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# GreenCOM II Task Order 1

## Final Report

March 16, 2001 – January 3, 2007

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***Contract Information***

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Academy for Educational Development

***Submitted To***

Roberta Hilbruner, CTO, Development Communication Specialist  
USAID EGAT/ENV/ENR

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## EXECUTIVE SUMMARY

This report summarizes the work conducted from 2001-2007 for the USAID-funded Environmental Education and Communication II Indefinite Quantity Contract (IQC) under the leadership of the Academy for Educational Development. That contract, better known as GreenCOM II, provided a wide variety of support in the environmental, natural resource management and agricultural sectors to USAID Bureaus, Missions, and Operating Units. Over the course of five years, GreenCOM II employed a diverse group of experts involved in examining how environmental education and communication (EE&C) and broke new ground in the development of approaches and methodologies used to address the knowledge, attitudes, and behaviors behind diverse development problems and challenges.

GreenCOM II laid a broad foundation for critical problem solving and long-term resource planning and management by addressing the human behavior components of environmental issues. An evaluation of GreenCOM II (2005) found that *“USAID’s return on investment has yielded favorable results in terms of policy change, institutionalization of EE&C programs, capacity building and national awareness of the importance of appropriate management of natural resources and other environmental issues.”* The project produced numerous publications that reported on the results of its work and the methods it developed.

This report focuses on the contract’s core programmatic mechanism (Task Order One), presenting an overview of the Task Order history, as well as reviews and summarizes the work completed under various buy-ins to the IQC.

# **SECTION I: AN OVERVIEW OF TASK ORDER 1**

## **A. Introduction and Overview of Task Order Purpose**

The Environmental Education and Communication Project IQC (also known as GreenCOM II, January 4, 2001 – January 3, 2006) was the second phase of what turned out to be a 13-year USAID-funded effort to support environmental, natural resource management, and agricultural initiatives worldwide. The initial phase of the project, known as GreenCOM I (1993-2001), sought to accelerate the awareness and adoption of good environmental stewardship practices in developing countries which addressed both conservation and sustainable resource use issues. GreenCOM II built on the rich experience and lessons learned under GreenCOM I and provided global leadership and technical field support in Environmental Education & Communication (EE&C). GreenCOM II (Contract No. LAG-I-00-01-00005-00) was funded and managed by the Bureau for Economic Growth, Agriculture, and Trade of the United States Agency for International Development (USAID) and by USAID missions at collaborating sites. Technical services for GreenCOM were provided by the Academy for Educational Development (AED) and its subcontractor: Chemonics International.

USAID created GreenCOM II to work in tandem with other projects in its portfolio, across sectors, and various regions of the world, to help achieve a broad range of strategic objectives related to the environment, communication, and education. The project's goal was to use proven education and communication strategies to promote environmentally sustainable development. From its inception, GreenCOM II provided EE&C expertise to USAID-funded projects dealing with biodiversity conservation, water resource management, forestry, energy, agriculture and environment, environmental policy, public participation, and urban issues such as solid waste management and sanitation. The EE&C interventions were designed to teach people about how their daily activities affect the natural environment. The desired outcome was behavior change. As such, GreenCOM II worked alongside local stakeholders to promote adoption of everyday behaviors that protect the environment and encourage sustainable development and economic growth.

The core contract, known as Task Order One (March 16, 2001 – January 3, 2007), was a mechanism for providing resources to: analyze, synthesize, and disseminate EE&C lessons learned and best practices emerging from field experiences in developing countries; conduct research in multiple disciplines, including civic participation, advocacy, and social marketing; and assess target audiences. Task Order One also carried the prime responsibility for supporting activities and projects in the field. This involved providing missions with assessment assistance, oversight and management of project task orders, coordination of research, and the provision of technical short-, intermittent-, and long-term assistance to USAID missions in ten countries worldwide (See Annex A: GreenCOM II Countries Served).

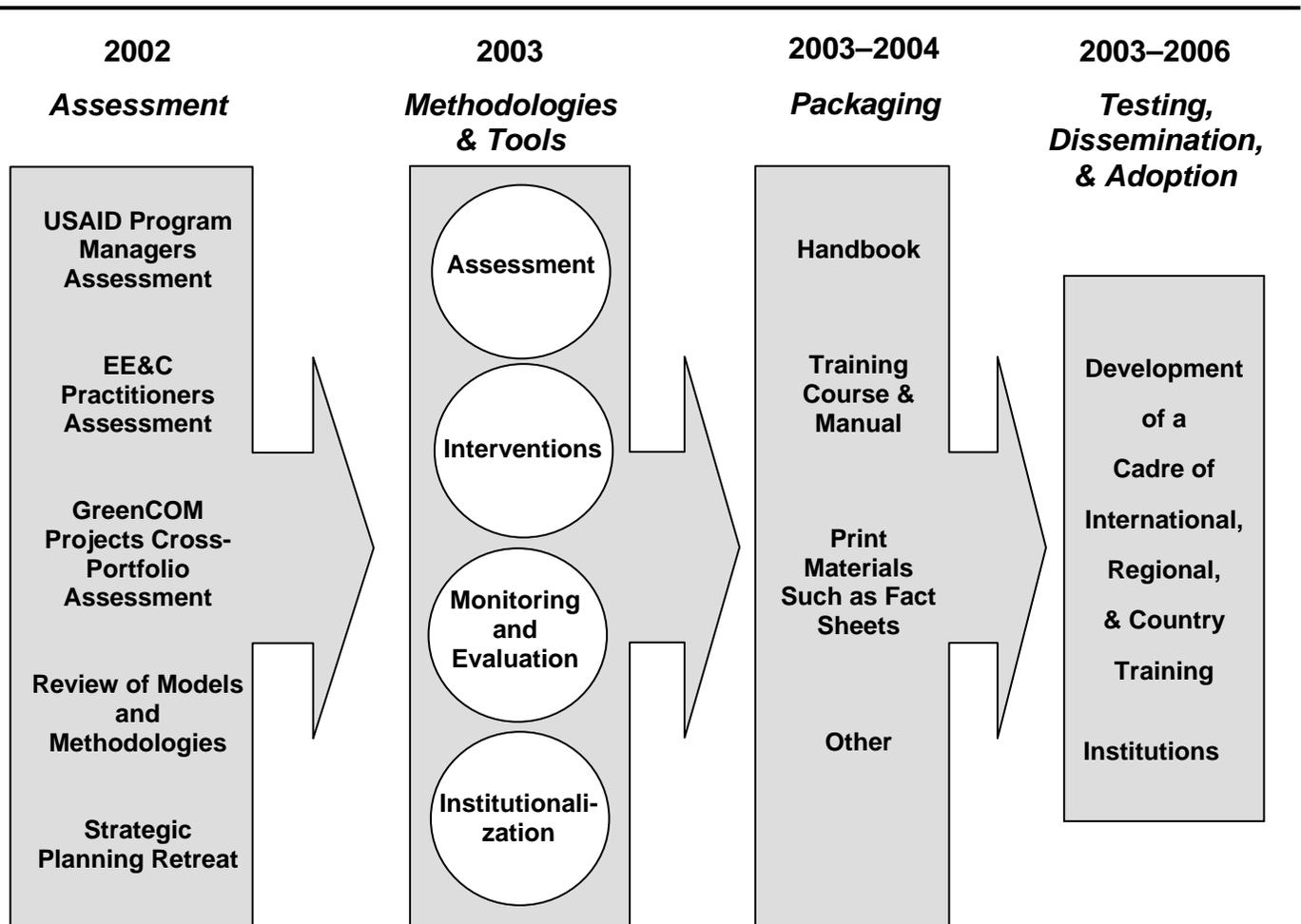
Task Order One was designed to ensure the sustainability of the “GreenCOM process” through:

1. Identifying best practices;
2. Packaging them in multiple formats appropriate for various user groups;

3. Testing and disseminating them to relevant audiences; and
4. Promoting adoption of best practices in the developing world.

