

# CWIP

**To Assess Divisions in National  
Environment and Planning Agency  
with a View to Institutionalizing  
Community Animation**

# Coastal Water Quality Improvement Project

USAID Contract No. 532-C-00-98-00777-00

## **To Assess Divisions in National Environment and Planning Agency With a View to Institutionalizing Community Animation**

May 2002

Prepared for the:

Government of Jamaica's  
National Environment and Planning Agency

And the

United States Agency for International Development

Implemented by:

Associates in Rural Development, Inc.  
P.O. Box 1397  
Burlington, Vermont 05402

Prepared by

Ms. Frances Madden  
NEPA Community Animation Document



## Table of Contents

Introduction .....	5
Methodology.....	5
Limitations to Methodology .....	5
<b>Data Collection - Divisional Interviews .....</b>	<b>6</b>
▪ Planning & Development Division .....	6
▪ Compliance and Regional Services Division .....	7
▪ Policies, Programmes & Projects Division .....	8
▪ Corporate Services Division .....	8
▪ Environmental Management Division .....	9
▪ Conservation and Protection Division.....	10
<b>Focus Group Discussions Public Education Branch .....</b>	<b>11</b>
▪ Public Education Function .....	11
▪ Animation .....	11
▪ Sustainable Development and Animation .....	12
▪ Suggested Framework for Animation Integration into NEPA Activities .....	12
<b>Conclusion .....</b>	<b>13</b>
<b>Recommendations.....</b>	<b>14</b>
<b>Action Plan Structured Integration of Animation in NEPA.....</b>	<b>15</b>
▪ Medium Term Plan.....	15
▪ Long Term Plan.....	15
<b>Appendix A</b>	
Instrument for the Assessment of Divisions of National Environment and Planning Agency.....	17
<b>Appendix B</b>	
Guide for Focus Group Discussion at NEPA.....	20
<b>Appendix C</b>	
Onyije Chigozili List of Duties.....	21



## **Introduction**

The National Environmental Planning Agency (NEPA) was established in 2001. Its main function is to ensure the protection of the environment and orderly development in the island by working with private and public sector partners and the general public toward achieving sustainable development.

Additionally, NEPA creates the regulatory framework to which various agencies and organizations can attach their specific action commitments. The framework also provides a guide for identifying strategic priorities and developing implementation plans for the short and medium term. In essence, NEPA act as a multi-stakeholder blueprint for action on development in Jamaica.

This development can be greatly aided by a process known as Community Animation. Animation literally means to breath life into some thing. Community Animation (from a socio-cultural point of view) means working with people and groups so they participate in and manage the communities in which they live. In other words, Community Animation from an environmental point of view is that stimulus, which empowers individuals and communities to make sound decisions in promoting good health and a healthy environment. For the process to be successful, it must be implemented as a joint initiative between the community and NEPA.

Additionally, the animation process aims to gain the support of the community in environmental matters and use its reservoir of knowledge and experience to assist in addressing its dynamic environmental issues, within the regulatory framework.

## **Methodology**

The research sought to assess whether a clear understanding and awareness of community animation skills exist within NEPA, especially the Public Education and Community Outreach Branch, in particular.

This was done to determine the level of understanding and planned use of the community animator post and the community animation techniques. The extent to which personnel of the various branches had been sensitized as to how they may utilize the animator post and the ways in which the post could support their work were also examined.

The consultant was given a list of the management team, from which Division heads and most branch heads were interviewed to get a clear understanding of the functions of the organization. These persons were asked to relate their understanding of animation and how they would see it benefiting their branch and the organization. A focus group discussion was also held with the Public Education Branch to determine a framework for integration of community animation into NEPA activities.

## **Limitations to Methodology**

It was sometimes difficult to coordinate the interviews as persons had prior engagements. It was also a very busy time for NEPA. On some occasions appointments were confirmed but was postponed due to other engagements. Although the Public Education Branch circulated an introduction to the various heads of divisions, some persons were unaware of our purpose and were a little skeptical. These factors extended the data collection phase somewhat and affected the initial meetings. Some amount of time had to be spent ensuring that interviewees understood the objectives of the meeting and were assured that the intent was to enhance NEPA's capacity.

