use public service announcements for radio. Advertisements should be published several

weeks in advance of the meeting. Also, you may conduct a mailing to those individuals whom you have specifically identified as interested or affected. A meeting agenda should also be published.

■ Disseminate the informational materials to the public.

Materials can be placed in libraries, community centres, governmental offices or other convenient places. Look for distribution hot spots in the town.

■ Prepare the agenda and materials for the meeting.

Include at least the following in your agenda:

- welcome and introduction;
- goals of the meeting;
- items to be discussed;
- conclusions or decisions; and
- summing-up and thanking.

Special Events, Drama and Role-Playing

Special events

Though it is common sense, it is good to remember that people like to enjoy themselves. Promoting environmental awareness and protection can go hand-in-hand with such special events as fairs, dances, concerts, exhibitions, outdoor activities and competitions.

Almost every town has some kind of annual celebration. It may commemorate a historic event, recall the town's founding, etc. Try to have an exhibit or information desk at events. If possible, arrange to present a series of talks or audiovisual programmes. In addition to the obvious educational value, simply being visible at community celebrations is important. Many communities have celebrations that are timed with natural events or cycles.

If the town does not have an annual celebration related to a natural event, consider starting one. Experience shows that although it may be hard to generate a lot of enthusiasm in the first year or two, participation usually increases the third year if the event is effectively publicised.

Guidelines for organising events

Think about timing. Decide when the best time for your meeting would be. For example, if it is held during work hours many people will not be able to attend, while others may not be able to come after hours. What time you have the meeting therefore depends upon what best suits the group's members and the people you want to attract. Avoid clashes with other meetings that may be important to your members.

Think about the site. The choice of a meeting site will also affect who comes to a meeting. Ask yourself these kinds of questions:

- Are people familiar with where the meeting is to be held?
- Is it in the area or out of the way?
- Can people get there by public transport?
- Does the building chosen have adequate facilities for your event?

Plan advertising carefully. Always get advertising out in plenty of time — approximately three weeks in advance for posters or leaflets, and at least 10 days for community radio announcements and newspaper advertisements (check your local media for details). Double-check all advertising for the correct date, time, place and any special information (such as the name of guest speakers).

Advertising may include posters; leaflets, articles in the papers about the event/meeting; radio community announcements; feature articles in papers, newsletters and journals that any interested people may read; advertisements in the paper; notices in the free community notices section of the paper; and word of mouth.

Using drama and role-play

Although dramatic role-playing is not appropriate everywhere, it is a powerful form of raising environmental awareness when the situation is right. Theatre can challenge conventional thinking and introduce new ideas. Many areas have theatre groups which travel the country acting out dramas dealing with a variety of environmental issues. If there is one in the area, ask members to come and stage a production to introduce your topic. An alternative is for group participants to take on the roles of community members to portray their concerns.

Qualities that Make a Good Meeting Leader

- **Perception** – Leaders are able to predict how their message will be received. They anticipate the reaction of the audience and shape the message accordingly. They read the response correctly and constantly adjust to correct any misunderstanding.
- **Precision** – They create “meetings of the minds.” When they finish expressing themselves, members of the audience share the same mental picture.
- **Credibility** – They are believable. The audience has faith in the substance of their message. The audience trusts their information and their intentions.
- **Control** – They shape the response of the audience and create a meeting environment that encourages participants to share their ideas.
- **Congeniality** – They maintain friendly, pleasant relations with the audience. Regardless of whether the listeners agree with them, good communicators command their respect and goodwill.

Web Sites of South Eastern European Environmental NGOs

- www.bluelink.net
- www.desirableearth.org
- www.ecopresscenter.org
- www.krushevo-erina.org.mk
- www.seda.com
- www.zelena-akcija.hr
- www.defyu.org.yu
- www.tisaforum.org.yu
- www.de-forum.org
- www.caput-insulae.com
- www.eco-liburna.hr/eko
- www.eureka.hr

The Internet

The tools of electronic networking — computers, modems and Internet accounts — are becoming more and more common in the environmental NGO community. However, many activists, although they intuitively sense the potential of this technology, are casting about for effective strategies for applying the power of electronic networking to their work. While most organisations regularly communicate via post, phone and fax, few are using e-mail and the Web effectively to communicate with the public.

The number of people in South Eastern Europe who are online continues to grow, and a large number of environmental organisations are missing a huge opportunity to reach out electronically to their own online audience and help them become powerful and effective environmental activists. E-mail and e-mail lists are the best tools for this type of outreach, and NGO e-mail organising efforts should be supported by a Web site that can serve as reference centre.

What is an “Information Age NGO”?

Simply put, it is one that has fully integrated online communication (primarily e-mail and the Web) into the way they work and communicate with their membership, colleagues, the public or the media. Information age organisations use these tools to build and nurture relationships with people in ways that mail, phone and fax do not easily allow.

An initial assessment is needed to see how effectively your organisation uses the Internet, followed by development and implementation of a strategy for effective Internet use.

FIGURE 5

Tips for Effective Participation in Discussion Lists

- **Start small and grow.** Discussion lists should start and remain small; fewer than 50 people working on a specific issue or in a specific geography is ideal. Big lists, unless very closely managed, can produce volumes of e-mail messages that cause “information overload.”
- **Stay focused.** Lists should be created around highly focused issue areas and not around general topics. Lists that are construed too broadly tend to fall into the trap of trying to be all things to all people in a community that is large and diverse.
- **Keep messages short.** Given the conversational nature of these lists, it makes sense to keep the messages brief and to the point. Highly active lists will generate numerous messages, and short e-mails mean less on-line reading time to get to the necessary information.
- **Try to avoid “action alert” overload.** There is a tendency to use discussion lists to continually broadcast “action alerts” and other time-critical information to participants. Although this is a valuable function of e-mail based communication, it is easy to generate too many alerts asking the same people to do too many things (which also leads to overload).

E-mail and Mailing Lists

Gather e-mail addresses

Publicise the organisation's e-mail address. Make sure it is included on business cards, brochures, fact sheets, newsletters or any other publication from your organisation. Ensure that everyone in your organisation makes it part of their routine to ask for this information whenever they meet someone interested in the organisation (on the phone, at public meetings, etc.)

Establish and use mailing lists

Once you have built even a small database of members/activists who use e-mail, begin contacting them regularly by e-mail with quality information about your activities and issues, and engage them in a way that is commensurate with their level of activism.