Consistent with the strategic approach GreenCOM II employed in developing countries, Task Order One initially focused on the assessment of target audiences in order to provide direction for the next phase of the program. The two primary audiences addressed were USAID program managers and environmental education and communication practitioners. The assessment process included individual survey research with USAID program managers in project countries, survey data collected from practitioners, a cross-portfolio assessment of field projects, and an extensive review of models and methodologies in education and communication. The results of this assessment were analyzed at a strategic planning retreat in the fall of 2002 in order to make recommendations for moving forward in a way that is responsive to the target audiences and also reflects best practices. This assessment process laid the foundation for developing a set of tools and methodologies that best represented GreenCOM II’s strategic participatory communications approach. These tools and methodologies formed the basis for what became the signature GreenCOM II product, *System-wide Collaborative Action for Livelihoods and the Environment (SCALE™)*. Figure 1 below illustrates the process that was implemented to achieve these goals.

Figure 1. The GreenCOM II Process



In addition, GreenCOM II sought to build a legacy and develop a strategy for sustaining the work carried out through the project in countries around the world. During the first two years, GreenCOM II focused on start-up activities including new projects; launching a professional journal on applied environmental education and communication; producing numerous publications and communications materials; delivering presentations at international conferences and workshops; and conducting an extensive assessment to determine the needs of target audiences and best practices in the field.

## **B. GREENCOM II as Enable, Facilitator, Mentor, and Social Change Agent**

GreenCOM II was not about working with a single group of people or audience; rather it was about building coalitions to create change across all levels of society. GreenCOM II worked with villagers, farmers, local, regional, and national government officials, the private sector, and urban and rural populations, among others. Rather than serve as primary technical assistance providers, staff viewed their role as enablers, facilitators, mentors, and social change agents that would provide guided practice to diverse populations, stakeholders, and groups. From the start of GreenCOM I and continuing on into GreenCOM II, the project's ethos reflected a belief that sustaining the environment is really about people and their interactions with the natural and built environment and not simply policy or technological changes that support environmental sustainability. Furthermore, through its interventions, GreenCOM II emphasized the point that people must participate fully in the planning process of new environmental initiatives, and then be supported by interventions that work for them. Consequently, by working together, USAID, project staff, local practitioners, host government agencies, non-governmental organizations, and hundreds of other groups moved GreenCOM II's agenda forward.

GreenCOM II successfully brought women, young people, and often marginalized groups into the process of finding solutions helping them find a voice to share their concerns. The project helped development practitioners see that sustaining the environment can coexist with economic development. GreenCOM II showed them that development interventions can work system-wide from the start and enlisted the active participation of hundreds of people across diverse sectors. Ultimately, GreenCOM II helped harness and unleash the power that lies within individuals, communities, and countries to address problems on their own.

## **C. Issues and Challenges Addressed**

Recognition by USAID of the power, reach, and potential impact of EE&C interventions provided GreenCOM II with the opportunity to work across virtually every region and environmental sector that the Agency operates. In the past, environmental programs offered technological, economic, policy, and legal solutions to mitigate the impact of human behavior on the environment. Communications and education played modest, secondary roles. Under GreenCOM II, communication and social marketing as well as organizational development, social mobilization, and civic participation took more prominent roles in helping people change environmentally unsustainable behavior and maintain change over time.

Over the life of the project, GreenCOM II staff, consultants, and USAID colleagues seized the opportunity to address a range of pressing or emerging development challenges and help affected

populations move toward finding broad-based sustainable solutions. Among the topics ultimately addressed included: watershed management; global warming and energy efficiency; natural resource management; biodiversity conservation; illegal logging; sustainable energy use; and ecotourism; clean production technologies; coastal resource management; sustainable agriculture; and smallholder dairy production, among others, while supporting activities to improve livelihoods for stakeholder populations. GreenCOM II recognized these critical links and developed approaches and methodologies that balanced the economic development opportunities and needs of current and future stakeholders with the long-term health of the natural resource base.

The remaining sections of this report provide a synthesis of lessons learned and GreenCOM contributions to advancing the state-of-the-art in EE&C, and a summary of activities realized under this task order.

## **SECTION II. SYNTHESIS OF GLOBAL EXPERIENCES, LESSONS LEARNED, AND CONTRIBUTIONS TO ADVANCING THE STATE-OF-THE-ART IN EE&C<sup>1</sup>**

### **A. Historical Context**

USAID has been a pioneer in the application and study of communication for development since the early 1970s (Seidel, 1992). In the 1980s and 90s, USAID funded a series of communication projects focusing on health and agriculture. In 1993, the Agency contracted the Academy for Educational Development (AED) to implement **GreenCOM**, a global Environmental Education and Communication Project. The objective of this project was to determine whether and how the two decades of lessons learned from communication for behavior change and social marketing in these other sectors could be applied to the environmental arena. Although these two methodologies had been applied on a range of maternal-child health, family planning, child nutrition, HIV/AIDS prevention, and agricultural issues with documented impact and success (Green 1989; Graeff 1993; Rogers 1995; McKee et al 2000; Elder 2001; Hornik et al 2002; Backer 2002), environmental practitioners had not yet systematically or extensively applied these powerful tools. For the first time, GreenCOM would apply these and other environmental education and communication (EE&C) tools to address an array of environmental issues in diverse cultural and geographic settings as well as promote voluntary behavior change by offering benefits and reducing barriers that are identified by target populations themselves.

During the last 13 years, GreenCOM I & II have had the unique opportunity to work in more than 30 countries on a wide variety of blue, green, and brown environmental issues including natural resource management, biodiversity conservation, ecotourism, sustainable agriculture,

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<sup>1</sup> Adapted from *GreenCOM: Thirteen Years of Innovation in Strategic Communication for Environmentally Sustainable Development* by Rick Bossi, Elizabeth Mills Booth, Tito Coleman, and Roberta Hilbruner, submitted to the 2006 World Congress on Communication for Development.

water and energy efficiency, clean production, and solid waste management. A principal objective of GreenCOM was to apply, assess, and further refine communication and education methods to environmental issues, synthesize lessons learned, and strengthen host country institutions' capacity to implement these lessons learned. It is important to note that the GreenCOM projects were not designed to test communication theories, but rather to apply those theories, adapt them as needed, and identify and employ other theories and strategies that were appropriate for the specific field context.

The projects' theoretical underpinnings, advances, and changes made over the course of the back-to-back contracts spanning 13 years require a quick review. In short, GreenCOM's approach to various environmental, natural resource management, and agricultural challenges evolved from an initial behavior change communication (BCC) focus to an integrated systems approach that fully engages key stakeholders in the solution of complex development challenges. A description of the evolution of approaches used follows.

## **B. Environmental Education and Communication (EE&C) as a Vehicle for “Heating Up” Environmental Change**

*“Heating Up”* was GreenCOM I's initial theoretical premise; education and communication initiatives would work hand in hand to stoke a *“Heating Up”* process to catalyze individual and social change around environmental issues. *“Heating Up”* would be opportunistic by starting with societal groups that are already pre-disposed to act, and then adding additional target groups along the way as momentum and critical mass are developed around a particular environmental issue. *“In a ‘hot’ society, all channels of communication and the processes of individual and social change reinforce each other. From the perspective of designing an education and communication program, this might be called a ‘saturation’ approach to social change”* (USAID, 1993).

GreenCOM I interventions would also focus on things that could be done relatively easily, at low cost, and with little outside assistance. When people are successful at trying something new, they gain both competency and confidence in their ability to try more complex actions. As different segments of society converge around a common environmental challenge, this convergence generates its own momentum for change in the form of increased awareness and commitment which evolves into participation and taking action.

GreenCOM I recognized that change starts simmering with the early adopters and builds to a boil over time until it becomes a new social norm, something almost everyone does. The skills and confidence developed during first successes can then be harnessed to tackle different and more complex environmental challenges. *“Heating Up”* therefore, would take place when the social dynamic of change becomes a force much larger than the simple behaviors it began with (AED Center for Environmental Strategies 2002). GreenCOM's EE&C efforts would serve as the spark that would ignite a process that stimulates a groundswell of momentum and social consensus for change.