# Data Collection - Divisional Interviews<sup>1</sup>

## Planning & Development Division

This division's main objective is “the formulation of an effective and efficient spatial strategy and development standards to foster sustainable development, optimize the use of arable lands and promote a balance between the competing demands for the use of land.”

The role of the division involves monitoring natural resource assets, processing and approval of applications, development orders, research, and conducting community meetings to verify development plans and discuss the role of new investments within the community.

The planning division was familiar with the term Community Animation and they were quite knowledgeable of the facilitatory processes and skills necessary to be an animator. After much discussion, comments with regards to the Planning Division in relation to community animation **are noted** as follows:

1. There is need to have information from the community level in order to facilitate better planning practices. It is known that public participation is necessary in the decision making process, particularly in zoning matters. However, more manpower is needed to solicit continuous community participation.
2. There is an understanding of the roles communities play in analyzing their environmental/planning problems and reaching solutions, and even if the solution does not fit into that established by NEPA, it is recognized that organizations can change and support community recommendations, as long as it is within the regulatory framework.
3. The role of community empowerment is understood, whereby they could become pressure groups and advocate for sustainable development practices.
4. It is believed that if communities understood the concept of spatial analysis then they could assist the organization with the on the ground planning.
5. The division is aware that communities need to see tangible benefits and it is cognizant of the fact that the participatory process could be viewed as giving false hope to a community, due to the misconception that says that final decision for any change lies with government only. Thus, the division agrees that government must buy into the animation process first for it to be successful.
6. Community animators must understand the legal and national context under which they function so the best result can be attained.
7. It is recognized that the animator needs to be the community's local counterpart.
8. Animation can be used to offset myths and educate. It may allow planning and development issues to be portrayed in an understandable form. Community animation could assist in the land use approval process, e.g. in community land use mapping, because it would facilitate public participation from the beginning of the decision making process.

---

<sup>1</sup> The Instrument for the assessment of divisions of the National Environment and Planning Agency (NEPA) is documented in **Appendix A**. This questionnaire was used as a guide in acquiring the information from the divisions.

9. It is recognized that not all applications are sent to the Division by the Parish Council (PC), and as such the animators may be used to work closely with the PC and Local Planning Authority to ensure a consistent process.
10. A pool approach is favoured, i.e. establishing a group of trained community animators available for the organization. However, these animators would have to have a clear understanding of the respective processes of NEPA.
11. The planning department is aware of the importance of the stakeholders planning process, and there is also an understanding of the need to have primary (i.e. community persons) and secondary stakeholders (i.e. resource persons/ agencies) interfacing in order to arrive at consensus.
12. Animation is a method, which can be utilized to create opportunities for community support for planning and development activities, approved by NEPA, within their area. This participatory approach increases confidence level of residents, in NEPA, and it self motivate residents to take some amount of responsibility for the developmental activities in their area.

Presently, the planning division depends heavily on the work of the Social Development Commission (SDC), Parish Development Committee (PDC) and the Parish Council (PC). However, it is recognized that the planning process within communities *is* not given the priority it deserves because the process is seen as long and usually there are organizational and funding agency's deadlines to meet. As such, although it is agreed that the animation methodology can be effective, typically not enough time is given to allow the process to work.

Additionally, residents within the community are not ready to accept responsibility for on the ground environmental activities. As in some instances they see this as threatening to their livelihood and environmental issues are perceived as low priority on their hierarchy of needs.

It was expressed that having one animator working with NEPA may not be sufficient. It is believed that each local planning body in each parish should have an animator to carry out the work on the ground, or existing agencies (e.g. Social Development Commission (SDC)) that are involved in participatory planning could be strengthened to assist NEPA with animation.

### **Compliance and Regional Services Division**

The compliance division seeks to encourage voluntary compliance with Acts administered by NEPA. The Division investigates suspected violations, issues enforcement notices and follow-up with prosecution if necessary.

However, the following limitations to the compliance division's work exist.

1. Lack financial resources for traveling which limits the areas that they can cover
2. Lack the communication networking equipment to effectively report on persons or groups breaking the law
3. In instances of illegal dumping they are unable to ascertain who are the perpetrators.
4. In these times of high criminal activity the police does not place much emphasis to crimes related to the environment and therefore the police needs to be educated on environmental issues.