How to use mailing lists to generate online discussions

Unlike a broadcast list (which is one-way communication), a discussion list is an e-mail list which allows for multiple-user communication between everyone subscribed to the list. Anyone on the list can post a message to the list that every member will see. Discussion lists allow for rudimentary online "conversations" to take place and can be an effective way to communicate with a relatively small group of people.

Few people, however, are familiar with discussion lists as a medium. Figure 5 presents some tips that will encourage fruitful exchanges.

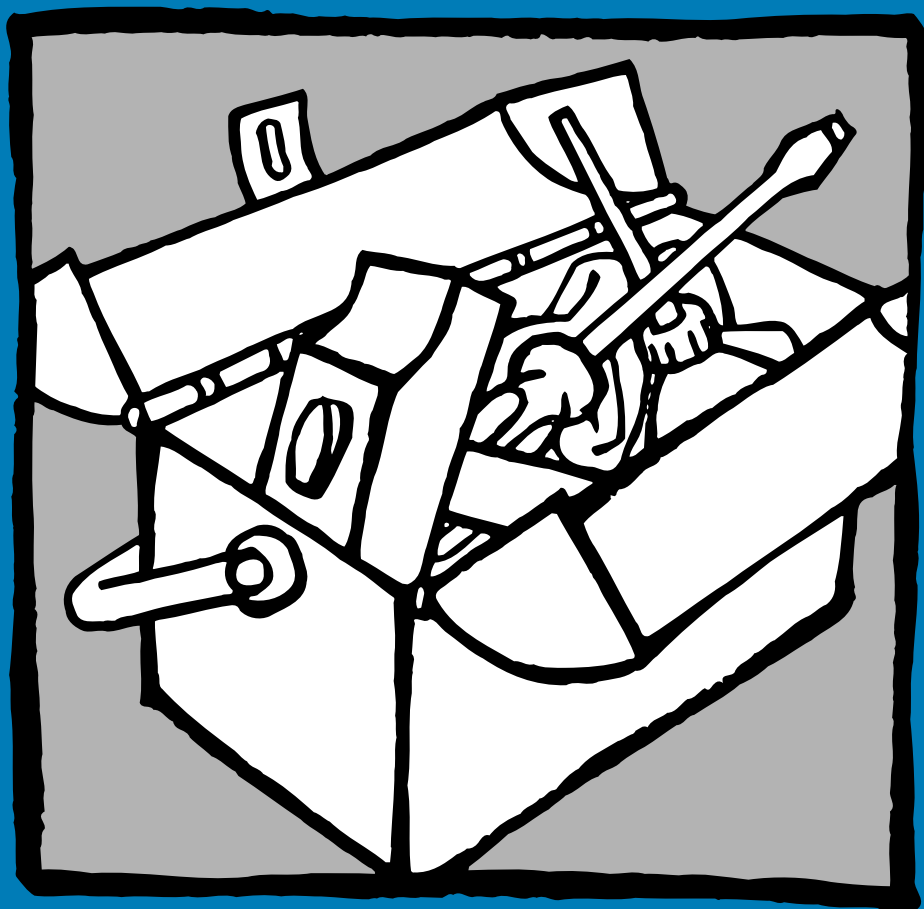
Effective Websites

The World Wide Web is everywhere in the media, and there is considerable interest by environmental NGOs in this new medium as a way to reach out to the public and generate interest in environmental issues. Three considerations can greatly increase the success of a Web site:

- **Audience** – Who are you trying to reach, what information does this audience want and how can you best deliver this information to them? Does the intended audience have access to the Web? A site designed to attract new people to the organisation or issue will be quite different from a site designed for people who are already familiar with you, and establishing your target audience before you even think of what the site will look like is critical.
- **Objectives** – How many people do you expect to reach with this site, and what results do you want to achieve? Again, it is difficult to attract people to your site, and you should therefore set realistic objectives for it. More important than the number of visitors or "hits" to your site are the measurable actions that result from these visits.
- **Cost** – How much time and resources will you need to commit to create a Web site that will effectively realise your objectives? Is a Web site for an intended audience the most effective use of your money and resources to reach these objectives?

Integrating the Web

In your online action alerts and broadcast e-mails, reference your Web site within the document where the reader can obtain additional information about an issue. If you are working in a coalition on a particular event or topic, include the URLs of the other groups' Web sites in your e-mails. Create online versions of any action alerts for publication on your Web site. Provide information about your broadcast e-mail alerts on your site as well. Always keep in mind that your site is just *one* of the tools your organisation uses to communicate and reach the public. For it to be effective, it must be combined with other techniques for public education and be integrated into the overall environmental campaign strategy.



Training Toolkit

Tool 1: Guess Who

Description: Introducing the participants

Participants: Small groups

Duration: 30 minutes

Materials: Flip chart, Personal References handout

Procedure:

- 1 Distribute the handout Personal References (Figure 6).
- 2 Ask participants to take a few minutes to complete the statements, writing down their first, instinctive answers. Do not explain the purpose of the exercise at this stage.
- 3 Ask participants to work in small groups and appoint a team leader or spokesperson.
- 4 The team leader collects the questionnaires, shuffles them and give out clues, one from each sheet, with the rest of the team trying to guess who the person is from the clues or responses given. Allow 15-20 minutes or until everybody is identified.
- 5 After time has elapsed ask each group in turn to present which responses gave people away and which participants were hardest to guess.

FIGURE 6

Personal References

Complete the following statements, giving your first, most instinctive answer:

- At school my favourite subject was:
- My favourite meal or food is:
- My favourite song is:
- My favourite drink is:
- My favourite film of all time is:
- My favourite TV programme at the moment is:
- I prefer to read the following daily newspaper:
- My preferred radio station is:
- The best holiday I have ever had was spent in:
- My favourite leisure time activity is:
- My most prized possession is my:
- My favourite outfit or piece of clothing is:



Tool 2: A Letter to Myself

Description: Eliciting trainees’ expectations for the training course

Participants: Individually

Duration: 15 minutes

Materials: The handout A Letter to Myself and envelopes

Procedure:

- 1 Ask participants to work individually.
- 2 Distribute the handout A Letter to Myself (Figure 7).
- 3 Ask participants to complete the handout and then collect them. They should put their names at the bottom because the letters will be returned to them at the end of the training.
- 4 Place them in envelope and keep them for the end of the training course.

