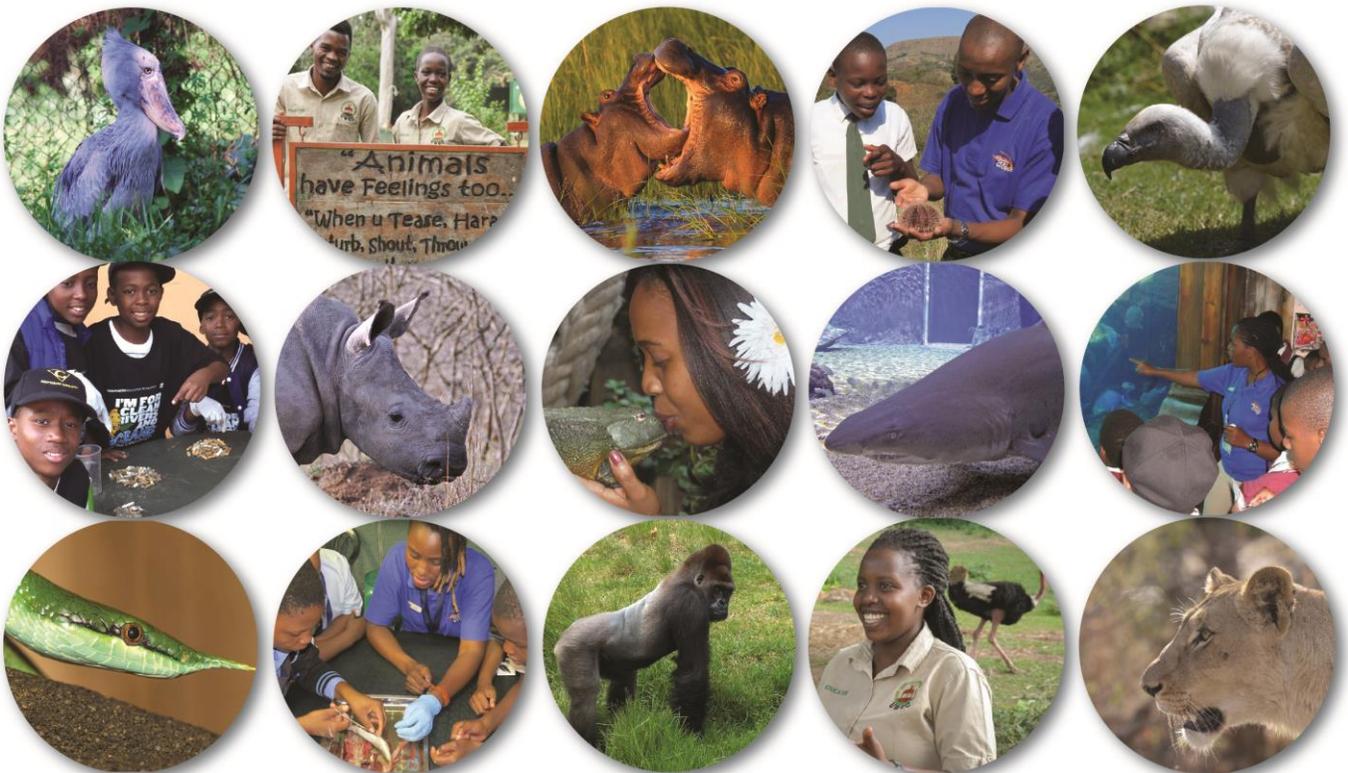




# Effective Communication for Conservation Educators in Africa

## Conservation Educators Workshop for East and Southern Africa



### Venue & Host:

Uganda Wildlife Conservation Education Centre,  
Entebbe, Uganda

## Our Sponsors



**Training  
undertaken  
under the  
auspices of:**



Dear Fellow Educator,

Welcome to IZE training workshop with the theme **Effective Communication for Conservation Educators in Africa**. We are very excited to be presenting this training to our colleagues in East and Southern Africa. The idea for this training originated while we were attending a conference in Argentina. It has taken us a few years and many funding applications, but we are now ready to share with you our experiences in Conservation Education, and to hear your stories.

This training would not be possible without the support of Sea World Busch Gardens Conservation Fund, who have generously donated funding. UWEC and SAAMBR have donated both time and money. UWEC, our hosts, deserve a special mention for their enormous contributions. PAAZA and the IZE have provided logistical support.

We are at the coal face of conservation - educators on many other continents would love to have what we are still able to experience in nature. But this privilege comes with enormous responsibility and challenges.

We are looking forward to spending time together, to learning and sharing. Our hope is that you will take this course home with you - in your hearts and in your heads - so that together we are able to build a strong network of passionate, inspired and effective conservation educators who are ready to support each other as we tackle the many problems facing conservation in Africa.

Please, enjoy the course, have fun, learn, network and take your experiences back home to share with colleagues who could not join us. Together we are and will continue to make a positive difference for the people, the wild animals and the wild places of Africa.

Warm regards,

Dr Judy Mann

Course Developer

President Elect of IZE

April 2019

## ABOUT THE IZE AND PAAZA

### THE INTERNATIONAL ZOO EDUCATORS ASSOCIATION



Vision: Conserve global biodiversity through effective zoo and aquarium programs.

At IZE, we are dedicated to expanding the educational impact of zoos and aquariums worldwide. Our mission is to engage our members around the world to achieve biodiversity conservation by encouraging sustainable behaviours in people who visit zoos and aquariums.

We provide resources to help our members improve their education programs; offer access to the latest thinking, techniques, and information in conservation education; and support excellence in animal care and welfare.

### PAN-AFRICAN ASSOCIATION OF ZOOS AND AQUARIA



Vision: All African Zoos and Aquaria to be effective and credible centres which inspire and foster care for nature.

To guide and accredit all African Zoos and Aquaria to become effective and credible centres of animal welfare, conservation, education and research by:

- Growing and supporting membership
- Implementing the Operational Standards
- Facilitating the professional development of staff
- Promoting and facilitating communication, collaboration, Interaction and effective advocacy
- Encouraging appropriate and effective education, research, conservation and preservation programs

## ABOUT UWEC AND SAAMBR

### UGANDA WILDLIFE CONSERVATION EDUCATION CENTRE



The Uganda Wildlife Conservation Education Center is a fun and exciting place to see and learn about the animals of Uganda and the ecosystems in which they live. Originally founded in the 1950s to accommodate confiscated and injured wildlife and to look after orphan animals confiscated from smugglers, the centre has grown considerably in recent years. Many say its destined to become the most important facility to showcase wildlife on the African continent.

Created by the government of Uganda with the help of the Wildlife Conservation Society in New York and managed by a Wildlife Trust, it never fails to delight. At UWEC you will come across free ranging Vervet monkeys and a family troop of DeBraza monkeys in the jungle of our hillside forest. Over 120 bird species can be watched, ranging from the famous African fish eagle, over the Great Blue Turaco to Hammerkops, Giant Kingfisher and even the smallest sun birds.

UWEC is not a zoo in a conventional sense and neither is it a Safari Park but it is a center where wildlife education is combined with leisure. Our main aim is to model the main ecosystem of this country in open range exhibits. Not only can you observe many of our most exciting indigenous species here, but comprehensive interactive interpretation and briefings on them are also given.

### SOUTH AFRICAN ASSOCIATION FOR MARINE BIOLOGICAL RESEARCH



INCORPORATING



Helping people to care for our ocean

SAAMBR is a unique non-government (NGO), non-profit company. In 2004 SAAMBR became the cornerstone of uShaka Marine World. For over 60 years, SAAMBR has contributed to the conservation of marine and coastal resources in the Western Indian Ocean by operating three integrally linked divisions.

Oceanographic Research Institute undertakes applied research that contributes towards the sustainable use of marine and coastal resources in the Western Indian Ocean.

uShaka Sea World is the largest aquarium complex in Africa, inspiring young and old with the wonder and beauty of our magnificent marine life

uShaka Sea World Education encourages an interest in the oceans and empowers learners, educators and visitors to behave responsibly towards the environment.

## MEET OUR FACILITATORS



Dr Judy Mann

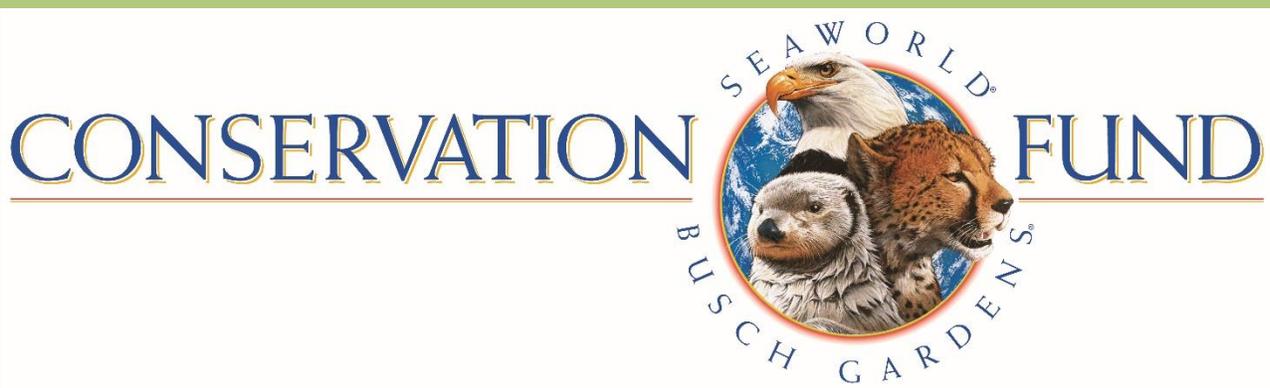
Judy has over 25 years of experience in Conservation Education and Research. She has designed and run conservation communication training courses for groups in South Africa, Tanzania, Kenya and in Europe. Judy is the Conservation Strategist for SAAMBR. She currently serves on the Executive Committee of the Pan African Association of Zoos and Aquaria (PAAZA) and is the President Elect of the IZE. She has a PhD from the University of Queensland in Australia. Her research on visitor learning in zoos and aquariums focuses on improving the effectiveness of conservation communication, with a special emphasis on the influence of cultural variables.