Many of GreenCOM's initial field interventions focused on applying EE&C methodologies (mass communication and social marketing, as well as formal, non-formal, and informal

education) to change, modify, or reinforce specific individual environmental behaviors in targeted stakeholder groups - from fisherfolk to farmers, policy makers to professors, technicians to teachers, and students to homemakers — with the intent of simultaneously improving both the environment and their quality of life. Since the potential of EE&C was not fully understood by many program staff at USAID at the time, GreenCOM I had to seize on opportunities when they presented themselves, often taking assignments that did not fully incorporate all of the capabilities that EE&C had to offer or as add-on components of larger programs. Nevertheless, the project generated a wide range of successful learning opportunities:

Lessons learned from this phase of the project were developed through an analysis of experiences (1993-2000) conducted by project staff and counterparts (AED 2002). Several barriers prevented “*Heating Up*” from becoming a more universally accepted and adopted approach to environmental conservation and natural resource management. Some of the most salient lessons learned are summarized below:

- **Funding constraints:** Investment in environmental communication initiatives never reached the levels of similar initiatives in health or education sectors, in part because the environment is often a lesser priority for funders.
- The complexity of environmental issues resulted in **unrealistic expectations about how quickly EE&C could contribute** to solving problems, in comparison to the simple, single behavioral campaigns of the past, where measurable change might happen within a year.
- **Environmental education and communication was perceived as something that literally anyone could do.** Development practitioners who worked in environmental issues had not learned as their public health colleagues had, that EE&C is a discipline and profession that requires specific educational background and/or skills.
- **Social marketing and communication for behavior change demonstrated to be a highly useful tool** when addressing select environmental and natural resource management issues. GreenCOM noted that these methodologies (well known to and accepted among public health practitioners) were highly effective in changing specific individual behaviors of select resource user groups, **yet unlike the public health sector, it was difficult to draw direct causal relationships from these efforts to broad scale development impacts or environmental improvements.** Solutions to environmental problems require that multiple stakeholder groups take concurrent action over an extended period of time in order to achieve measurable change in environmental quality, biodiversity conservation, or another verifiable indicator. For improved watershed management, for example, industries need to apply cleaner production technologies while farmers apply best farming practices, communities improve their water and sanitation systems, and households also manage their waste disposal for the overall impact on the watershed to be significant. **A single-behavior focus cannot achieve significant impact in a complex system.**
- Environmental education, social marketing and communication for behavior change methodologies must remain integral tools in the social change agent's toolbox. They must, however, be used when and where appropriate; **one methodology does not fit for all situations or environmental issues.**
- **Starting small**, building momentum, and increasing participation and then trying to replicate to other regions of a country or continent **may never result in the scale of impact needed when addressing many environmental issues.** Instead, applying multiple social change

strategies simultaneously in a geographic area significant enough to engage and mobilize the broadest possible segments of society shows the potential to reach true impact at scale.

### C. Applying Strategic Communication to Environmental Issues: Working Simultaneously Top-Down and Bottom-Up

By 2000, as project implementers experienced the barriers from “*Heating Up*”, they began refining their approach into a “*Top Down – Bottom Up*” strategy that simultaneously harnessed the power and strength of multiple communication methodologies to catalyze action among different stakeholder groups. Figure 2 illustrates this two-way communication process:

Figure 2. “*Top Down – Bottom Up*” Approach



As can be seen in the graphic, **organizational development** (Senge 1994; Kotter 1996; Marquadt 1999) and **conflict resolution** (Augsberger 1992; Lederach 1995; Saunders 1999; LeBaron 2000; Moore 2000) were added to the toolkit of GreenCOM II communication methodologies as these two disciplines had begun to have a major influence on the evolution of the GreenCOM II team thinking and implementation. Additionally, GreenCOM II staff and consultants began to explore how systems thinking (Richmond 1991 and 2000; Haines 1999; Meadows 1999 and 2000; Wheatley 1999) and the use of the “whole-system-in the room” planning processes (Bunker and Alban 1997) such as Future Search (Weisbord and Janoff 2002), Appreciative Inquiry (Cooperrider et. al.1999), and Open Space Technology (Owen 1997).

An independent GreenCOM I project evaluation identified three critical lessons that emerged from this phase of work:

- The “*Top Down - Bottom Up*” approach is **most effective when there are sufficient resources** – budget, time, and trained personnel - to implement the multiple activities it requires, particularly the mass media campaign. This level of financial and human resource commitment, however, is rare for environmental projects.
- **Systems thinking** and the whole-system-in-the-room planning workshops (as demonstrated in Egypt) **showed great potential** to harness the collective needs and motivations of all stakeholders so that they can start at scale from the beginning as they commit to common goals and actions.
- **Facilitating the creation of action networks** also offered potential for stakeholders to take collective responsibility and for donor funds to be used more efficiently and effectively.

#### **D. A New Paradigm: System-Wide Collaborative Action for Livelihoods and the Environment (SCALE™)**

In 2002, GreenCOM II conducted a series of think tanks to analyze and synthesize the lessons learned since project inception. This included research with natural resource program managers and EE&C practitioners; a thorough review of GreenCOM (I & II) reports, publications, and research from past country experiences; a cross-portfolio assessment of ongoing projects; and round-tables with outside experts. Ultimately, the team sought to identify best practices from each country experience and to integrate cutting-edge thinking from other experts and projects to create a practical, yet comprehensive process that has evolved into SCALE™ (AED 2004).

One of the most important lessons learned from the GreenCOM II experience is that *developing sustainable solutions depends on the quality of the relationships between the many stakeholders affected by or affecting the issue*. The key to strong relationships is good communication (McCall G. J. 1970; Gudykunst, William B. et. al.1996). So, the heart of SCALE™ is to use communication as both the catalyst and the glue in a participatory, multi-directional process that enables stakeholders to agree to a common vision for the future, and to create and implement collaborative and sustainable solutions towards this shared vision. SCALE's™ principles, framework, and process, which are built around a set of findings and recommendations that resonate strongly with the 9th United Nations Communication for Development Roundtable (FAO 2004), are as follows:

1. **Take a systems approach** and apply systems-thinking tools and techniques to understand the wider past, present, and future context of the issue.
2. **Start working at the macro-level** of a problem by engaging all sectors and societal actors from the beginning of the process in an open and informed decision-making process that respects diverse perspectives and cultures. Often, this means bringing together groups who have never worked together, or who may be on opposing sides of an issue.

3. **Catalyze sustainable action in increasing numbers of stakeholders** and strengthens the communication and relationships among them to create a network of interwoven interests and collaborative action.
4. **Strengthen informed decision-making** that supports the co-creation and sharing of knowledge and respects indigenous knowledge and culture.
5. Focus on prioritizing **results-oriented and demand-driven (*not* expert-driven) solutions**.
6. **Interweave governance, economic, environmental, and social interests** into a sustainable development model.
7. **Combine multiple communication methodologies** including social marketing, advocacy, education, organization development, mass communication, participation and mobilization, and conflict resolution to reinforce each other, achieve maximum engagement and impact, and to reach all possible audiences.