FIGURE 7

A Letter to Myself

Dear Me,

After my training course in Public Education to Raise Environmental Awareness, I will be more effective in the following areas:

Yours sincerely,

Tool 3: Instant Persuasion

Description: Persuading someone to do something immediately

Participants: Two groups

Duration: 15-20 minutes

Materials: Flip chart and the handout Instant Persuasion

Procedure:

- 1 Divide participants into two groups.
- 2 Distribute the handout Instant Persuasion (Figure 8).
- 3 Review the instructions and make sure everybody understands the task.
- 4 Avoid entering any discussion about methods; redirect questions by simply repeating the instructions.
- 5 When all the participants have attempted the task (10-15 minutes), ask them whether or not they were successful.

Discussion:

How effective was instant persuasion? If your approach failed why do you think this was? What style might have been more successful? How did you feel being persuaded in this way?

FIGURE 8

Instant Persuasion

You have three minutes to persuade another group member to do something that would be good for him or her (for example, quit smoking, lose weight, read a certain book, bike to work, etc.). Use a high-pressure style. The other person may resist and, if persuaded, must actually carry out this action to which he or she agreed. Take a few minutes to collect your thoughts and make some notes:

Objective:

Notes:

--	--

3

Tool 4: Case Study

Description: Analysing and discussing environmental campaign processes

Participants: In small groups or pairs

Duration: 20 minutes for analysis and 10 minutes for each presentation

Materials: Case study texts and the Case Study Worksheet

Procedure:

- 1 Explain the purpose of the process.
- 2 Divide the participants into small groups.
- 3 Give each group the Case Study Worksheet (Figure 9) and a different case study.
- 4 Have each group analyse their case study and fill in the worksheet.

Discussion:

Each group elects a person to present their analysis to the others.

FIGURE 9

Case Study Worksheet

■ What were the goals of the campaign?	
■ Who was the target audience?	
■ What information was disseminated to the audience?	
■ What educational techniques were used?	
■ What was achieved?	
■ Your comments and conclusions:	

4

FIGURE 10

Case Study — Children, Parents and Environment

Pleven is a town of 160,000 inhabitants in northern Bulgaria. The local environmental NGO Desirable Earth conducted an educational campaign to raise awareness of the human impact on nature, with an emphasis on what local people have done to their town's environment. The target groups of the campaign were students and their parents.

The campaign included two different environmental educational actions with competitions and emotional elements involving children together with their parents:

- A photo competition Man and Environment followed by a photo exhibition.
- By Bike – an educational meeting followed by a bicycle tour to the town park.

The photo competition was announced in local newspapers and on radio and television. Attractive posters were displayed and leaflets describing the rules were distributed.

As a result, a total of 173 pictures were received from 116 participants. Twenty-three of them were nominated and included in the exhibition. A jury consisting of activists from Desirable Earth, Kodak Express employees and members of the local Centre for Working with Children carried out the selection. There was an official ceremony held at the Centre for Working with Children where the photographers of the selected photos were given prizes and the exhibition was opened. Schools reacted positively to the activity from the very beginning, and by their request the exhibition visited most of the schools in the town.

By Bike proved to be a popular local event. Veloclub Kailaka was involved as a partner of Desirable Earth, and Vladimir Sorokin, who travels the world by bicycle, was invited as a guest speaker. Posters developed as a teaching material were disseminated to local schools. Participants in the event received a leaflet with a programme and a quiz. Children who answered the quiz successfully were given prizes. A video was then shown, followed by a bicycle ride to Kailaka park.

FIGURE 11

Case Study — Children Need the Earth

Every year the NGO Planet Earth organises the event Jogging Through Croatian National Parks. The main aim of this event is to spread environmental information to the citizens of Croatia. This year 70 primary schools participated in the preparation of this event by organising special classes for pupils on biodiversity. These classes included creative activities such as drawing and

writing essays, which were then printed in a booklet and distributed to the public during the jogging event.

The campaign involves not only children, but also the wider Croatian public. Attractive posters announced the event, and it received strong media coverage.



FIGURE 12

Case Study — Future Without Garbage

The national campaign Future Without Garbage is a programme of the Borrowed Nature Association, Bulgaria. The campaign was implemented in cooperation with other NGOs, journalists, teachers, students, the Ministry of Environment and Waters and the Ministry of Science (including their regional structures). Campaign initiatives can be divided into three basic areas:

- **Raising public awareness** – workshops and meetings for teachers and students, public hearings and discussions, media coverage (both local and national), press conferences and video presentations;
- **Waste separation activities** – events for planting and cleaning with prizes and amusement; and

- **Creative work** – festivals and competitions (literature, drawing, photography, sculptures made of waste materials and others).

Different age and social groups were approached in different ways. Sounds, pictures, texts and displays were combined to raise awareness of the theme. Many educational and promotional materials were produced as part of the campaign: posters, brochures, stickers, badges, calendars, audio and video cassettes, and books.

Media coverage and involvement was of great importance for the campaign. The media campaign was planned carefully and a competition for best journalistic publication on the theme was held.

FIGURE 13

Case Study — Car-Free Day 2001

On Saturday September 22, Green Action, working with the Ministry of Environment and Physical Planning, organised a celebration for Car Free Day 2001 in Zagreb. Only cyclists were allowed into the city centre, meaning there were no car fumes or noises for an hour and a half. The event was attended by people of all ages.

Green Action's campaign for more cycling and pedestrian paths involved various organisations for the disabled.

The environmental minister and the deputy minister provided examples of cycling. On French Republic Square, cycling and disabled societies, together with environmental and educational NGOs, the Ministry of Environment and Croatian Rails, presented programmes for public transport and sustainable cities.

The day before Car Free Day, Green Action organised a public hearing on the topic of city transport in Zagreb. It was followed by an open-air rock concert.



Tool 5: Think it Through

Description: Developing a campaign plan step-by-step

Participants: Small groups

Duration: 40 minutes

Materials: Flip chart, markers and paper

Procedure:

- 1 Brainstorm some ideas and possible themes for public awareness campaigns.
- 2 Divide the participants into three groups.
- 3 Give each group a big sheet of paper and markers.
- 4 Each group has to develop a campaign plan following the five steps.
- 5 Participants should provide a time line for the campaign.
- 6 Each group elects a person to present their work to the audience.



