Engaging effectively on poverty-environment linkages:

A Framework for an Information, Communications, Education and Advocacy (ICEA) strategy for engaging on poverty-environment issues in Uganda.

Photo of people and natural resources issues e.g broken intake and degraded catchment.

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Acronyms

BFP	-	Budget Framework Paper
CBD	-	Convention on Biodiversity
CBNRM	-	Community Based Natural Resource Management
CBO's	-	Community Based Organizations
CEPA	-	Communication, Education and Public Awareness Ramsar's (wetland convention) term
CPAP	-	UNDP's Country Programme
DP s	-	Development Partners
DSOER	-	District State of Environment Report.
EE	-	Environmental Education
ENR SSWG	-	Environment and Natural Resources Sub- Sector Working Group
ENR	-	Environment and Natural Resources
ESD	-	Education for Sustainable Development
GOU	-	Government of Uganda
ICEA	-	Information, Communications, Education and Advocacy
IUCN	-	The World Conservation Union
MAAIF	-	Ministry of Agriculture, Animal Industry and Fisheries
MEMD	-	Ministry of Energy and Minerals
MoES	-	Ministry of Education and Sports
MoFPED	-	Ministry of Finance, Planning and Economic Development
MOLG	-	Ministry of Local Government
MWE	-	Ministry of Water and Environment
N R	-	Natural Resources
NAADS	-	National Agricultural Advisory and Development Service
NARO	-	National Agricultural Research Organisation
NDP	-	National Development Plan (Uganda's PRSP follow-on)
NEMA -		National Environment Management Authority
NGO's	-	Non Governmental Organization
NPA	-	National Planning Authority
NSOER	-	National State of Environment Report
OPM	-	Office of the Prime Minister
P-E[1]	-	Poverty – Environment
Ramsar Bureau		International Office of Ramsar, Switzerland
SSWG	-	Sub-sector working group
SWG	-	Sector Working Group (statutory, GOU)
UBOS	-	Uganda Bureau of Statistics
UNDAF	-	United Nations Development Assistance Framework
UNDESD	-	United Nations Decade for Education for Sustainable Development
UNDP	-	United Nations Development Programme
UNEP	-	United Nations Environment Programme
UNPEI-		United Nations Poverty and Environment Initiative
WESWG	-	Water and Environment Sector Working Group

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[1] A Poverty–Environment approach to development seeks to draw attention to the contribution that better environmental management can make to improved livelihood and income opportunities of poor women and men (UNDP/UNEP PEI, 2009).

Acknowledgements

Executive Summary

This study was commissioned by the United Nations Poverty and Environment Initiative (UNPEI) to design a **communications, information, education and advocacy strategy for the Poverty and Environment Initiative (PEI) Uganda** project. It overall objective is to advocate and raise awareness about environment-poverty linkages in the National Development plan. It targets decision makers, civil society and the private sector. The study recommends a set of activities to be carried out during the first year of implementation..

The methods used to prepare this study encompass a review of literature on file and lessons learnt, from the previous experience of PEI Uganda and the National Environment Management Authority (NEMA) in communicating about the environment and its relationship with livelihood quality. In addition, consultations were made using an email questionnaire survey, informal email, and telephone correspondence, to gain further insights into:

- Who are the stakeholders?
- What are their communication needs?
- What communication formats and media are preferred and required?
- Which environmental–economic issues are considered important?

The results of the findings from all sources are documented in this study together with the recommendations for an overall approach to designing the PEI national Information, Communications, Education, and Advocacy (ICEA) strategy. The framework ICEA strategy is presented and comprises: a goal; objectives; activities, sub-activities and timings: indicative output monitoring and evaluation targets, indicators and means of verification.

Main findings:

- There is a high level of awareness of environmental degradation, and how it impacts negatively on livelihoods, but this is not yet reflected in government plans and budgets.
- There is an unmet demand for environmental information.
- Many urban-based stakeholders read the newspapers but do not necessarily trust them.
- Neither newspapers nor television are regularly accessed by poor or rural people but radio is. Neither is English their working language.
- Formally educated urban-based stakeholders (government planners, national NGOs, some district officers) use electronic communications, but also would like hard copies.
- There is a strongly expressed need for an electronic network on environment in Uganda.
- Approximately one third of the Members of Parliament use email as a regular communications method.
- There is a demand from all stakeholders for face-to-face engagement.
- Written information should be brief, factual and supplied on a regular basis.
- Approximately one third of Uganda's population can be accessed through the formal education system.
- Stakeholders have information and could do local research to explicate case data.
- Potential P-E champions and communications channels are available in the private,

> the faith and other sectors.
> - A baseline of knowledge, attitudes and practice needs to be set from which change can be measured.

This ICEA strategy should be viewed as a working document with ideas which can be tested and adapted to specific stakeholders, issues and changing political and planning environments.

Main recommendations for an appropriate ICEA approach:

The main recommendations are provided below in order of importance.

- **<u>Spreading the message:</u>** PEI needs to ask why the high level of awareness of environmental degradation and its negative impacts on livelihoods is not yet reflected in government plans and budgets. Nationwide communication, advocacy and education is necessary to create the groundswell of political demand for change to central level economic decision-making. Such an ICEA campaign could be implemented with the collaboration of several organisations, particularly those who are engaged/or interested in engaging in climate change interventions.

- **Using concrete messages:** PEI should move from the general to the specific: Thus, the environment, mainstreaming, linkages, poverty focus should be broken down to e.g. the cost of water infrastructural damage versus the price of watershed protection or the non-cash values of woodland to females in a rural household. Stakeholders need simple but reliable case data to be able to argue for change. Therefore PEI Uganda needs to provide more specific factual information and facilitate the "champions" to decide what they can do in particular situations.

- **Foster two-way communication:** For effective partnerships and change responses it is important to engage in two-way communication and to look at each stakeholder as a partner who has information to give as well as information needs. Facilitating stakeholders to do research, with appropriate expert advice, and explicate the findings is a way to facilitate deeper engagement.

- **Using effective entry points:** Both climate change and the discovery of oil are raising the environment to the attention of the senior decision makers and the public in Uganda. This is an opportunity to put forward the economic aspects of environmental neglect.

- **Building partnerships:** PEI Uganda has not had the capacity to maintain several sustained communications activities at once. Therefore it should outsource and delegate some of the communications and education activities and look for collaborators within the UN system and elsewhere amongst the donor and media community.

- **Engaging the private sector:** Some of the private sector sees how environmental damage can hurt its businesses, others have solutions to offer and so some private sector individuals and companies should be identified as P-E champions.

1. Background and Introduction

The main focus of this document is to present a framework for a communication strategy which best fits the needs, capacities and interests of the various stakeholders. This chapter describes the process for developing the communications plan and a framework for the communications strategy. It describes the methodology used to arrive at this framework strategy and suggests approaches for use of the strategy. This chapter also addresses major limitations and assumptions, which might affect the validity or implementation of the strategy.

Why strategic planning?

In general, once-off communications are not effective. Therefore it is important to take a programmatic approach sequencing communications, information, education and advocacy interventions in a strategic manner if one is to gain trust and to influence one's stakeholders. It is also important to identify the stakeholders' interests and needs and to strategically choose appropriate themes to engage on and appropriate means to engage with the various stakeholders. Box1 depicts the main differences between using strategic planning and neglecting to plan strategically.

Box   1 Strategic planning versus none

No strategic planning

- Focus on deciding the media
  before the message ("let's make a video").

- Creative people come up with a 'cool' and fun idea.

- Focus on media.
- Content and message are secondary to media and often cannot answer 'why' or 'what' questions.

Strategic planning

- Those who need to engage, on what and for what purpose clarified before deciding on the media to choose for the engagement.

- Creative people plan to achieve desired outcomes.

- Focus on stakeholders, issues & themes.
- Media are considered as tools to achieve objectives.

Source: Adapted from CEPA NSBAP Toolkit, Ramsar CEPA, 2008

It is also important to consider what kind of approach should be used. Ramsar CEPA describes two broad approaches to communication. The first is 'instrumental' communication where the purpose is to rally support for decisions already made. Such communication is often concomitant with the use of incentives. The second approach is 'interactive' communication. Here an active dialogue is established with specific stakeholders to fully involve them in making changes to plans or policies. Both approaches can be taken at once with different groups of stakeholders for different purposes.

1.1 Review of PEI's ICEA activities to date

PEI Uganda developed a communications strategy in June 2006. On development of the strategy

it was agreed that it would be reviewed after one year of implementation. To date it has been reviewed in part as an integral part of PEI's monitoring process which is done through quarterly and annual reporting. Adjustments have been made to the detail of the strategy to take up the lessons learned from quarter to quarter and year to year. A detailed communications action plan was developed in mid-2008 to tightly focus on two key stakeholder groups and on a programmatic approach to engaging with them.

The purpose of this short review is to summarise the strengths and shortfalls of the 2006 strategy document and to review the strategy's implementation to derive at lessons learned for an improved strategy. This review was done through a desk study and through interacting with stakeholders by telephone, email and face-to-face.

Review of 2006 Strategy

The strategy was developed with limited time and funds and was not supported by a survey of the stakeholders to gain an understanding of their perception of poverty–environment issues and in what ways they conceived such linkages. No baseline against which to measure the change in such perceptions was established. Therefore it is difficult to monitor changes in levels of knowledge, perception and behaviour of those touched by the strategy. Effective communication needs a background analysis of the issue and the stakeholders' attitudes, knowledge and motivations towards it.

The strategy was designed in the form of a framework without an action plan and it was intended that it would be reviewed after one year's implementation. This gave leeway for decisions regarding priorities and detailed actions to be decided in the context of annual project planning. Several communications and awareness activities were integrated into the annual plans.

An analysis of the strategy's objectives shows that the strategy is mainly confined to a publicity and awareness focus and has not given much attention to educational engagement. It has an instrumental approach with an overall aim of disseminating information seen in its mission statements here below:

- To raise awareness of stakeholders about the poverty-environment linkage
- To communicate the benefits of incorporating the poverty-environment linkages into development policies and poverty reduction strategies.
- To communicate the wins the project has made so as to show that linking ecosystems, ecosystem services, poverty reduction and human wellbeing contributes to poverty reduction and sustainable development
- To communicate research findings from project consultancy studies and the integrated ecosystem assessment so as to influence policy and planning

This approach alone was appropriate at the outset of PEI Uganda because a basic understanding of the project's aims needed to be communicated to the stakeholders before a partnership could be built up. However, now that relationships are established, several partners have begun to understand the aims of PEI and have a basic knowledge of the issues, and two-way dialogue is possible, there is an opportunity for a dual approach mixing instrumental communication with interactive communication. The contributions which each stakeholder can provide to the dialogue can be better articulated and accommodated. Therefore the information which the

stakeholder can give, as well as get, needs to be identified.

The target audiences are identified and to some extent given priority rankings in the 2006 strategy. The roles of the various target audiences are briefly described. However their knowledge needs and contributions are not given much attention. Neither was there an opportunity to analyse their preferred and trusted sources of information and preferred media through which to communicate. For example it has since been recognised that many donors, all of whom are committed by their own mandates and international conventions to integrate environment into their development assistance strategies, show weak environmental influence on the programmes which they fund in Uganda. This may indicate a capacity need amongst bilateral and multilateral donors for environmental mainstreaming skills.

Message themes were chosen for each target audience. There is no indication of how the themes were arrived at, therefore it is presumed that these themes were chosen using the knowledge and experience of the National Project Coordinator and others who had previously interacted with those stakeholders.

There was an underlying assumption that those working on the environment in Uganda communicate well with each other. Unfortunately this is not the case and is especially acute between environmental agencies and institutions of government, but also a problem between NGOs both local and international and between donors. There is also a communications gap between those who are involved in development initiatives and those involved in environmental conservation. Therefore it has become clear, through the implementation of the communications strategy and PEI as a whole, that while PEI needs to communicate with stakeholders it is also crucial that efforts are made towards improved communications between environmental stakeholders.

The strategy assumed that the skills for CEPA were already in house and did not provide for raising the capacity of the PEI team itself for implementing CEPA and/or selecting good consultants to do so. Some capacity building has been done through the PEI HQ's regional events and a LEAD – run training course for PEI Champions in May 2008.

Themes in the strategy were focused on explaining the project's purpose. An analysis, during 2008, of what the communications strategy should focus on in terms of content, agreed that the poverty-environment issues should be at the forefront and that promoting the name and the image of the project is not a primary concern.

While the communications strategy did not have a comprehensive monitoring framework it was intended that the whole communications strategy would be evaluated after a year, thus allowing the first year's experiences to influence the future communications strategies. To date there has been no direct evaluation of the products and activities of the communications strategy and therefore it is difficult to measure the impacts of the communications efforts.

Assessment of communications activities

The communications strategy laid out framework plans for the implementation of various communications activities and media channels for reaching the intended target audiences. These included a Country Fact Sheet, Brochures, email exchanges, Website, Progress reports, Newsletter, Policy Briefs, meetings, Newspapers articles, Newspaper pull outs, Bulletin, Radio,

Television and Press conferences. Some of these activities were carried out using the channels listed and also several other means of communication were used including:

- Production of mainstreaming collaboratively guidelines with sectors;
- Holding of an issue – based workshop for NR committee MPs and journalists; technical reports production and dissemination;
- Use of consultants to tutor and support sectors and districts on a one-to-one basis; summary papers on ENR sector and sub-sectors for the NDP;
- Taking part in the ENR and other sectors' working group and Sector Investment Planning meetings and trainings;
- Taking part prominently in the National Development Planning process consultations via email, meetings and workshops;
- Actively participating in the budget training and consultations process;
- Producing a budget issues paper and disseminating it.

An analysis of these activities and material production dissemination efforts is provided below:

Country Fact Sheet

- The country fact sheet is a useful general document for introducing newcomers to what PEI does. It has been distributed to partners in government and to others through email, but also through hard copy.