David Musingo

David has been the Manager of Education and Information Department at Uganda Wildlife Conservation Education Centre (UWEC), since 2013. He joined UWEC in 2006 as an Education Officer and since then, he has been at the forefront of promoting Conservation Education in Uganda. He is the IZE regional representative for Africa. David holds an MSc in Botany (Wetland Ecology) and BSc in Ethnobotany from the Makerere University, Kampala.

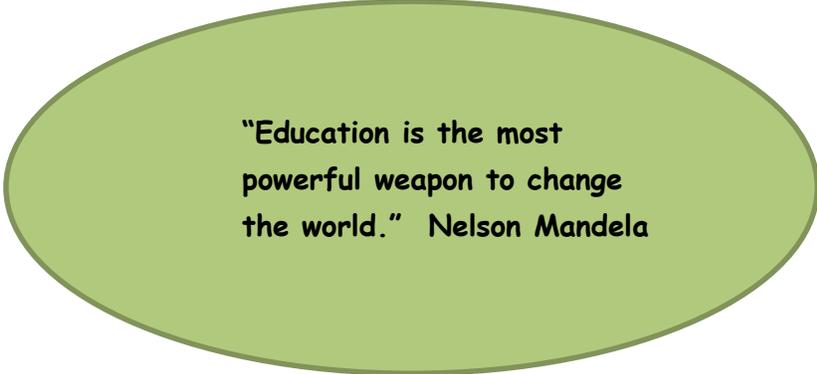
## MEET OUR SPONSOR



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**"Education is the most  
powerful weapon to change  
the world." Nelson Mandela**

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Reference: Mann, J.B. 2019. Effective Communication for Conservation Educators in Africa. Participant Handbook. SAAMBR, UWEC, IZE, Sea World Busch Gardens Conservation Fund

## MODULE 1: WHAT IS CONSERVATION EDUCATION?

PRESENTERS: JUDY

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### OUTCOMES:

- The participants will produce/refine their personal definition of conservation education.
  - The participants will widen their understanding of the role of zoos, aquariums, nature reserves, environment based facilities in general.
  - The participants will be able to articulate the role of conservation education at their institution and identify challenges.
- 

### IMPACT:

- The participants will be able to discuss conservation education with more confidence in their workplace, and through this enhance their impact for conservation.
- 

### OUTLINE:

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#### WHAT IS CONSERVATION EDUCATION?

##### Group discussion

- “Why are we conservation educators? / What are we trying to achieve?”
- Existing Ideas of “Conservation Education” [Word web]
  - Environmental Education
  - Interpretation
  - Experiential Learning
  - EcoTourism
  - Education for Sustainable Development
  - Learning vs behaviour change
  - Social Marketing

##### International Links

Aichi Biodiversity Goals 2010

14 Sustainable Development Goals

National Goals?

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**WHAT IS THE ROLE OF ZOOS, AQUARIA, NATURE RESERVES AND OTHER ENVIRONMENT BASED FACILITIES?**

Why do people visit your facility / organisation / events? and what do you want from the visitor?

Fill in your top three reasons why people visit your facility /attend your event:

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Fill in your top three 'wants' (What do you want to achieve?):

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What do our organisations do well?

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What are we not so good at?

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**HOT TOPIC**

**Should conservation educators plan to change human behaviour?**

**Why?**

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## WHAT IS THE ROLE OF CONSERVATION EDUCATION AT YOUR INSTITUTION?

### A. How do you contribute to conservation? (Pairs activity)

#### Direct Conservation

- Conservation Breeding
- Field Conservation Actions
- Support positive Environmental Behaviour
- Limit Wildlife Human Conflict
- Bio banking

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Indirect Conservation

- Visitor experience - motivates them towards environmental behaviours, political will and use of money.
- Biological research
- Support / influence policy / advocacy

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### B. What resources do you have?

- Staff - is everyone an educator?
- Animals, Plants
- Facilities - visitor centre, classroom, interpretation, equipment, roads, toilets, trails, etc
- Every product and facility can support visitor learning
- Education, Information and Communication materials

- \_\_\_\_\_
- \_\_\_\_\_

**C. How are roles defined at your institution? (Pairs activity)**

- Is education in your mission statement?

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- How is your education role perceived in your organization?

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**D. What will you do when you go back home?**

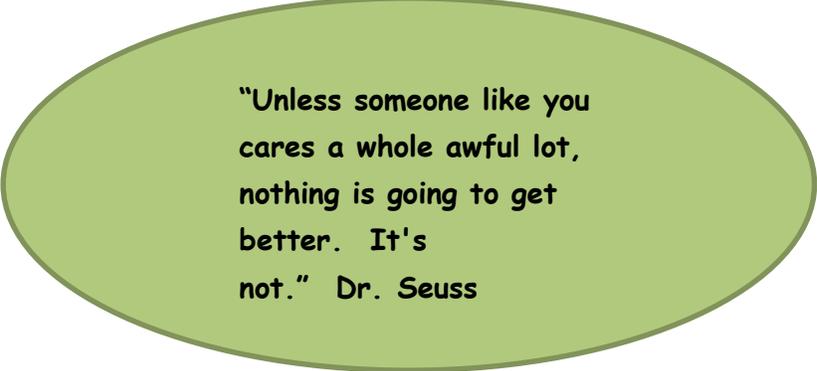
- List 3 action items to work on when you get back to your organisation to resolve any differences between how you are currently perceived and how you would like to be.

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**"Unless someone like you  
cares a whole awful lot,  
nothing is going to get  
better. It's  
not." Dr. Seuss**

## MODULE 2: PLANNING YOUR PROGRAMS AND ACTIVITIES

PRESENTER: JUDY

### OUTCOMES:

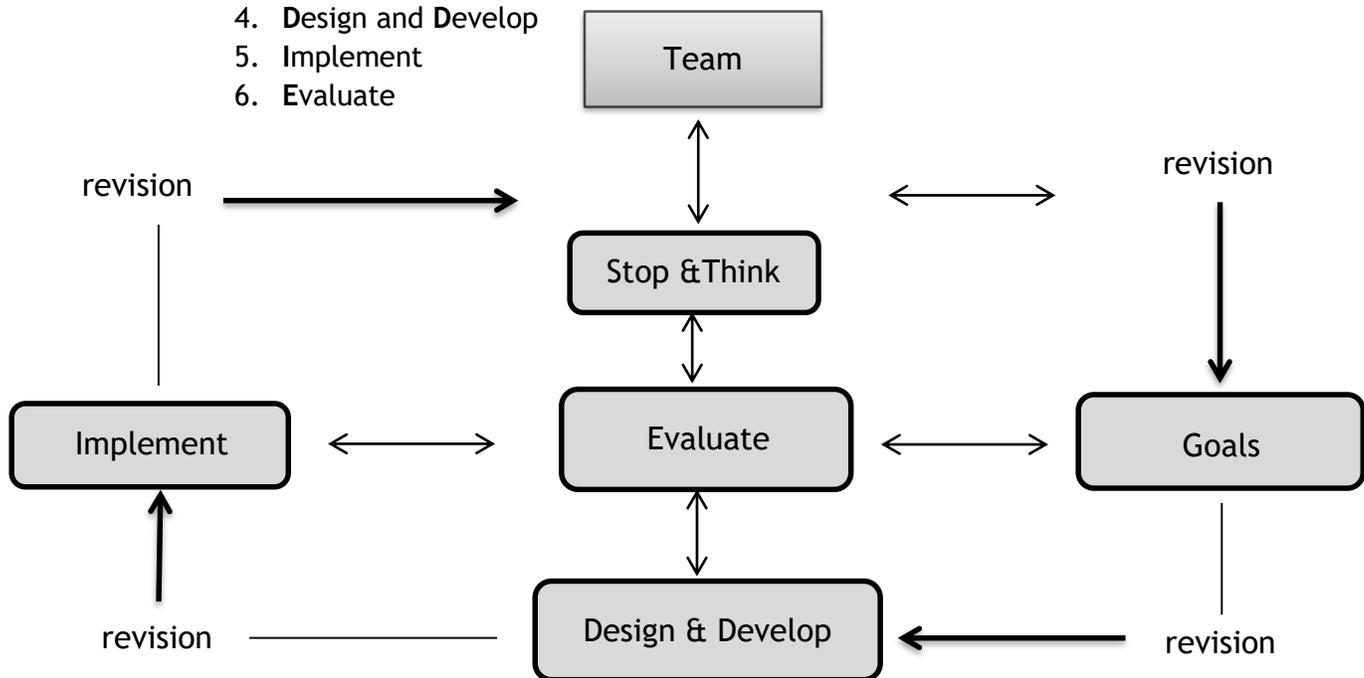
- The participants will learn how a **Process Model** can help them to implement better education programs.
- The participants will be able to state and define the steps of the model.