The Division had some understanding of the animation process, how it contributed to planning and also understood how the animation skills could assist the workers on the ground, especially in getting communities to comply with the regulatory environmental laws.

The compliance branch indicated that their enforcement officers could be given training in animation skills so that they could work more closely with the community. They understood that valuable information could be ascertained in this way and better networking linkages could be established between the organization and communities, with the joint objective of decreasing degradation of the environment. It is theorized that this kind of animation process could help to create an opportunity for developing preventative measures on a community level rather than the reactive enforcement, after an act of breach is committed, as currently practiced.

Presently, the compliance and enforcement officers are conducting educational activities through Parent Teacher and Citizens Association meetings, as well as addressing environmental groups, which is one aspect of animation. However, animation training could enhance their expertise.

There is need for integrated work on the ground between the various agencies and the respective communities, and the community animation process would be able to assist in this regard.

### **Policies, Programmes & Projects Division**

This Division is responsible for the coordination of projects and programmes as well as policy formulation. The division has a clear understanding of the animation process and how it could be of benefit to the organization.

It was indicated that:

1. It is recognized that the organization might not be able to employ the number of persons needed to work as animators but it is believed that the persons presently working on the ground could be re-trained and given these skills. However, there should be a structured and contextual approach to ensure that the use of the current animator achieves the desired impact on the organization and the community.
2. NEPA at present is supporting the establishment of committees across the island for the National Integrated Watershed Committee (NIWC). The animator could work through these committees to make communities more aware of environmental issues.
3. A carefully planned approach needs to be taken to create a pool of animators in NEPA to be used throughout the divisions. This could be done through the Public Education Department.

### **Corporate Services Division**

The Corporate Services Division consists of the Finance and Accounts, Human Resources Management & Development, Operations Management, and the Public Education & Community Outreach Branches.

These branches, except the Public Education & Community Outreach Branch, have primarily internal NEPA functions. They do not directly interact with the public nor do they have direct on the ground field staff. However, while there is general support for the process, the role of animators in relation to these three branches is negligible. However, any financing and training of NEPA animators would fall within their mandate. As such, after some discussions the following was ascertained:

1. If additional animators are to be employed to NEPA then a systematic approach should be taken in the implementation.

2. Funding for animators may have to be from an external source, because at this time NEPA may not be able to provide a budget for the activity. However, if external funding is sourced, there is concern as to the length of time that the funding would be available.
3. It is preferred that an external organization / consultant provide animator training, and the training must be interactive and realistic.
4. An animator-training manual would need to be developed after training.
5. Enforcement and Public Education officers are seen to be the more suitable employees that would need to be trained with the animation skills, as an alternative to employing new persons.

The knowledge of the community animation process is present in the Public Education & Community Outreach Branch. In fact, animation is seen as a good way to gain the support of the community in sustaining development on the ground. It is recognized that the participatory process is essential in building trust between the public and NEPA.

However, it is indicated that the current animator post is not presently being fully utilized, as the animator is involved primarily with community surveys, educational programmes, attending community meetings, as well as other internal activities.

### **Environmental Management Division**

This division's role is to protect the environment by pollution prevention and waste minimization and by ensuring that appropriate waste treatment and control measures are implemented.

This division advises on pollution prevention methods, registers public pollutants, water and air quality management, administers the section 17 pollution control programme, issue permits and licenses, develop standards, conduct phase out programmes and conduct pollution incident investigations. The division works closely with wardens, compliance and regional services division, regulatory and legal services, public health department and several other sister agencies.

It is indicated that training a group of animators, for NEPA, to be used on request by various divisions is preferred.

Based on the technical nature of this division it is rationalized that community animation could assist in its operations in the following ways:

1. Community animation can provide safer access into garrison or volatile areas that require environmental assessment, because the animator would have gained the community support for NEPA. The process may be extended to sister agencies that conduct joint visits with the division.
2. Animators can be used to relay immediate information to communities regarding environmental issues (e.g. pollution activities) that are being addressed in that community.
3. The animation process provides a direct link between the community and the division and information flow between the two would be increased. The process aims to gain the support of the community in becoming a protector of their environment.
4. Animators can provide direct community assistance to environmental wardens island-wide, as well as transfer some animation skills, which would enhance the warden's work function.