Tool 6: Head, Heart, Feet

Description: Evaluating the second part of the workshop sessions

Participants: The whole group and individually

Duration: 15 minutes

Materials: Flip chart, markers and paper

Procedure:

- 1 Hand out a sheet of paper to each participant and explain the objectives.
- 2 Invite participants to draw a head, heart and feet on the paper using markers.
- 3 In the head they should put new ideas, concepts, facts, information or analysis.
- 4 In the heart they should put emotional changes, discoveries about the self and changes in values and beliefs.
- 5 In the feet they should put new skills and things they will do differently.
- 6 Put the drawings up on the wall.



Tool 7: Lie Detector

Description: Testing participants' communication, presentation and listening skills

Participants: Three "suspects," with the rest of the group as observers

Duration: 40-45 minutes

Materials: Flip chart, handouts

Procedure:

- 1 Explain the purpose of the exercise.
- 2 Ask for three volunteers who think they are effective "persuaders" (liars) to play the suspects.
- 3 Explain to the group that each suspect will be interviewed twice regarding their activities and whereabouts from the previous week. At one interview each "suspect" will be completely and absolutely truthful, at the other they will be completely untruthful and only the suspects will know which one.
- 4 The suspects' goal is to mislead the group into believing that the false account is actually the true account.
- 5 Distribute Figure 14 to the suspects and the Observer's Sheet (Figure 15) to the rest of the group.
- 6 Grant the suspects five minutes to prepare outside the room.
- 7 Interview suspects one at a time for about three minutes each.
- 8 Interview all three once, and then repeat. Be careful to use similar questions each time and continue until all suspects have been interviewed twice.
- 9 Allow delegates a few minutes to complete the summary box and then collect the sheets.
- 10 Summarise the results as a whole on the flip chart and ask suspects to reveal which interview was the truthful account.

Discussion:

How did you know when somebody was lying? Who was the most convincing in deceiving the group and why?



FIGURE 14

Suspect

Take a few moments to prepare your answers to the following questions. You will be interviewed twice regarding your activities and whereabouts last weekend. At one interview you will be completely and absolutely truthful, at the other you will be completely untruthful (you can decide which). Your goal is to mislead the group into believing the false account — only you will know which is which, tell no one else.

Prepare for these types of inquiries:

- What did you do last weekend?
- Give a detailed breakdown of your movements and activities.
- Who did you meet? Where did you go? Who did you speak to? Did you enjoy yourself?
- Was it a good weekend? How do you feel about it?

FIGURE 15

Observer's Sheet

Please, make notes during the interview in the spaces provided. Leave your conclusions until you have seen both interviews.

Suspect's name _____

Interview A

Interview B

This suspect was lying during interview

A

B



Tool 8: The Incident

Description: Role-playing about media coverage on an environmental issue

Participants: Each participant has a role

Duration: Two hours

Materials: Role descriptions, markers, paper, camera and Dictaphone

Procedure:

- 1 Read the situation out loud (Figure 16)
- 2 Assign roles and distribute the description of the situation to all participants. Reporters (media representatives from television, newspapers and local radio) interview different people, produce a report and present it to the audience. Interviewees (a medical representative, two citizens, a representative of an environmental NGO, a chemical plant manager, a government spokesperson) try to advance their individual perspectives and interests. Observers watch the scenes, fill in the observation sheet (Figure 17) and report at the end of the simulation exercise. You have 11 roles (13 people) and 11 observers. If there are more than 24 participants, assign two observers for each role. If less, have one (or more) observer examine more than one role.
- 3 Instruct participants to put on badges to identify their roles.
- 4 Give 10 minutes to prepare for the interviews (actors prepare for their roles and observers study the questionnaire); 30 minutes for the actual interviews; 30 minutes for the seven reporters/media representatives to prepare the reports (a short team-building exercise can be held for the rest of the group during this time); and 20 minutes for presentation of the reports.



FIGURE 16

The Situation

There has been an accidental release of gas from a chemical plant during a cleaning operation. This has resulted in a gaseous cloud, composed mainly of sulphur dioxide and nitrogen oxides, being blown by the prevailing wind towards your town. The weather conditions on this day resulted in a mist composed of sulphuric acid and nitric acid.

Role 1:

News team for TV 1 – three persons working in a team (camera operator, scriptwriter and reporter) You are the news team for TV 1 News to broadcast at 7:30 p.m. The report on the situation must not run longer than five minutes.

- Prepare a format for the programme.
- Interview as many people as possible.
- Prepare the report.
- Show it to the audience.

Camera operator

Your job is to organise the set where the news broadcast will take place. You need a camera for your task. Think about elements such as background, seating and lighting.

Scriptwriter

You will have to decide on a running order for the interviews. Think about the time and sequence of the shots. How will you introduce the programme? How will it end?

Reporter

You will interview people and provide information to the viewers about the story. Think about verbal and non-verbal forms of communication.

Role 2:

You are a newspaper reporter representing the point of view of the political party in opposition. Your task is to conduct interviews and write an article on the topic for your newspaper. You will ask many challenging questions to the government spokesperson, but you will not interview the manager of the chemical plant. The article should not be longer than one page.

Role 3:

You are a newspaper reporter representing the point of view of the political party in power. Your task is to conduct interviews and write an article on the situation for your newspaper. You would prefer to avoid interviewing the medical and NGO representatives. The article should not be longer than one page.

Role 4:

You are a newspaper reporter from a politically neutral newspaper. Your task is to interview as many people as possible and to write an article on the situation for your newspaper. The article should not be longer than one page.

Role 5:

You are a local radio reporter. Your task is to interview as many people as possible with a Dictaphone and to select parts of the interviews for a radio broadcast. You will give your report to the audience. It must not run longer than five minutes.

Role 6:

You are an ordinary citizen from the town. You are worried about health hazards. You have heard about other similar disasters — Chernobyl, Bhopal, Seveso — and are concerned about long-term effects such as eye complications and cancer. You are also angry about the factory, which gives off foul smells and occasionally produces large quantities of dirt. You are pressing for compensation from the chemical plant.

Role 7:

You are an ordinary citizen from the town. You work at the chemical plant and are satisfied with your job. You are quite pleased with your salary and are against any closing or relocation of the plant.

Role 8:

You are a representative of the medical profession. You have been concerned for some time about the general health of the population due to the proximity of the factory to the town. You are currently unsure of the medical effects because you need more sophisticated monitoring equipment installed in the local hospital and a large sample of people to carry out the tests on. This recent incident gives you the opportunity to deal with the right size of sample that science would demand. You believe that the effects on the townspeople as a result of the incident are likely to be similar to the long-term effects of acid rain. You see this as an opportunity to help predict future problems.