### IMPACT:

- The participants will be able to apply the steps of the model as they plan conservation education activities in their work environment.

### OUTLINE:

- a. Introduction to **Process Model**
- b. Six Phases of the Process Model
  1. Team
  2. Stop and Think
  3. **Goals**
  4. Design and Develop
  5. Implement
  6. Evaluate



The 6 Steps of the Process

### c. Importance of Planning

This Process Model is an adaptation of the ADDIE Model that has been around since the 1970's. The adaptations have been undertaken to make it more practical for Conservation Education and Communication.

The model relies on each stage being done in the given order but with a focus on reflection and iteration. The model gives you a streamlined, focused approach that provides feedback for continuous improvement.

#### 1. TEAM UP FOR SUCCESS

Conservation education is usually a team effort. Building a team to work with is the first step of any activity.

WE WILL DISCUSS NETWORKING IN MORE DETAIL LATER IN THE COURSE (MODULE 14)

#### 2. STOP AND THINK

Before developing any activity, event, program, content or training strategy, we should think about the current situation in terms of needs, issues, target audiences, possible solutions, techniques, etc.

Ask yourself

*What exactly are you aiming to achieve with your target audience?*

*What is the point of the education / activity? Why are you doing it?*

*What type of behavioural change is desired? What do you want them to do after the activity?*

*Will this activity actually help conservation?*

*Who is the audience and their characteristics?*

*What should change as a result of their participation in your activity?*

*What would they be saying or doing that could be different because they encountered your activity?*

*What types of constraints exist? (What are logistical challenges - time, space, resources, electricity or not, language, etc.)*

*What is your geographic scope? Where will you be doing your activity? Where does your target audience come from and where will they be active?*

*What are the delivery options? (Presentations, discussions, games, lectures, on-line, events, posters, etc.)*

*What is the timeline for completion?*

*Am I prepared if something goes wrong?*

Start with a series of questions to understand the current situation and to understand the goal of the activity. This is the most important step and will impact on later decisions. This

phase should be full audit of the goals, audience, communication methods, media types, etc.

Once this is done, you can generate an activity plan that addresses:

**Who, What, When, Where, Why, How?**

WE WILL UNPACK WHY AND WHO IN MORE DETAIL IN MODULES 3 AND 4

### 3. GOALS, OUTPUTS, OUTCOMES, IMPACTS AND INDICATORS

---

Spend a little time defining these four items.

**Goals** - What do you *want to achieve* overall?

**Outputs** - What will you *do*? A measurable product, activity or service.

**Outcomes** - What will it *achieve in the short term*?

**Impacts** - What will you *achieve in the long term*?

**Indicators** - something that you can use to measure your success.

#### Ask yourself

*How can we improve the situation and achieve our goals through the activity? You will use this question as the foundation for the rest of the process.*

*Goal - What do you want to achieve overall?*

*Output - What will you do?*

*Outcomes - What will you achieve in the short term?*

*Impacts - What will your activity achieve in the long term?*

*Indicators - What will you use to measure your success?*

WE WILL UNPACK GOALS IN MORE DETAIL IN MODULE 5

### 4. DESIGN AND DEVELOP

---

After your big decisions have been made and you have an outline, you can start the next stage - the design and development phase. This is when you take all of the decisions that you have made and apply them to your new activity / program.

Think about the messages that will best achieve your desired goals, think about how to communicate those messages, are they appropriate, will they help to achieve your goals?

This includes a strategy, delivery methods, structure, duration, assessment, and feedback. During this stage you really decide how you can best achieve your goals. What will your activity include, what will you leave out? At this stage, you can begin to create the activities.

Part of this is to select your 'look and feel', add pictures and graphics, choosing colours, fonts, etc. This is not a waste of time as the careful selection of these elements allows you ensure that your activity is professional and will appeal to your selected audience. (E.g. - lots of fun comics will not work for your Minister of the Environment).

Think about your evaluation here - how will you work out if your goals, outcomes and impacts have been achieved.

Think about the activity timeline - what needs to be done when? Think about your resources - what will help you or prevent you from achieving your goals. What do you need to ask for, how long will it take, what problems should you anticipate?

The development process should be iterative. Once you have created your activities, posters, presentations, etc., you should check to ensure there are no basic errors - grammar, spelling, syntax etc. Testing should also look at the mechanics of the activity - how will it really work, does everyone have the capacity to do their part, etc.?

#### Ask yourself

*Have I thought of all of the components necessary to make this activity a success?*

*Are my messages appropriate and have I checked our messages with the team?*

*Is my content accurate and up to date?*

*Have I asked someone to check my content, check spelling and grammar?*

*Do I have the necessary resources?*

*Do I have enough time to make this happen?*

*Do I have the support of my team, my supervisors?*

*Do all my components work together?*

*Do I have a consistent look and feel?*

*Have I asked someone on the team to check the design?*

*Do all of the components of the activity work together or does it look like I 'recycled bits' from other activities?*

*Does the finished product look professional? (Just because we work with small budgets there is no excuse for unprofessional work).*

WE WILL UNPACK DESIGN AND DEVELOPMENT IN MORE DETAIL IN MODULE 7

#### 5. IMPLEMENT – JUST DO IT!

This is the fun part - making it all happen.

But think about what could go wrong - what do you need to do to be prepared.

#### 6. EVALUATE – ARE WE MAKING A DIFFERENCE?

This is the forgotten component of most conservation education activities. We put some effort into the planning, enormous effort into Design, Development and Implementation but often forget to include evaluation into our planning. Getting feedback is really important so that you can improve and revise how you do the next activity. Basically we need to evaluate so that we know if we are achieving or have achieved our goals. So that we can improve for the future.

Too often as educators we ‘hope’ to have made a difference. We owe it to our donors, our colleagues, our audiences and most of all to our environment to learn from every activity we run, so that we can improve for the next one. We cannot afford to waste time repeating the same activities over and over, without assessing if they are working.

#### **Ask yourself**

*Did we achieve our outputs?*

*Did the activity achieve our desired outcomes?*

*Can we tell if our goals and impacts have been achieved - will be achieved?*

*What could we have done better?*

*What worked well?*

*What did not work out?*

*What should we change to make sure that we do make a difference?*

WE WILL UNPACK EVALUATION IN MORE DETAIL IN MODULE 12.

### ACTIVITY

#### TOOL 1 PLANNING YOUR PROGRAM / ACTIVITY

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- Think about a project / campaign / education program / activity that you would like to implement at work. Make it realistic - something you really could do
- Use Tool 1 The Activity Plan to help you to plan
- You will use this tool throughout the course
- At the end of the workshop you will present your “PLAN” to ‘THE BOARD OF THE PRETEND FUNDING AGENCY’
- Your presentation will be in the form of a POSTER
- ‘THE BOARD’ will ask you questions on you PLAN
- The winning project will be awarded ‘THE PRETEND GRANT’

**Individual Activity 1**

**My Project** \_\_\_\_\_

<p><b>Strong Team</b>  <b>Ask yourself?</b>  <i>Who should be in your team?</i>  <i>Who will you work with, who can help you with this activity?</i>  <i>Who else is working on this and may be a great partner?</i>  <i>Have you mapped out the people who care about this activity and can help, or harm your efforts?</i></p>	
<p><b>Stop and Think</b>  <b>Ask yourself</b>  <i>What exactly are you aiming to achieve with your target audience?</i>  <i>What is the point of the activity? Why are you doing it?</i>  <i>What type of behavioural change is desired? What do you want them to do after the activity?</i>  <i>How will this activity actually help conservation?</i></p>	
<p><b>Understanding your Audience</b>  <b>Ask yourself</b>  <i>Who do you want to communicate with?</i>  <i>What are their perceptions of you?</i>  <i>What are their concerns?</i>  <i>What are their needs?</i>  <i>What do they care about?</i>  <i>What do they know?</i>  <i>How can I find out more about my audience?</i></p>	<p>Who?</p> <hr/> <p>What do they think of you?</p> <hr/> <p>What do they care about / need?</p> <hr/> <p>What do they know?</p>

<b>Goals, Outputs, Outcomes and Impacts</b>  <i>Ask yourself:</i> <i>How can we improve the situation and achieve our goals through the activity?</i> <i>What will you use to measure your success?</i>	<b>Goals</b> What do you want to achieve overall?
	<b>Outputs</b> What will you do?
	<b>Outcomes</b> What will you achieve in the short term?
	<b>Impacts</b> What will your activity achieve in the long term?
<b>Messages</b> What are your 3 key messages for the group?	1
	2
	3
<b>Sound Methods</b> <b>Design and Develop Activities</b>  <i>How</i> are you going to communicate with this group?  What will you do, make, write, etc? What resources do you have available to you? (facilities, money, people, etc)  <i>Where</i> will you do this?  <b>Constraints</b> - what problems could you encounter? How will you overcome these?	<b>Activities</b>
	<b>Resources</b>
	<b>Where</b>
	<b>Checking</b>
	<b>Constraints</b>