5. If an environmental impact assessment (EIA) is required for some major development in a community, then animation can provide the opportunity for the residents in that community to comment and effectively participate in the EIA process from the start.

### **Conservation and Protection Division**

This division consists of the Biodiversity, Sustainable Watersheds, Coastal Zone Management, and the Protected Areas Policy & Management branches. The role of the division includes achieving a balanced co-existence between man and his natural environment, ensuring retention of rainfall in watersheds to replenish water resources for social and economic needs, foster sustainable development of Jamaica's coastal resources and collaborate with private and public sector to maintain protected areas.

The division sees the need for animation to be a key part of at least the latter three branches, and it is made clear that, animation is also needed in all parts of the organization because of the varying levels of community involvement.

The animator needs to be knowledgeable in some of the technical aspects of the workings of the various branches. It is indicated that a pool approach should be taken but some of the skills should be given to technical staff as well. It is recognized that the organization needs to be sensitized as to the role of the animator post and how the skills can benefit them.

Branches in this division work with community groups where they exist, but they do not however form them. Due to the economic climate, there is however, a reservation that communities will not participate in any process until their basic needs are met.

The officers in this Branch experience difficulties, as they are often unable to ascertain who are perpetrators due to the lack of understanding by the community of environmental issues. The animator would be able to help the officers show the community what are environmental breaches and how it will affect them in the long term.

It is indicated that

1. Enforcers in the division face some difficulties with communication in the community, thus the animation process could make community residents more aware of environmental issues, thus making them more willing to help the enforcers in the prevention of the various breaches.
2. Animator training should be practical and be given to on the ground NEPA officers and divisional and branch heads.
3. With regards to stakeholders planning, the plans do not normally reflect the community's point of view and some landowners are difficult to communicate with. Animators could assist with this process.
4. If communities were made to see the importance of protected areas and the tangible benefits that are available they would be willing to take some responsibility.
5. Communities have firsthand knowledge and practical ideas about their areas, and the animation process can garner this information and provide practical feedback to NEPA for their decision making process.

## Focus Group Discussions Public Education Branch

A focus group discussion was held with the Public Education (Pub Ed) Branch to determine a framework for integration of community animation into NEPA activities. A focus group discussion guide<sup>2</sup> was developed and used by the consultant to aid the discussions.

### Public Education Function

Public Education Branch's core function is the dissemination of information, community outreach, and public relations. The branch also assists other branches with community talks and green paper presentations. Public education presentations are also conducted at external agencies. Liaising with the media and publicising meetings and events through wardens are also done.

There is a bimonthly newsletter that the Pub Ed branch distributes, and the branch gets varied environmental requests and comments through their hotline and e-mail. With specific environmental issues, the branch refers the requests to the most appropriate technical branch for answers. The answers are typically sent back to the Pub Ed branch for public distribution. At this time, if necessary, reports that are too technical are broken down to the level where the recipient could have a better understanding of the issues. Additionally, as according to NEPA needs, the branch source information through NGOs and some Community Based Organizations (CBO).

Some amount of networking is done with sister agencies and work is also done on the sister agency's behalf. However, it is recognized that the Pub Ed branch could do more in the dissemination of information to the public. It is indicated that this is an area where the animator can be of assistance.

### Animation

Animation is generally seen as following up on community environmental issues and the interaction between stakeholders and the organization. Most had a reasonable understanding of the concept and they knew that it involves working with or facilitating the community and getting their input.

The organisation's animator then commented on animation. It is explained that animation goes a step further than educating, as it is a constant two-way flow of information and constant interaction with the community. It involves, attending community meetings, taking part in appropriate divisional activities, and doing the necessary community groundwork regarding environmental issues, for divisions. Additionally, the tools of community animation, which includes role-play, skits, dramas, and visual aids, were also highlighted.

As such, the animator post is presently under-utilised, and while community surveys and meetings are done to acquire local information for feedback to NEPA, most of the animator work is centred on internal Pub Ed activities for NEPA.