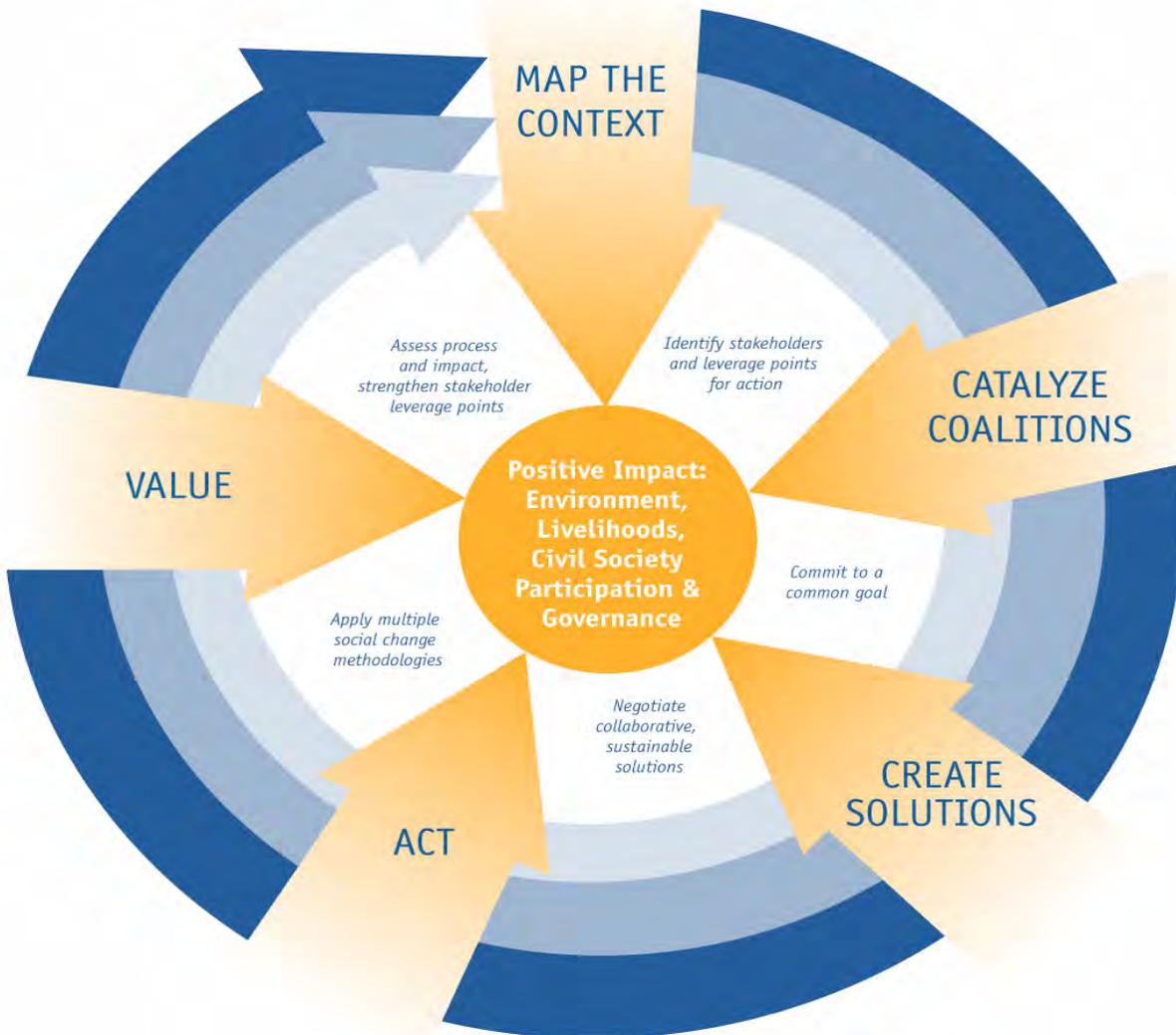
*The SCALE™ Framework* seeks to generate system-wide change by strengthening effective communication among stakeholders related to a common issue – individuals, groups, organizations, businesses, and institutions – by supporting them to negotiate and implement concurrent, sustainable collaborative action toward a common vision. Figure 3 illustrates this:

Figure 3. The SCALE™ Framework



*The SCALE™ Process* provides a road map to initiate, implement, and evaluate this communication for development approach. Its components – Map the Context, Catalyze Coalitions and Partnerships, Create Collaborative Sustainable Solutions, Act, and Value – are briefly described following Figure 4 (following page) that illustrates the process.

# The SCALE™ Process



**Map the Context:** Another important lesson GreenCOM II learned is that a thorough understanding of local context is critical. The SCALE™ process begins by pulling together the collective knowledge about the issue. This includes creating system maps to help analyze the social, economic, governmental, and environmental systems surrounding the issue, reviewing research on the “best” technologies, products, and practices relevant to the issue, and identifying key stakeholders linked to the issue who need to be involved in the next step of the process.

**Catalyze Coalitions and Partnerships:** GreenCOM II realized, as Colin Fraser and Jonathan Villet commented in *Communication: a key to human development* (1994), that “...an intensified exchange of ideas among all sectors of society can lead to the greater involvement of people in a common cause. This is a fundamental requirement for appropriate and sustainable

*development.*” So, SCALE™ facilitates a system-wide exchange of ideas at the onset by bringing stakeholder representatives together to define their common ground and to develop shared goals and strategies. The whole-system-in-the-room (WSR) planning workshop<sup>2</sup> is critical to accelerate the process of engaging a broad base of people who will commit themselves to creating and implementing actions that respond to their issue. At the end of the workshop, participants formally commit to personal and group short-term (three months) and long-term (three year) collaborative work plans focusing on their self-declared common goals.

***Create Collaborative, Sustainable Solutions:*** SCALE™ builds stakeholders’ capacity in coalition/partnership formation and group process facilitation – two essential communication skills for successful collaborative action. Stakeholders work together to:

- Generate options that address policy, structural, technological, economic and social aspects of the issue.
- Negotiate and prioritize collaborative solutions.
- Identify specific opportunities to work toward, together as partners.
- Define objectives and indicators of success.

***Act:*** SCALE™ helps stakeholders to select and use the most effective combination of social change methodologies in an integrated and coordinated strategy. This may include but is not limited to social marketing, advocacy, education, mass communication, participation and mobilization, organizational development, and conflict resolution. SCALE™ seeks to empower people to become the drivers of their own development process, and therefore continually seeks to maintain a balance between the “task” (*i.e.*, achieving objectives) and the “process” (*i.e.*, strengthening stakeholders’ capacity for informed decision making and sustainable, collaborative action). This gives donor organizations and potential investors an opportunity to respond to system-driven demands rather than recommendations of “outside experts.”

***Value (Monitoring and Evaluation):*** This component’s name was intentionally chosen for its multiple meanings. The SCALE™ process helps stakeholders to value the resources on which they all depend, and also to value other stakeholders’ perspectives, roles, and contributions towards reaching their collective goals. Finally, this is the moment in the SCALE™ process to value what is working and what can be improved— as well as to evaluate impact.

Rural growth, environmental enhancement, and poverty reduction require a system-wide approach that takes into consideration governance, economic, social, and environmental interests (*i.e.*, following the USAID-developed Nature, Wealth, and Power scheme). SCALE's™ monitoring and evaluation approach helps stakeholders understand the dynamics of these cross-sectoral relationships and how they change as a result of their collaborative efforts.

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<sup>2</sup> GreenCOM II used the WSR technique Future Search (Copyright 2004 by Future Search Network, A Program of Resources for Human Development, Inc. and used with permission). There are, however, many other types of WSR techniques that can be used.

## E. SCALE™ Demonstration Sites

In September 2004 “AgComm”, which subsequently became *Agricultural Partnerships for Productivity and Prosperity (AP<sup>3</sup>)*, was issued as a task order the GreenCOM II IQC. The objectives were “to demonstrate how the strategic use of improved development communications can contribute to greater agricultural (development) impacts and to strengthen the capacity of USAID staff and partners to incorporate and manage such programs.” One of the project components was to incorporate the **SCALE™** methodology into USAID and partner programs. This resulted in two demonstration sites where AP<sup>3</sup> applied SCALE™ - Morocco and Kenya.

In Morocco (May 2005 – December 2006), AP<sup>3</sup> applied SCALE™ to strengthen the national **medicinal and aromatic plants (MAP) sector**, improve rural livelihoods in the Atlas Mountains by increasing the value of MAPs, and assure biodiversity conservation of Moroccan forests, from which 90% of the country’s MAP exports originate. The summary evaluation report on this activity can be accessed from AED.

In Kenya (October 2005 – December 2006) AP<sup>3</sup> worked with the **International Center for Research in Agroforestry (ICRAF)** to apply SCALE™ to improve **feeding systems** for small-holder dairy farmers. During the previous 12 years, ICRAF and partners had conducted extensive research on fodder trees, resulting in over 40,000 farmers planting them in the central region of Kenya. By building the capacity of ICRAF to mobilize partners in its efforts, AP<sup>3</sup> Kenya aimed to help it reach an additional 100,000 farmers in one year. This project was extended with funding through another USAID mechanism through April 2007. The evaluation report will be available in May 2007.

## F. Lessons Learned and Recommendations for USAID Program Managers

The following summarizes the lessons learned to date from experience in applying SCALE™ in two very different contexts and sectors:

The SCALE™ hypothesis — that collaborative, sustainable action and increased communication among stakeholders will lead to positive governance, environmental, economic, and social impacts — still remains properly untested due to the lack of long-term field settings in which the approach could be rigorously evaluated. The AP<sup>3</sup> evaluation team could only measure indicators of communication and collaborative action among stakeholders, and not the broader impact of a full SCALE™ process over time. While conceptually the SCALE™ framework and hypothesis can appear simple — strengthening the network of people and institutions working on a problem will increase the impact in multiple levels — it requires considerable managerial, organizational, and facilitative skills and know-how to properly execute. This hypothesis needs to be tested in a fully funded multi-year study in multiple sites.