Issue leaflet

- The leaflet 'Planning for Prosperity, have you counted the resources you are counting on?' with words, photos, a bar chart and data tables is popular with environmental executives at national and local level who are advocating for more attention to environment. They find it easy to read and it has 'live' data from Ugandan sites which can easily be explained to others. Although none of the parliamentarians interviewed for this survey remembered receiving the leaflet in their pigeon holes some months ago, they have shown interest in using it and say that they have learnt new facts from it. The leaflet was also published on the PEI website as an example of good practice with an introductory write-up. It was also given positive criticism from the international consultant who reviewed the project on behalf of the Norwegian Embassy. It was distributed to the majority of District Chief Administrative Officers, District Planners, District environment Officers and District chairpersons during the zonal consultations in December and January for the Budget preparation, but no formal follow up has been made on its use. A systematic plan could be made to produce a series of such leaflets, say four per year, on relevant topics for insertion into strategic processes e.g. NDP, budget cycle.

Policy briefs

- Four policy briefs have been produced and are in the process of final edits for publication. The briefs depended mainly, for factual information and case studies, on the data contained in the Integrated Environment Assessment study of the Lake Kyoga catchment. Unfortunately much of the data collected during the IEA studies was not captured in the final report. The PEI Uganda team needed to do additional desk research to work up policy

recommendations which could be useful to parliamentarians and planning executives. Maps and graphics provided in the briefs have quality limitations for publication. However the policy briefs will be appropriate for launch at parliament with a media event, for distribution to each parliamentarian and nationwide to district chairpersons, Chief Administrative Officers, environmental and agricultural personnel and planners.

Radio programmes and advertisements

- One Radio programme was carried on Uganda Broadcasting Corporation (UBC) Radio, with a national coverage. No listenership feedback or evaluation for this programme has been recorded. Although a concept for short radio adverts run in a series for several weeks was developed, there was a difficulty in finding a producer who could imaginatively capture the links between poverty and environment. Plans to explicate lessons learned from the micro-projects through radio programmes designed on site were prepared but have been postponed. In order to ensure the highest quality possible it would be wise to pre-record radio programmes. Phone-in interaction is notoriously difficult due to hardwire communications problems. Interaction would best be done by write-in, email-in or text-in and giving responses on the following programme.

Newsletter/s

- It was found impractical because of staff time constraints to produce PEI Uganda's own newsletter. Therefore instead, contributions were made to other newsletters e.g. the NEMA newsletter, the military and police journal, and other publications.

Website

- It was found impracticable and too expensive in terms of human and technical resources to run a PEI Uganda website and therefore contributions were made to the global PEI website and to the NEMA website. However a website is proposed for the electronic network on environment which will be established as an activity in Phase III of PEI.

Electronic mail

- PEI has been active in emailing information to its partners and other stakeholders and has expanded its email contacts list to include sectoral planning executives, development partners, some parliamentarians and academic researchers. It disseminates information and interacts on issues of the NDP and budgeting processes, donor coordination on environment. The technical information it distributes is gathered through NEMA, through its international professional networks and through the internet.

Face-to face advocacy, education and information provision

- Face-to-face interaction forms the bulk of the work done directly by PEI staff and by the consultants they have engaged to carry out studies for PEI Uganda. The face-to-face contributions have entailed participation in meetings organised by others or by organising meetings and training events which PEI Uganda has run itself. The former include:

  o Active and regular participation in the statutory Sectoral and Sub-Sectoral Working

Groups on Water and Environment and Environment and Natural Resources;
- o Meetings and retreats called by the NPA for designing the NDP;
- o Meetings called by MAAIF and the Ministry of Energy and Minerals for designing their Sectoral Investment Plans;
- o Requests to speak at various academic institutions;
- o Occasional meetings arranged by NGOs; Budgetary call meetings and trainings arranged by MoFPED;
- o Meetings called by UBOS in relation to the national statistical review and planning process; meetings called by NEMA in relation to its own plans and monitoring processes and for hosting visitors from high levels of government;
- o Donor group on environment meetings and
- o Donor events on related topics e.g. EU on their Sawlog Production Grant Scheme, DfID on carbon trade event for linking buyers and sellers, UNDP/GEF on SLM research and planning.

Meetings and trainings organised by PEI Uganda include:

- o Training workshop for the members of parliament who belong to the natural resources committee of parliament (see Box 1),
- o Several meetings of the drafting committee for drafting the ENR sector paper and the sub-sector papers for the PEAP revision and the NDP design,
- o Steering Committee meetings and Technical Committee meetings,
- o Meeting to discuss the concept of an electronic network for environment in Uganda;
- o Meetings in the MoFPED to discuss the PEI Phase III concept with stakeholders;
- o A study tour to PEI Rwanda;
- o A study tour on land use planning and
- o Meetings and workshops in the three collaborating districts to feedback the findings of the Integrated Ecosystems Assessment to advise on mainstreaming environment in district plans and to draw up district environment policy documents.

Face-to–face communication is highly rated by all collaborators and deserves to have a continued time commitment. However much of the communication is confined to speeches and plenary responses in meeting rooms with little opportunity for the participants to engage with each other and exchange ideas towards greater creativity and ownership of workshop proceedings. The workshop held for the parliamentarians suffered from such a format because of a time constraint imposed by the participants and also because of a fear of trying more interactive participatory methods with eminent people. The participants in their feedback criticised the methodology used and called for more group work. (See Box 2.)

Box 2 Evaluation of a workshop with the NR Committee of Parliament

Content

In terms of content the participants, in their individually written submission mentioned that they liked the elaborateness of the presentations and the passion and commitment of the speakers. They found the presentations very informative especially finding the use of real examples a clear way to elucidate complex issues. They were impressed by the depth in which the issues were explained. They felt that they were enlightened about the relationship between poverty and energy and the environment. One remarked that "we shamelessly allocate so little resources to the issues of environment" showing that s/he had become newly aware and concerned about environmental management in Uganda.

Process

When asked to comment on the way the workshop was run, the participants commented that there was a very packed programme with very many issues to comprehend in a very short time. It was also commented that limiting discussions to Questions and Answers in a plenary meant that discussions between participants did not take place. "Rambling" over issues and inadequate attention to time-keeping was also mentioned as an unhelpful aspect of the process. It was suggested that more focused, well-managed and guided discussion processes between small groups of participants would have produced better analysis of the issues and more strongly "owned" recommendations from participants. Not all presentations were backed – up by print outs. The writing on PowerPoint presentations was sometimes too small and packed to be read by the audience.

It was suggested that further workshops should continue this process and particularly focus on supporting parliamentarians to identify better ways in which they can achieve poverty reduction while giving due consideration to the environment. One parliamentarian, Honorable David Ebong, who missed the workshop sent the following message: "..............sorry I missed the workshop but my Personal Assistant (PA) attended. Have followed up on all presentations in detail and shall share with other partners.........Am wondering how we can work together in taking forward the advocacy. Let's keep in touch and ... strategize how we move".

Source: Excerpt from the PEI Uganda report of the Workshop with the Natural Resources Committee of Parliament, November, 2008 entitled 'The Nature Crunch is more serious than the Credit Crunch - What can Government do to address it?'

Media 'Hits'

- PEI had some specific media 'hits' including television and newspaper coverage of the workshop with the natural resource committee of parliament. Recording and analysis of media 'hits' is weakly done.

Limitations of the current strategy and activities

The PEI is trying to effect change; therefore it is important to present a menu of possible changes that our stakeholders might adopt. A criticism of NEMA's Public Awareness and Communications (PAC) Strategy (Vachi Communications, unpublished) is that it tends to tell people what not to do and does not present enough alternatives and solutions to its audiences. It is how people feel that matters in communication. Leaving stakeholders feeling empowered to do something positive for environmental policy and planning is central to what PEI needs to focus on. The same critic of NEMA's PAC advises that successes should be documented and provided as examples to encourage wider audiences.

The 2006 strategy gives little attention to the kind of information and skills that the stakeholders / audiences might offer. The PEI team is approaching the issues from a mainly environmental perspective and has access to some environmental information but it would serve PEI well to be

more cognisant and conscious of the kinds of information it should be soliciting from its target audiences and partners e.g. the types of statistics they hold, the expected dates of meeting and announcements (so that PEI can prepare to contribute to them). Therefore it would be useful to find out what kinds of information individual stakeholders/audiences can provide and in what format.

As studies show, people are limited by their perception of their audiences. They tend to categorise them and restrict them to those categories. For example, one sees men in suits and limit itself to seeing them only in their official roles whereas the field in which to influence them could be much wider. What might their direct connections to natural resource and the environment be? PEI tends to only try to influence its target groups in official environments (offices, meeting rooms etc.),The PEI curriculum' is restricted to mainly written facts aimed at the cognitive aspect of their personalities. The relational and the emotional tend to be forgotten opportunities.

People learn most outside of their 'comfort zones. People are attracted by new things, but must be assured that they are 'safe' when facilitated to break out of usual routines and surroundings. There seems to be an underlying assumption that PEI should operate only within the comfort zones of our audiences. This is limiting possible impacts. Re-attaching, for example, leaders and higher executives (O' Donohue et al, 2006) might not be achieved through printed and virtual means but by some direct experiences in physical environments The re-attachment of even one strategically placed champion can make a difference. Outdoor events on practical policies for better environmental management should be incorporated into the future communication strategy.

1.2. Preparation of the 2009- 2014 PEI Uganda ICEA Strategy

The main methods for preparation of this strategy were through electronic consultations; email communications with questionnaires, and telephone interviews. Some face-to-face interviews were conducted. Documents such as meetings reports, planning workshop reports and training guidelines were examined for references regarding communication, education, advocacy and communication difficulties and needs. Communications strategy documents from other PEI projects were reviewed to gather ideas (PEI Vietnam, 2007, PEI Rwanda (in draft). CEPA strategies for Ramsar sites, the Eastern Arc Forests (URT.-MNRT-FBD., 2005 and 2006) and a Birdlife International Communications strategy were also reviewed (Government of Spain, 2005, Hogan, 2007).

Overall Findings and Observations

The email questionnaire survey showed that one big issue dominates the thoughts of most of the stakeholders interviewed: the **loss of forest cover[2]**.

Therefore this major issue, which the majority of stakeholders identified as the major environmental problem in Uganda, is broken down into sub-issues which could qualify as pivotal

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[2] The meaning of 'forest' here includes forests, woodlands, shrubs, trees in farms, woody vegetation especially native trees, or multipurpose exotics which offer shade, soil protection and binding, water retention, fuelwood, mulching and nitrogen-fixing fertility, bee and livestock forage, food and medicines.

poverty–environment theme for PEI to concentrate on in the near future (see Table 1). PEI could engage with stakeholders who are tackling such issues to gather financial data to make the economic case, e.g. Kapchorwa district water engineer regarding the cost of rebuilding a water intake because of erosion damage.

Table 1 Most Important Themes for the Communications Strategy

	The Big Issue – loss of forests/woody vegetation cover
Sub-issue	
1	The effect of forest loss on agricultural production, crop trade, agro-processing businesses, and food security, the cost of investing to prevent loss and restore woody vegetation and possible profits from such investment.
2	The cost of forest loss in water quality reduction, water infrastructure damage, water purification costs, women's labour time loss; and the cost and returns from investment in watershed protection.
3	The energy crisis in over 50% of districts due to forest removal, rural and urban costs of fuelwood and charcoal, women's labour and health costs, profits possible from fuelwood growing, cost reduction through energy –saving stoves.
4	The costs of conflicts caused by land and water degradation through population pressure e.g the case of the Butaleja wetlands. The cost and returns from preventative investment in people's health and land restoration and use planning.
5	Risks and vulnerabilities to climate change impacts if forest and woody vegetation cover is removed.
6	Loss of tourism revenue, free herbal medicines, bee production and bio-enterprise opportunities due to forest and biodiversity loss.
	Other issues to address in the communications strategy (not ranked):
	Environmental pollution in urban areas – plastics, air and sewerage pollution.
	Wetland degradation

1.3. Mapping of stakeholders and their knowledge and communication needs

During this brief survey some detailed information was collected in a variety of formats about specific stakeholders. The following paragraphs reflect on information learned about stakeholders. Tables 2 and 6 (Annex 1) summarise the stakeholder data.

Types of partners, their knowledge and needs

From the survey responses of five parliamentarians, fourteen private sector professionals (construction materials, agricultural, tourism, paint distribution, consultants), three government executives, three environmental NGOs, two development NGOs, two academic researchers, two journalists, three development partners, 8 district staff and two District Environment Officers, and from other sources of information, the following points were noted:

- **There is a high level of awareness of environmental degradation and how it impacts negatively on livelihoods but this is not yet reflected in government**

plans and budgets.

Why is this so? One survey respondent explained that Uganda has gone through conflict, then stabilised and has only been concerned with development and economic growth issues and is only now able to consider the impact on the environment. Others contend that proponents of the environment have not been "loud" enough to raise sufficient awareness, partly due to lack of adequate financial resources. Others contend that environmental information is not shared with the public and therefore the public is not aware of poor decisions until it is too late. Others advise that there is good will for the environment in the parliament and in the presidency but that the 'case data' has not been provided given to them to influence their decisions towards wiser environmental management. If all four explanations were true, then PEI could contribute to addressing the three latter ones.

- **There is an unmet demand for environmental information.**

It is reported (Schwarte, 2008) that public access to information on the environment, particularly to government decisions and EIA reports, is inadequate. This study shows that there is an unmet demand for information about the condition of the environment, trends in the condition of the environment, climate change and what to do about environmental degradation, the impacts of climate change and the fuel energy crisis. Some respondents were very encouraging of PEI's efforts to address the information gaps in the area of environmental economics. One advised that not enough communication is occurring and recommended to "bombard, bombard" planners and politicians with such information. There is also an unmet demand, especially from environmental economists and other environmental consultants and academics, for exposure to and information and skills on:
  - o sustainable global economic theories,
  - o economic valuation of environmental assets and
  - o current state-of –the art in environmental economics.

- **Formally educated urban based stakeholders (government planners, national NGOs, development partner representatives, some parliamentarians and some district officers) wish to have electronic communications, but also would like hard copies.**

Government executives, Development Partners, private sector personnel, media agents and district officers largely request to receive information by email. Those outside of Kampala have difficulty accessing the internet because of power deficiencies and uncertain access to computers, but nevertheless use internet cafes to download emails. However, because of the cost of printing, most of this category of stakeholders, especially those who are rural/district based, prefer to receive printed copies and compact disks of important documents.