On review of the NEPA animator list of duties (See **Appendix C**) it is found in need of the following:

1. Conducting a review of outstanding environmental issues for branches in NEPA that interact directly with communities that would necessitate the need for animator intervention.

---

<sup>2</sup> Guide for Focus Group Discussion Questionnaire is documented in **Appendix B**

2. Conducting primary stakeholders' consultations in order to facilitate participatory action and learning, which would mobilize persons within the community environment to take responsibility for their actions.
3. Negotiating agreements among stakeholders' with regards to environmental issues or the control of resources
4. Building community capacity to manage environmental initiatives

It is indicated that since there are several divisions in NEPA that directly interact with communities and different stakeholders' on environmental issues, then the opportunities are there for stakeholders planning within a community. It is noted that the animator's role is to facilitate this process.

The Pub Ed participants saw it necessary that the organisation be sensitised at all levels on the role of the animator within the organization, and sensitised as to how the animator can be utilized within the divisions.

The group thought the best way to achieve this, is to have meetings with different divisions and when necessary, make presentations at board meetings. Another suggestion is that the animator is to take on an environmental issue that is presently in a branch and show how animation can assist in reaching a resolve for that issue.

Participants recognised that continuous animation training is necessary and that training needs is to be structured and mandated especially for managers and on the ground technical or field staff.

### **Sustainable Development and Animation**

Sustainable development may be viewed as the implementation of a process that integrates, economic, environmental and social considerations into decision-making. The animator's role primarily provides insight into the social side of the community. In fact, part of the animator's role is to acquire information from the community level to provide feedback to NEPA in their decision making process. In other words, this socio-cultural aspect of the animator can result in better planning and developmental activities.

### **Suggested Framework for Animation Integration into NEPA Activities**

It is expressed that more than one animator would be needed for the organization, however, it is unclear as to the space, logistics and the source of funding for these additional staff members. The pool approach is favoured, but it is made clear that the animator group should not be located in the Public Education branch only.

What is preferred is having one animator for a branch(s) or a division and a coordinating animator under the Public Education Branch. It is expressed that the animator under a branch or division would be better able to:

1. Understand the functioning of the branch(s) or division and be better able to carry out the needs assessment for that branch (s) or division, that would necessitate animator intervention
2. Understand the environmental issues that the branch(s) or division is involved in
3. Give direct support to the "on the ground" technical or field officers in the branch(s) or division

4. Increase the two way flow of information between the community and the branch(s) or division

## Conclusion

The following summarizes the conclusions drawn from the assessment: -

1. In the main all divisions are agreed on the importance of animation to their work. Concerns focussed on funding and the number of animators that NEPA would need. Emphasis was placed on the supporting role that the SDC could play in carrying out NEPA's community work. This is an important consideration that should be explored in terms of possibilities and constraints in that SDC already has a cadre of trained field staff in every parish that could facilitate the animation process. However, it was pointed out that the priority focus of the SDC, as well as staff workload might not allow the staff to take on additional work.
2. Communities have firsthand knowledge and practical ideas about their areas, and the animation process can garner this information and provide practical feedback to NEPA for their decision making process.
3. Community animation facilitates public participation. This participatory approach increases the confidence level of residents, in NEPA, and it self motivate residents to take some amount of responsibility for the developmental activities in their area
4. Community animation can provide safer access into garrison or volatile areas that require environmental assessment, because the animator would have gained the community support and trust for NEPA. The process may be extended to sister agencies that conduct joint visits with the division. Additionally, the animator would be able to assist enforcement officers in showing these communities what are environmental breaches and how it will affect them in the long term.
5. The animation process provides a direct link between a community and NEPA and the two-way flow of information would be increased.
6. Animators can provide direct community assistance to environmental wardens island-wide, as well as transfer some animation skills, which would enhance the warden's work function.
7. If an environmental impact assessment (EIA) is required for some major development in a community, then animation can provide the opportunity for the residents in that community to comment and effectively participate in the EIA process from the start.
8. The animator post is under utilized due to the lack of knowledge throughout the organization on the animator's job function. The animator's list of duties primarily reflects internal activities, although there is involvement in some community activities.
9. Funding for additional animators or animation training may have to be from an external source, because at this time it would appear that NEPA might not be able to provide a budget for the activity. However, if external funding is sourced, there is concern as to the length of time that the funding would be available.