Seven other broad sets of recommendations emerged from the SCALE™ demonstration sites. They are as follows:

## 1. Employ a system-driven approach.<sup>3</sup>

- A “system” is the intricate network of people, their communities, organizations, and institutions, which have an effect upon or are affected by the issues surrounding a development topic.
- The social system (rather than outside experts) related to an environmental or other development topic must decide what needs to be done and where to put the capacity for sustainability.
- The system must respond to people’s needs rather than telling people what do.
- A system-driven approach must take a broad perspective – this means not endorsing one solution to the exclusion of others (*e.g.*, instead of focusing on promoting one or two medicinal herbs, opening up the perspective to include the entire value chain of the medicinal and aromatic plant sector).
- A system-driven approach helps donors to leverage limited funds to achieve their impact goals.

## 2. Work cross-sectorally and be inclusive of all stakeholders within the system.

- Sectors include: **Environment** (biodiversity, soil and water conservation), **Economic** (macro- and micro-, trade and investment, finance, enterprise development, and livelihoods), **Governance** (policy, legislation, regulation, enforcement, and citizen participation in decision-making), and **Social** (health, education, gender, culture, safety, and security).
- Consider issues and identify key stakeholders from each of these sectors to frame the context of the development objective.
- Technical assistance must not be housed within a single entity as is typically done (usually a Ministry). Rather, an attempt should be made to keep it neutral at all times and not become attached to any one stakeholder group, perspective, or approach.
- Cross-sectoral participation from the on-set of a project makes it more sustainable because multiple sectors, institutions, and organizations are all taking action.

## 3. Build networks of stakeholders that take collaborative action towards a common goal.

- Simultaneously engage *all* stakeholders from the beginning of a project, rather than sequentially and through one-to-one meetings.

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<sup>3</sup> *GreenCOM: Thirteen Years of Innovation in Strategic Communication for Environmentally Sustainable Development* by Richard P. Bossi, Elizabeth Mills Booth, Tito Coleman, and Roberta Hilbruner, submitted to the 2006 World Congress on Communication for Development, Rome Italy.

- Provide participatory processes and support for simultaneous linkages, interaction, and collaborative actions among large numbers of stakeholders – building networks for action.
- Foster interaction among networks of stakeholders to broaden impact and ensure sustainability after a project ends.
- Recognize that healthy, productive, and durable relationships need continual, open, and clear communication.

#### **4. Concurrently employ multiple social change methodologies.**

- Think outside the box about how information flows. Everyone in a social system related to an agricultural, environmental or development issue becomes a channel, a receiver, and a source of information.
- Simultaneously support vertical and horizontal communication, creating an information highway that infuses society with messages from multiple sources of information, thereby helping people to make better informed decisions.
- Apply technical assistance to support and train stakeholders on communication needed to initiate, forge, and strengthen relationships.

#### **5. Consider the media as a partner, not just a channel.**

- Include the media as a stakeholder from any project's inception.
- Prevent members of the mass media from simply reporting the news or controlling interviews. Instead, engage the media by convening events for them around an issue, training them how to cover it, providing access to information and key individuals, and facilitating regular interaction with them and other stakeholders.

#### **6. Help donors and other investors coordinate activities and leverage resources.**

- Donors can jointly identify gaps and pool or coordinate resources to support specific related objectives, avoid duplicated or isolated activities, and make donor funding more effective.
- Engage the private sector from the outset, rather than trying to integrate or coordinate activities with them after a project is already underway.

#### **7. Adopt an innovative, pioneering attitude.**

- Break with tradition and try new things outside of normal approaches and comfort zones.

- Reach out to new, non-traditional stakeholders (e.g., religious leaders, Ministry of Finance, the Ministry of Education, herbalists, seed dealers, etc.).
- Facilitate and reward originality, inventiveness, and creativity – champions, innovators, and risk takers.
- Go where the energy is and support people who care about the issue. They are or will become the champions and will be working on the issue long after funded projects are gone.
- If something is slowing a project down, find ways to change it or go around it.
- Recognize that success attracts success. Everything is an opportunity to create support for the issue.
- Never say no, as it is unclear where an idea might lead. Rather, consider all opportunities and alternatives.

Systems thinking in general and SCALE™'s applicability in particular, should not be limited to future agricultural, environmental, or natural resource management issues. Both offer promise in assisting development practitioners to address other current or emerging challenges such as scaling-up health, poverty reduction, global climate change, and economic growth activities.

## **SECTION III: DESCRIPTION OF ACTIVITIES**

### **A. Identification of Best Practices**

During 2001-2003, the GreenCOM II team participated in a process to identify the best practices from GreenCOM I & II field interventions. The process used included analysis of quantitative research with USAID program managers<sup>4</sup> and EE&C practitioners, a cross-portfolio assessment of field projects<sup>5</sup>, an extensive review of models and methodologies in education, organization development, and communication, four think tanks, and a strategic planning retreat to make recommendations for moving forward in a way that was responsive to the target audiences and also reflected best practices.

In 2003, GreenCOM II staff drafted the “*Strategic Participatory Communications Manual*” and a complementary draft three-week training outline that summarized these best practices. The manual and training outline served as the intellectual capital for the development of SCALE™, the

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<sup>4</sup> Booth, Elizabeth M, Lomenzo, Susan; and Rogers, Susan, J. (2002). *Environmental Education and Communication Audience Assessment of USAID Program Managers*, USAID/GreenCOM

<sup>5</sup> Booth, Elizabeth M. (2002). *Results of the Environmental Education and Communication Project (GreenCOM) Cross Portfolio Assessment, Inventory of Models, Methodologies, and Tools*, USAID/GreenCOM.

SCALE™ handbook, the SCALE™ training, and the implementation of the GreenCOM/AP<sup>3</sup> SCALE™ demonstrations in Kenya and Morocco.

From 2003 – 2006 the GreenCOM II team continued to mine best practices and lessons learned from pilot testing of the SCALE™ training in Ecuador, Costa Rica, and Kenya, and more fully under AP<sup>3</sup>/SCALE™ demonstration projects in Morocco and Kenya.

## **B. Packaging Best Practices in Multiple Formats**

### **1. SCALE™ Summary Publication**

In early 2004, the SCALE™ best practices were summarized in the manual, “*Going to SCALE System-wide Collaborative Action for Livelihoods and the Environment.*” Both English and Spanish versions were produced and distributed worldwide. The manual was also made available on the GreenCOM web-site.

### **2. GreenCOM Case Studies**

GreenCOM II produced 30 case studies that provide an overview of the project’s work since 1993. These case studies are available on the GreenCOM web site:

<http://www.greencom.org/greencom/casestudies.asp>

### **3. GreenCOM II Training Products**

As described below, GreenCOM II conducted a series of trainings and workshops from 2004 to 2006. Each training session was tailored to the specific needs and context of the local participants. Products for each training included: a facilitator’s training methodology; participants notebooks; training feedback forms; and other training materials.

### **4. SCALE™-in-a-Box**

SCALE™-in-a-Box is a CD that contains the finalized SCALE™ one-week training and other resources helpful in designing, implementing and evaluating the SCALE™ approach.

Following is a brief description of the CD contents. (*A complete summary of contents from the SCALE™ CD is included in Annex A.*)

- *SCALE™ One-Week Training:* During 2006 GreenCOM II tested, refined, and packaged the SCALE™ one-week training. The training was designed for natural resource use managers, practitioners and communication specialists; however it could easily be adapted for other managers, practitioners, and communication specialists in other sectors. The SCALE™ principles are the core content of this training. Participants are introduced to each principle, receive skills training, jointly analyze and discuss each topic, share experiences, and practice what they have learned.

The training is organized around the five-step SCALE™ process and includes various systems thinking exercises. Because interpersonal communication is so critical to developing and

maintaining good relationships, which is an important component of the SCALE™ approach, the training also includes sessions on building seven essential interpersonal communication skills. Rather than focusing on them all in one day, they are interspersed throughout the training to remind participants that all of the steps of the SCALE™ process require effective interpersonal communication.

The intensive, rapid-paced workshop is not designed to make participants instant experts in any one skill. Rather, it is intended to give participants an overview and sample of what is contained on the SCALE™ CD so that they can access the material on an as needed basis.

- *Other Resources:* Various other SCALE™ training sessions were held to pre-test the training materials, but were not included in the final one-week curriculum due to time limitations. However, these were revised based on the pre-test and are included on the SCALE™ CD in the resources section. Other useful materials from both GreenCOM I & II as well as from other organizations and projects are also included on the CD.