Role 9:

You are a manager at the chemical plant. You believe this is a relatively minor leak. The efficiency of the emergency back-up system in restricting the amount of gas lost to the atmosphere speaks volumes for the skills of the workplace (good training by the company) and the quality of the equipment. You wish to emphasise your excellent past record, the speed with which you organised the arrival of the emergency services and the benefit to the local community of having the factory in the area. Besides, you were just unlucky that it was drizzling on that day, for otherwise the cloud would have passed harmlessly overhead.

Role 10:

You are a government spokesperson. This is a tricky situation for you. You are walking a tightrope between offending the people of the town and losing their confidence and ultimately their votes, and offending the chemical plant, which is a major source of local employment and revenue. You have to work out how to ease the concerns of the residents without closing the chemical plant down. You may consider fining the company and demanding they employ an increased number of independent safety inspectors. At the same time, you wish to encourage the chemical plant to expand, which will allow them to replace some of their outdated technology. The employment benefits brought to the region as a whole must be emphasised — it is not only the people who work for the chemical plant, but also many other local supplies who would be affected if they were forced to close.

Role 11:

You are an environmental NGO representative. You believe this incident to be an environmental disaster which will become known as “The Day of Mist.” Your goal is to raise public awareness of this incident by gaining access to the media. The truth is that it is not just about the effects on humans, serious as this may be, but also on plants and animals. You believe that what will happen to the plant and animal life in the area is exactly the same as what will happen as the effects of acid rain become more obvious — already some lakes and rivers are too acidic to support fish life. “The Day of Mist” is an intense example of what will become an everyday occurrence. You are pressing for relocation of the chemical plant away from the town. Your task is to gain access to each reporter and to convince him/her to publish your opinion.



FIGURE 17

Observation Sheet

OBSERVERS

Observe one of the actors. Study the questionnaire carefully and fill it in during your observation. Be ready to report at the end of the simulation.

Observation of the journalist and media representatives

Observation of

Comment on his/her behaviour during the interviews:

Did he/she interview all possible people to see different perspectives?

What was his/her style of communication (both verbal and non-verbal)?

Comments on his/her report:

Was it impartial or biased?

Did it exaggerate or underestimate the incident?

Was it done well?

Whose points of view predominated in his/her report? Why?

What was the style and tone?

Other remarks

Observation of interviewees

Observation of

Comment on his/her behaviour during interviews:

What was his/her style of communication (both verbal and non-verbal)?

Was his/her language vivid?

Did he/she use examples and statistics?

Did he/she answer questions honestly?

Did the person have an objective?

What was the objective?

Did the person manage to advance his/her point of view and to persuade the reporter to reflect his/her opinion?

Which media productions reflect his/her point as it is?

Which media productions neglect his/her point?

Other remarks

8

Tool 9: Media Strategies

Description: Developing media strategies

Participants: Small groups

Duration: 90 minutes (45 minutes for producing a media strategy, 45 minutes to present the media strategies of the groups)

Materials: Flip chart, markers and paper

Procedure:

- 1 Divide the participants into groups of five or six.
- 2 Give each group a big sheet of paper and markers.
- 3 Distribute the Media Strategies Questionnaire (Figure 18).
- 4 Each group should choose a specific environmental issue and then develop a media campaign strategy.

Discussion:

Each group selects a person to present their work to the audience.

FIGURE 18

Media Strategies Questionnaire

- Why do you want to go to the media with this issue?
- What are the key points you want the media (and the public) to understand about your environmental issue? List your top three, then refine them into one major point.
- Who are you targeting?
- What is the best way to catch the target audience's attention?
- What outcome(s) are you looking for?
- How are you going to get that ideal coverage?

9

Tool 10: Wanted Poster

Description: Raising the energy level and summarising key skills needed to work with media

Participants: Participants are divided in groups of two or three

Duration: 30 minutes

Materials: Paper and markers

Procedure:

- 1 Introduce the activity by asking participants to recall seeing old Hollywood cowboy movies where the sheriff would ride into town and pin-up a WANTED poster.
- 2 Explain that the people WANTED in this exercise are talented people.
- 3 Divide participants into groups of two or three, and hand each group a sheet of flip-chart paper.
- 4 Tell them to design a WANTED poster for an exceptional public relations person for their environmental NGO.
- 5 The poster would describe how people would recognise this person, explain what sort of character he or she is and what particular skills he or she possesses. It should also say that a large reward is available for anybody helping to find this person.
- 6 Allow 15-20 minutes.
- 7 Put the posters around the room so that participants can look at them during the break.

Tool 11: Visualisation

Description: Practicing visualisation and identifying and examining metaphors that affect our thinking and perception

Participants: Individually

Duration: 20 minutes

Materials: Paper and markers

Procedure:

- 1 Inform participants that they are to work individually, but that they will share their ideas in the group discussion to follow.
- 2 Introduce the activity by saying that visualisation and metaphors are powerful ways to gain a better understanding of abstract issues. They also shape our perception and thinking.
- 3 Ask participants to reflect quietly on their careers or lives and to think of a metaphor or motto that sums it up.
- 4 They should then write a few sentences on the paper based on this metaphor and draw an image that reflects this message.
- 5 After 10 minutes, ask people to discuss their metaphors and drawings with a neighbour.

Discussion:

Open up a group discussion, allowing people to share their drawings and observations. Are there any recurring themes or metaphors? How does it feel when you apply someone else's design to your life or career? Did anyone think of his/her career as a journey or a river, or associate with animals such as butterflies, eagles, trees or any natural objects?



Tool 12: Who Will Attract the Most Participants?

Description: Designing attractive posters and brochures to attract people to an environmental campaign

Participants: Groups of three or four

Duration: 60 minutes

Materials: Flip chart paper, markers, scissors, old magazines, etc.

Procedure:

- 1 Divide participants into groups of three or four.
- 2 Ask the groups to design a poster and a brochure for an environmental campaign (allow 45 minutes).
- 3 Ask the groups to put their posters on the wall and their brochures in suitable places. The groups then put up a sign-up sheet for people willing to participate in the campaign next to the poster.
- 4 Send the participants round to look at all the posters and decide which campaigns to sign up for. Each participant must sign up for exactly three campaigns (allow 10 minutes).
- 5 Announce the group that attracted the most people to their campaign.

Discussion:

What attracted you to the successful campaigns?