## Recommendations

It is recommended that:

1. Animation training be practical, interactive and realistic and be given to “on the ground” NEPA officers, field staff, managers and divisional heads that relate directly to or have officers that relate directly to communities. Also, a dynamic animator-training manual must be developed for the organization.
2. The animator training is conducted by an external organization because NEPA does not currently have the internal expertise to carry out such training.
3. The animator list of duties must be rewritten to include:
  - Conducting a review of outstanding environmental issues for branches in NEPA that interact directly with communities that would necessitate the need for animator intervention.
  - Conducting primary stakeholders’ consultations in order to facilitate participatory action and learning, which would mobilize persons within the community environment to take responsibility for their actions.
  - Negotiating agreements among stakeholders’ with regards to environmental issues or the control of resources.
  - Building community capacity to manage environmental initiatives
4. Three (3) additional animators be added to NEPA. One - (1) for the Planning & Development Division (PDD), One (1) for the Conservation & Protection Division (CPD) and One – (1) shared between the Compliance & Regional Services Division (CRSD) and the Environmental Management Division (EMD), as it was pointed out in the discussions that these two divisions work closely together, especially as it relates to pollution activities. The current animator post under the Public Education Branch should coordinate the animators in NEPA.
5. The animation process be supported throughout the organization by implementing the following Action Plan

# Action Plan Structured Integration Of Animation In NEPA

## Medium Term Plan (MTP)

### Divisional Review

1. Current animator post is to review outstanding environmental issues in PDD<sup>3</sup>, CPD<sup>4</sup>, CRSD<sup>5</sup> and EMD<sup>6</sup> that would necessitate animator intervention in the various programmes throughout the divisions to be used in practicum exercise (2 months)

### Training

2. External organization is to conduct a series of workshops to train the “on the ground” NEPA officers, technical & field staff, managers and divisional heads in community animation. An animator training guide manual is to be submitted, by the external organization, in accordance with the animation training received (2 months)

### Practicum

3. As an after training practicum, each Division (as listed in #1 above) is to choose one specific and appropriate environmental issue to apply the animation process. Appropriately trained, on the ground, staff must then be coordinated and assisted by NEPA's current animator post (4 months)

### Evaluation

4. Weekly debriefings must take place. At the end of the six (6) month period the outputs must be reviewed and the strategies fine-tuned. If the environmental issue is not resolved, then MTP 3 can be continued for longer times so as to find resolution. Or, if the environmental issue is completed within the timeframe, then MTP 3 can be repeated for other new projects in the divisions. Refer to Table 1 below.

**Table 1: Community Animation - Medium Term Plan Timeframe**

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
MTP 1						
MTP 2						
MTP 3						

## Long Term Plan (LTP)

### Recruiting

1. Employ three (3) additional animators to NEPA. One - (1) for PDD, One (1) for CPD and One – (1) shared between the CRSD and the EMD, (2 months)

<sup>3</sup> Planning & Development Division (PDD)

<sup>4</sup> Conservation & Protection Division (CPD)

<sup>5</sup> Compliance & Regional Services Division (CRSD)

<sup>6</sup> Environmental Management Division (EMD)

*Orientation*

2. With the assistance of the coordinating animator, the new animators are given time to familiarize themselves with their respective Divisions, while prioritizing the review done at MTP1 (2 months)

*Integration of Animators*

3. Divisional animators, coordinated by the animator post under the Public Education Branch, are to plan, strategize (according to the lessons learnt from the MTP outputs) and apply the animation process throughout their divisions, with the assistance of the trained on the ground NEPA officers (*ongoing*)

*Evaluation*

4. Weekly debriefings are to take place, and the progress of the environmental projects worked on must be recorded. Community animation process and outputs must be reviewed quarterly. Refer to Table 2 below.