<p><b>Evaluate</b></p> <p><i>Ask yourself?</i></p> <p><i>Did we achieve our outputs?</i></p> <p><i>Did the activity achieve our desired outcomes?</i></p> <p><i>Can we tell if our goals and impacts have been achieved - will be achieved?</i></p> <p><i>What could we have done better?</i></p> <p><i>What worked well?</i></p> <p><i>What should we change to make sure that we do make a difference?</i></p>	
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**PROGRAM TIMELINE (WHEN)**

	Describe	Start	End
<b>Initiation</b>			
<b>Milestone</b>			
<b>Evaluation</b>			
<b>Report</b>			

## MODULE 3: WHY DO YOU WANT TO COMMUNICATE?

PRESENTERS: JUDY

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### OUTCOMES:

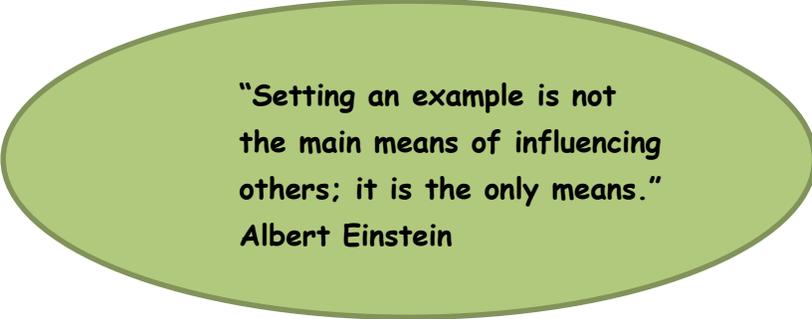
- Participants will understand the importance of clearly defining, discussing and articulating the reason for a particular activity / program.
  - Participants will be able to discuss an example where a clear goal has contributed to a good activity and where a lack of goals has resulted in an ineffective activity.
  - Participants will discover some of the complexity involved in deeply thinking about an issue.
- 

### IMPACTS

- Participants will be able to use the tool to help them to identify the reasons for doing a particular activity and share the tool with their colleagues.
- 

### OUTLINE:

1. Sharing examples of good goals and poor goals - and the outcomes.
2. Working in pairs work on Tool 2. Why do you want to communicate - Understanding the issues.
3. Individual activity - Refer back to Tool 1 Planning your program and work on your personal plan.



**"Setting an example is not  
the main means of influencing  
others; it is the only means."  
Albert Einstein**

## MODULE 4: WHO IS YOUR AUDIENCE?

PRESENTERS: JUDY

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### OUTCOMES:

- Participants will understand the important of focusing their communication on selected audiences
  - Participants will work out how to analyse their different audiences.
  - Participants will be able to cite at least one reason to conduct front-end (before activity) evaluation.
  - Participants will be able to name at least one method of front-end (before activity) evaluation.
- 

### IMPACT:

- Participants will be able to identify and design their programs based on a better understanding of their audience.
- 

### OUTLINE:

1. Why do we need to understand our audience?

The more refined the target audience description, the more precise and effective your communication will be. Broad descriptions such as the “general public” are less likely to lead to a successful communications campaign than a tightly defined target. The more thoroughly you understand your target audience(s), the higher the probability of communications success.

2. Real life understanding of our audience - practical activity.
3. Refer back to Tool 1 Planning your program / activity and complete the relevant sections.

### HOT TOPIC

Is ‘the general public’ a good target audience?

## MODULE 5: GOALS, OUTPUTS, OUTCOMES, IMPACT & INDICATORS

PRESENTERS: JUDY

---

### OUTCOMES:

- The participants will understand the difference between goals, outputs, outcomes and impacts and practice developing them.
  - The participants will work out how to design appropriate indicators to evaluate goals, outputs, outcomes and impacts.
  - The participants will be able to identify the outcomes and the impacts of their activities.
- 

### IMPACT:

- The participants will be able to share with their colleagues how to clearly define the goals, outputs, outcomes and impacts of education activities and will be able use this clarity to design education activities with better impact.
- 

### OUTLINE:

**Goals** - What do you *want to achieve* overall? Usually more aspirational Better to only have one goal - to make it realistic. (e.g. - Build the capacity of conservation educators in East and Southern Africa).

**Outputs** - What will you *do*? A measurable product, activity or service e.g. Numbers of people, activities, brochures handed out, views, hits, etc (e.g. Run a training course for 40 people, produce a manual, etc).

**Outcomes** - What will it achieve in the *short term*? (e.g. participants will know how to plan and evaluate a conservation education activity, participants have a network of people to call on for help once they return to work, etc).

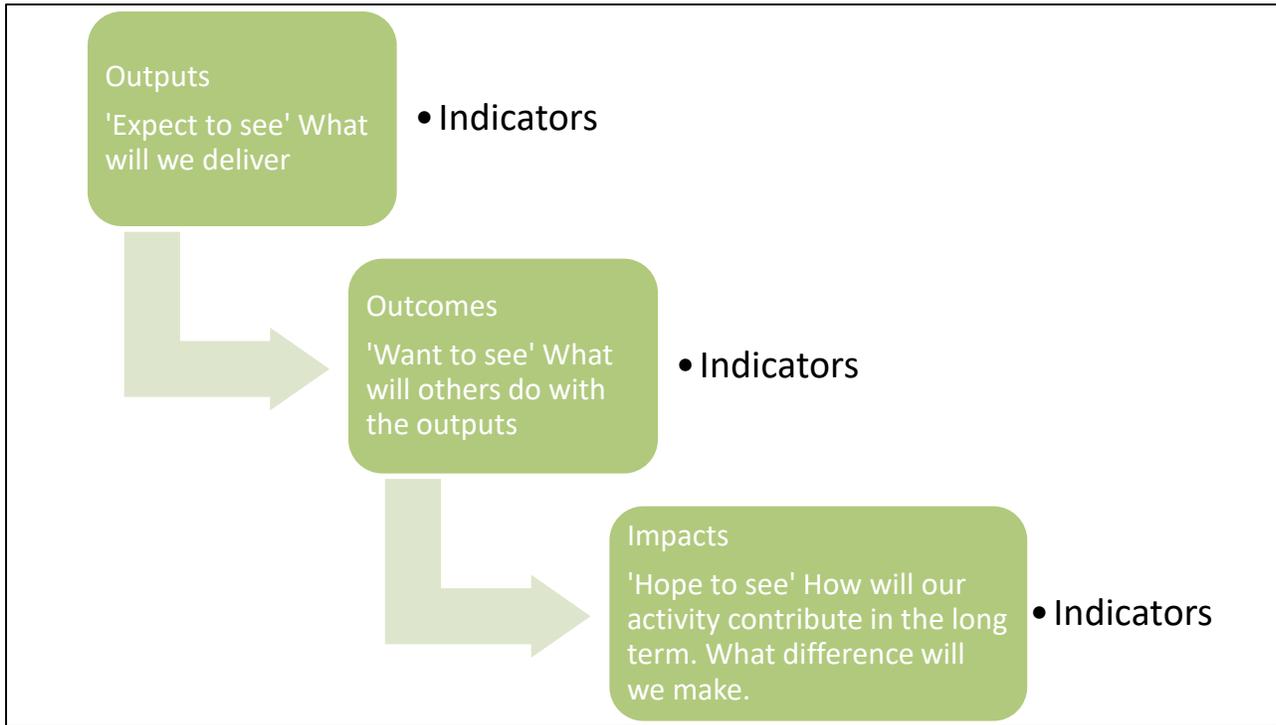
SMART - Specific, Measurable, Achievable, Realistic and Targeted

**Impacts** - What will you *achieve in the long term*? What was the result of your activity, event, training? Longer term, intangible sometimes, can be positive or negative. Could be change in attitude (I am not alone in trying to save the world through conservation education), could be an action (plant trees, change a current educational activity), could be improved skills (ability to plan and run an education activity), confidence (to ask supervisor for more educational focus in your organisation). This is where we will see if we are achieving our goals - have we built the capacity of conservation educators in East and Southern Africa?

**Indicators** - something that you can use to measure your success. It shows how you got to your goal. It is a unit of information that can be measured over time - they can be seen, heard, read

or counted, etc. It is a variable that estimates and easily shows information about a complex parameter that cannot be measured directly. (e.g. - number of conservation education activities undertaken in the areas from which participants came, number of arrests for poaching in an area in which a program was run, etc).

When writing Outcomes and Impacts, it is important to know how you will measure success. Design evaluation tools to measure whether outcomes have been met. The indicators will help you to do this.



### Types of Program Outputs

- Number of learners
- Number of presentations
- Attendance at an event
- Number of brochures printed

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Types of Program Outcomes

Program / activity outcomes can be very varied and depend on your context.