- **There is a strongly expressed need for an electronic network on environment in Uganda.**

This statement is based on evidence from this survey and on work experience with PEI for the past year. A few of their reactions are shown in Box 3 below.

Box 3 Evidence of demand for electronic network

✓ "For me, the information is very very relevant and I encourage you to continue sending it". Senior Executive MoFPED 14.04.09.

✓ "Much appreciated and keep up." Senior economist, NPA. 30.04.09 on receipt of an article on the global financial crisis and the dominant development paradigm.

✓ "Thanks for sharing, will send to others as well!" Environmental NGO Executive. 30.04.09.

✓ "This is to acknowledge receipt of this useful information. Senior executive MWE 30.04.09.

✓ "Thanks for the communication on climate change. I like it. Nice day." Young ecology graduate and keen birder. 15.04.09.

✓ "Establish an electronic network for information sharing; support NEMA to update its website and establish web links to main data sources like UBOS". Advice from interviewee, private sector, this survey. 31.03.09.

✓ "Main source of environmental information on Uganda: You!" Response from donor to the agricultural sector, this survey.

A meeting of environmental NGOs convened by PEI Uganda in September agreed that there is a need for environmental organisations to exchange information and laid out the types of information which should be shared and what criteria should be used to select a host organisation for the network. The type of information which would be appropriate to share was listed as follows:

- Projects – what we are doing and in what locations
- Research reports
- Experience - what works and what does not. Sharing lessons learned, methodologies and techniques
- Data, reports (e.g. EIAs) which could assist in advocacy work
- Case information
- Donor funding schedules and information
- Government laws, policies, institutional changes, planning process documents, budget process and framework papers
- Emergent issues
- Conventions
- International literature about Ugandan environment and poverty issues.

Networking is recognised worldwide as a highly successful capacity building methodology although its potential has yet to be reached in many countries and regions including the Africa region.

- **Written information should be brief, clear, relevant, factual and supplied on a regular basis in the working language of the user**

PEI 's main target group are senior budget officials, politicians, district environment officers, farmers and private entrepreneurs do not have time to read long documents. They would like to receive concise, relevant, up-to-date factual updates on a regular basis. Emerton (2008) supports the clarity aspect of exchanges with decision-makers *"if you are confused about what exactly you want to say, and what evidence is required to back this up, then there is little doubt that your audience will also be confused-and unlikely to be convinced by your arguments"*. Clarity in presentation is also important. PEI Uganda stakeholders advises to use legible sized font, photocopies of good quality and pages not overly cluttered with irrelevant graphics or data. Badly photocopied power points were specifically mentioned as illegible, difficult to follow and wasteful of paper.

Relevance can be ensured by segmenting audiences, studying their interests and preparing specific materials for particular audiences. Emerton (ibid.) advises *"Particular attention should be given to presenting data on the key sectors, services and indicators that matter to policy goals in the country that is being discussed, to the sector or background that that the decision-maker you are speaking to comes from and to topical issues which are at the forefront of public policy or news."* Factual data, known to be accurate and from a trustworthy source will maintain and grow the credibility of PEI and therefore convince decision-makers.

Language whether English or a local language, as appropriate to the stakeholder, needs also to be their 'professional' language e.g. using agricultural and livestock terms for farmers, pastoralists and agricultural sector planners, business terms for the private sector investors, financial and economics terms for central policy and planning officials.

- **Approximately one third of the Members of Parliament use email as a regular communications method**

Electronic mail is not yet a reliable means to communicate with most political decision-makers in Uganda. Most of the parliamentarians, to whom the email questionnaire was sent, did not reply. This can also be explained taking into account that only one third of them use email or computers regularly. As of now. parliamentarians receive most of their information through parliament, usually government publications. Printed and audio-visual material could be delivered to their pigeon holes and follow up done by telephone and email (for those who use it) .

- **Many urban based stakeholders read the newspapers but do not trust them**

National newspapers are generally available in urban areas in English and Luganda, therefore are available to academically educated people who can read these languages. However, the newspapers are politically biased, few have well researched credible content and readers are wary of believing them. Supplements are even less respected by readers " supplement pages do not attract a lot of readership as they are perceived to be self-praising advertisements" Vachi Communications Ltd., unpublished). There is little regular reading material available in the other languages used commonly in Uganda and this could be an opportunity for environmentalists who translate materials (into Lunyankole, Swahili, Luganda, Ateso, Luo, Karamojong and other local languages).

- **Neither newspapers nor television are regularly accessed by poor or rural people, but radio**

'Many people who have an exploitative relationship with the environment cannot afford to buy newspapers regularly" according to Vachi Communications (ibid.). Up to forty-percent of adult females in Uganda cannot read in any language and the problem is only slightly less severe for men. Radio (and other audio media) is also a preferred medium of staff working in districts (this survey). NEMA's experience of running radio programmes on a number of radio stations throughout the regions of Uganda has been positive in terms of listenership. The programme content explained how to do practical environmental protection activities which are directly beneficial. For example soil conservation, rainwater harvesting and waste management. However, the programmes could have increased their entertainment value and attracted a wider audience by using music and drama and involving listeners in making the programmes. As radio and television programmes are fleeting (only last for a short time) and air time is expensive, it is advised to make audio and CD/DVD recordings of the programmes. These materials should be distributed together with illustrated explanatory leaflets. Distribution could be done via NEMA District Support and Communications and Education Department systems and other networks.

- **There is strong dependence on District Environment Offices for information**

Rural District staff tends to depend on immediate colleagues for information about sectors in which they are not directly working themselves. Thus, for environmental information the District Environment Officer is the main source for many staff in the district (this survey). This would suggest that strengthening the District Environment Offices' information resource base is key to providing environmental information to all other local government officers.

- **There is a demand from all stakeholders for face-to-face engagement**

PEI Uganda receives invitations from academic institutions, NGOs, CBOs other sectors, districts, faith based institutions and private sector associations to make presentations. Parliamentarians have requested more meetings, workshops and discussions with PEI. The private sector has suggested that PEI host an environmental event with a forest visit and lunchtime information exchange. During this survey, stakeholders from parliament and from the private sector asked for face-to-face interviews rather than by telephone or email. It would be advisable to organize at least two PEI face to face events with relevant stakeholder groups ..

- **Stakeholders have their own information and could do local research to explicate case data**

Private sector stakeholders replied that they have information about savings and profit improvements they have made due to better environmental management. This is supported by evidence from the Uganda Clean Production Centre. Politicians said they were willing to investigate environment–economic issues in their constituencies in order to provide case data for pro-poor, pro-environment arguments. District leaders also have case material for study e.g. loss of capital investments because of drying boreholes, loss of water infrastructure because of catchment neglect. District Environment Officers are willing to do field research on development-environmental issues. The involvement of such stakeholders in preparing data and advocacy materials will open new channels for taking the poverty-environment case forward to their peers. This suggestion is supported by Emerton (2008) who purports that involving decision-makers in preparing the arguments can help to ensure that the arguments/cases

presented are trusted by the audience and that they are taken on board by those decision-makers themselves. Such stakeholder involvement in preparing the case material for ICEA strategies is supported by environmental education research which concludes that it is those who prepare the educational materials who learn the most about the topic in hand.

- **A baseline of knowledge, attitudes and practice needs to be set from which change can be measured**

In order to be able to measure the success of this ICEA strategy it is necessary to make a comprehensive study of current knowledge, attitudes and behaviour of the audiences for this strategy. The findings will form the benchmark against which success can be measured.

- **Both climate change and the discovery of oil are raising the environment to the attention of the senior decision makers, the private sector and the public in Uganda**

This is an opportunity to put forward the economic aspects of environmental neglect. It is also an opportunity to attract private funds to the ICEA strategy and to the ENR sector.

- **The private sector sees how environmental damage can hurt its businesses and could be brought on board as PEI champions**

During this survey an agricultural production and processing company pointed out that land degradation is affecting yields and their source of raw materials, therefore environmental protection is in their interests. Tourism businesses are also concerned that the quality of the natural environment and the health of the biodiversity therein is what attracts business to their sites of operation.

- **Almost one third of the population of Uganda is in formal education**

Approximately ten million Ugandans are students who can be accessed through the primary, secondary and tertiary education systems. Currently, as part of the UN Decade for Education for Sustainable Development, UN programmes to integrate Education for Sustainable Development into the education system in Uganda are underway. Environmental institutions, notably NEMA, are partnering educational institutions to implement ESD interventions. This presents opportunities for inserting P-E materials and teacher training modules at all levels in the formal education system.

- **The majority of Ugandans listen to their faith leaders**

Environmentalists have often neglected to use faith based mediums to engage on their issues. No respondent in this survey mentioned faith sources for environmental information although some suggested that such sources should be used. The faith media (especially Christian and Moslem denominations) in Uganda is well developed with radio and television programmes and even dedicated stations. Most human settlements have faith leaders and centres of worship. The Minister of Ethics and Culture believes that "how we use the resources God has given us is a moral issue" (JTR, Mbale, 2008). The assistant bishop of one of the main Christian churches in Kampala preached about waste management in his church on September 14th, 2008 (NEMA, 2008). Others have invited NEMA staff to speak on environmental issues during religious services with congregations of 100-300 faithful. PEI Uganda should identify and cultivate champions amongst the faith leadership.

Table 2 Summary of Stakeholder and Communications' partner groups

Types of partners
1. Local Communities
• Village authorities
• Individual natural resource users (farmers, pastoralists, charcoalers, fishers, loggers, weavers, beekeepers, herbalists. Etc)
• Groups and committees – environmental and other e.g. education, security, health
• Local Political representatives – local councils.
• Civil Society organisations
• Town Criers, Drama, music, art groups
2. Local Government Authorities
• District / Sub-County / parish departments of natural resources, lands, water, agriculture, planning, community development, education, youth, arts, culture, health, courts, police
• District / County / Council political body
3. Protected Area Authorities
• NFA
• UWA
• Wetland Department
4. Government Ministries/Agencies
• Ministry of Water and Environment- Environmental affairs, water and water resources management, Forest Services Support departments.
• National Environment Management Authority
• Ministry if Trade, Tourism and Industry
• Ministry of Agriculture, Animal Industry and Fisheries
• Ministry of Lands, Housing and Urban development
• Ministry of Minerals and Energy
• Ministry of Finance Planning and Economic Development
• Ministry of Internal Affairs
• Ministry of Health
• Ministries Defence, Security, Justice, Law and Order.
• Ministry of Education
• Ministry of Ethics and Culture.
• Ministry of Gender and Social affairs
5. Government Corporations & Semi-State Bodies & Agencies
• National Electricity Corporation- Umeme.
• Tourism Board.
• National Water and Sewage Corporation Water and River boards.
• Coffee, Tea and other agricultural corporations.
6. National Non-Governmental & Civil Society Organisations
• ACODE, Environmental Alert, NGO Forum and other environmental advocacy NGOs
• Other environmental NGO and associations e.g. National Society of Foresters, media and legal organisations
• Development NGOs
• Faith based organisations, Christian, Moslem, Hindu, Ba'hai and others
7. International Non-Governmental Organisations
• World Conservation Society (WCS)
• Worldwide Fund for nature (WWF)
• Development NGOs e.g. Oxfam, Save the Children, CARE, Concern Worldwide
8. International Governments
• Bilateral donors
• Partners in international conventions e.g. CITES, CBD, Kyoto
9. Academic Institutions
• Universities
• Research Institutions
• Colleges – third level
• Schools – Secondary / high

• Schools – Primary
• Traditional Educators
• Informal Environmental educators
10. Multilateral Agencies Convention Secretariats
• IUCN – the World Conservation Union secretariats Ramsar Parties
• United Nations Development Program - UNDP
• United Nations Food and Agriculture Organization (UNFAO)
• United Nations Education, Scientific and Cultural Organization (UNESCO).
• World Commission on Protected Areas (WCPA)
• The World Bank
• Convention on Biodiversity (CBD) Parties
• Others?
11. Private Sector
• Industrial –processing, manufacturing, distribution
• Oil companies
• Mining companies
• Tourism companies
• Sawmilling, plantation companies
• Artisanal miners, loggers, charcoalers, cultivators, pastoralists, fishers, Biotrade entrepreneurs.
• Agricultural companies incl. palm oil, sugar, coffee, tea plantations, livestock and dairy companies.
12. Traditional Organisations & Individuals
• Tribal Chiefs
• Tribal ritual leaders and teachers
13. Politicians
• Individual politicians, parliamentary committees on natural resources , the economy, agriculture, political parties
14. The General Public
15. Media (Daily and weekly newspapers, magazines, journals, radio, TV, Nature and Tourism and events listings/advertising journals)
• National & local correspondents and their representative organisations.
• International (Worldwide web, Newspapers (Guardian Weekly, Economist), radio, TV., Nature, Science and Tourism journals)

Source: This study and document review.

Table 6 in Annex 1 describes:
- o Stakeholder groups
- o Stakeholder interests
- o Stakeholder knowledge mapping
- o External Knowledge/information needed
- o Available and required formats and language/s

1.4. Approach for PEI Uganda ICEA strategy

This section provides suggestions regarding the approach that should be adopted towards information sourcing and exchange, communications, education and advocacy.

A working document

PEI Uganda's experience is that the opportunities for making interventions arise without prior notice and that flexibility is necessary in workplans to allow for taking advantage of these unexpected opportunities. Also sudden changes in government processes mean that planned activities cannot always be implemented as and when scheduled. Ideally this ICEA Strategy document should be viewed as a working document to be improved and updated as experiences yield lessons about the appropriateness of a particular response to the issues/areas of need, which are identified. It should allow for identification of further needs and for desisting from planned response/s, which are later found to be unnecessary or inappropriate. It is vital that themes for engagement change regularly and systematically to follow the interests of the stakeholders with whom PEI is engaging. A monitoring and evaluation output is outlined in order to guide future analysis and review of the process.

Initiate dialogues

Widening the support base to achieve a critical mass of demand from citizens is advised as a strategy for getting a breakthrough on increasing political support. Accepting that it is not possible for PEI to engage directly with all stakeholders, it is possible to foster greater attention to interactive approaches amongst all collaborators. The ICEA strategy should be looked upon as a set of ways of engaging on issues of interest and importance to the diverse stakeholders – a means to initiative dialogues through which PEI is listening as much as it is talking. This will represent a better balance between the instrumental and the interactive approaches and provide entry points for more diverse stakeholders to become active in supporting PEI's aims, that is, become 'P-E Champions'. For a dialogue to be truly constructive the choice of P-E champions is crucial and it is not always an obvious one. Champions from the private sector, for example, who care about poverty, inequity and environmental mismanagement may, for some situations, be the most effective P-E Champions.