**Table 2: Community Animation - Long Term Plan Timeframe**

	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Ongoing
LTP 1							
LTP 2							
LTP 3							

## Instrument for the Assessment of Divisions of National Environment and Planning Agency

---

1. What is your understanding of Animation?

---

---

---

---

2. Is animation a necessary process in the scope of work done by your organization?

---

---

---

---

3. What support would you expect to receive from an animator?

---

---

---

---

4. Is there someone employed as an animator?

- a. Yes
- b. No

5. If yes give a brief description of his/her main activities.

---

---

---

---

a) What other activities could he/she be doing in the organization?

---

---

---

---

6. How has his or her work impacted on the organization/department?

i. Positive

---

---

---

---

or

---

ii. Negative

---

---

---

---

7. What is the core function of your Department?

---

---

---

---

8. How important is Animation to the:

iii. Organization

---

---

---

---

and

iv. Department

---

---

---

---

9. What animation techniques are you aware of and which of these are commonly used by your organization and in what situations?

---

---

---

---

---

10. What is your understanding of sustainable development?

---

---

---

---

11. How do you ensure that development is sustained?

---

---

---

---

12. What strategies are already in place to ensure this?

---

---

---

---

13. What are the strengths and weaknesses of this approach?

---

---

---

---

14. How can this approach be strengthened?

---

---

---

---

15. How will the animator impact on the process in NEPA?

---

---

---

---

## Guide for Focus Group Discussion at NEPA

---

1. What is your understanding of Animation?
2. How do you see your role in terms of sustainable development?
3. What is the core function of Public Education Department and is there implications for animation?
4. What is in place for communities to have continuous information on environmental issues (such as oil spill) that might affect them?
5. What is the present role of the animator and what impact has she made?
6. How can the skills of the Animator enhance the work of Public Education Department/NEPA?
7. What is the role of the animator in developing an environmental impact assessment process?
8. How frequent are requests for the skills of the animator?
9. How difficult would it be to sensitize persons within NEPA to utilize animation post?
10. What opportunities exist to utilize the overall animation process including an opportunity for stakeholders planning within the community?
11. How do you network with other Public Education departments in sister agencies and for what?
12. How can we implement animation throughout NEPA in a practical way (constructive process)?
13. Is there the capacity for NEPA to absorb more than one animator?

## Onyije Chigozili - List of Duties Community Animator - National Environment and Planning Agency

---

### Portfolio

Policy Programmes and Projects Coordination Division  
 Hope & Wag Water Watershed Management Unit  
 Planning and Development Division  
 Public Education and Community Outreach Branch

### Duties

Policy Programmes and Projects Coordination Division:

- Write articles and news releases on activities of the four projects (ENACT, UNEP, CWIP and Ridge to Reef) and submit to NEPA news letters and 20 external news media
- Attend public meetings (EMS, etc.) and disseminate NEPA information
- Liaise with various news media for coverage of events (interviews, filming etc.)
- Collaborate with NWC on design of public education campaign for solid waste project
- Participate in workshops, seminars and meetings
- Edit sections of sustainable development handbook (ENACT)

Hope & Wag Water Watershed Management Unit:

- Chair public education sub-committee
- Attend monthly meetings of WMU
- Tour watershed areas

Planning and Development Division:

- Design community survey form
- Design format for data collected from community surveys
- Conduct community surveys for Applications Secretariat
- Attend monthly meetings of Town and Country Planning Authority
- Attend public meetings (Community groups, etc.) and disseminate NEPA information
- Visit sites of proposed developments
- Collaborate on design of Applications Secretariat brochure

Public Education and Community Outreach Branch:

- Write and design activities for "Youth Corner" of NEPA external newsletter
- Write and place advertisements (e.g. Biodiversity job) in newspapers
- Represent NEPA at launches, workshops, meetings and other events
- Report on activities at events attended
- Help plan and man NEPA's outside exhibitions
- Plan "Kids Enviro Fun Day" for launch of NEPA
- Assist with activities for launch of NEPA
- Assist stakeholders and the public with miscellaneous activities as requested (track down information and stories and provide material, e.g. posters)

- Conduct customer survey for compilation of NEPA's Citizen's Charter
- Design and implement internal campaign for NEPA's EMS

CWIP

Coastal Water Quality Improvement Project