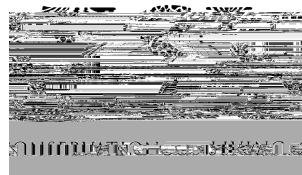
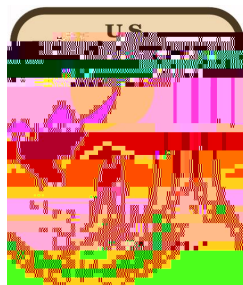
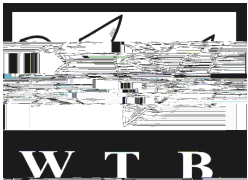


Workshop on  
**Developing a Conservation Education and  
Community Outreach Strategy for Tiger  
Conservation in Bangladesh**

Workshop Report  
March 2010



## Acknowledgement

This workshop was made possible with the time and imagination of all of the participants. The workshop was organised and facilitated by the Sundarbans Tiger Project with support from HECT Consultancy. The Sundarbans Tiger Project is a joint initiative supported by Wildlife Trust of Bangladesh, Bangladesh Forest Department, and Zoological Society of London.

Funding was provided by United States Fish and Wildlife Service Rhinoceros and Tiger Fund.

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## Objectives

The primary objectives of the workshop were:

- Develop an integrated CE & CO Strategy for BTAP
- Review a draft BTAP CE & CO implementation plan
- Build a network amongst participants from across the country
- Enhance country capacity by training participants in the following areas:
  - Education and Awareness (CEPA)
  - Market research and in how to design, implement, evaluate and monitor a communication plan.

## Summary of the process

The workshop followed a hybrid methodology. The CEPA main guide, the CEPA Communication Guide and the CEPA Implementation Guide of ten steps starting with 'Understanding', 'Doing', and ending with 'Evaluating and Recommendations' (see the 'wheel' diagram on the right hand photograph). It was a participatory approach and allowed ample time for discussion and participation. This multi-stakeholder workshop process was aimed at fostering a climate of creativity, building the confidence and capacity of stakeholders to contribute. In the workshop, each

## 2. Issues: Stakeholder perceptions

**Objective:** To identify different perspective of the major stakeholders about the conservation of the tiger and its habitat, and to realise how difficult it is difficult to really view issues from someone else's perspective.

### Exercise:

Group-work: in four groups, participants were asked to imagine they were a businessman, conservation expert, forest user and government official and to answer the question: how do you see the main issues affecting the Sundarbans?

### Outputs:

Lists of (our assumptions of) how four major groups think about the various aspects of conservation of the tiger and its habitat, discovering new perspectives.

Identifying common prejudices and biases, realising it's difficult to view issues from someone else's perspective without really knowing what life is like for them, what is important to them and how they think.

## 3. Experience: Meaningful dialogue with local stakeholders, including FD staff

**Objective:** To learn how to design and conduct semi-structure interview; and also importance of making rapport with target audiences. To realise that there is a difference between our assumptions about someone else's views, and their actual views – you need to talk with them directly to find out their reality!

### Exercise:

Interview preparation: participants were asked to choose one of six possible local community groups i.e. Resource users, Women, Youth, Local opinion leaders, Businessman, Forest Department that they would like to interview and interact with. Then the participants split into teams to prepare for the actual interaction, considering the following questions: What you want to get out of the interview? How to introduce yourselves? How to break the ice? How to avoiding leading questions?

Interviews were conducted 2(u)-9(ce)-9( )-265u7 J ET Q q (e)-9(s r)6(o)12(u)-9(p)-9(s,)17( )-4(o)] T





Story-telling: to analyze one's own experiences with significant change and the role of communication to help change knowledge, attitudes and practices of key target audiences. Everybody was asked to recall the most significant positive change affecting the sustainability of the Sundarbans or elsewhere in the last 15 years and to note: where the change took place; who changed their behaviour; what the behaviour changed from, and to; when this change took place; how the change happened; and why this was a

Understanding change is not easy and at times it can be emotional and painful. Change is made easier if it is a shared experience, both for: (i) comfort and security; and (ii) information sharing and inspiration.