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Tool 13: Evaluation of Training

Description: Evaluating the training and asking participants for their opinions on how to improve the workshop

Participants: Individually

Duration: 15 minutes

Procedure:

- 1 Ask each participant to quickly answer one of the following questions, anonymously on paper:
 - I discovered that...
 - I learned that...
 - I was surprised that...
 - I want to find out...
 - I wonder why...
 - Were the objectives of the sessions fulfilled?
 - Were my own expectations met?
 - Did I contribute significantly towards filling my own expectations?
 - What was good about the session?
 - How could it have been improved?
 - What were my contributions to the group?
 - I wish we did more...
 - I wish we did less...
 - Because of this session I am going to...
- 2 Collect the responses.

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Tool 14: Points of View

Description: Practising presentation, persuasion and communication skills and techniques

Participants: Individually

Duration: 45-60 minutes

Procedure:

- 1 Ask participants to work individually.
- 2 Each person should identify a topic that they feel strongly about and briefly write down their views on the matter. Make sure that everybody has a topic written before continuing (allow 15 minutes).
- 3 Tell them they will have to give a three-minute presentation stating the opposite point of view from what they have written. For example, if they feel strongly against people who wear fur coats, they must instead argue in favour of them.
- 4 The group will then decide which presentation was the most effective.
- 5 Avoid entering any discussion about methods by simply repeating the instructions.
- 6 When they are all ready, have each participant give his or her presentation to the class. Remind them that they should appear as committed and persuasive as possible.
- 7 Have the participants vote on the most convincing presentation.

Discussion:

Was the exercise easier than you had expected or harder? What did you do to appear more convincing? Which of the presentations were believable? How could you tell if they were not sincere? What should one look for in assessing honesty and integrity in others?

Tool 15: The Meeting

Description: Involving participants in planning and organising a meeting

Participants: Two groups

Duration: Two hours

Materials: A flip chart, markers and a microphone

Procedure:

- 1 Divide participants into two groups.
- 2 Ask each group to develop a plan for a meeting on a specific environmental topic and to assign each person a specific role in the meeting (allow 30 minutes).
- 3 Have the groups write their plans on flip-chart paper.
- 4 Hold the meetings. Each one should be kept to 30 minutes.

Discussion:

Have you implemented your plans successfully? How effective was your meeting? Was it more or less difficult than you expected? Which of the two meetings was better? Why? Who played their roles best?

15

Tool 16: Making Sense of Words

Description: Practicing communication skills and techniques

Participants: The whole group

Duration: 15-20 minutes

Procedure:

- 1 Invite volunteers to demonstrate to the group.
- 2 Ask participants to think of a list of everyday expressions such as: “Good morning, it’s a pleasure to meet you,” or “I won’t be at our meeting later on.”
- 3 Instruct the volunteers to practice making the expressions mean different things. For instance, can you say “good morning” to communicate: anger, annoyance, authority, cheerfulness, confidence, delight, depression, enthusiasm, friendliness, happiness, impatience, indifference or sadness?

Discussion:

What caused the meaning of the sentences to change? How easy was it to present false emotions? How important is non-verbal communication such as body language and facial expressions?

Tool 17: Nature Reflections Contest

Participants: Two teams

Duration: 30 minutes

Materials: The handout Quotes about Nature and a prize for the winning team

Procedure:

- 1 Select for the workshop suitable “reflections on nature” by famous national or foreign authors. Some suggestions are given in Figure 19.
- 2 Divide participants into two teams and announce that there will be a contest with a prize for the winning team.
- 3 Teams take it in turns reading a quotation or display it on an overhead projector.
- 4 The other team tries to guess the author/source of the quote. Each group has the right to ask you for three clues (questions) about the author/source. They can give only two wrong answers. If a third answer is wrong, the team will not get a point. Give one point for a correct answer.
- 5 Read or display a different quotation to Team 2.
- 6 Repeat this several times with other quotations. Allow equal time for the two teams. Count points and announce the winning team.

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FIGURE 19

Quotes about Nature

Reflections on nature examples

Quotation source/author

"The greatest achievement in art is not to stir lust or fury, but to do as nature herself does, and set men's minds to dreaming."

Gustave Flaubert, 1821-1880

"To see a World in a Grain of Sand
And a Heaven in a Wild Flower,
Hold Infinity in the palm of your hand
And Eternity in an hour."

William Blake, 1757-1827
Auguries of Innocence

"Nature, in her blind thirst for life, has filled every possible cranny of the rotting earth with some sort of fantastic creature."

Joseph Wood Krutch, 1893-1970
The Modern Temper

"Bring out your social remedies!
They will fail, they will fail,
every one, until each man has
his feet somewhere upon the soil."

David Grayson, 1870-1946
Adventures in Contentment

"We do not see nature with our eyes,
but with our understandings
and our hearts."

William Hazlitt, 1778-1830
Sketches and Essays

"Nature never did betray
The heart that loved her."

William Wordsworth, 1770-1850
*Lines Composed from a Few Miles
Above Tintern Abbey*

17

Tool 18: Solid Waste Awareness Month

Description: Preparing a contest to raise community awareness of solid waste management issues

Participants: Three groups

Duration: Two hours

Materials: Flip chart, paper and markers

Procedure:

- 1 Divide participants into three groups.
- 2 Each group is an NGO that has convinced the local government to declare a Solid Waste Awareness Month, which includes an opening ceremony by public officials and a week of special events aimed at raising community awareness of solid waste programmes and issues.
- 3 One suggested activity is to conduct a contest that will raise community awareness of solid waste management issues.
- 4 The group's task is to organise a contest. They must first decide on the type of contest (a recycled art contest, a sculpture contest, a contest to select a mascot or logo for solid waste management programmes, etc.).
- 5 They then design a plan for the event (announcement, selection of winners, award ceremony), a sample flyer for the contest and a sample news release announcing the event (allow 45 minutes).
- 6 Each group presents their materials to the others (15 minutes per presentation).
- 7 Following each presentation, have the audience ask questions about the event.

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Tool 19: Eco-Theatre

Description: Practicing dramatic role-playing as a form of raising environmental awareness

Participants: Two groups

Duration: Two hours

Procedure:

- 1 Divide participants into two groups;
- 2 Ask each group to write a script for a short (15-minute) environmental play and to cast the group members in the various roles (allow 45 minutes).
- 3 Ask each group to perform their environmental awareness scenario for the audience.