- Raise awareness about an issue
- Increase knowledge and understanding. Cognitive (learning). What do you want them to know?
- Change in emotion. Affective (feeling). What do you want them to feel - inspired, motivated, excited?
- Influence attitudes - developing environmental ethics, developing a sense of personal, cultural and community identity, developing a positive attitude to learning. Do you want to change their attitude towards a species?
- Influence behaviour - Do we want them to do something - an action or behaviour. What do you want them to do - what action do you want? Do you want them to be motivated to take action or make a decision?
- Increase in skills - do you want them to be able to do something new or differently?
- Change policy or legislation
- Get support from the community
- Decrease negative perceptions about your work
- Raise money
- Grow membership
- Build a 'movement'
- Build new relationships with stakeholders
- Strengthen your organisation's position or brand
- Have fun
- What else?.....
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Types of Program Impacts

Impacts can be thought of as changes in nature, in behaviour that help to protect ecosystems or species. Basically this is why you started the activity / program in the first place. Examples could be:

- A reduction in human / wildlife conflict
- Decrease in poaching incidents
- Increased planting of indigenous plants and associated increase in wildlife
- Fewer 'problem animals' killed
- Greater food security for community through crop protection
- Increased financial stability through job creation
- Decrease in deforestation

## MODULE 6: UNDERSTANDING PEOPLE

PRESENTERS: JUDY

### OUTCOMES

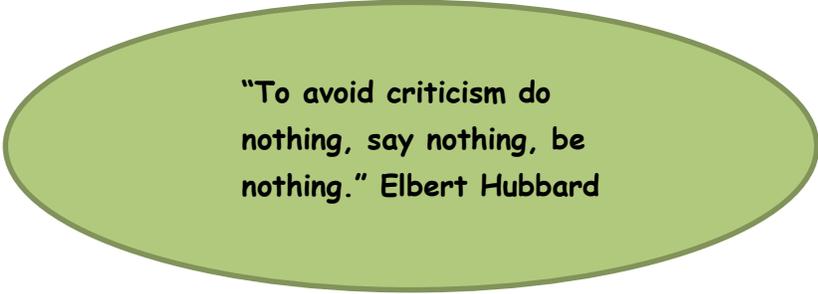
- The participants will be introduced conservation psychology, behaviour change theories and models.
- The participants will learn what motivates people.

### IMPACT:

- Participants will have a better understanding of what motivates people to pay attention to a conservation message and to take action.

### OUTLINE:

- Introduction to Human Research.
- Brief review of Behaviour Change Theories.
- Suggestions to improve conservation communication based on research.



**"To avoid criticism do  
nothing, say nothing, be  
nothing." Elbert Hubbard**

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## WHAT THE RESEARCH SAYS ABOUT BEHAVIOUR CHANGE COMMUNICATION: ADAPTED FROM SAAMBR & AUDUBON

Let us look at what research says about what we know influences behavior and how to encourage conservation action. The following are the top tips we found from our research and experience.

### **People are complicated**

- We can have all the theories in the world - but understanding people is difficult, it takes time, what works in one place may not work elsewhere, we all will get it wrong sometime.

### **We all see the world through 'invisible' lenses**

- Each of us views the world through our own lens based on our culture, our upbringing, our worldview, our experiences, etc. To really communicate we need to understand how our audiences view the world, we need try to view the world through their eyes.

### **People are emotional not rational**

- As much as we all think that we make decisions based on knowledge and rational thought, research suggests that our decisions are usually based on emotions.

### **People are generally selfish**

- When we talk to our audiences they are asking two questions - why should I listen to you and what is in it for me? Environmental materials sometimes talk about “saving the planet” and “making the world a better place.” These broad messages can sound good, but they ignore the fact that many people are focused on what’s in it for them. People are unlikely to change their actions if they don’t see the relevance to their own lives. Audiences that value individualism may need to see that conservation does not impede individual choice or business interests.

### **We are influenced by what others are doing**

- We are social species and we look to others to see how to behave. It is difficult to be the one doing something different, just as it is easy to follow the crowd. People are more likely to adopt a behavior if they see other people, especially people they trust, taking the action. The more the changed behavior looks like the social norm or that “everyone’s doing it,” the more likely it will be that individuals conform to the new behavior and become part of the group. And the less people know or care about a subject, the more important it is that they hear from someone they trust or a person who is like them.

### **People do not value the environment for its own sake**

- Present the environment as being important for people...because it is... So often we present the environment as something that needs saving for its own sake. Sometimes this makes people feel that the environment is more important than people. We need ensure that our communication helps people to care for nature, because it is critical for our own survival, and for the survival of the species with which we share the planet.

### **We all have a connection to nature**

- Our research has shown that regardless of urbanization, we all share an emotional connection to nature. As environmental communicators we can build on this connection to enhance an understanding of human impact on nature.

#### **Focus on future generations**

- Our research clearly shows that people care about their children and grandchildren. This can be a powerful motivator to engage in environmentally responsible behaviour.

#### **Get out into nature**

- Teaching about nature in a classroom is good, but teaching about nature in nature is even better. Being in nature stimulates learning and builds an emotional connection in a way that is difficult through photos or videos. So, if you can communicate about nature in nature, do it.

#### **Love not loss**

- For a long time environmental communicators have communicated about loss. We have told people about all the damage that humans are causing, the destruction of habitats, the loss of species, and other doom and gloom stories. Research is showing that this is now causing people to turn away from us, they have 'bad news' overload. Rather encourage love, which is a more powerful motivator of action.

#### **Personalise information and appeal to individual responsibility**

- Although it is commonly accepted that people feel that they 'cannot make a difference'. Our research shows that people do have an internal locus of control - they do feel that they can make a difference if it is clearly explained to them. This sense of personal responsibility can help to promote conservation action.

#### **Encourage people to think and reflect, and provide opportunities social interaction**

- Our research has proved that people remember and are more likely to engage in environmentally positive behaviour if we give them a chance to think and reflect - for us as communicators this means - talk less and give people a chance to think.

#### **Emphasis the interconnections in nature**

- People respond to messages that show how everything in nature is connected, and that we are a part of that connection.

#### **Changing people's behavior isn't easy**

- In general, people prefer not to change. Overcoming this tendency often requires changing what people know, how they feel, what they care about, their priorities, their skills, their motivations, and a host of other factors. It also requires addressing barriers to action and making specific recommendations for how to overcome those. Researchers studying human behavior remind us that there's not a simple formula for moving people to action. Each situation, target audience, and issue may require a slightly different and tailored approach.

#### **Know your audience**

- Encouraging new behaviors requires that you know what makes your audience tick. You need to know what they know, how they feel, who they trust, what motivates them, and what barriers they find to be the most daunting. The better you know your audience, the

more effectively you can engage them through education and outreach, communications, advocacy, and social marketing.

### **Knowledge is the gateway to action**

- People need to know and care about an issue before they act on it. Although information alone rarely moves people to action, informational materials that are accurate, compelling, and provide specific guidance can lay the groundwork and enhance motivation.

### **Make action easy**

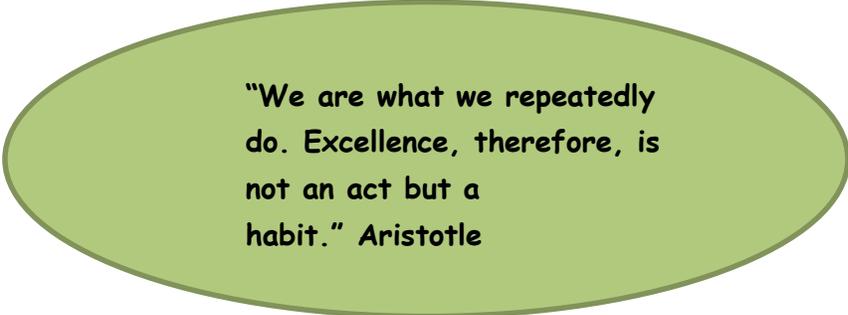
- Conservation practitioners should make actions as easy as possible, remove the barriers to action, offer alternative behaviors, and make people feel good after taking the action. If people find taking action easy and effective, they will be more likely to take action in the future.

### **Incentives can be a powerful tool**

- Our research on the Penguin Promises campaign showed the power of a promise. But always use incentives carefully. When the incentive is no longer available, many people will discontinue the new behavior. Other social strategies, such as education and recognition, can be coupled with incentives to support a change over time.

### **Keep it simple**

- Giving people a long list of options can be overwhelming; it's called "choice overload." Instead of multiple choices, give people one or two options. Or, when appropriate, consider a strategy that eliminates the need to make a choice. Or, as our research showed, let them choose a behavior that has meaning to them.



**"We are what we repeatedly do. Excellence, therefore, is not an act but a habit." Aristotle**

## MODULE 7: DEVELOPING AND DESIGNING A CONSERVATION EDUCATION PROGRAM

PRESENTERS: DAVID

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### OUTCOMES:

- The participants will determine the steps involved in the program design.
  - The participants will understand the importance of clear messages.
  - The participants will identify resources available to support and create programs.
  - The participants will be able to apply the steps used in program design through a practice session
- 

### IMPACT:

- Participants will have the confidence and experience to design and develop conservation education programs in their workplace.
- 

### OUTLINE:

#### Introduction

- This is really where we work out **How** we will achieve our goals. What will we really do and what will it look like?