Be specific and concrete

Much education, including environmental education, is based on fact and information giving and is removed from context. Thus the participants gain information about the environment but may not be stimulated to care about the environment enough to act. This appears to be the case in Uganda where there exists a 'general' awareness about the some environmental issues such as, forest and land degradation, wetland destruction, the environmental damage caused by plastic bags (Kaveera), but where there is weak 'general' action to redress these problems. Studies show that "changes in environmental attitudes and behaviour are most effectively brought about by Environmental Values Education strategies that increase the learner's knowledge, amount of emotional involvement and their experience in the area being addressed

(Caduto, 1983)". It is important to "situate" the learning in the participants' contexts for them to be able to make it meaningful to themselves (O'Donoghue and Lotz –Sisitka, 2006).

Some environmental education succeeds in raising people's sense of caring for the environment but may not give them ideas about how they can act and may even drive them towards despair or disillusionment. It is vital that ICEA interactions provide opportunities to deliberate on possible actions to ameliorate the status quo and that participants gain skills and the confidence to take action. The Danish environmental education experts Jensen & Schnack (1997) refer this to as 'action competence'. In the case of PEI partners at central and local government policy and planning level 'action' will mean making changes to how environmental management and poverty reduction are planned and budgeted for.

Translation

According to a comprehensive global study of agricultural science and technology, language limitations (e.g. limited to English) of extension services limit their effectiveness in multi-language societies (IAASTD, 2008). While English is the working language of most of our direct partners, they also need information (written and audio) in local languages (Lunyankole, Ateso, Swahili, Karamojong, Lusoga, Luganda, Luo, Benet, Sabiny) to work effectively with the majority of Ugandans. For example district environment, agricultural/fisheries, forest and community development officers need translation and copying support. The task of translation requires a serious commitment of personnel and funding..

Edutainment

Environmentalists and development workers tend to be seen as people with negative messages. Such a facade may not be appealing to others who have enough worries already in their offices, parliament, district, kitchens, factories, oil rigs, farms, rangelands, fishing ground and other places of occupation. Whatever the P-E issue presented, it needs to be approached in a balanced way and the positive options provided to the stakeholder. Good ideas, for example, fly on the wings of entertainment. The use of edutainment means may help people to see in an entertaining way how they are contributing to environmental degradation and poverty.

Media Theme Series Planning

Although a 'making meaning together' approach is advocated rather than a 'prepare messages and shoot them to target audiences' approach, in the case of mass media it is essential to lay out in advance a series of themes on which media articles or programmes should focus. This will guide the media focus towards the issues that the PEI partners have identified, through participatory surveys, as important for wider awareness. It will also mean that the partner can have framework articles and resources prepared for media journalists who indicate interest in doing a story. A suggestion, based on the survey done for this strategy design, has been made to concentrate on the theme of greatest interest by most stakeholders for the first year or two; that is the poverty – environment issues relating to the loss of forest cover.

Literacy and Environmental Literacy

There are high illiteracy levels in the near resource/rural communities (up to 40% for rural women in Uganda). This has implications for communications and use of voice and visual graphic methods should receive greater levels of attention than printed material. The opportunity to improve literacy through environmental education methods should not be missed.

2. A new ICEA Strategy

The purpose of PEI Uganda's ICEA strategy is to support all other PEI activities to succeed in achieving **PEI Uganda's three overall goals** which are as follows:

- Inclusion of environmental sustainability as a central objective in national development strategies, such as poverty reduction strategy papers (PRSPs), MDG implementation plans or equivalents;

- Increasing national budget allocations towards the environment;

- Building the long-term capacity of the government to integrate environmental concerns into the design and implementation of development plans.

Phase III of PEI Uganda is under development and although, it is recognised that communication, education and advocacy interventions need to be integrated into every component of the Phase III plan, a specific Output (Output II), on Coordination and Advocacy has also been outlined: *Coordination, advocacy, coherence and partnership strengthened in ENR Sector for Poverty-environment mainstreaming.* It is under this Output area that most of the ICEA activities and sub-activities will be implemented.

2.1 Goal and Outputs

The key goal of the PEI Uganda ICEA strategy is that stakeholders are engaging effectively to achieve the three overall goals of PEI Uganda. The three main outputs of this ICEA strategy are:

1. The P-E support base is widened by increasing nationwide appreciation of the importance of good environmental management to poverty reduction.

2. The Environment and Natural Resources sector's participation in national policy and planning is strengthened.

3. Communications, education, and advocacy competence amongst partners and other key stakeholders is increased.

A fourth output provides for regular review of the ICEA strategy's implementation and impacts in order to inform annual planning and future strategies.

Outputs

Output I: Nationwide appreciation of the links between environmental sustainability, economic growth and poverty reduction is enhanced.

Activity 1.1 Two from the six major themes will be selected each year and a nationwide six-month awareness, information and communications campaign will be designed and

run.

- To achieve this output a **nationwide ICEA programme** which reaches every type of stakeholder will be implemented. The extent and intensity of the programme will depend on the success in finding collaborative partners from throughout the Development Partners, the private sector, the media organisations, international NGOs and other projects and programmes of the UN.

1.2 A primary schools programme will be designed and run.

- **Poverty-environment teaching methods** will be integrated into the formal education sector by using current formal and informal partnerships between NEMA, NFA, UWA, NAADS and the primary and secondary education departments in the ministry. The possibility of collaborations with current curriculum development and teacher training interventions supported by other development partners will be explored. Also outreach conduits, ICEA and environmental skills will be sought within the current environmental, disaster preparedness, health and educational projects and programmes of the UN in Uganda together with those of major international environmental and development NGOs.

1.3 A secondary schools programme will be developed and run.

1.4 An informal educators' programme will be designed and run.

- **Informal educators** will be accessed through District Environment Officers, District Chairpersons, current PEI contacts, the Parliamentary Forum on Climate Change, other Climate Change consortia, NGOs, Development Partners, Uganda Manufacturers Association, existing programmes and projects including the Farm Income Enhancement and Forest Conservation (FIEFoC), Sustainable Land Management (SLM). Where necessary the informal educators will be trained under *Output III*. They will be facilitated to run programmes, using the radio tapes and handouts, in their NGOs, CBOs, faith–based organisations, farmer groups, pastoralist, fisher, ecotourism, forest groups, youth club, nature/wildlife, sports clubs, women's associations, Rotary clubs, police associations and other organisations/associations.

Output II: The Environment and Natural Resources sector's participation in national policy and planning is strengthened.

2.1 Support coordination between ENR actors and institutions.

- **Coordination** between the governmental institutions for environmental management will be strengthened through activities which improve the functioning of the **statutory Sub-Sector Working Group (SSWG) on Environment Natural Resources and Climate Change**. Activities to raise the capacity of this SSWG to participate more effectively in the Sector Working Group on Water and Environment will be carried out. P-E knowledge sharing, amongst those who have

diverse skills and experience in environmental and development issues, will be facilitated.

2.2 Enhance skills of ENR actors for mapping and strategically intervening in national and LC 5 planning an d budgeting processes.

- Strategic networking system on national budgeting and planning communications will be activated and the internal ENR network and alerting system will be energised. Ad hoc task forces will be used and members will be supported to make written P-E contributions to the national level planning, financing and parliamentary institutions and processes.

2.3 Improve electronic knowledge sharing amongst environmental collaborators.

- An **electronic network**, based in a suitable sustainable development NGO, will be established to facilitate exchange of environmental information between those who are directly and indirectly involved in environmental and natural resources related activities in Uganda. The network will focus on electronic exchange mainly by email, but will provide summary CDs to District Environment Offices and rurally based NGOs which have limited computer and web signal and electricity access. A sub-activity to source sustained funding for continuing this network will be part of this activity which will be fully handed over to a suitable organisation for its continuation by the end of year three.

2.4 Enhance public access to relevant P-E information in/from NEMA, MWE, NFA,NAADS, MAAIF,UWA and other environmental agencies, NGOs and institutions at national level.

- Interventions will be made at national level to make **P-E materials** available at all environment and environment-related institutions (including on their websites, in their resource centres, libraries and offices) and more accessible to the ENR staff and the public.

2.5 Enhance public access to relevant P-E information in/from LC5s (districts & municipalities) at local level.

- District environment, natural resource and forest officers will be provided with educational and informational materials and communications equipment to make more poverty-environment information more accessible to their district leaders, colleagues and clients.

2.6 Share P-E identification and mainstreaming skills with other sectors.

- **PEI partners and champions** will be facilitated to share their skills in identifying P-E linkages and making the case for environmental investment[3] with their colleagues in other government sectors especially in the National Planning

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[3] The effort, attention and material support accorded to environmental sustainability in public budgets, policies and planning (Emerton, 2008)

Authority, the Ministry of Finance, Planning and Economic Development, the Office of the Prime Minister, Uganda Bureau of Statistics, Ministry of Agriculture, Animal Industry and Fisheries and its research and extension institutions, Ministry of Energy and Minerals, Ministry of Local Government and the Ministry of Education.

2.7 Pilot community P-E monitoring and information systems.

- Pilot districts will be supported to establish **community level P_E monitoring and information systems.** This will focus on crucial environmental monitoring issues related to the new environmental indicators in the national statistical system, the National Development Plan (NDP), the MWE Joint Technical Review process, the MoLG Minimum Standards of Service and the Budget Monitoring system of MoFPED. Particular attention will be given to monitoring systems for disaster prevention and preparedness and climate change adaptation. Such pilots will provide opportunities for the national and district level to test the P-E indicators and monitoring systems being proposed under the afore-mentioned national monitoring programmes. The pilots will be able to trial innovative (e.g. mobile phone, durable solar charged computers/GPS) communications systems for data transfer, interpretation and use by networks of farmers groups, pastoralists, schools and others such as are already being trialled in Uganda for climate, weather and crop marketing data. Lessons learned about P-E monitoring will inform the national processes for monitoring environment and poverty issues by providing recommendations on the key indicators for monitoring the impacts of economic policies on the environment and the impact of the condition of the environment and natural resources on achieving the National Development Plan's goals of growth, employment and prosperity.

Output III: Information exchange, communications, Education, and Advocacy (ICEA) competence amongst partners and other stakeholders is increased.

3.1 Train currently identified PEI champions in key positions of influence at national and local level.

- In order to achieve outputs *1* and *2* above, PEI Uganda staff, team and secretariat, governmental partners at central and local level, NGO, faith-based and private sector partners and economic consultants will be given **training and technical support** to improve their skills and competence for **communicating, negotiating, educating, informing and advocating** with and to others about poverty-environment linkages. Apart from PEI staff and NEMA PEI core team, priority for such training will be given to key partners, in key locations/positions with greatest enthusiasm and potential for success. For example currently the key partners at central government level are NPA and MoFPED, the three Ministers for Environment, the Natural Resource Committee of Parliament and the Parliamentary Committee on the Economy; and at local government level key champions are District Environment and Planning Officers and some Chief Administrative Officers and Chairpersons.

3.2 Conduct participatory research for/with champions to explicate P-E cases for appropriate audiences.

- **Tailor-made regional** (together with representatives from other PEI project countries in Africa) **P_E capacity -building programmes** are envisaged for the staff, ministers and selected champion parliamentarians. The design of these programmes will be informed by individual needs assessments. The findings of such assessments may suggest needs for additional expertise in political agenda setting, negotiation, debating and manoeuvring skills within the specific country parliamentary context.

3.3 Facilitate Champions to publicise/engage with key decision makers on their P-E cases.

- Champions will be supported to run field visits to present their case data in practical ways. They will also be facilitated to host meetings and workshops and to prepare materials to use for explaining their case materials.

3.4 Provide exposure to global state-of-the-art sustainable development

- Exposure to **global state-of- the-art sustainable development options,** such as those in Plan B described by Lester Brown will be arranged for key national leaders and decision-makers. This will involve annually organising a one week visit by a respected poverty-environment expert for capacity development purposes:

  - closed national think-tank sessions with the President,
  - the Cabinet,
  - the NPA expanded board;
  - parliament,
  - the national budget consultation debates
  - key planning events in the planning and budgeting calendars,
  - public seminars and
  - radio and television news and talk shows.

- Respected environmental economists will be invited to run workshops to raise capacity in preparing economic cases (see Output II), and will participate in publicity activities including television and radio interviews/talk shows.

3.5 Identify new P-E champions from 'untapped' sources

- The **baseline survey** (see *Output IV Activity 4.1*) and active observation on a day-to-day basis throughout PEI's other activities will be used to identify new/ potential champions within the NGO, faith, private and creative arts sectors. **Capacity needs assessments** will be made and **ICEA training programmes** will be designed and implemented to meet the needs of these potential champions.

3.6 Provide up-skilling opportunities to ICEA personnel in national ENR institutions.

- Members of Communications, Information, and Education and Awareness sections/department of the main ENR institutions will be provided with **on-the-job up-skilling in desktop publishing and website basics**. They will also be given opportunities for interacting with creative advertising, marketing and artistic professionals.

Output IV. This ICEA strategy is Monitored and Evaluated and lessons learned are shared and used.

4.1 Conduct a baseline study of knowledge, attitudes related to poverty-environment linkages & actions/Practices (KAP survey) for pro-poor sustainable development.