Discovering some of the requirements of change: understanding the context; meaningful interaction; having/forming clear objectives; planning; leadership; imagination; teamwork; identifying social constraints; learning to deal with and solve conflicts; improvising.

## 5. Experiencing Sundarbans

**Objective:** To explore and experience the Sundarbans and the home of the tiger.

**Exercise:**

Participants took a walk through a grassland area of the forest to one of its beaches on the Bay of Bengal to experience together the tiger habitat and to reflect on 'What are we doing this workshop for?'

**Outputs:**

Exploring a natural Sundarbans grassland and beach. Experienced some of the different vegetation types and able to see chital, tiger pug-marks and tiger scratch-marks. Participants were able to experience the

## 6. Future change

**Objective:** To set a 2020 vision for each of the threats/issues defined in the BTAP.

**Exercise:**

2020 Newspaper headlines: the major threats to the tiger and the Sundarbans from the BTAP threat analysis were used as input. The participants split into pairs and selected one issue per pair. Each pair was asked to imagine how they would like to see the issue ten years from now. Each pair then developed a newspaper front page based on how that issue would be reported in 2020 in a best-case scenario i.e. imagining the issue has been resolved.

**Outputs:**

As a group we envisioned a better future towards which we could work. This also brought forward ideas for some of the potential interventions that could lead to this positive change.

## 7. Prioritising behaviour change towards a future positive change for the tiger

**Objective:** To identify the key target audiences involved in each issue and to prioritise the issues.

**Exercise:**

Identifying target groups: in the same pairs, participants reviewed each newspaper for 2 minutes each. Splitting into groups of four, participants then reviewed two newspapers



Finally, groups were asked to think of suitable communication interventions to generate each KAP change in order to bring about the behaviour change in each target audience. This information was added to the change pathway.

### Outputs:

Identifying specific behaviours of specific target audiences that need to change in order to realise the solution to the issue.

Identifying the knowledge, attitudes and practices (KAP) that would need to change in order for those behaviours to change.

Identifying possible communications interventions that would help to drive the KAP change.

Realisation of the need for in-depth research to validate assumptions before diving into the communications interventions – avoid wasted effort!

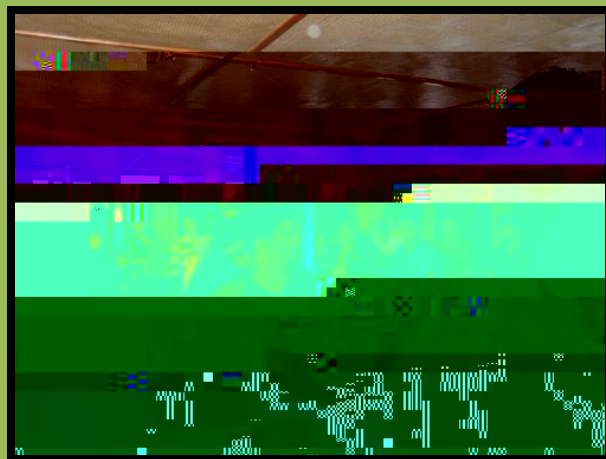
The behaviours of different groups are connected in complex ways and only by doing this exercise did many of the more subtle connections become obvious. For example, for some issues, forest resource users' behaviour can be changed if you can change a businessman's behaviour or FD's behaviour or vice versa.

## 10. Evaluation and recommendations

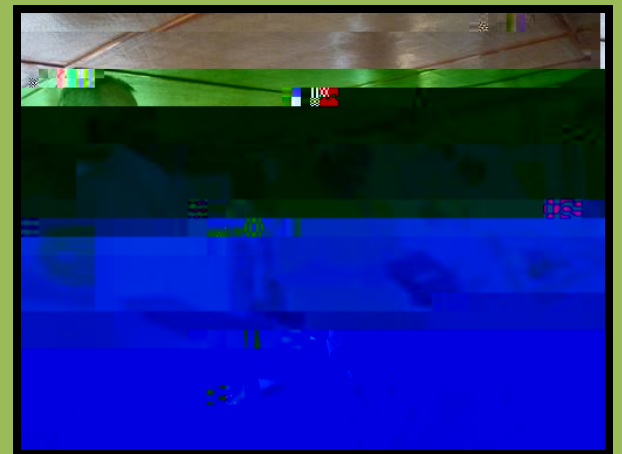
**Objective:** To evaluate the workshop process, facilitation and learning experience as well as to take recommendations from the participants for future improvement and next steps.