#### What are the potential resources to consider in program design?

- **People:** Assess the talents, expertise and enthusiasm of staff and volunteers (in other departments too!). Consider outside consultants or advisors. Who could partner with you?
- **Materials:** What resources do you (or other departments in your facility) have on hand? What do you need to acquire or create?
- **Time:** Do you have sufficient staff time for the program? What can be shifted to make room for the new project? What projects need to be accomplished first? What are key deadlines?
- **Space:** What space do you have available at your institution or off site? Is there a rental cost involved? How soon do you need to reserve the space? Are there competing needs for space? How are priorities set?
- **Financial resources:** What is your budget? Identify possible sources of funding.
- **Collaboration:** Can a partnership with another institution benefit your program?
- **Others?**

## What else do we need to determine in the design phase?

Begin outlining the content

**The Message:** What messages should be in the program and what should not be included?

- What are the problems/conflicts/issues involved (Problems?)
- Why does this information matter to my listener (So What?)
- What are some of the possible solutions to this problem (Solutions?)
- What are the potential benefits of resolving this problem (Benefits?)

### **Tips for Message Development** *Adapted from The Biodiversity Project*

- Be clear about your communication goals: know what you are trying to accomplish and your time line. Be as specific as possible.
- Determine your audience(s). Why should they care about your issue?
  - What are their concerns -- what about your issue is important to them?
  - What core values in your audience do these concerns speak to?
- Articulate your message in a short paragraph that answers these questions:
  - Why is this issue important for your audience? (Refer to the values and concerns.)
  - What is the threat and who is responsible?
  - What action will address the need and the threat? Give people something to do.
- Use language that speaks to your audience.
- Your choice of messenger depends on your message and your target audience. All three must complement each other.
- Be ready with anecdotes, i.e. real, human stories to illustrate and amplify your message.
- Use images to tell your story as well as words, but make sure your facts are handy.
- Distill the essence of your message into a slogan, a media “hook” or a soundbite that succinctly communicates your essential action.

## Commonly Used Communication Tools

How will you get this message to your target audience? What are the points of access to this particular audience - mass media, community organizations, trade publications, church groups, special interest magazines, the web, etc.?

### Mass Media

- Press kits, tip sheets, and fact sheets
- Press conferences
- Public service announcements (PSAs)
- News releases
- Interviews
- Advertisements

### • Earned media

- Letters to the editor
- Social media, including web sites, listservs, email, blogs, Facebook, and Twitter
- Campaigns
- Op-Eds

### Education/Interpretive Media

- Exhibits
- Kiosks
- Boxes with touch items
- Curricula
- Publications
- Media (see above)
- Theater
- Direct mail
- Programs on specific topics for the public
- Social media (linked to mass media)
- Distance learning
- Environmental clubs
- Interpretive hikes

**Events (education, communication)**

- Public presentations
- Workshops and forums
- Special events, open houses, tours, field trips
- Awards and recognition
- Meetings with elected officials
- Contests and prizes

*From: US Fish and Wildlife Service, Audubon.*

**Any other ideas:**

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- Demonstration areas

**Types of Educational Programming**

- Storytelling
- Hands-on activities
- Games
- Case studies (as learning activities)
- Role-playing
- Art activities (linked to conservation)
- Citizen science activities
- Journaling
- Service learning
- Issue investigation

**Other**

- Social marketing campaigns (which use social media, education, and other tools)
- Advocacy campaigns (which use many of the above tools)
- Posters, brochures, and flyers
- Reports
- Survey results with media interest

## MODULE 8: IMPLEMENT – DO IT!

PRESENTERS: DAVID

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### OUTCOMES:

- The participants will be able to define criteria for the effective implementation of programs /activities.
  - The participants will be able to identify effective implementation strategies.
  - The participants will be able to name at least two methods for successful program promotion.
- 

### IMPACTS:

- Participants will understand that they can learn from success and failure and will have the confidence to implement more effective activities.
- 

### OUTLINE:

- A. Introduction and review of Implementation in the Model context.
- B. Discussion Stories from the field - things that did not go as planned - sharing session.
- C. Promoting your program.

### IMPLEMENTING YOUR ACTION PLAN (ADAPTED FROM THE NATURE CONSERVANCY)

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These tips can help as you implement your plan.

1. Make sure the plan has at least one “owner.”
2. Take a few small steps right away.
3. Don’t be stopped by fear of failure.
4. Look for early winners.
5. Set up regular progress checks.
7. Invest in capacity.
8. Find allies.

9. Keep your eye on the big picture.

10. With patience and perseverance, you will make progress.

## MODULE 9: DEVELOPING LABELS AND SIGNS (INTERPRETIVE GRAPHICS)

PRESENTERS: JUDY

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### OUTCOMES:

- Participants will understand what interpretive signage is (and is not).
  - Participants will identify resources available to support and create interpretive signs.
  - Participants will understand the characteristics of effective signage.
  - Participants will practice using best practice guidelines for the design of an interpretive sign.
- 

### IMPACT:

- Participants will be able to critically look at their interpretive signage and work out what needs to change, and will have the skills to make the changes.
- 

### OUTLINE:

#### Group Activity

- Spend 20 minutes in the UWEC facility. Identify two signs / labels that you would change.
- Return to the classroom and redesign the sign / label, based on the principles that you have learnt.
- Present these to the other groups with an explanation of why you changed what you did.

### ***Keep it short***

Economize words, edit mercilessly. On average, visitors read about five words per second and hang around a sign for about 10 seconds. That means each sign should be 50 words or less. If the sign must be longer, break text into 50-word “chunks.”

*Myth: the shorter the sign, the easier it is to write.*

### ***Focus on one thought per sign***

Develop an objective for each sign and stick to it when writing. No rambling, repeating yourself, or repeating yourself. Exclude information that doesn't directly relate to your topic—no matter how funny or fascinating it might be. For example - Did you know a Volkswagen beetle can fit inside a blue whale's mouth?

### ***Make headlines count***

Use headlines and subheadings to summarize the text or provoke a visitor to continue reading. Visitors read some signs in passing, catching only headlines, key phrases, or illustrations.

### ***Write like you talk***

- ◆ *Use conversational language.* Think about how you would talk to a friend who's interested in the subject but doesn't know a lot about it. Write down the words you're thinking about. Stop and read your text out loud to see if it sounds conversational. Leave out unfamiliar or hard-to-read words (or define them if they're part of your message).
- ◆ *Use conversational grammar.* Contractions and short phrases as sentences are OK. Your English teacher will understand that portions of interpretive signs are often read aloud or later quoted by family members who stayed behind to read them. The less paraphrasing required, the better.

### ***Talk to the visitor***

Like this:

“See the stripes on this bird?”  
“Ever build a birdhouse?”

“Look for hippos doing \_\_\_\_.”  
“How would you feel if \_\_\_\_?”

### ***Use active voice***

It's more direct, it's more conversational, and it saves you a word or two.

This: Visitors read signs in passing.

Not this: Signs are read by visitors in passing.

### ***Be cautious about using humor, puns, or a “play on words”***

Humor reveals a writer’s social, economic, educational, and ethnic background, which can make some readers feel left out. Humor or a “play on words” can work if the sign makes sense to readers who don’t realize there’s a joke involved. Compare these headlines:

This: “*Welcome Back Otter*”

Whether you know about a TV show with this name or not, it’s an appropriate headline for a sign about otter reintroduction programs.

Not this: “*Cache Station*”

Though it’s a great way to refer to a leopard’s habit of stashing prey in a “cache” to eat later, it relies on a word that’s unfamiliar to many.

### ***Try it out***

Ask coworkers or visitors to read your text out loud. Do they stumble over words? To find out if readers are getting your point, have them look away from the text and ask them, “If you had to tell someone else what this sign is about, what would you say?” THIS IS AN IMPORTANT STEP.

### ***A picture speaks a thousand words***

If you can say it with a photo or illustration (and no text), do it.

### ***For some good writing?***

Pick up a *National Geographic* and read the captions or “legends.” Legend writers follow the motto *Brevity. Clarity. Bite*. New writers are given the following advice, which applies beautifully to sign writers as well:

“Think of legends (signs) as a performing art. They make complicated subjects seem simple and difficult concepts easy to grasp. Their language is precise, forceful, and efficient. They seem the most natural thing to say. They look easy. We know better,”

National Geographic, Dec 96

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## DESIGNING POWERFUL ENVIRONMENTAL LEARNING EXPERIENCES

*From Research by Prof Roy Ballantyne, Prof Jan Packer, Dr Karen Hughes, Dr Judy Mann - University of Queensland, Australia*

- Design interpretive experiences that incorporate multiple senses - especially sight, sound, smell and touch;
- Provide opportunities for visitors to get as close as possible to the animals (without compromising the animals' well-being) or see the animals from a new and different perspective;
- Use interpretive commentaries to reinforce visitors' sense of wonder, awe, excitement and privilege;
- Encourage visitors to use their imaginations to enter into the animals' world, to identify with individual animals and to experience empathy;
- Provide information about the dangers faced by the animals being observed, especially dangers due to human actions; questions and initiate conversations;
- Encourage visitors to spend some time in the days or weeks after the visit to reflect on or discuss their responses to the experience; and
- Provide resources that visitors can access after the visit to follow up particular interests; extend their learning and maintain their motivation to act.
- Give examples of how visitors' everyday behaviours can impact both positively and negatively on the animals being observed, and wildlife in general;
- Give examples of practical and achievable things that individuals can do to contribute to the welfare of the animals being observed, wildlife in general, and their own environment.