4.2 Adjust PEI Uganda's ICEA strategy according to the findings in 4.1 above.

4.3 Design a detailed Monitoring & evaluation system for PEI Uganda's ICEA strategy.

4.4. Implement the M+E system

4.6 Explicate lessons learned from year one & use for ICEA & for adjusting plans.

- This output relates to assessing the achievements of Outputs I to III through regular monitoring of progress in completing the planned activities. The quality of the work done and stakeholders responses to the communications media and materials used will also be monitored. Monitoring and evaluation will, from the outset be part of each activity. A baseline will be set in Year One by commissioning a survey of Knowledge, Attitudes and Practices (KAP) with representative samples of all categories of stakeholders. The indicative monitoring and evaluating advice given in this ICEA strategy document will be adjusted according to the findings of the baseline KAP survey and a detailed, but simple and achievable, monitoring and evaluation system will be designed. At the beginning of Year Three impact monitoring will begin in order to assess whether the ICEA strategy's implementation has caused change in knowledge, attitudes and habitual practises of those with whom it has engaged and how the ICEA component has contributed to achievement of PEI Uganda's overall goals. A survey of knowledge, attitudes and practises will be carried out early in Year Four, with at least some of the original interviewees of the baseline survey and with others, to measure the impacts of the ICEA strategy and other influences and changes to the place of poverty–environment issues in Uganda. This may be in conjunction with the mid-term review of the United Nations Development Assistance Framework (UNDAF) and/or UNDP's Country Programme (CPAP) reviews.

2.2. Themes

The six main themes and content issues for this strategy (two themes per year) during its first three years are:

- The effect of **forest**[4] loss on **agricultural** production, crop trade, agro-processing businesses, and **food security**; the cost of investing to prevent loss and restore woody vegetation and possible profits from such investment.

- The cost of **forest** loss in **water** quality reduction, water infrastructure damage, water purification costs, women's labour time loss; and the cost and returns from investment in watershed protection.

- The **energy crisis** in over 50% of districts **due to forest removal**; rural and urban costs of fuelwood and charcoal; women's labour and health cost;, profits possible from fuelwood growing and cost reduction through energy –saving stoves.

- The costs of **conflicts caused by land and water degradation** through population pressure e.g. the case of the Butaleja wetlands. The cost and returns from preventative investment in people's health, land restoration and resource use planning.

- **Risks and vulnerabilities to climate change impacts** if forest and woody vegetation cover is removed/not restored. Costs of climate change impacts to the economy in terms of infrastructure, health and industrial production damage/loss.

- Loss of tourism **revenue**, free herbal medicines, bee products and **bio-enterprise opportunities** due to forest and **biodiversity** loss.

2.3. The Action Plan

The proposed Activities, Means of Communication, Target Audiences & Lead Organisations and timing for achievement of the objectives are given in Table 3 below.

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[4] Forest for the purposes of this document and from the stakeholder perspectives means forests, woodlands, shrubby vegetation whether natural or planted but usually serving multiple purposes.

Table 3 The ICEA Action Plan									
Output	**Activity**	**Means of Communication**	**Target audience/s**	**Lead organization/s**	**Year**				
					1	2	3	4	5
1. Output I: Nationwide appreciation of the links between environmental sustainability, economic growth and poverty reduction is enhanced.									
	1.1 Select two from the six themes each year & run nationwide six-month awareness, information & communications campaigns.	Series of 15 minute pre-recorded radio programmes in appropriate languages (drama/radio soap, song & field interview content) disseminated on audio tapes to all districts & sub-counties & all national & local radio stations with accompanying written handout. Pre-advertise the programmes on radio, by street criers/loudhailers & in newspapers. Feedback mechanism via sms & email to programme directors, expert responses in following programme. Publicity launch each six months in a different major town. Roadside advertising on access roads to all major towns.	All stakeholders in Uganda.	NEMA/ NAADS & Team/Group of creative media Consultants.					
	1.2 Primary schools programme.	Zonal teacher training modules on practical outdoor environmental monitoring activities which fit the curriculum & the national disaster preparedness strategy. Feedback solicitation by email, form filling, reporting in writing, personal stories.	The Principal teachers & 1 science teacher per school X school number per year.	MOES/NEMA Dept of Information Education/ MWE Climate Change Unit/ MAAIF Early Warning section.					

	1.3 Secondary schools programme.	Zonal teacher training courses on practical outdoor environmental monitoring activities which fit the curriculum & the national disaster preparedness strategy. Radio programme tapes & handouts. Feedback solicitation by email, form filling, reporting in writing, personal stories.	The secondary school principals & 1 science/geography/agriculture teacher. X school number per year	MOES/NEMA Dept of Information Education/ MWE Climate Change Unit/ MAAIF Early Warning section.		▓	▓	▓
	1.4 Informal educators programme	Face-to-face explanation of radio tapes & handouts. Informal organisations' scheduled meetings/events use the radio programme units to listen & stimulate deliberation on action. Feedback sessions.	Informal educators in the business/private sector, faith organisations, youth, sports, police, farmer, pastoralist, fisher, political parties etc. groups & organisations.	PEI team with media & EE consultants & media & communications experts of participating organisations, projects & programmes.		▓	▓	▓
2. The Environment & Natural Resources sector's participation in national policy & planning is strengthened.								
	2.1 Support coordination between ENR actors & institutions.	Verbal & written contributions to improvement of ENR sub - sector working group meeting processes. Collaborative ENR SSWG strategies for engaging in Water & Environment Working Group & NDP & BFP negotiations. Meetings (minutes, agendas), mini-workshops, on-the-job advice email, telephone.	Member organisations to the ENR Sub-sector working group including govt institutions, Development partners & ENR NGOs.	ENR sector working group secretariat & PEI Uganda team.	▓	▓		

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	2.2 Enhance skills of ENR actors for mapping & strategically intervening in national & LC5 Planning & budgeting process	Strategic & vigilant networking on national planning & budgeting communications. Internal ENR network & alerting system. & hoc task forces. Email, telephone, Written contributions to national level submissions from ENR.	NPA, MoFPED, Statutory Committees of parliament (budget, the Economy, natural resources), Honourable Ministers of various sectors, cabinet, His Excellency the president.	ENR SSWG secretariat & PEI Uganda team. Strategic negotiation consultant.		▓	▓			
	2.3 Improve electronic knowledge[5] sharing amongst environmental collaborators.	Electronic network with monthly P_E e-bulletin. CD distribution each month to outlying collaborators (e.g. DEOs & NGOs) Follow –up & Feedback through email network & by telephone to up-country.	National & LC 5 environmental & development planning institutions & agencies, International NGOs, National NGOs, MPs, Development Partners, Private sector & others.	Kulika Uganda a national Environment – Development NGO (selected through a process in 2009).		▓	▓			
	2.4 Enhance public access to relevant PE Information in/from NEMA, MWE, NFA, NAADS, MAAIF, UWA, & other environmental agencies NGOs & institutions at national level.	PE section or links on the organisations' website. Offices & Libraries get relevant PE written audio tape / MP3, CD, DVD materials. Integrate PE linkages in the NSOER & DSOER. Include PE information in the Uganda Environment Atlas. Translation of relevant materials into 5 local languages. Web, email & radio announcements/alerts regarding new publications.	Staff of the ENR & related institutions. National level planning & policy executives. Parliamentarians. The general public	PEI Team ENR institutions (communications/information departments). Website design consultants. ICT /GIS interns.		▓	▓	▓		

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[5] The types of knowledge identified by stakeholders are outlined in Chapter 5 above.

	2.5 Enhance public access to relevant P-E Information in/from LC5s (districts & municipalities) at local level.	Disseminate P-E & other relevant environmental management for poverty reduction ICEA materials to districts & levels via national organisations' transport channels. On–the job Training in educational resource management for designated district resource centre manager/librarians. Communications equipment to be provided.	LC leaders & executive staff. Councillors & Parliamentarians. School teachers & children.	PEI Team with NEMA, MWE, NFA,NAADS, MoLG, MoES Public Libraries' service & other national level sources of material & comprehensive nationwide distribution systems. District environment Officers & District Librarians.					
	2.6 Share P-E identification & mainstreaming skills with other sectors.	Workshops Small group practical sessions. Written, visual & audio guides. Field/site visits.	Policy & planning executives in NPA MoFPED, OPM, MoLG, MAAIF , NAADS, NARO MoES, MEMD & other sectors as appropriate.	Champions from ENR institutions & organisations. Economic experts.					
	2.6 Pilot Community P-E monitoring & information systems.	Community meetings (prioritise P-E & ecosystems service issues & compare to nationally proposed indicators, Identify local monitors). Technical team workshops to reconcile, finalise & refine indicators to be monitored. Training Small group practical sessions. Electronic communications systems at individual monitor level & in districts.	Community members with enthusiasm to monitors. District Environment, Physical Planning, Agricultural, Fisheries, Community Development, Wildlife Officers. District disaster Preparedness Committees.	Pilot Districts, Pilot communities, NEMA PPI, NFA, MWE & other project & programme actors including UN (MA , SGA), WRI. UBOS, MoFPED, OPM (coordinator of NDP M+E system)					

3. ICEA competence amongst partners & other key stakeholders is increased.										
	3.1 Train currently identified PEI champions in key positions of influence at national & local level.	Use institutional memory & records of PEI & continuous direct observation to identify champions. Workshops in strategic 'support base widening', participatory practice of how to conceptualise P-E arguments in appropriate 'speak', negotiation, illustrating examples.	3 Ministers for ENR, "champions" from MPs in NR & Econ & Budget & Agriculture Committees, MoFPED executives, NPA Board, D. Planning Os, CAOs, District Chairpersons; all DEOs, PEI staff & team.	Mix of media communications & environmental education expert training consultants.						
	3.2 Conduct participatory research for/with champions to explicate P-E cases for appropriate audiences.	Ask champions to identify important P-E issues in their localities/sectors. Facilitate simple/short field research, data collection, analysis & interpretation with technical backstopping.	The peers of the champions (e.g. ministers of other sectors, other MPs etc.) & others in higher positions who respect the champions.	P-E Champions with Environmental Economics experts/consultants						
	3.3. Facilitate Champions to publicise /engage with key decision makers on their P-E cases.	Field/site visits with case data interpretation Meetings Workshops DVD/digital audio/tape audio of case story.	High level decision makers in national & local government.	P-E champions & media experts.						

					x	x	x	x	x
	3.4 Provide exposure to global state–of- the-art sustainable development options.	Brainstorming sessions on current global P-E topics. Public debates	NPA expanded board. MoFPED budget & economic policy departments. Parliamentary committees on the Budget, the Economy, Agriculture, energy & Minerals, trade & Industry as appropriate.	NPA/MoFPED /UNPEI Regional Office. Renowned International Sustainable Development & Environmental Economics experts. PEI team members from other countries & regions.	x	x	x	x	x
	3.5 Identify new P-E champions from "untapped" sources.	Continuous observation during PEI activities to note supporting individuals met in conferences, meetings etc. Use baseline survey data to identify supporters.	Business/private sector, faith –based, youth, sport, farmer/pastoralist organisations, nature Rotary & other clubs & societies.		x	x	x	x	
	3.6 Provide up-skilling opportunities to ICEA personnel in national ENR institutions.	On-the-job training in desktop publishing, & web design & e-network management skills. Interaction with professional creative arts professionals, designers, media & advertising experts.	ICEA section/department staff in NEMA, NFA, UWA, MWE.	ICT consultants Creative arts professionals. Designers, media & advertising experts.	x	x	x	x	
4. This ICEA strategy is Monitored & Evaluated & lessons learned are shared & used.									

	Activity	Methods	Partners	Responsible					
	4.1 Conduct a baseline study of knowledge, attitudes related to poverty-environment linkages & actions/Practices (KAP survey) for pro-poor sustainable development.	A variety of research methods with representative samples of the whole range of stakeholders throughout the country.	PEI team & coordinators of ICEA strategy.	Media survey consultants.	▓				
	4.2 Adjust PEI Uganda's ICEA strategy according to the findings in 4.1 above.	Planning meeting with implementation institutions.	-	PEI team member in charge of coordinating P-E strategy.		▓			
	4.3 Design a detailed Monitoring & evaluation system for PEI Uganda's ICEA strategy.	Use indicative indicators & monitoring advice given in this strategy & adjust according to partners & collaborators' experience & advice.	-	PEI team member in charge of coordinating P-E strategy.		▓			
	4.4 Implement the M+E system to evaluate this strategy.	Follow-up & feedback mechanisms attached to every ICEA activity. Reporting in PEI activity reports , PEI progress reports.	-	PEI team member in charge of coordinating P-E strategy.		▓	▓	▓	▓
	4.5 Conduct a follow-up KAP survey.	A variety of research methods with representative samples of the whole range of stakeholders throughout the country.		Media survey consultants.		▓	▓	▓	▓
	4.6 Explicate lessons learned & use for ICEA & for adjusting plans.	Take lessons from M+E reports & make media documentaries & human interest stories of experiences.		PEI team member in charge of coordinating P-E strategy. Media consultants.		▓	▓	▓	▓

Workplan for Year One

Indicative sub-activities for Year One are provided in Table 4

Table 4 Indicative Sub-Activity and timings for Year One

Activity	Sub-Activities	Sub-sub-activities	Q1	Q2	Q3	Q4
Output 1. Output I: Nationwide appreciation of the links between environmental sustainability, economic growth and poverty reduction is enhanced.						
1.1 Select two from the six themes each year & run nationwide six-month awareness, information & communications campaigns.						
	1.1.1 Design series of 26 x 15 minute radio programmes.					
		1.1.1.1 Consult with NEMA, NAADS, MWE, NFA, UWA, UNDP ICEA depts. re available capacity, current openings for collaboration & to identify technical supervision team.	▇			
		1.1.1.2 Research a theme & propose story lines & locations, communities, DEOs & academic resources for programme development.	▇			
		1.1.1.3 Prepare TORs & contract appropriate media & artistic capacity to direct recording & dissemination.	▇			
		1.1.1.4. Scripting & casting of drama, singing slots & interview questions with location resource persons.		▇		
		1.1.1.5. Field recording.		▇		
		1.1.1.6 Editing audio material.		▇		
		1.1.1.7. Make multiple copies & investigate channels for dissemination (to all suitable radio stations).			▇	
		1.1.1.8. Edit written handout to accompany audio recordings.			▇	
		1.1.1.9 Advertise forthcoming programmes			▇	

(publicity launch, radio, billboard & town criers).

1.1.1.10. Designate feedback technical team to answer listeners' questions.

1.1.11. Broadcast the programmes.

1.1.1.12 Supply responses to listeners questions via the radio stations 7 presenters.

1.1.1.13 Survey to study listenership interest & attitude to content.
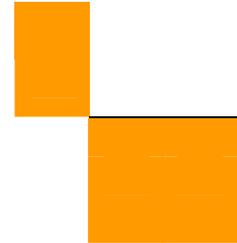
Output 2. The Environment and Natural Resources sector's participation in national policy and planning is strengthened.