### **C. Testing and Dissemination of Products to Relevant Audiences**

From 2004 – 2006, GreenCOM II staff and local counterparts pre-tested the SCALE™ training with a wide variety of practitioners in multiple settings. Following is a summary of these trainings:

#### **1. Ecuador (July 2003)**

GreenCOM II staff and a local counterpart conducted the first pre-test of portions of the SCALE™ three-week training July 19 – 22 in Tambillo, Ecuador. The objectives of the training pre-test were to define what adaptations needed to be made in: the overall presentation of the SCALE™ framework and process; key tools of each SCALE™ component; and a series of systems-thinking exercises for field practitioners. Nineteen representatives from various institutions participated in the four-day workshop, including: five people from the Ministry of Environment; ten from environmental NGOs; one person from FONAG -the Water Foundation; two representatives from the Charles Darwin Foundation; and two from the Galapagos National Park. Participants were selected based on the following criteria: they possessed at least five years experience in environmental communication and participation; were active in environmental communication and participation and would be able to immediately apply the training to their work; and were willing to continue in environmental communication leadership positions in the future.

#### **2. Costa Rica Tropical Agricultural Research and Higher Education Center- CATIE (January 2005 – September 2006)**

GreenCOM II staff organized and facilitated a three-day workshop to explore collaboration in institutionalizing the SCALE™ training within the Tropical Agricultural Research and Higher Education Center (CATIE) in Costa Rica. Participants included: CATIE Directors; Academic Coordinators; Thematic Group Coordinators; Project Leaders; and Training Coordinators. Day

one of the workshop focused on the SCALE™ methodology. Day two focused on lessons learned from CATIE's premier projects. Day three was dedicated to having participants analyze similarities and differences between GreenCOM's and CATIE's lessons learned, followed by a discussion of next steps for collaboration.

As a result of this workshop, GreenCOM II continued to work with CATIE through 2006 to develop a three-week international course, "Increasing impact at a landscape scale: New approaches for rural development" that was to be offered September 25 – October 13, 2006. This strategic course was designed to assist governmental, non-governmental and private sector managers, directors and technical staff to lead a systematic, participatory management process and apply practical tools and techniques that will help them increase the scale and impact of their rural development and natural resource management projects and programs. The course was organized around the SCALE™ process combined with CATIE's best practices synthesized from their extensive research and experience in natural resource use management to create a unique training experience that combined social and technical approaches to sustainable rural development and natural resource management. Although interest in the training was high, ultimately there were an insufficient number of participants that could either receive sponsorship to attend or individually pay the course tuition as set by CATIE, thus forcing its cancellation. Nevertheless, the training materials served as the foundation for subsequent GreenCOM II training events.

### 3. Panama (May 2005)

GreenCOM II staff and local counterparts conducted a three-day workshop with approximately 30 participants representing 20 non-governmental, governmental, and community-based organizations. Participants were NGO grantees and counterparts of the GreenCOM/Panama project. Training topics included: Introduction to SCALE™ (Day 1); Managing Conflict – Essential Interpersonal Communication Skills (Day Two); and, Catalyzing Coalitions and Partnerships (Day Three).

A half-day follow-up meeting was conducted with decision-makers from the organizations that attended the workshop. The objective of this meeting was to motivate decision-makers to support their staff in the creation and implementation of coalitions that lead to the sustainable management of the Panama Canal Watershed, and particularly those coalitions that were created during the workshop.

### 4. Panama (July 2005)

A follow-up a three-day workshop was conducted on the following SCALE™ topics: Introduction to Social Science Research for Decision-Making (Day One); Structured Observation (Day Two); and, Information from Groups: Focus Group Discussions and Public Forums Day Three). Participants were the same as the first workshop plus several new participants from the Panama Canal Authority (ACP).

## 5. Panama (November 2005)

A final three-day workshop was held on the following SCALE™ topics: the ACTION Framework (Day One); Social Marketing (Day Two); and Mass Communications; and Advocacy (Day Three). Demand for the SCALE™ training had grown so much that more than 45 participants representing 27 governmental, non-profit, community-based, university, and private sector organizations participated.

## 6. USAID Program Officer Regional Training (November 2006)

GreenCOM II /AP<sup>3</sup> team members and the USAID Project CTO conducted a three-day training workshop entitled “*Scaling Up Development Impact: Operationalizing the new Foreign Assistance Framework,*” for 30 staff representing the USAID Missions to Kenya, East Africa, and Sudan. The objectives of the workshop were to:

- Analyze the emergence of the need for new systems-based development approaches and likely implications.
- Explain the SCALE™ approach and explore the range of potential development impacts.
- Analyze the barriers and incentives to adopting systems-based approaches.
- Incorporate a SCALE™ approach in the design, implementation, and evaluation of ongoing or future projects.

## 7. SCALE™ One-Week Practitioner’s Workshop (November 2006)

GreenCOM/AP<sup>3</sup> staff tested a one-week training workshop on SCALE™ with natural resource management managers and practitioners involved in the ICRAF/AP<sup>3</sup> Fodder Tree Demonstration Project. Twenty-eight participants representing 21 organizations and the private, governmental, environmental, and civil society sectors participated in the workshop in held in Nairobi, Kenya.

## 8. Demonstration Sites

In both the Morocco and Kenya demonstration sites, GreenCOM/AP<sup>3</sup> tested the SCALE™ process and disseminated associated materials and tools to a variety of leading national and international organizations. In Morocco, GreenCOM worked with the Office of Economic Development with the USAID Mission, and in Kenya, with the International Center for Research in Agroforestry (ICRAF).

## **D. Promoting Adoption of Best Practices throughout the Developing World**

### 1. Training and Demonstration Sites

Both the training and the implementation of the demonstration sites have helped achieve this goal.

## 2. IUCN World Parks Congress

A GreenCOM II staff member participated in the IUCN World Parks Congress September 2004 in Durban, South Africa, presenting the SPC methodology through four case studies during in a workshop, participating in the delivery of a training course on SPC applied to park interpretation, and contributing to an IUCN Commission on Education and Communication (CEC) exhibit.

## 3. World Congress on Communication for Development

Three GreenCOM II staff members participated in the first World Congress on Communication for Development October 25-27, 2006 in Rome, Italy. This three-day event brought together communication professionals engaged in development initiatives, policymakers, development practitioners, donor and civil society organization representatives, community representatives, and academics from around the world to share experiences and best practices in this growing field. Discussions and presentations have focused on what works, what doesn't, and how Communication for Development contributes to better development effectiveness.

GreenCOM II/AP<sup>3</sup> had two out of 150 papers accepted for the conference, *GreenCOM: Thirteen Years of Innovation in Strategic Communication for Environmentally Sustainable Development* by Richard P. Bossi, Elizabeth Mills Booth, Tito Coleman, and Roberta Hilbruner and *Strategic Communication to Catalyze System-Wide Change: Experience and Results from the Medicinal and Aromatic Plant Sector in Morocco* by Elizabeth Mills Booth MS, Patrick Papania, Karabi Acharya ScD, Tito Coleman MURPI, and Shera Bender, MS.

The Morocco paper was also formally presented as part of the session, Communication and Sustainable Natural Resource Management. The GreenCOM II/AP<sup>3</sup> demonstration projects were also featured in the poster session.