**"Nobody made a greater mistake than he who did nothing because he could only do a little." Edmund Burke**

## MODULE 10: FINDING MONEY

PRESENTERS: DAVID AND JUDY

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### OUTCOMES:

1. Participants will be familiar with the pros and cons of fundraising.
  2. Participants will understand the what makes a grant successful.
  3. Participants will be able to list at least three major sources of funding.
- 

### IMPACT:

- Participants will be able to apply for funding with more confidence and a greater chance of success.
- 

### OUTLINE:

#### GRANTS

#### 1. The Pros and Cons of Grants (Adapted from AZA Conservation Education Manual)

Why apply for grants?

- unique funding source available to education / conservation
- variety of funders support new or existing programs and infrastructure development
- brings prestige and respect to your institution

Why not apply for grants?

- time consuming
- catalyzes the development of programs outside of your plan
- requires the commitment of resources - matching funds, administrative support
- “soft money” runs out

#### Successful Grant Applications

1. Do your homework
  - research your funding source
  - get institutional support
  - free your calendar - make time
  - get in communication with the funder
2. Tell a good story

- stick to the guidelines but make them work with your story and needs
  - use the language of the donor - make sure that your project matches what they are funding
3. Show the need - tell a compelling story
    - Be clear that the IS a need
    - do your research/statistics - verify your statements
    - don't show weakness
    - show community support
    - try to find partners - show the team
  4. Clearly define goals, outputs, outcomes and proposed impact
    - tell them what you are going to achieve
    - be clear about your goals, outputs, outcomes and impacts
    - be sure to distinguish between process and outcome
  5. Project Description
    - must be clear and concise while providing sufficient detail
    - must be well summarized in the grant summary or abstract
    - needs to describe logistics - staffing, timeline
    - you need to convince the donor that you CAN do the work
  6. Evaluation
    - make sure you know how you will evaluate your project
    - importance varies with granting agency
    - connects to the goals, etc
  7. Budget
    - be realistic
    - calculate overheads ahead of time
    - do not be greedy
  8. Miscellaneous
    - staff - do you have the skills to do it?
    - audit - are you financially secure?
    - facility / organisation - do you have the resources to do the project?
    - reporting - do you have the capacity to do the reporting required?

Finally - make sure that you ask someone to read your proposal before you send it. You only get one chance to make a good first impression.

### Follow Up

- Build a relationship with the funder - send a thank you note, call with updates, send reports, use a variety of media like videos, kids' work etc.
- Develop a calendar system for reporting
- Set up a clear accounting system- be responsible

- Communicate about the program both internally and externally - give the funder credit

#### SPONSORSHIP

Many corporate companies need to 'give' money away as part of their Corporate Social Responsibility / Investment (CSR or SCI).

They may want to donate money in return for naming rights to a building / activity. This means that they are using your project for 'advertising'.

#### INTERNAL FUNDING

If possible - finding internal sources of funding can be very useful as then you have complete control over how the money is used. But - it often takes money to make money so make sure that you have a careful plan that is sustainable. Building accommodation is easy - maintaining, advertising etc takes daily work.

#### **Group Activity**

Identify possible funding sources for your types of projects and in your area.

## MODULE 11: CONSERVATION IN THE FIELD

PRESENTERS: JAMES

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### OUTCOMES:

- Participants will understand the importance of conservation in the field
  - Participants will identify the linkage between ex-situ and in-situ
  - Participants will identify projects that their organisations could implement to support conservation in the field
- 

### IMPACTS:

Participants will understand the importance of conservation work in the field and have ideas on how they could implement such programs

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### OUTLINE:

1. Types of conservation in the field: national parks, wildlife reserves, ranches, conservancies, Ramsar sites, forest reserves, community land, villages etc
2. Types of conservation ex situ: zoos, aquaria, sanctuaries, botanicals gardens, etc
3. Roles of Ex-situ and In-situ conservation
4. Challenges in conservation in the field
5. Principles for sustainability for projects

### Activity

1. What type of conservation is done by your facility?

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2. What is the mission of your facility?

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3. List conservation education programs that your facility is implementing to support the type of conservation mentioned in 1) above

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4. Mention any four challenges that you face as a conservation facility.

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**“You must be the change  
you want to see in the  
world.” Mahatma Gandhi**

## MODULE 12: DID IT WORK? FORMATIVE AND SUMMATIVE EVALUATION

PRESENTERS: JUDY

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### OUTCOMES:

- Participants will be able to name and differentiate between the types of evaluation.
  - Participants will be able to articulate several reasons to include evaluation throughout the life of a project.
  - Participants will be able to name at least three resources for help with evaluation.
  - Participants will understand the difference between evaluation and research.
  - Participants will gain experience in conducting at least one evaluation technique.
  - The participants will feel comfortable and inspired to conduct evaluation for formal and informal programs.
- 

### IMPACT:

- Participants will be able to include evaluation during the planning of their programs and will use evaluation throughout the process to improve impact.
- 

### OUTLINE:

1. Why evaluate?
  - a. To improve the quality and effectiveness of programs.
  - b. To measure success based on stated goals.
  - c. To provide evidence of success to funders or other key stakeholders.
  - d. To inform institutional program planning efforts.
  - e. To add to the body of knowledge on conservation education (basic research).
  - f. To contribute to a culture of continuous improvement.
2. Evaluation vs. Research
  - a. Evaluation measures specific goals, often non-generalizable.
  - b. Research answers a particular research question to help others in the field. It contributes to general theories and practice.
3. When and how do you evaluate?
  - What are the questions that you want to answer?
  - What are your evaluation criteria or indicators of success?
  - Who will be involved in the evaluation?

- Who will the results of the evaluation be used?
4. Type:
    - Front-end - at the beginning, before you start
    - Formative - during the activity, program, etc
    - Summative - at the end - short-term or long-term
  5. How will you collect the data / information / evidence?
    - Interviews/surveys
    - Phone
    - In person
    - Handout
    - Tracking and observation
    - Alternative methods
    - Drawings
    - Concept mapping
    - Photos
  6. Data analysis
    - How should the data be analysed?
    - What computers, software, expertise do you need?
    - Thinking about what the data means
  7. Examples of evaluation
    - Informal
    - Formal
  8. How do I get my institution to commit to evaluation?
    - Resources
    - Practical and inspirational tips

### **Activity**

Small group exercise to gain experience with evaluation

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#### EVALUATION TIPS: ADAPTED FROM AUDUBON

- 1. Evaluation is not an instrument** or series of instruments; rather, evaluation refers to how you work out if your program is working. Evaluation begins at the planning stage, when the evaluation includes critical discussions of who the target audience is, how they are being communicated with, the intended outcomes of the program, and how those outcomes directly link to conservation action - the impact.
- 2. Evaluation should be designed for program improvement.** Even great programs can be improved!
- 3. Before you begin the evaluation, have a plan for how you'll use the data** and incorporate it into your work. How will you adapt existing programs based on the findings, and who needs to be involved in that process? How will you use the findings to plan new programs? What's your strategy for disseminating the evaluation results and ensuring they won't sit on a shelf and gather dust?
- 4. Good programs are based on data, not on assumptions.** Well-designed evaluation instruments can provide critical insights into how to improve a program. To get the most out of feedback, make sure you ask people what changes could help improve the program, not just what they liked or disliked about a program.
- 5. Some data are better than no data.** But meaningless data is no use to anyone. Think about the data before you start to collect it. If you cannot use it do not collect it.
- 6. Clarify your questions at the start:** What do you want to know from the evaluation? How do the questions relate to improvement? Ask: Who will do what with these data in order to improve or maintain the program?
- 7. Consider who has an interest in the evaluation,** including all the stakeholders, your team, your funders, and others. Who will want to know the results? What questions would they ask about your programs? Don't forget that the staff and the audiences themselves are stakeholders.
- 8. Your organization should be an active part of developing the evaluation.** If you're working with an outside evaluator, don't expect the evaluator to know all the questions you should be asking—or worse yet, know all the answers. An evaluation process is built on relationships between program planners and implementers, evaluators, and stakeholders.
- 9. Be flexible** with your evaluation plan and methods. Museum evaluator Judy Diamond (1999) says to “monitor, recycle, and rethink” and assume that your plan will evolve. This flexibility will help to ensure that your evaluation fits your organization's needs.



components, instructions, or interactives are tested in order to isolate problems such as the placement of exhibit components or the content of a label. Visitors' understanding of the exhibit / activity and impressions of their experience with it can be explored to test whether the exhibit / activity meets its goals.

**How:** Mock-ups, prototypes, working models, makeshift displays, and/or temporary exhibits are assessed. Formative evaluation is an iterative process. That is, once problems are realized, corrections are made and retested until the component achieves the desired results based upon stated goals. Formative evaluation data can be collected by observing and/or interviewing visitors.

### **Summative evaluation**

**Evaluations to document outcomes and impact and long-term decision making:** *Did the project have the intended effect? What benefits did visitors report experiencing?*

Once a project or program has been completed, we can conduct an evaluation focused on how successful the project was in reaching its intended outcomes and what components led to its success. This information can then inform future planning and decision making.

**When:** Summative evaluation is conducted at the end of a program / activity or after the installation of an exhibit.

**Why:** The objective of a summative evaluation is to determine the overall success and effectiveness of the program / exhibit in relation to its goals, as well as the effectiveness of individual components.