2.1 Support coordination between ENR actors & institutions.

2.1.1. Fund secretariat & provide technical advice to ENR SSWG.

2.2 Enhance skills of ENR actors for mapping & strategically intervening in national & LC5 Planning & budgeting process.

2.2.1 Establish internal ENR network & alerting system within SWWG.

2.2.1.1 Details to be decided collaboratively.

2.3 Improve electronic knowledge[6] sharing amongst environmental collaborators.

2.3.1 Establish Electronic network & website with monthly website update, P_E e-bulletin & CD distribution.

2.3.1.1. Finalise contractual arrangements with the national NGO identified.

2.3.1.2. Engage & orient Network

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[6] The types of knowledge identified by stakeholders are outlined in Chapter 5 above.

		Manager. 2.3.1.3 Run the network.	
		2.3.1.4. Provide technical & supervisory service to the network. 2.3.1.5 Review network activity & effectiveness with a representative sample of network members.	
2.4 Enhance public access to relevant PE Information in/from NEMA, MWE, NFA, NAADS, MAAIF, UWA, & other environmental agencies NGOs & institutions at national level.			
	2.4.1. Establish P-E section in library/resource centre &/ or links on the _rganizations' websites. 2.4.2. Integrate P-E linkages in the NSOER	SS activities to be elaborated collaboratively.	
		2.4.2.1 Provide data & narrative to NEMA PPI collator of NSOER.	
2.5 Enhance public access to relevant P-E Information in/from LC5s (districts & municipalities) at local level.			
	2.5.1 Disseminate P-E & other relevant environmental management for poverty reduction ICEA materials to districts & levels via national _rganizations' transport channels.	SS activities to be elaborated collaboratively.	
	2.5.1 Run On–the job Training in educational resource management for designated district resource centre manager/librarians.	SS activities to be elaborated collaboratively.	
	2.5.3. Provide Communications equipment to pilot districts. 2.5.4 Translate relevant materials into 5 local languages.	SS activities to be elaborated collaboratively.	
		2.5.4.1. Translate DSOERs & District Policies of pilot districts to the local languages. 2.5.4.2 Translate policy brief & project	

	2.5.5. Integrate P-E linkages in the DSOER.	leaflets to the 5 local languages.	
		2.5.5.1 Provide backstopping advice to DEOs on identification & expression of P-E issues in DSOER.	
2.6 Share P-E identification & mainstreaming skills with other sectors.	2.6.1. Identify & agree entry points with key sectors via mapping dates for Budget process, planning , SIP reviews etc.		
		2.6.1.1. Participate in the sectors' meetings, workshops.	
		2.6.1.2. Provide written P-E integration advice on sectoral documents.	
		2.6.1.3 Prepare & present briefs to senior sectoral planners in small group working sessions.	
		2.6.1.4 Design & run tailor-made field site visits & deliberations with sectoral executives, heads, ministers, directors, commissioners & planners.	

3. ICEA competence amongst partners and other key stakeholders is increased.

3.1 Train currently identified PEI champions in key positions of influence at national & local level.	3.1.1. Design & run training interventions		
		3.1.1.1 Identify capacity needs of ministers & discuss regional ministerial training for PEI countries' ENR ministers with PEI HQ.	
		3.1.1.2 Run regional ENR Minister's training. (UNPEI HQ)	
		3.1.1.2. Design & run practical training interventions for supportive MPs & pilot District Chairpersons (identified in PEI Phase II) which identifies real case topics for argument/case building.	

3.1.1.3 Design & run practical training interventions for supportive private sector (identified in PEI Phase II) & faith sector which identifies real case topics for argument/case building.

3.2 Conduct participatory research for/with champions to explicate P-E cases for appropriate audiences.

3.2.1 Conduct secondary literature studies on the case topics identified in 3.1.1.1, 3.1.1.2 & 3.1.1.3 above.

Sub-activities to be decided collaboratively

3.2.2 Facilitate & technically support champions & DEOs (in case location) to make practical data studies about their cases.

Sub-activities to be decided collaboratively

3.2.3 Facilitate data analysis & interpretation on studies in 3.2.2.

Sub-activities to be decided collaboratively

3.3. Facilitate Champions to publicise /engage with key decision makers on their P-E cases.

3.3.1 Support champions in editing, recording & in means of engaging decision-makers on the cases studied.

3.3.1.1 Details to be decided e.g insert into parliamentary debates, , special hearing with the president, prime minister, via radio, tv, series of adverts., news event on site, international publicity etc.

3.4 Provide exposure to global state–of- the-art sustainable development options.

3.4.1 Design & organise a 3-5 day series of high profile edu-publicity events surrounding the visit of a famous sustainable development economist.

3.4.1.1 Draft concept & TORs & discuss & agree details with NPA,OPM & Office of the president.

3.4.1.2. Book time internationally famous sustainable development economist's

		schedule.	▮
		Further details to be decided in collaboration.	
		3.4.1.3 Run & evaluate the event.	▮

4. This ICEA strategy is Monitored and Evaluated and lessons learned are shared and used.

4.1 Conduct a baseline study of knowledge, attitudes related to poverty-environment linkages & actions/Practices (KAP survey) for pro-poor sustainable development.			
	4.1.1. Design the study.		
		4.1.1.1 Write & agree concept & TORs	▮
	4.1.2 Carry out the baseline study.		
		4.1.1.2. Tender for & engage media research consultants.	
	4.1.3 Publicize the results of the study	Means & entry points to be decided depending on findings.	
4.2 Adjust PEI Uganda's ICEA strategy according to the findings in 4.1 above.			▮
4.3 Design a detailed Monitoring & evaluation system for PEI Uganda's ICEA strategy.			
4.4. Implement the M+E system			▮
4.6 Explicate lessons learned from year one & use for ICEA & for adjusting plans.			▮

2.4. Monitoring and Evaluation of the Strategy

The monitoring and evaluation (M& E) system should assist in decision-making as to the appropriateness and required duration of the various activities for achieving the objectives of the ICEA strategy. The more simple and practical the (M& E) system, the more ready people will be to implement it. It is important to be clear about what we wish to monitor and evaluate. Here below some practical examples are given.

Activity Monitoring

Activity monitoring involves setting targets for the quantity and the timing of the activities that are agreed. For example under Activity Number 2.3 *"Improve electronic knowledge sharing amongst environmental collaborators"* two targets might be proposed as follows:
200 members of the electronic network receive at least one electronic bulletin per month.
10% of members send information or comments to the network manager.

During the planning phase, decisions need to be made about how and who will check that the activities have been done that is:

- o   How many network members are receiving what number of electronic bulletins?
- o   How often?
- o   How many are sending in information or comments per month?

The obvious person from whom to source this data is the Electronic Network Manager. Her/his monthly progress reports will be one Means of Verification (MOV) that the sub-activities for this activity are being done. Also the intended recipients can be surveyed to ask if they are receiving the electronic bulletins as a further Means of Verification. When the implementation of the annual plan is reviewed/monitored, progress on the execution of the required number of electronic network tasks will be recorded. Provision should be made for recording the reasons for carrying out the activity earlier or later than expected. Provision should also be made for adjustment of the action plan according to the lessons learned from the implementation experience. Activities which were not initially planned may have been implemented and need to be recorded.

Apart from assessing whether the mentoring activities were carried out or not, it is essential to assess the quality of the electronic networking activity. Therefore quality parameters need to be laid out for the assessor / monitor to apply. Quality questions for an electronic networking exercise might include: *Did the network manager make efforts to clearly understand the network members' information needs? Have the network members acquired any useful new P-E knowledge from the network?*

The quality and quantity of activities should be monitored at least quarterly and recorded as part of the internal project quarterly progress reporting system. These records will feed into the overall management reporting system for the project as laid out in the project document and to be detailed further in the proposed ICEA Monitoring and Evaluation plan.

Output Monitoring

To continue with the example used above, we need to ask; "Are the activities 2.1 to 2.6, including Activity Number 2.3 *"Improve electronic knowledge sharing amongst environmental collaborators"*, contributing to the achievement of Output 2 "The Environment and Natural Resources sector's participation in national policy and planning is strengthened?" One possible target could be:
At least 3 top level government forums/committees/think tanks have hosted substantive ENR sector submissions each year.

The indicator would be: *number of top level government forums/committees/think tanks which have hosted substantive ENR submissions per year*. The means of verification would be analysis of minutes of top level forums/committee/think tanks and /or the minutes of ENR SSWG meetings**.**

Impact Monitoring

Impact monitoring is much more difficult to decide targets for and to perform than activity or output monitoring. Impacts are often changes which are difficult to measure empirically; for example, if Output *2* (*The Environment and Natural Resources sector's participation in national policy and planning is strengthene.)* is being achieved and the ENR sector is participating more often, at a higher level and with more powerful P-E arguments, then we can say it is contributing to achievement of the overall goal of the PEI Uganda ICEA strategy *"Stakeholders are engaging effectively to achieve the three overall goals of PEI Uganda."* Similarly if, having made and measured targets and indicators for Outputs *1* and *3*, we find them to be successfully achieved we can say that the goal of the ICEA strategy is being achieved.

But can we ask, "What is the specific impact of the PEI Uganda ICEA strategy on achieving the three overall goals of PEI Uganda?" Can we set specific targets when there are other factors influencing the PEI Uganda goals? Is it appropriate to try to measure the impacts of the ICEA work alone or in the context of overall project implementation? Therefore it is difficult, and not necessarily appropriate, to measure the impact of the ICEA alone. Decisions will need to be made about the mix of targets and indicators which will be used to measure the impact of the combined suite of project activities and outputs including those of the ICEA component.

Identification of indicators will become clearer as the ICEA Monitoring and Evaluation plan is designed and as the ICEA strategy and overall PEI Uganda project continues to be implemented; therefore the indicators given in this document (Table 5 below) are a sample of suggestions for what might be found appropriate at the Output level.

Output Monitoring Indicators and Means of verification

Suggestions for Targets (where possible), Output Indicators and Means of Verification (MOVs) for the measurement of the ICEA strategy's achievement of its outputs, after its first five-year phase, are provided in Table 5 below.

Table 5 Monitoring Indicators and Means of Verification for Outputs.

Targets (All to a five year timing)	Impact Indicators	Means Of Verification
Output1. Output I: Nationwide appreciation of the links between environmental sustainability, economic growth and poverty reduction is enhanced.		
No baseline available. X% increase in the proportion & number of stakeholders in each category who demonstrate recognition/knowledge of P-E linkages.	% and number of stakeholders of each category demonstrating recognition /knowledge of P-E linkages.	Direct sample survey of knowledge, attitudes & perceptions. (see activity 4.5)
No baseline available. X% increase in the proportion & number of stakeholders of each category who demonstrate positive attitudes to investment in pro-poor environmental management.	% and number of stakeholders of each category who demonstrate positive attitudes to investment in pro-poor environmental management.	Direct sample survey of knowledge, attitudes & perceptions. Parliamentary & parliamentary debate records. The NDP / PRSP documents. Budget (BFP) & MTEF documents. Minutes of Parliamentary Budget committee. NEMA, LC5, MWE (wetland), NFA, UWA records. Uganda Manufacturers Association & Chambers of Commerce statements & meeting agendas & minutes. Church, mosque, Hindu mandal, bahai, traditional spiritual leaders' records of homilies, suras etc. Court records. National newspapers, t.v & radio analysis.
No baseline available.		Parliamentary decision records.

	% and number of stakeholders of each category who have taken pro-poor environmental action[7] in the past year.	BFP & MTEF documents.
X% increase in proportion & number of stakeholders of each category showing increased pro-poor environmental action.		Budget Monitoring Unit Form A (sectors) & Form B (LC5s) data results analysis.
		Annual reports of private sector companies, NGOs , faith based organisations.
		MWE (Water resources management directorate, wetlands department, forest support services dept.) records.
		NFA, UWA & NEMA records.

<table>
<tr><td colspan="3" style="background:#FFC000">Output 2. The Environment and Natural Resources sector's participation in national policy and planning is strengthened.</td></tr>
<tr><td>At least 4 national policy recommendations made to higher level government by the ENR SSWG either directly or via the WESWG each year.</td><td>Number of national policy recommendations made to higher level government by the ENR SSWG either directly or via the WESWG.</td><td>Minutes of ENR SSWG meetings.

Minutes of higher level government meetings.</td></tr>
<tr><td>Environmental issues & approaches are represented to at least 6 other sector's SIPs or NDP papers.</td><td>Number of substantive submissions made by the ENR SSWG to other sector's SIP & NDP processes.</td><td>Minutes of meetings & other communication /advocacy efforts with other sectors.

Submission documents.</td></tr>
<tr><td>Pro-poor Environmental integration recommendations are made to at least five other sector's budget (BFPs & MTEFs) responsible & to the MOFPED each year.</td><td>Number of recommendation documents written & meetings/advocacy actions taken.</td><td>Meeting minutes.
ENRSSWG meeting minutes.</td></tr>
<tr><td>At least two fully coordinated high quality timely submissions regarding the BFP for the ENR sector are made by the ENRSSWG to the WESWG each year.</td><td>Number, content & quality of ENR SSWG submissions to WESWG.</td><td>Minutes of WESWG meetings.</td></tr>
</table>

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[7] "Action" in this case does not usually mean physical action e.g. growing vegetation on slopes, but strategic and budgetary action e.g. pushing a motion through parliament which provides greater funds for physical actions, such as watershed management, on a nationwide basis. It could also mean debating energetically to prevent a reduction in budget to a pro-poor environmental management programme of government.