## ANNEX A: GreenCOM II Countries Served\*

Activity Type Legend: P=Comprehensive Project; TA=Intermittent or Short-Term Technical Assistance; A=Assessment; D=Demonstration Site

Country	Activity	Type	Summary of SOW	Time frame	Selected Outputs or Impact
Bolivia	Direct support to USAID/ Bolivia	A	Assessed the role that environmental communication could play in helping the Bolivia Mission achieve its Environmental Strategic Objective to manage forest, water, and biodiversity resources for sustained economic growth.	2001	Developed recommendations based on 4 key findings and a concrete model, which was shared with partners during a workshop.
Egypt	Egyptian Environmental Policy Program (EPPP)	P	Provided strategic communication to promote the program's policy objectives on Red Sea conservation, energy efficiency, and solid waste management. The support included training, materials development for schools, media development, and an environmental awards program.	1999-2004	<p>Red Sea Conservation: The comprehensive, multi-level communication strategy trained Red Sea Rangers in communication and networking skills, created partnerships for sustainable business development, developed EE curriculum and materials, helped producers regularly insert Red Sea messages within the country's most popular program, developed interpretive materials, and supported the implementation of the first Egyptian International Conference on Protected Areas and Sustainable Development. This created an environment of support that led to the establishment of the Wadi El Gamal national park.</p> <p>Energy Efficiency: GreenCOM assisted the newly established Energy Efficiency Council develop a communication strategy that would position it as a reputable organization and thus gain credibility in the business community. The strategy included the development of Energy Council promotional materials, educational materials on energy efficiency for both adults and children, roundtable discussions, media briefings, a corporate awards program.</p>
Guatemala	Communication for the Maya Biosphere	TA	Assessed operating EE&C programs in the Mayan Biosphere Reserve to provide guidance for future funding and provided short-term technical assistance in the development of a strategic participatory communication strategy aimed at national, regional, and local opinion leaders.	2002-2004	Part I: Conducted a rapid assessment and made recommendations. Part II: Conducted workshops and formative research and developed national communication strategy; implemented strategy by developing materials, training ambassadors to promote the protection of the Biosphere, and training journalists.
Indonesia	Building Citizen Advocacy	P	Mobilized national, regional, and local resources to carry out a national media campaign and capacity-building initiative focused on curbing illegal logging in support of sustainable forest conservation and management.	2002-2004	Conducted a top-down, bottom-up communication strategy that combined an election year mass media campaign with coalition building and a small grants project. Conducted quantitative and qualitative social marketing research to inform the process; developed advertising concept that linked illegal logging to social issues; initiated strategic activities supporting national media campaign such as journalist training and strengthening coalitions; monitored and post-tested target audiences about the impact of the campaign; built a multi-sector coalition to manage the campaign implementation and small grants program. 75% of those trained reported that they had applied new skills learned in the workshops,

Country	Activity	Type	Summary of SOW	Time frame	Selected Outputs or Impact
					<p>including, for journalists, writing articles about illegal logging and, for those from NGOs, producing press releases and other materials.</p> <p>Negative attitudes toward illegal logging measured at the end of the campaign had increased significantly compared to the pre-campaign baseline measurement. More than 1,700 people called the toll-free number featured in the illegal logging ads. 90% of registered voters surveyed at the end of the campaign ranked illegal logging as an important or very important issue in their choice of a presidential candidate. Illegal logging became a major discussion point during the election campaign.</p>
Kenya	Dairy Fodder Shrub Enrichment	D	<p>Provided guided practice and support to staff of the International Center for Research in Agroforestry (ICRAF) to improve feeding systems for small-holder dairy farmers by strengthening communication and fostering collaborative action among stakeholder groups through the SCALE™ methodology.</p>	2005-2006	<p>Impact data will not be collected until March 2007 (after the Task Order project completion date) via another USAID-funded mechanism: an Associate Award under the FIELD LWA. However, the WSR led to the following examples of strengthened MAP collaboration (networks) and communication as well as promoting micro-enterprise development:</p> <p>Promoted fodder shrubs with an exhibit at the April Farmer Prize Giving Day Celebration organized and hosted by Africa Harvest and the Rockefeller Foundation. The event gathered more than 2,000 farmers and extension staff; Invited seed dealers from the region to display their merchandise and leaf meal, transforming its exhibit into a forum for dissemination of information and distribution of planting materials; Linked ICRAF with the Agricultural Information Center (AIC), based in Nairobi, to disseminate information about fodder shrubs. This center is the custodian of Kenyan agricultural information; Encouraged collaboration between ICRAF and the Farmers Training Centres (FTCs). These centers conduct demonstrations for farmers and extensions personnel on performance of various agricultural innovations; Helped ICRAF enter into a partnership to promote fodder trees with the Kenya National Federation of Agricultural Producers (KENFAP), a lobbying group for farmers. Coordinated the efforts of ICRAF, farmers, and two television stations (CITIZEN and KBC TV) to develop documentary footage for broadcast. Field trips for representatives of major media outlets were organized to improve their understanding of the benefits of fodder shrubs and encourage responsible reporting about fodder shrubs. An awards program for journalists was established and the first set of awards for best coverage of fodder issues were given out at a gala event in November 2006; Land-o-Lakes and Technoserve shared information with ICRAF on dairy farmer cooperatives around the country and helped to develop seed distribution networks. Some of these cooperatives agreed to create fodder shrub nurseries to assist with dissemination of seedlings; Helped Ministry of Livestock Development staff from Kirinyaga District to organize a technical training on fodder shrubs for 25 staff members. The ICRAF training unit organized a technical workshop for staff from partner institutions throughout East Africa; Participated and presented the SCALE™ approach in how it was</p>

Country	Activity	Type	Summary of SOW	Time frame	Selected Outputs or Impact
					<p>applied to promote the use of fodder shrubs; Distributed a list of more than 45 fodder shrub seed dealers in Kenya at many events; Conducted seed dealer workshops to assist an informal network of seed dealers in developing business plans and distribution outlets; Connected two micro-finance institutions, FAULU Kenya and Highlands, with farmers and seed dealers. At project-sponsored farmer meetings, these institutions were better able to understand farmer opinions and input as they developed a dairy farmer-friendly credit product.</p>
Morocco	Medicinal and Aromatic Plants	D	Applied the SCALE™ methodology to increase the value of medicinal and aromatic plants (MAP) and improve rural livelihoods in the atlas mountains	2005-2006	<p>SCALE™ built social capital within the MAP sector in Morocco. Stakeholders saw tremendous value in the relationships they had built. These relationships and connections enhanced their reputation and ability to do work efficiently.</p> <p>The overall size of the MAP network increased greatly over the one-year of project implementation. Sixty percent of respondents reported at least a few new relationships with other stakeholders with 6 organizations reporting more than 20 new relationships and 2 organizations reporting 100 new relationships with other MAP stakeholders.</p> <p>The role of the media was critical to facilitating the flow of information and maintaining interest in the sector. 130 print articles about MAP and the AP<sup>3</sup> project during a one year period. In other media, there were 18 radio broadcasts and 10 TV broadcasts on issues related to the project.</p> <p>Strengthened linkages and coordination among MAP stakeholders. Initially, the MAP sector was said to suffer from a “lack of organization”. Many stakeholders were unaware of the role of other stakeholders, unaware of which organizations were working in the MAP sector, and information flowed poorly among stakeholders. A year later, there are indications of greater awareness of all stakeholders in the MAP sector. Respondents often commented that the sector is more “organized” now.</p> <p>Large parts of the private sector were not connected to the rest of the MAP system. Many processing companies were working in isolation. Through the SCALE™ approach, the private sector has become more engaged and built connections with other stakeholders in the MAP system.</p> <p>Government and research organizations had the highest centrality, by any measure. When looking at betweenness centrality, the list of top 10 organizations includes 2M in media and Taromed, a producer.</p> <p>The Department of Water and Forests is introducing a new approach to natural resource management by <b>transferring rosemary collection rights to local cooperatives</b> (rather than selling the rights through concessions to private companies) in the hope of improving rural livelihoods while conserving</p>

Country	Activity	Type	Summary of SOW	Time frame	Selected Outputs or Impact
					<p>biodiversity.</p> <p>The end of a private sector boycott of the forest concession process has meant the creation of approximately <b>32000 working days over June and July, 2006</b> in Dabdou and <b>100 new jobs</b> created in Jerada, Oujda.</p>
Panama	Sustainable Watershed Management	P	GreenCOM initially provided support to foster sound environmental management of the Panama Canal Watershed (PCW) through an integrated environmental education and communication program. Later, through a modified and expanded SOW, the project introduced integrated watershed management approaches in selected sub-watersheds and promoted economic activities in selected protected areas throughout the PCW.	2001-2006	<p>The project contributed to developing principles and best practices on watershed management; developed an incentive fund and provided TA on demonstrations in improved management and conservation of critical watersheds using pilot projects funded by a small grants program; supported integrated watershed management activities, most notably sustainable cattle ranching practices and best practices; assisted in legal, regulatory, and policy reforms and administration of justice for improved environmental management, including training government technicians in planning for livestock production, supporting MIDA on accessing resources for technology diffusions, modifying the forestry law, creating a payment for environmental services scheme, establishing a soil conservation policy initiative, designing geo-referenced maps to support management of silvopastoral project farms, and conducting a study on teak plantations; promoted local governance, planning, and land use regulations; conducted environmental monitoring and development of information systems; created an environmental governance pilot activity that included a toolbox for environmental justice, development of regulations for ANAM environmental supervision, and preparation of materials on environmental justice; promoted sound environmental management models for selected protected areas, including establishing enabling regulations and standards for sustainable tourism in protected areas, providing institutional strengthening to GOP institutions in sustainable tourism management; revised regulations for private sector concession management in protected areas; created a map featuring recommendations on sustainable eco-tourism opportunities in SNP; produced a final design and technical specifications for the San Lorenzo Visitor Center; helped consolidate the Sustainable Tourism Cluster (<i>Compite</i>), including supporting the development of a promotional video, funding a sustainable development project; development of interpretative signage and trail; fostered public-private partnerships in and round SNP; helped ANAM issue its <i>Acto Publico</i> to promote private sector investment in tourism facilities; brokered an arrangement with National Geographic Society to produce a Panama Traveller's Guide and Map; organized a one-day event for the general public (<i>Travesía Soberanía</i>) to promote the Camino de Cruces and SNP; helped organize the Mesoamericana Congress on Protected Areas; Led a protected area co-tourism familiarization trip to Chile; conducted a nature trail design and interpretation course; established an incentive fund to facilitate the development of sustainable tourism activities in protected areas and buffer zones of the PCW.</p>
Peru	Direct	A	Helped refocus USAID/Peru's Strategic	2001	Assessed communication activities in 2 USAID projects in Peru: the Biodiversity