**How:** Summative evaluation is the most formal of the three main types of evaluation. Larger sample sizes are needed and a variety of instruments are used to collect the range of visitors' experiences. Outside consultants can be contracted to conduct summative evaluations because objectivity is important.

- Summative evaluations ask similar questions to formative evaluations, but use them for a different purpose - to judge effectiveness rather than design an activity / exhibit

Visitor interviews determine the meaning visitors gained from the exhibit / activity and which parts were understandable and/or confusing. Visitors' descriptions of their experience are compared to the exhibit's goals to determine the effectiveness of the program. What the audience learnt, felt, will do, etc.

Questionnaires can be used to collect data from large numbers of visitors.

## MODULE 13: SHARING YOUR FINDINGS

PRESENTERS: JUDY

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### OUTCOME:

- The participants will be able to report on an activity evaluation in a clear and professional manner.
- 

### IMPACT:

- Evaluation reports written by the participants will be clear and help to improve future programs.
- 

### OUTLINE:

- Why report on your activity / evaluation?
- Examples of reporting:

#### An Evaluation Report (or a simple paper)

- Program name and dates
- Executive Summary
  - Background
  - Program description
  - Program goals
  - Audience
  - Outputs: Attendance/Number of Participants
  - Outcomes
  - Critical questions
  - Key Findings (3-4)
- Methods/tools used (please briefly describe instruments and methods of data collection).
- Findings (organize by targeted goals, outputs, outcomes, followed by critical questions; insert graphics or visuals as needed); Recommend bolding or italicizing “take home” findings at the end for each outcome/critical question.
- Conclusions (summarize whether goals, outcomes were met, answer critical questions, and discuss how findings relate to previous or future iterations of the program or evaluation) Include how you will assess impact.

- Recommendations for the future (what would you do differently in the program and for evaluation).
- Appendices (as needed to provide full data, present additional findings, etc.).

#### A one pager

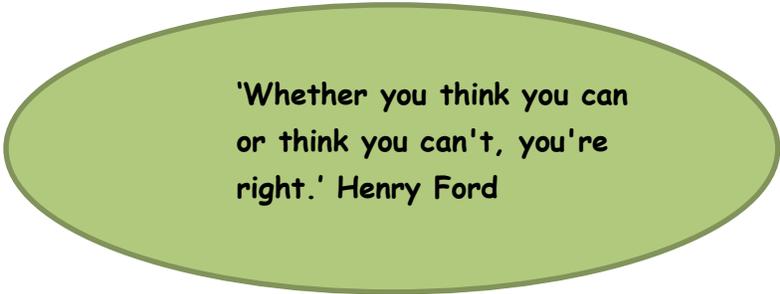
- A summary of all of the most important results on one page, usually displayed with graphics.

#### A poster

- Simple way to communicate your evaluation to a large number of people.
- Needs to be carefully planned and professionally made. (The tips from Module 9 can help)
- Where to report?
  - Internally - Presentations, notice boards, internal newsletters, etc
  - Externally - Journals, Magazines, Media (traditional and social), presentations, etc
- Who to report to?
  - Staff
  - Management
  - Funders
  - Stakeholders

#### **Activity**

Design the outline of a report on your activity.



**'Whether you think you can  
or think you can't, you're  
right.' Henry Ford**

## MODULE 14: NETWORKING AND SUCCESSFUL PARTNERSHIPS

PRESENTERS: DAVID

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### OUTCOMES:

- The participants will know the importance of networking and partnerships.
  - The participants will have built a network of active African Conservation Educators and will have a way to communicate in the future.
  - The participants will have found out about a range of international opportunities for networking and project enhancement.
- 

### IMPACTS:

- The participants will be able to achieve better conservation education through effective sharing with different networks.
  - The participants will have a support network in their region.
- 

### OUTLINE:

- How to start partnerships
  - How to maintain and sustain partnerships
  - How can African educators communicate often and keep in touch
  - Capacity building of African Educators.
- 

### A PARTNERSHIP TIP SHEET ADAPTED FROM AUDUBON AND DISNEY

Be strategic about who you choose as partners:

- Think Diversity: Who has what you don't have? Who can add new perspectives, insights and ideas?
- Remember that mutual trust and respect matter.
- Identify roles and responsibilities before you begin the work.
- At the start, define what each partner can bring to the relationship and what each partner needs.
- Develop a process for making decisions, decide who has the final say on what.
- Get important agreements in writing, including how you will share information.
- Show courage: address conflict directly. Don't let problems fester.
- Play to each other's strengths.
- Look for shared purpose, passion and vision - or enough to make it work.
- Give credit.

- Pay attention to power, equity and words; if you're the larger partner, remember to do what you can to equalize the partnership and always be respectful in what you say and how you act.
- Have an exit strategy: Is this partnership forever?
- When you get stuck, hire someone smarter than you to help un-stick you! That can mean hiring a facilitator, mediator or trusted colleague.
- Have patience. Working with partners can take time; it might be easier to go it alone, but it's usually not better.
- Celebrate success! Don't wait until the end of the project - look for opportunities to celebrate small wins along the way, as well as the ultimate success at the end.

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#### POTENTIAL PARTNERS

IUCN #NatureforAll

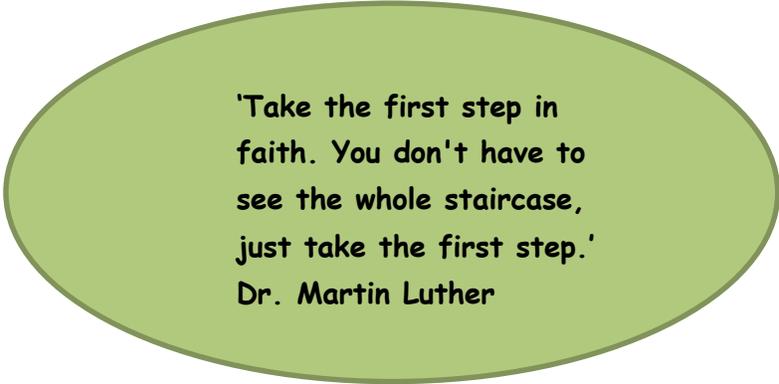
WAZA / IZE Nature Connect Grants

National Geographic

Membership Zoos

Local conservation NGOs

Government Agencies



**'Take the first step in  
faith. You don't have to  
see the whole staircase,  
just take the first step.'  
Dr. Martin Luther**

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## YOUR TOOLKIT - TOOLS TO HELP YOU DO YOUR CONSERVATION EDUCATION WORK

This is a set of resources that you can use to help you to do your Conservation Education work in your workplace or in your community.

The tools have been carefully selected from a wide range of sources - and all have been tested by teams around the world. It is not necessary for you to use them all - during the training you will have tried some of them, the others can be tested at work.

Tool 1: The Program Plan

Tool 2: Understanding the Issue

Tool 3: The Message Box

Tool 4: The Evaluation Plan

Tool 5: Interpretive Signs Check List

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## YOUR TOOLKIT – WHERE TO LEARN MORE

### To read:

Moscardo, G. Ballantyne, R. and Hughes, K. (2003). Designing Interpretive Signs. Fulcrum Publishing: Colorado.

[https://www.academia.edu/834326/Designing\\_interpretive\\_signs\\_Principles\\_in\\_practice](https://www.academia.edu/834326/Designing_interpretive_signs_Principles_in_practice)

Audubon, EETAP, US Fish and Wildlife Service, Together Green 2011 Tools of Engagement: A Toolkit for Engaging people in Conservation

### On line:

<http://izea.net/> IZE Website

<https://www.iucn.org/commissions/commission-education-and-communication> Good Network

<https://www.wearefuterra.com/work/> Communication Resources

<http://web4.audubon.org/educate/toolkit/toolkit.php> Useful Guide Document

<https://www.youtube.com/watch?v=oeQMRlbbI4Q> The Bio Da Versity Code

<http://informalscience.org/evaluation> Good Evaluation Guidelines

<https://theieca.org/> The International Environmental Communication Association

<https://fenton.com/history-item/environmental-media-services/> Communication Resources

<https://www.teachgreenpsych.com/overview-of-the-site/> Conservation Psychology

<https://signage.business.uq.edu.au/> Interpretive Signage

<http://www.toolsofchange.com/en/programs/community-based-social-marketing/> Community Based Social Marketing

<http://www.frogleaps.org/> Human behaviour change for nature

### Funding:

<https://www.wildlabs.net/resources/funding-opportunities/funding-opportunity-africa-seed-grants-program-cleveland-metro-parks>

<https://swbg-conservationfund.org/>

<https://www.rufford.org/>

<https://www.zoo.org.au/fighting-extinction/international-programs-and-grants>

<https://www.natgeod.org>

AT THE END

PLEASE SPEND SOME TIME THINKING OF ACTION ITEMS THAT YOU CAN TAKE BACK TO WORK

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List 3 personal action items, based upon topics we have discussed, that you would like to accomplish when you return and why you think your institution will benefit from these actions

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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## CONSERVATION EDUCATORS WORKSHOP FOR EAST AND SOUTHERN AFRICA

### IMPACT EVALUATION

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After 3 months each of you will be asked to respond to a survey that will help us to work out the impact of this workshop.