At least two ENR sector members (mix from all sub-sectors) are well briefed & deployed to each BFP zonal discussion each year & report on issues which arise.	Number & designations of ENR sector members who participated fully in BFP zonal consultations.	MOFPED records of meetings. Records of pre & post zonal BFP briefings. Issues papers availability.
Active monthly networking is taking place between at least x number of key players in at least three categories of stakeholders.	Number of important events, meetings, discussions in the BFP & NDP processes which are covered by ENR SSWG representatives. Level of other stakeholders' familiarity & understanding of the ENR institutions roles. Amount of time taken in each ENRSSWG to familiarise participants with each other & the agenda. Number of new P-E champions won by the ENR sector.	ENRSSWG minutes. Observe ENR SWWG meetings. Records of formal & informal meetings phone calls, office visits, email exchanges, documents exchanged, & other communications between the stakeholders. Records of joint events, advocacy or P-E projects, programmes held between different stakeholder groups (e.g development NGO & government ENR institution, private company & parliamentary committee etc.)
Output 3. ICEA competence amongst partners and other key stakeholders is increased.		
At least x personnel of NPA, MoFPED, y Sectoral planning units, central government & local government staff & NGOs have increased ICEA implementation skills & are practising them.	• Number & quality of P-E education & advocacy events being run by those trained by PEI for their peers & other stakeholders. • Number & quality of written, oral or other P-E advocacy interventions made by those	Reports, photographic, audio, video records of the activities/events & the persons doing them. Meetings & workshop minutes. Direct observation.
A national ENR e- networking system is running independently of the PEI Uganda project.	Number of emails & monthly bulletins sent to what number of members of the network. Number of contributions & enquiries from members & others. Level of knowledge of ENR sector stakeholders of activity /news within the sector.	Network progress & financial reports. Analysis of network exchanges.
P_E information & activities integrated in the formal education curricula of at least one primary & one secondary school subject syllabus & being taught & examined nationwide.	Number of syllabi with P-E modules Number of exam questions on P-E topic Number of schools teaching the syllabus/ who have demanded the syllabus. Number of examinees taking the P-E question. Course teacher competence.	Hard copy & e-copy of Course curriculum. Sample surveys of examination papers. Teacher evaluation records from the institutions.

Adequate ICEA equipment in place & working at pilot districts & community sites.	Presence & use of equipment for effective communication.	Procurements & delivery & receipt records. Direct observation of actual equipment & its condition & suitability.

Assumptions

Two assumptions are made:

A. That there could be a positive or negative shift in attitudes and attention to the environment after the next election in 2011.

B. That the establishment's attitudes towards public access to information will improve.

Limitations of the Framework Strategy Design Process

The time period for preparation of this framework strategy document was short, and therefore the amount of background research and consultation was limited. Travel constraints imposed a limitation to the consultant's understanding of the particular communications, awareness and education issues, opportunities and needs of distant stakeholders, especially rural communities. For this, and other reasons, the strategy presented should be viewed as a framework providing flexibility for development of detailed activities and sub-activities to suit stakeholders' various requirements.

Ideally in order to fully inform this ICEA strategy, and to provide a situational baseline for future monitoring and evaluation, a full baseline study should have been conducted to get a full appreciation of the knowledge, skills, attitudes and current practises of a sample of every stakeholder category.

Annexes

Annex 1. Stakeholder Group profiles

Table 6 Stakeholder Groups – their knowledge store and knowledge requirements.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
1.	Politicians (members of parliament as individuals, in the Natural resources, economic & Agricultural committees, as ministers & in their parties.)	Keeping voters on side. Human development & poverty reduction especially in their own constituencies. Implementation of PRSP & NEPAD strategies nationally. Wise use of all resources & environment.	Parliamentary agendas, timing of debates on environmental, economic planning & conservation issues, bills & policy changes. How to get issues tabled. Feedback on responses to issues raised. Constituency case studies of P-E issues.	Face-to-face contact. Written reports of parliamentary agendas & decisions. Speeches. Telephone. English. 5-7 Local languages.	The project's aims, progress, plan. International agreements & National commitments, laws, policies w.r.t environmental conservation, climate change. Economic values & relevance & how to link environmental & poverty issues in their parliamentary debates.	**Face-to-face briefings** to individuals (on Fridays) & committees (request time). **Field trips & visual demonstrations &** exhibitions. Exchange visits within the country & region. **Brief written factsheets to support speech/debate preparation.** **Deliver to pigeonholes in parliament**. Short

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
						Video/DVD/CD/ MP3. Radio & TV. SMS alerts on telephone. English.
2	Central Government Planning Ministries & other ministries & agencies incl. National Planning Authority, Ministry of Finance & Economic Planning, Office of the Prime Minister, Bureau of Statistics, Ministry of Local government.	Poverty reduction & economic development. Implementation & coordination of PRSP & NEPAD strategies nationally. Ensure compliance to national rules & regulations. Set budget ceilings for sectors. Cross-sectoral coordination. Monitoring & evaluation of budget spending & development targets & indicators.	Sectoral technical skills (planning, economics, budgeting, monitoring & evaluation). Government policies & implementation strategies on NEPAD & PRSP & which affect natural resources management & development.	Face-to-face contact (Training). Written reports. Radio programmes & advertisements. Printed directives, leaflets , brochures, booklets video, DVD. Official govt, languages, English,(Swahili).	Financial & legislative needs for implementing environmental conservation commitments & initiatives. Integrated cross-sectoral approach. Links between poverty & environment, why biodiversity, soil conservation, quality water, woody vegetation, secure access to land & natural resource matter. How equity issues in NR governance policies affect the economy. Socio-economic	**Face-to-face briefings to individuals.** Exchange visits within the country & region. Written materials, leaflets. Briefing packs. Letters. Journals. Newspapers. Academic reports **Field exposure** Meetings. Workshops.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
		Strengthening own institution.			motivating factors for good environmental management.	**Email, e-network & e-bulletins.** Internet. Video/DVD/CD, TV Radio Telephone (voice & sms) Official govt. languages English. (Swahili).
3	Environment management ministries & bodies of central government – Ministry of Water & Environment. Fisheries (MAAIF) Wildlife (UWA), forestry(NFA)) & Tourism (MTTI) & Environment (NEMA), Land Use (MoHLUD)	Responsible for the environment, natural resources & biodiversity conservation & ecosystem management. Provide conservation extension/training. Sustainable utilization of natural resources. Ensure compliance to rules & regulations. Provide direct assistance to Community Based Organisations (CBOs), Development &	Natural resources & PA management expertise. Value of biodiversity & healthy environment to the national economy. Policies & legislation relating to ENR. Biodiversity status data for specific sites. International convention information e.g. CBD & Ramsar. Biotrade & eco-enterprise advice & support. Collaborative management	Verbal presentations. Field site hosting. Maps & digital GIS data. Written reports –various formats. Videos &DVDs Radio programmes in English & local languages.	Critical analysis of the effect of development policies (poverty reduction) on ecological issues. Economic analysis skills to assess & demonstrate community conservation/benefits from PAs & other environmental conservation efforts. Costed examples of successful poverty reduction by environmental restoration, conservation & wise use.	Face-to- face contact: workshops, meetings. Exchange visits within the country & region. **Sector working group & sub-sector working group meetings, review processes & events.** **Email, e-network & e-bulletins.** Written materials

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
		implementation of Protected Area (PA) Management Plans (National Parks, Central Forest Reserves). Sharing benefits with near resource communities. Resolving Wildlife-human conflict. Standards for tourism facilities & services. Tourism marketing. Sustainable Land Management. Land Use Planning, surveying, allocation & land dispute arbitration. Strengthening own institution.	guidelines. Carbon trade advice, contacts & support. PA design & management. Advice on proposing, funding & implementation sustainable projects & programmes.		How to promote improved equity in the management / utilization of natural resources for poverty reduction. Skills in enthusing more stakeholders to protect the land, soils, biodiversity & water resources.	reports. Letters. Briefings. Journals, academic papers. **Field/site visits.** Newspapers, Video/DVD/CD. Internet. Radio, TV. English.
4	Selected Ministries & sectors. Currently Agriculture, Animal Industry an Fisheries (MAAIF, NARO,	Developing & implementing sectoral plans especially their Sectoral Investment Plan & feeding it into the national Development plans & budgetary processes.	Sectoral technical skills. Status of resources for which the sector is responsible. Results of sectoral surveys & implementation of plans.	Verbal presentations. Field site hosting. Maps & digital GIS data. Written reports –various formats.	Critical analysis of the effect of development policies (poverty reduction) on environmental issues. Skills to recognise the environmental &	Face-to- face contact: workshops, meetings, exchange visits within the country & region. **Sector working group meetings,**

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
	NAFIRI & Energy & Minerals (MEMD). But other key sectors are Education , Justice, Law & Order, Ministry of Trade Tourism & Industry & Health.		Effects of environmental changes on the sectors effectiveness. Field trial data.	Radio programmes. English & local languages.	economic impacts of their sector's activity/ inactivity. Economic analysis skills to assess & demonstrate the cost of environmental degradation to their sector & the investments needed for prevention & restoration.	**SIP review processes & events.** **Email, e-network & e-bulletins.** Written materials reports. Letters. Briefings. Journals, academic papers. Newspapers. Video/DVD/CD. Internet. Radio, TV. **Field / site visits**. English.
5	Governmental corporations, utilities, & commercial.	Profit. Supply service to the public.	Specific technical skills, e.g. in water extraction, electricity generation.	Printed media, Street advertising.	Current & forward projections on the source status & quality of the resource (water).	Face-to face contact: Workshops meetings, exchange visits within the country & region.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
	NAWASCO, UMEME		Business skills. Government policies & implementation strategies. Data on service coverage, costs. Status & use of natural resources.	Radio. TV announcements. Annual Reports. English. Local languages.	Why economic inequality, public participation, & environmental degradation should matter to their business. How to motivate catchment dwellers for conservation of sources of the resource .e.g. information from experiences elsewhere in using payments for ecosystems services. Partnership examples from elsewhere.	Written materials leaflets, Briefing packs, Journals, Newspapers, Reports. **Email, e-network & e-bulletins.** Internet, Video, CD/DVD. **Field site visits.** TV, Radio Publication. English.
6	**Local Government** (via PEI pilot districts & MoLG & MFPED Budget Monitoring Unit) including police & courts/judiciary, natural resources, lands, water, agriculture, livestock, education, health,	Poverty reduction & local development. Enforce compliance to national & local government laws, bylaws, rules & regulations including those pertaining to natural resources.	Local government laws, bylaws, strategies, plans , monitoring & evaluation systems. Current & Long –term records of env. l& use, social & economic status. Fiscal & financial data for the district incl. revenue gains from natural resources & spending on NR management.	Files, databases, register books, court reports, maps. District/parish/ sub-county profiles, research reports, assessment & PRS reports, verbal accounts, photographs, minutes of meetings. Oral presentations.	Identification of effects on environment of intended development policies & strategies & means to make decisions that ensure sustainable district development. Identification of suitable targets & indicators to ensure that the status of the environment is monitored as an integrated part of the District Development Plan.	**Face-to- face contact: workshops, meetings, on site presentations.** Email, e-network & e-bulletins. **Written materials:** reports, letters, Briefings, Journals, academic papers,

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
	security & infrastructure.		Experience & knowledge of local biodiversity & social & economic status. Data on other donors, projects, programmes, NGOs, CBOs etc. Technical knowledge & skills of many disciplines.	Field /site demonstrations. English & local languages.	Economic analysis skills to assess & demonstrate the profits from natural resources, the cost of environmental degradation to the district & the investments needed for prevention & restoration. How to implement physical planning for the whole district across all land tenure arrangements. How to regularly record, analyse & use data on the status & economic values of the environment, natural resources & biodiversity in the district. Regular updating on environmental laws, policies & strategies relating to all sectors.	Newspapers. **Video/DVD/CD.** Internet. **Radio**, TV. Economic valuation manuals & examples. Biodiversity identification books & data charts. Maps & GIS data. English & provision for translation to local languages.
7	Rural Communities.	Source of food, energy, medicines & possible Biotrade & tourism enterprises. Income generating activity (IGAs) ideas.	Information on the ecosystems around them. Livelihood economic information.	Verbal & written reports. Radio & TV programmes contributions.	How to sustainably finance, manage & or co-manage natural resources for improving livelihood quality. Ecology & habitat value	**Radio programmes.** Identification books & printed keys. **Face-to- face**

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
		Tangible benefits from conservation efforts. Implementation of site level actions fro better environmental management. Partnerships & collaborative management arrangements with private & government institutions for profitable enterprises. Benefit fairly from the natural resources they live in or close to. Present their views effectively to higher levels, so that they are heard, understood, & acted upon. Access to propagation materials & technical innovations which save their labour, investments, money & the environment.	Traditional & indigenous knowledge about nature & humans' relationships with it. Traditional NR management systems. Cultural values (spiritual beliefs, art, music, drama, craft) with nature.	Drama, Dance, music graphic art , on site demonstrations & explanations. Local languages, English.	information. Relevance of native species & their habitats to livelihoods. Enterprise I.D. & development. Natural resources marketing skills. Experiences from other collaborating countries & similar projects in PES, carbon payments. NR & economic Monitoring skills. Policy & laws about conservation & environment. CBOs management. Effective Communication. Leadership & supervisory skills. Conflict resolution. Engagement with formal education system.	**contact**: Training, meetings, workshops, exchange visits within the country & region, **On-site outdoor demonstrations**, action based training, nature walks. Art, drama, music. Photography & photography exhibitions. Text messages on mobile phones. Email via phones or pocket PCs. Video, DVD/CD. Posters, brochures, leaflets, booklets, books, reports.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
		Have their environmental knowledge valued.			Production of Information Education & Communication materials. CBO advocacy. Improved literacy. Foreign language (English) skills. Project progress reports, plans, proposals, copies of media "hits".	Local Languages. English.
8	National Project Coordinating Partners –UNDP Country Office , Kampala, NEMA MOFPED & National Project Team	Effective management of the project to meet requirements stipulated & achieve positive impacts on environment's recognition in national & local government plans & budgets. Achieving own organisation's mandates.	Experience in Project management. Information about PEI , its aims & history in Uganda. Contacts & information about the ENR sector & the central planning sectors & their development policies & strategies. Knowledge of own organisation's planning systems & cycles.	Face-to-face contact: Meetings, workshops. Written & verbal reports. Emails, networks. English.	Technical advice on publications & missives. Communication, education, advocacy & collaboration skills for interacting with various types of stakeholders & partners. IT (e-networking, website & desktop publishing skills). Examples of good environmental M & E systems integrated into national & local government development plans.	Face-to- face contact: **Exchange visits to other PEI projects,** Regional training workshops, **Hosting international environment economics experts for research, training & public presentations.** **Direct responses to technical advice requests** from environmental economics experts retained by PEI

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
					International environmental economics, climate change & Conservation news.