Country	Activity	Type	Summary of SOW	Time frame	Selected Outputs or Impact
	Support to USAID/Peru		Objective for environment and natural resources to include a greater role for communication. The primary task was to assess the current state of communication activities among USAID and its partners and to make recommendations that would shape a new unified strategy.		and Sustainable Forestry (BIOFOR) project and the Sustainable Agriculture and Natural Resources Management Collaborative Research Support Project (SANREM-CRSP). Developed 3 key recommendations.
South Africa	Active Learning About Climate Change	TA	Developed education activities to help the South African government address climate change. The main objectives were to raise public awareness of the impact of global climate change, encourage behaviors that help reduce greenhouse gas emissions, and introduce climate change curricular materials in the formal education system.	2002	Conducted 10 focus groups in 3 provinces to shape the communication strategy. Through participatory process with a multi-sector working group, developed curriculum and a teacher's resource guide on global climate change, teacher training workshops on using the guide, a national climate change competition for sixth graders, and a media campaign to publicize the competition and boost public interest in climate change issues. GreenCOM also implemented a web-based marketing campaign called Green Thread aimed at private-sector managers that focused on relatively simple changes in corporate behavior that businesses could implement internally through employee outreach and participation. The suggested changes were targeted at 3 areas: electricity, waste management, and pollution. At the end of one year, 3 companies had signed on as Green Thread partners and 13 others had agreed to participate in the program.
Tanzania	Communication, Communities, Conservation	P	Implemented a multi-year project to bring together communities, schools, government agencies, and NGOs in environmental communication and social mobilization activities. These activities focused on helping people who live in resource-rich areas understand how sustainable resource management can improve the quality of their lives.	2001-2005	Assessed community perceptions through surveys; provided communication support to the country's emerging integrated coastal management strategy by involving communities to produce Voices from the Coast video; developed district environmental awards for individuals, groups, schools, organizations, and businesses; produced train-the-trainer workshops for EE; built local capacity to design and manage EE programs. Over the life of project, the environmental awards program expanded from 13 initial districts to 20 and the number of participants increased from 273,000 to more than 490,000.

\* Updated and adapted from An Evaluation of USAID's GreenCOM Project, by Links Media Gaithersburg, MD, 2005.

## **ANNEX B: SCALE™ CD Contents**

### **SCALE™ One-Week Training**

#### **Facilitator's Overview**

**Training Methodology:** Agenda, Monday, Tuesday, Wednesday, Thursday, and Friday

**Notebook Materials:** 1) Introduction, 2) Map the Context, 3) Catalyze Coalitions and Partnerships, 4) Create Collaborative Sustainable Solutions, 5) Act, 6) Value, 7) Essential Interpersonal Communication Skills, and 8) Working Effectively with the Mass Media.

**PowerPoints:** Monday, Tuesday, Wednesday, Thursday, and Friday.

**Materials:** Behavior Statements, Exposure/Adoption Continuum, Training Feedback Form, and SCALE™ Game (Judge's and Moderator's Sheets)

### **Other SCALE™ Resources**

#### **Map the Context**

SCALE™ Handout: Maps and Other Graphic Tools to Help Visualize and Analyze the Context (English)

#### **Catalyze Partnerships and Coalitions**

SCALE™ Whole-System-in-the-Room Toolkit (English)

#### **Create Collaborative Solutions**

SCALE™ Create Coalitions and Partnerships One Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish)

SCALE™ Facilitate Group Processes One Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish and English)

SCALE™ Techniques to Generate Options Two Hour Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish and English)

SCALE™ Using Research to Make Decisions One Hour Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish and English)

## **Value**

Alternatives to Logic Models: *Action-to-Outcome Mapping – Testing Strategy with Systems Thinking*, The Systems Thinker Volume 14 Number 2, 2003. Network Perspectives in the Evaluation of Development Interventions – More than a Metaphor. Rick Davies, EDAIS Conference New Direction in Impact Assessment for Development: Methods and Practice, 2003.

SCALE™ Introduction to Social Science Research One-Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish)

SCALE™ Collecting Information from Groups Half-Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish and English)

SCALE™ Measuring Participation 1 ½ Hour Training: Notebooks (Spanish and English), Methodology (in the notebook), and PowerPoint (Spanish and English)

SCALE™ Structured Observation Half Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish and English)

## **Essential Interpersonal Communication Skills**

*The Geometry of Dialogue – A Visual Way of Understanding Interpersonal Communication and Human Development*, The Institute for Cooperative Communications, Dennis Rivers, 2002.

*The Seven Challenges – A Workbook and Reader about Communicating More Effectively, A Structured, Intensive Exploration of Seven Challenging Skills for a Lifetime of Better Communication in Work, Family, Friendship, and Community*, Dennis Rivers, 2004.

## **Social Change Methodologies**

SCALE™ Action Framework One Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish)

Conflict Resolution: *SCALE™ Conflict Resolution Tools and Technique* (Spanish and English).

Participation and Mobilization

*Awakening Participation: Building Capacity for Public Participation in Environmental Decisionmaking Module 1: Multi-Sectoral Cooperation*, the Regional Environmental Center for Central and Eastern Europe (REC). 1996. Available on-line only. [www.rec.org/REC/publications](http://www.rec.org/REC/publications)

*Empowering People: A Guidebook To Participation*, United Nations Development Programme <http://www.undp.org/cso/resource/toolkits/empowering/intro.html>

*VIPP, Visualization in Participatory Programs – A Manual for Facilitators and Trainers Involved in Participatory Events*, UNICEF Bangladesh, 1993.

## **Social Marketing, Mass Communication, and Advocacy**

SCALE™ One Day Training: Notebooks (Spanish and English), Methodology (English), and PowerPoint (Spanish)

## **Strategic Communications**

*How to Pretest: Action Trials from Promoting Powerful People, SCALE™ Pretest Handout, Pretesting from Promoting Powerful People.*

*Water, Environment and Sanitation Technical Guidelines Series - No. 7 - A Manual on Communication for Water Supply and Environmental Sanitation Programmes Towards better programming Technical Guidelines Series – No. 7*, UNICEF, 1999.

*Communication and Natural Resource Management - Experience -Theory*, The Communication Initiative in collaboration with the Communication for Development Group Extension, Education and Communication Service Research, Extension and Training Division Sustainable Development Department Food And Agriculture Organization Of The United Nations Rome 2003

*Tools for Development - A handbook for those engaged in development activity*, Performance and Effectiveness Department, Department for International Development, 2002,

*Promoting Powerful People- A Process for Change*, Peace Corps, 2000.

*Successful Communication - A Toolkit for Researchers and Civil Society Organizations*, Ingie Hovland, Overseas Development Institute, 2005. (with permission of the author)

*Communications & Development - a practical guide*, DFID, 1999.

*Strategic Communication for Development Projects*, External Affairs & World Bank Learning Network, 1999.

## **Systems Thinking**

Systems Thinking Articles: *Places to Intervene in the System* leverage points article, Donella Meadows, 1997 (English and Spanish). *Dancing with Systems*, Donella Meadows, 2002 (English).

Systems Thinking Exercises used in the SCALE™ One-Week Training (English).