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Tool 20: Lifelines

Description: Evaluating the training to date and eliciting opinions from the participants on how to improve the workshop

Participants: Individually or in groups

Duration: 45-60 minutes

Materials: Markers and paper

Procedure:

- 1 Ask participants to make a drawing of the workshop to date on a large sheet, charting their progress through the sessions.
- 2 Have them consider what kind of journey have they made together, what the low points and turning points were, how they felt at the beginning and how they feel now.
- 3 Have each participant/group briefly explain their lifeline. Note: a collective lifeline might take longer, as the group members will need time to review, discuss and agree on the common points.

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Tool 21: The Net

Description: Representing the Internet visually

Participants: The whole group

Duration: 15-20 minutes

Materials: A ball of wool

Procedure:

- 1 Have the group stand in a circle.
- 2 The first person throws the ball of wool to someone else (anywhere in the circle) saying an environmental problem of his/her region (for example, "Ossam river pollution"), and holding on to a point of the string.
- 3 The next person does the same. The wool should criss-cross the circle.

Discussion:

Start a discussion based on how everybody in the group is connected in some way by the wool and their being together right now.

Tool 22: The Information Age

Description: Assessing how effectively NGOs use the Internet

Participants: Individually or in groups if there are multiple participants from the same NGO

Duration: 15-20 minutes

Materials: Questionnaire Information Age NGO

Procedure:

- 1 Distribute the assessment questionnaire Information Age NGO (Figure 20)
- 2 Ask participants to use the questionnaire to assess their organisation (allow 15 minutes).

Discussion:

How many of these characteristics fit your organisation? What will it take to get there? What is preventing your NGO or any environmental group from becoming an Information Age organisation?

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FIGURE 20

Information Age NGO

■ Does your environmental NGO have individual e-mail addresses and desktop Internet access for every staff member?

Information age organisations offer unique e-mail addresses for each staff member, as well as access to the Internet from individual workstations. Individual e-mail accounts maximise the efficiencies that online communication can bring to an organisation.

■ Do you have a local area network?

Information Age organisations constantly share information electronically and make efficient use of their communication equipment and resources. Connecting two or more computers together to form a local area network (LAN) allows an organisation to share printers, modems, phone lines, Internet access and other resources. It also allows centralised storage of documents, databases and other important information.

■ Do you use technical expertise to keep the systems going?

Information Age organisations identify and invest in people who keep their electronic communication systems functioning properly. While few organisations need full-time system administrators, every organisation needs to devote human resources to keeping their systems operating at the necessary level.

■ Is technology a component of organisational planning?

Information Age organisations plan for the technology and training they will need and fully integrate this planning into their development. Their annual budgets include line items for necessary equipment purchases and staff training. Ideally, it also means that the use of online

communication flows throughout the programmatic work of the organisation, with an online strategy articulated for each major initiative.

■ Do you store e-mail addresses for important online constituencies in a database?

Information Age organisations recognise the power of e-mail and communicate routinely with the people most important to their work. To be able to use e-mail in this way, an organisation must actively solicit the e-mail addresses of its key constituents and store them in a contact database along with other contact information.

■ Do you have virus protection and routine data backup?

Some of the most important assets of conservation organisations are now electronic, represented in documents and databases that are crucial to the work of the organisation. Environmental organisations must protect their electronic information from catastrophic problems that can be caused by equipment failure and destructive software viruses.

■ Do you have an organisational Web site?

A successful Web site presents the mission, goals and activities of an organisation and provides visitors with useful information and opportunities to act. A Web site can also be effectively integrated with all other communication media to create a powerful outreach tool. Donors, colleagues and the media expect environmental NGOs to have at least basic organisational Web sites.

Tool 23: A Virtual Tour of the Future

Description: Encouraging participants to work for sustainability and a better future

Participants: Individually

Duration: 40 minutes

Materials: Flip chart and markers

Procedure:

- 1 Write on the flipchart with big letters the name of a fictitious Web page, for example: www.future.bg (depending on the country the site could have different ending like .ro for Romania, .hr for Croatia, .mk for Macedonia, .yu for Yugoslavia, etc.)
- 2 Explain that now you are going on a virtual tour of the future and they have to describe in words what they see while “browsing” this page.
- 3 The description should start with a following sentence: “While walking around a sustainable community...”
- 4 Ask some volunteers to read their descriptions.

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Tool 24: Checking Out

Description: Getting feedback on the workshop and your personal facilitation style, allowing people to express their feelings about the workshop and give closure

Participants: The whole group

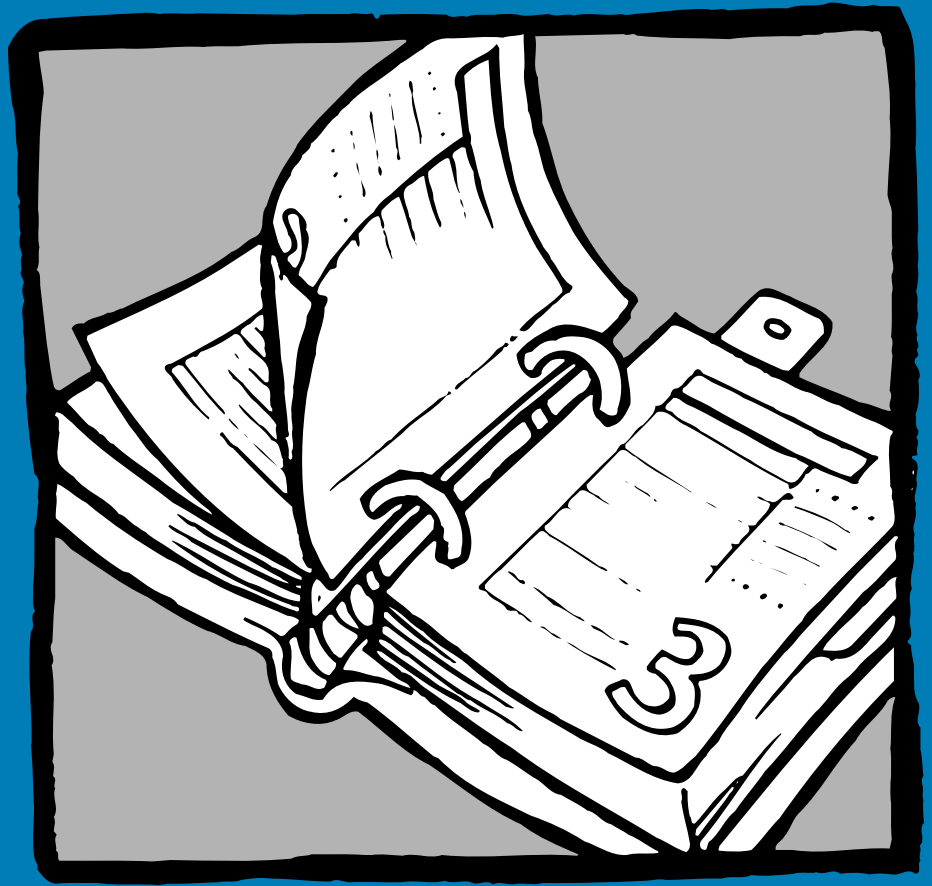
Duration: 30 minutes

Materials: Participant evaluation and Letters to Myself from Tool 2

Procedure:

- 1 Compose a participant evaluation form based on your training.
- 2 Return to the participants the letters they wrote during Tool 2.
- 3 Ask the participants what went well in the training and how they felt about each activity. Remember to let people respond but make sure not to restart discussions or debates from the workshop.
- 4 Ask them what went poorly in the workshop and what could be done to improve it in the future.
- 5 Hand out the participant evaluation forms the end of the workshop to allow people to respond individually and anonymously.

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Sample Workshop Agenda

How to Deliver the Training

This sample agenda is intended to further help you tailor a training event on raising environmental awareness through public education using different elements of this manual and toolkit. The exact use of it, in combination with other activities, should be based on what you know about the expectations and experiences of your trainees, as well as on the time available to carry out the training activity. In addition to the training topics, the sample agenda proposes activities that can provide interactive elements to your training event.

FIGURE 20

Sample Workshop Agenda

Part 1 Introduction

CATEGORY

PURPOSE

SUGGESTED ACTIVITIES

Introductions

Get to know each other, build community and initiate communication

Tool 1 **Guess Who**

Session/Workshop
Agenda Review

Build trust in the process; express expectations

Presentation of the agenda, Tool 2 **A Letter to Myself**

Concept building

Reach understanding of the concept of *public awareness campaign*

Brainstorming on: *What is public? What is a public awareness campaign?*

Environmental awareness and behaviour

Activate participants' potential in becoming effective communicators for raising environmental awareness

Brainstorming on: *How can environmental NGOs raise environmental awareness?*

Part 2 The Public Awareness Campaign Process

CATEGORY

PURPOSE

SUGGESTED ACTIVITIES

Introductions

Build awareness of the difficulties in influencing and persuading others

Tool 3 **Instant Persuasion**

The public awareness campaign process

Provide knowledge on campaigning and its steps

Lecture/presentation
Tool 4 **Case Study**
Tool 5 **Think It Through**

Closing activity

Improve the workshop for future sessions

Tool 6 **Head, Heart, Feet**

FIGURE 20

Sample Workshop Agenda continued

Part 3 How to Work with Mass Media

CATEGORY	PURPOSE	SUGGESTED ACTIVITIES
Introductions	Build community and increase communication	Tool 7 Lie Detector
The power of media	Present the role of mass media and practice working with media	Lecture/presentation Tool 8 The Incident
Media strategies	Provide knowledge and skills for developing media strategies	Lecture/presentation Tool 9 Media Strategies
Closing activity	Summarise key skills needed for work with the media	Tool 10 Wanted Poster

Part 4 How to Produce Publications

CATEGORY	PURPOSE	SUGGESTED ACTIVITIES
Introductions	Build community and initiate communication	Tool 11 Visualisation
Poster and leaflet/ brochure design	Learn skills for designing posters and brochures; understand the four levels of poster design	Lecture/presentation Tool 12 Who Will Attract the Most Participants?
Closing activity	Improve the workshop for future sessions	Tool 13 Evaluation of Training

Part 5 How to Organise Meetings and Hearings

CATEGORY	PURPOSE	SUGGESTED ACTIVITIES
Introductions	Build community and initiate communication; introduce the theme	Tool 14 Points of view
Public meetings and hearings	Learn skills for organising public meetings and hearings	Lecture/presentation Tool 15 The Meeting
Closing activity	Practice communication skills for a meeting	Tool 16 Making Sense of Words

FIGURE 20

Sample Workshop Agenda continued

Part 6 Organising Educational Events and the Use of Drama

CATEGORY	PURPOSE	SUGGESTED ACTIVITIES
Introductions	Build community and initiate communication; introduce participants to the theme	Tool 17 Nature Reflections Contest
Organising environmental educational events	Provide knowledge and skills for organising environmental awareness events	Lecture/presentation Video Tool 18 Solid Waste Awareness Month
Using theatre to raise environmental awareness	Provide knowledge and skills on how to use dramatic role-playing for raising environmental awareness	Lecture/presentation Video Tool 19 Eco-Theatre
Closing activity	Improve the workshop for future sessions	Tool 20 Lifelines

Part 7 Using the Internet to Raise Environmental Awareness

CATEGORY	PURPOSE	SUGGESTED ACTIVITIES
Introductions	Build community and initiate communication; introduce participants to the theme	Tool 21 The Net
Needs assessment	Assess how effectively NGOs use the Internet	Tool 22 The Information Age
E-mail and mailing lists	Learn to make effective use of e-mail and mailing lists	Lecture/presentation Demonstration
Web site	Learn to design effective Web sites	Lecture/presentation Demonstration
Closing activity	Learn to see the future in a positive way; encourage commitment to work for sustainability	Tool 23 A Virtual Tour of the Future

Part 8 Summary and Evaluation

CATEGORY	PURPOSE	SUGGESTED ACTIVITIES
Summary	Review course content	Discussion
Evaluation	Evaluate and improve future workshops	Tool 24 Checking Out

THE REGIONAL ENVIRONMENTAL CENTER FOR CENTRAL AND EASTERN EUROPE (REC) is a non-partisan, non-advocacy, not-for-profit organisation with a mission to assist in solving environmental problems in Central and Eastern Europe (CEE). The Center fulfils this mission by encouraging cooperation among non-governmental organisations, governments, businesses and other environmental stakeholders, by supporting the free exchange of information and by promoting public participation in environmental decision-making.

The REC was established in 1990 by the United States, the European Commission and Hungary. Today, the REC is legally based on a Charter signed by the governments of 27 countries and the European Commission, and on an International Agreement with the Government of Hungary. The REC has its headquarters in Szentendre, Hungary, and local offices in each of its 15 beneficiary CEE countries which are: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, FYR Macedonia, Poland, Romania, Serbia and Montenegro, Slovakia and Slovenia.

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