Examples of economic wins from successful environmental conservation measures.

Lessons from other PEI countries. | regionally or globally.

Email, e-network & e-bulletins.

Written reports.

Publications.

Website postings.

Telephone.

English. |
| 9 | National Technical Committee (NTC) PEI. | Ensure state of the art techniques are applied by the project.

Ensure project is technically relevant & effective. | Technical skills in environmental & development management.

Contacts & experience of projects in Uganda & elsewhere.

Editorial advice on communications products (reports, publications, videos etc). | Verbal in NTC meetings.

Email.

Telephone.

English. | National plans & budgets.

Role of NTC.

The project aims & institutional set up.

Role of the NSC.

Project draft publications, technical reports, consultancy reports & plans.

Successes & limitations of | Face-to- face contact: Exchange visits to other PEI projects. Regional training workshops.

Hosting international environment economics experts for research, training & public presentations. |

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
					PEI in other countries.	Written reports. Publications. Website postings **Email, e-network & e-bulletins.** Telephone. English.
10	National Steering Committee PEI	Oversight of the project. Approval of plans, reports & budgets.	Executive management skills. Environmental & developmental skills & knowledge for the Uganda context. Other skills depending on individual member's professional backgrounds.	Verbal in NSC meetings. Email. Telephone. English.	The project aims & institutional set up. Role of the NSC. Role of the NTC. Local, national & international laws & policies relating to the environment. National plans & budgets. Project plans, budgets, & progress reports. Project monitoring & evaluation reports.	Face-to- face contact: **Exchange visits to other PEI projects.** Regional training workshops, **Hosting international environment economics experts for research, training & public presentations.** Written reports. Publications. Website postings. **Email, e-network**

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
						& e-bulletins. Telephone. English.
11	Environmental NGOs (various with different aims, support bases & mandates).	Promoting equitable environmental governance. Motivating government & local people to change their attitudes towards their NR & the total environment. Environmental, especially biodiversity & habitat protection & planning Promoting improved livelihoods & sustainable development. Environmental health, integrated natural resource management, Quest for collaboration. Funds for implementation.	Experience in Project management especially collaborative management projects between government & communities. Experience of prompting ecotourism & biotrade enterprises –lessons learned. Data regarding results of CBNRM efforts. Biodiversity research skills & data. Valuation of natural resources, biodiversity & habitats. Links to international mother organisations. Links to local communities, their members & clients.	Face-to-face contact. Written & verbal reports. Electronic databases. Radio programmes. Video/DVD/CD. Radio & TV programme contributions Drama. Dance. Music. Graphic art productions. On site demonstrations & explanations. Local languages.	Economic analysis skills to assess & demonstrate the profits from natural resources, the cost of environmental degradation to the district & the investments needed for prevention & restoration. Case study examples of profitable environmental adaptations & interventions. Information about what other environmental NGOs are doing in Uganda. Updates on PEI progress & on changes to relevant national plans, laws & policies. Lessons learned by others in linking environmental protection with economic	**Email, e-network & e-bulletins.** Face-to- face contact: Exchange visits to other PEI projects, Training workshops, Hosting international environment economics experts for research, training & public presentations. Written reports. Academic Publications. Website postings. Telephone. English & local languages.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
			Issues/information concerning threats to environment. Strategies for combating/avoiding environmental threats.	English.	progress.	
12	PEI Africa– **Regional Management Team**.	Effective implementation of PEI. Achieve positive impacts on environment's recognition in national & local government plans & budgets.	Data, status & trends information on PEI for Africa local & global. Monitoring skills. Information about donor criteria. Donor profiles. Project management & fund raising support. Access to environmental economics, communications, IT, educational, management & other support from UNEP & UNDP. Lessons learned from elsewhere.	Face-to-face: site visits, meetings, workshops, Written & verbal reports, brochures, leaflets, factsheets, PowerPoint presentations, PEI website. PEI Newsletter. PEI- electronic network. E-bulletin, Email, telephone. English.	Project plans, budgets, events & progress reports. Project monitoring & evaluation reports. Information & contacts for National partners', plans, strategies & review mechanisms. Technical needs of PEI Uganda (Communications, IT, management training, equipment & other) national partners. Donors' activities in Uganda. Other conservation partners in the PEI countries.	Face-to-face: meetings. Written & verbal reports. **Email.** **Telephone**. English. French. Other UN languages.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
					Up coming events of relevance to PEI. Copies of material prepared for local media. Feedback on media "hits" & good news stories from PEI Uganda.	
13	Research institutions, Third level colleges & universities & consultants. (Nationally & internationally).	Deepen understanding of social, biological, physical environmental, economic & other issues in conservation. Field contacts & sites for research. Research contracts. Placings for interns.	Technical & academic knowledge about their own disciplines. Databank on specialised technical issues/areas. International contacts and data. Qualitative & quantitative research skills.	Academic papers in journals, books. Computerized databases, digital & hard copy maps. Some popular publications in writing & on national & international radio & TV. Academic scientific language in English.	Importance/relevance of putting poverty & environment into their curricula & research agendas. Specific technical information about economics of environmental management, qualitative methods, cross-disciplinary approaches. Sites, data & materials for practical teaching. Indigenous knowledge. Research needs of PEI.	**Email, e-network & e-bulletins.** Face-to- face contact: Scientific Conferences, workshops, meetings. Hosting international environment economics experts for research, training & public presentations. Written reports. Academic Publications. Website postings.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
						Telephone. English.
14	Other international environmental organisations. IUCN, WWF, CARE, WCS & others.	Effective management, wise use & conservation of biodiversity & the environment. Human quality of life in near resource communities.	Experience at policy to practical implementation level from all over the world. Statistics & analysis of lessons learned. Guidelines & standards for ecotourism, Biotrade, carbon trade, CBNRM, monitoring etc. Details of conventions to which Uganda is a signatory.	Written reports. Variety of printed publications. Website postings. Video/DVD,CD radio, TV, . Conferences.	Experiences from the grassroots practice. News & lessons from other projects & programmes. News of changes in policy & practice at national & lower levels. Success stories of linking environmental care with improved livelihoods.	Written reports. Variety of printed publications. **Email, e-network & e-bulletins.** Websites postings, video/DVD, radio, TV, conferences, web, networks, English, French & other European languages
15	Development partners (Bilateral & multilateral donors & lenders)	Provide development & conservation funds. See improvements in people's lives & sustainable development become a reality. Ensure that their taxpayers' money is effectively used for development.	Fund application criteria & formats. Relationship with international NGOs. Experience from other projects & countries. Method & format by which they want their funding to be acknowledged/their profile to be projected by	Written reports. Publications. Website postings. English, French & other European languages.	Understanding national situation (environmental & economic aspects), & planning processes e.g. NDP, Budget process & challenges. Progress & impacts of other relevant projects & programmes. Including PEI in other countries.	**Donor group on environment meetings & electronic network.** Written reports, Variety of printed publications. Email, e-network & e-bulletins.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
			the recipients.			Website postings. Video/DVD, Radio, TV. Conferences. English, French & other European languages.
16	Informal Env. educators e.g. CBOs, faith – based, NGOs	Advancement of environmental, economic, social & spiritual development.	Knowledge of the local social, economic, & natural environment. Development communication techniques for participatory engagement in critical reflection, analysis, & planning. Leadership skills.	Face-to-face contact, Training courses, meetings, workshops Written & verbal reports. Radio programmes. Video/DVD/CD. Drama, Dance, music, graphic art productions. On site demonstrations & explanations. Local languages, English.	How to put environment in their development & spiritual agendas. Environmental education & communications skills. Case study examples of profitable environmental adaptations & interventions. Information about what environmental NGOs are doing in Uganda.	Manuals, guidelines, posters. Email, e-network & e-bulletins. **Face-to- face contact**: workshops, meetings, skills demonstrations, site visits & nature walks. Written reports. Website postings. Telephone. CDs, videos, **audio tapes, radio programmes**.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
						Newspaper articles, story books, plays, craft manuals. Local languages. English.
17	Formal primary & secondary education. (Locally & Nationally)	Give learners reading, writing, arithmetic & life skills. Teaching science, languages, geography, mathematics & other subjects. Integrating environmental teaching across all the subjects.	The curriculum layout. Government policy & strategy on education. Teaching skills. Levels of ability at different ages. Lesson planning methods. Technical knowledge of own discipline.	Syllabus books, govt. directives. Teaching manuals & regulations. English.	Knowledge & specific data about general & local ecology. The importance/relevance of environmental conservation & ecology issues to students lives. Government policy & strategy on environmental education. Techniques for doing environmental education with young adults. Environmental (climate, hydrology, crops, livestock, biodiversity) monitoring techniques & data management & use.	Manuals, **lesson plans**/modules, guidelines. **Identification books & keys**, dictionaries, games, charts, **maps**, posters. CDs, videos, audio tapes, **radio programmes.** Newspaper articles, novels, plays, craft manuals. **Face-to face: traditional skills demonstrations & nature walks.** English. Local languages.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
18	Traditional educators (very important in some parts of Uganda) , & other elders including civil governance, spiritual leaders.	Prepare young girls & boys for life within the cultural customs & traditions of the ethnic group. Preserving the elements of the environment relevant to the traditional customs, cures & governance.	The tribal/indigenous "curriculum & syllabus". Tribal ways of knowing & teaching. Knowledge of the local environment. (e.g. medicinal plants, signs of weather changes, how to manage in food shortage periods). Tribal rules & taboos about natural resources & env. Management & use.	Verbal, on site demonstration, drama, music & dance, artefacts. Tribal languages & English.	Economic relevance & how to link conservation & ecology issues into their curricula. Communication & education techniques. Nationally held data about natural history, status, identification. National strategies ad information about climate change, eco-enterprises, oil exploration & new developments.	Manuals, guidelines, **identification books & keys,** dictionaries, games, charts, **data summaries on local species**, maps, posters, CDs, videos, audio tapes, **radio programmes**, newspaper articles, story books, plays, craft manuals. Face-to face skills demonstrations & interactive nature walks. Local languages English
19	The National media.	"Hot" Information (saleable stories) collection & dissemination. Profit.	Journalistic writing, photography, movie camera/video shooting & editing skills. Media marketing skills- attracting & using publicity. Nationwide news gathering & distribution networks.	Newspaper articles & adverts. Radio &TV programmes in English & local languages.	The meaning of poverty & environment linkages & live examples in Uganda. Current stories on environmental economics. Releases of publicity materials & new data.	Photographs, written press releases, stories, reports. Video/DV/CD footage, interview & music recordings. **Email, e-network**

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
					Environmental concepts ecology & values. Current Environmental conservation & sustainable livelihood activities, projects & contacts.	**& e-bulletins.** Face-to-face contact by inviting them to workshops, story sites & providing training programmes on & off site. English but provide for translation to local languages.
20	International media.	"Hot" Information (saleable stories) collection & dissemination. Data for feature articles on science topics. Profit.	Sites for posting news stories. Trends in the interests/fashions globally.	Newspaper articles & adverts. Radio &TV & internet programmes English	Environmental news from Africa. Current Environmental conservation & sustainable livelihood activities, projects, & species discoveries, contacts. Recoding sites & opportunities.	Via national media & publishers. Via PEI Africa Regional office. Email. Websites, TV, radio. English, Swahili and other international languages.
21	Tourism companies.	Profit. Ecosystem aesthetic & biodiversity protection. Good relationships with	Own experience & adaptations of power, water & waste disposal technologies.	Verbal, written. Face-to face.	Environmental rules & regulations an updates on changes & advice on how to comply. Local ecological	Email. NEMA website.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
		adjacent communities.	Ecological knowledge. Tourism business management. Catering. International languages. National &international Tourism marketing. Tourism enterprise potential of the PA or ecosystem.	English & other European languages.	information & protection awareness materials for clients & local communities. Data on local hydrology & water quality. Technologies for independent energy & water pumping systems, handling waste, recycling water, sewage treatment. Data on how taxes they pay are spent in improving Protected Are infrastructure & local peoples livelihoods.	Electronic network. Written manuals. Written regulations. On-site demonstration. English. Local languages (for distributing to adjacent communities.)
22	Private sector commercial production & manufacturing industries –Incl. wood –based industries, agriculture, building materials production.	Income generation-profit. Continued raw material supply. Sustainability of own enterprises & company. Maintaining a good corporate image.	Own experiences & examples of environmentally friendly solutions to use of energy/power, water, planting pine forests, green maturing, waste disposal, & others. Data on own & outgrowers production activities.	Company publicity materials printed, Street advertising. Radio, TV. Face-to-face contact. Email. Telephone.	Environmental Standards, conditions & regulations & changes to standards e.g. on pollution& large-scale tree planting. Global & Uganda trends in environment & natural resources stock & status. Total economic value of environment & natural resources.	**Email.** **Electronic documents.** Written materials. Radio, television. Newspapers.

	Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
				Written reports in English.	Investment opportunities (Carbon trade, certification, PES, etc), How to dispose of Non-biodegradable Materials especially Polyethylene & Rubber Tyres. Water level data, water quality. Practical solutions to improving the environment.	English. Swahili, Luganda and other local languages (for distribution to employees.)
23	The Public	Own well being in the environment. (Access to water, fuel & food). Keeping up to date with national news. Pride in their own country's assets & achievements. Ideas for better livelihoods. Government performance in providing services for taxes paid.	Own knowledge from their experiences & context.	Various written & spoken media. English & local languages.	How the state of the environment, natural resources, (land, biodiversity forest, water) affects their livelihoods. Own responsibilities. What the government budget for environmental management is & the value of environmental resources to the economy. What they can do in their own personal contexts.	National press. **Radio.** TV. Street advertising/ posters. Plays/dramas. Website postings. **Face-to- face contact Via NGOs, CBOs, faith based organisations**

Stakeholder	Interest	Knowledge they can give	Format and language they can provide it in	Knowledge / Information needed from others and skills they need themselves	Format and in what language they need it (most effective highlighted in bold)
				What they can lobby for through their local democratic mechanisms.	CDs/DVD/audio tapes video.

English & local languages. |
| Source: This survey & document review | | | | | |

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