### Exercise:

Each individual was asked to record what they learned in each time slot and what the positive changes in their personal KAP were. They discussed this in pairs and were then offered the chance to report back to the main group.



As a group, feedback was sought on the most



## Conclusion

The workshop was a learning experience for all. The participatory process gave us the opportunity to look at the tiger conservation from different perspectives and motivated us to work further on it. The main objective of the workshop was to develop a CE & CO strategy in support of the BTAP. But after the workshop we had a better idea about the whole strategy development process and we found that it is not possible to develop a whole strategy in 5 days workshop. It involve conducting formative research in the target population on conservation behaviours, knowledge, attitudes and plan intervention program to provide messages, services, support and/or benefits to get the desired behaviour. The workshop was first phase of developing this roadmap. This groundwork will form the basis for next steps in further developing the behaviour change pathways and therefore a communication strategy that will include the ta



## Recommendations

The following recommendations came forward from the evaluation session. We hope they will provide the Sundarbans Tiger Project and others with a framework for moving forward. No single organisation can bring these recommendations to fruition; rather, the need for strategic co-operation of a number of partners towards a set of common objectives is a fundamental finding of this report.

The key recommendations are:

Establish regular communication among the workshop participants. A network/collaboration is necessary to enable the participating organisations to work together for tiger conservation.

Need to reach out further with the Forest Department to develop the strategy further as FD is the major stakeholder of Sundarbans and key implementation partner of the strategy.

An effective follow up process will to be developed by STP to ensure continual participant involvement and completion of the strategy development stage.

Local communities should be involved in the strategy development process through KAP survey, FGDs and collaborative implementation plan.

All the assumptions made by the participants regarding behaviour change, KAP and communications interventions during the strategy development process, must be validated by the target audiences through focus group discussions (FGDs) and



## Next Steps...

**March to April, 2010:** Continue working on change pathways to further flesh out the target groups involved, the desired behaviour changes in these groups, KAP information, and communications interventions. This will be an open



## Appendix 1: Participant list

Name	Designation & Organisation
<b>Ms Tandra Sikdar</b>	Deputy Secretary (Admin), Ministry of Information
<b>Mr A N M Yasin Newaz</b>	DFO, Wildlife Management and Nature Conservation Division, Khulna, Forest Department
<b>Mr Abdul Motaleb</b>	Research Associate, IUCN Bangladesh
<b>Mr Shahriar Mannan</b>	Communication, Outreach and Governance Facilitator (COGF), Sundarban Cluster, USAID Integrated Protected Area Comanagement (IPAC)
<b>Mr Mostafa Nuruzzaman</b>	Director, Shushilan
<b>Mr Sharif Jamil</b>	Joint Secretary, Bangladesh Poribesh Andolon
<b>Ms Elisabeth Fahrni Mansur</b>	Education and Training Coordinator, Bangladesh Cetacean Diversity Project
<b>Mr Mohammed Abdul Baten</b>	Research Associate, Unnayan Onneshan
<b>Mr Mohon Kumar Mondol</b>	Director, Ledars
<b>Ms Tamanna Majumder</b>	Senior Correspondent, NTV
<b>Mr Tanjilur Rahman</b>	Independent Conservation Filmmaker, WildEye
<b>Mr Md Abdullah Al Faruque</b>	Assistant Professor, Shyamnagar Mohsin College, Satkhira
<b>Mr Malcolm Whitehead</b>	Head of Discovery and Learning, Zoological Society of London
<b>Ms Chloe Inskip</b>	PhD student, Kent University, England
<b>Dr Md Anwarul Islam</b>	CEO, WTB and Professor, Dept. of Zoology, DU
<b>Dr Adam Barlow</b>	Programme Manager, Sundarbans Tiger Project, WTB & ZSL