

**EMAN National
Science Meeting
November 24, 2006**

Influencing Decision-making with Monitoring Results

Carissa Wieler, IISD

**Karl Schaefer,
Environment Canada**

Session Overview

November 24, 2006

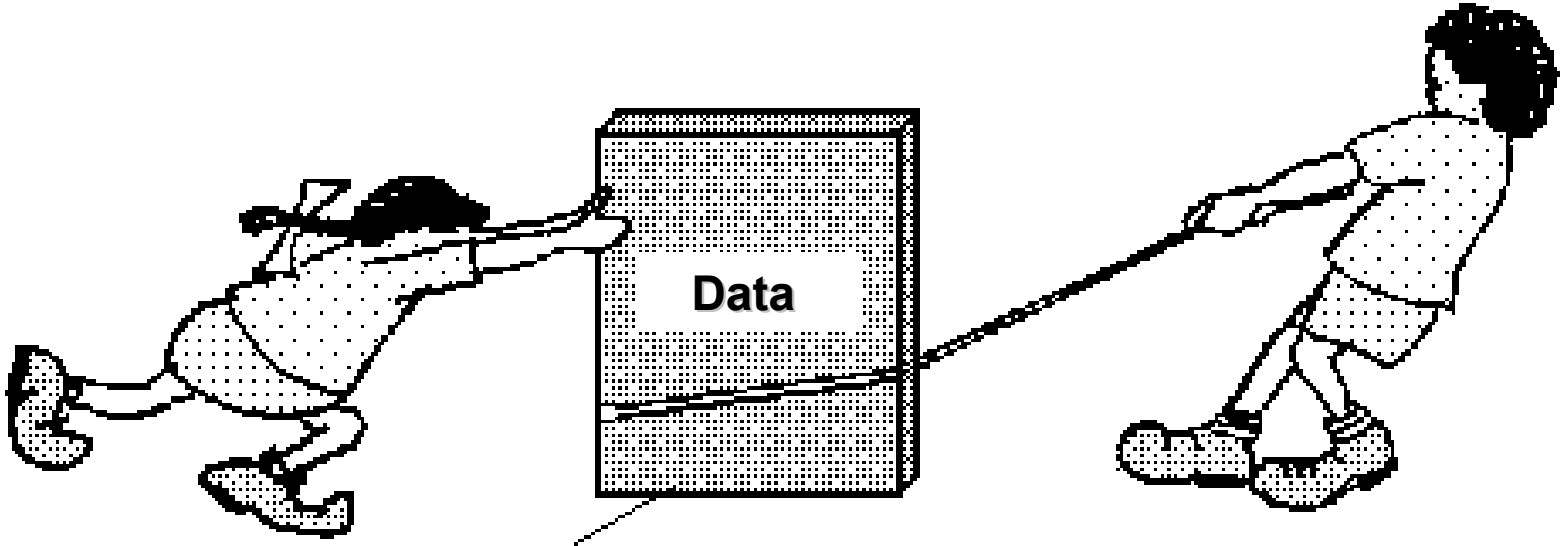
- Presentations 8:30-9:45
 - Introduction
 - Linking Science to Decision-Making: From Science Push to Policy Pull - Karl Schaefer
 - Developing a Strategy for Impact – Carissa Wieler

- Workshop 10:00-11:30

- Plenary 11:30-12:00

Push

Pull



Community –Based
Monitoring Groups

Decision-Makers and
Policy-Makers

**Sometimes, it's hard to coordinate the
push and pull...**



...even when there's a connection

Core Concepts of Effective Information Delivery

- Needed by society
- Desired by decision-makers
- Understood by target audiences
- Useable and credible data
- Accessible to target audiences
- Timely provision of information

Delivering Ecological Monitoring Information to Decision Makers:

A Strategy for Impact

Carissa Wieler
cwieler@iisd.ca

Premise for Research

- How can monitoring groups be more strategic about delivering their information to decision-makers?
- As part of that strategy, how can monitoring groups convert their data into information and knowledge in a way that can be used by decision-makers?

Research Goals

- To identify practices that enable community-based monitoring groups to successfully deliver their data to decision-makers.
- To address both the “push” and the “pull” for environmental monitoring data.

Research Protocol

- Literature review
- 15+ semi-structured interviews with 6 community monitoring groups:
 - Rocky Mountain Trench National Resources Society, BC
 - Arctic Borderland Ecological Knowledge Coop, Northern Canada
 - Black River First Nation / Tembec, Manitoba
 - Monitoring the Moraine, ON
 - H₂O Chelsea, ON
 - Atlantic Coastal Action Program, various

Research Outputs

- This Training Session
- Paper and worksheets distributed via EMAN and CSIN

Quick Poll

- Who here is familiar with the Canadian Community Monitoring Network?

<http://www.ccmn.ca/english/>

The Four Key Phases of the CCMN Model for Community Based Monitoring



www.ccmn.ca

PHASE	TOOL BOX	QUESTIONS TO ASK
<p>Community Mapping</p>	<p>Information Gathering to understand local context.</p> <p>Governance Analysis of the main groups within the community that influence environmental planning, management & reporting.</p> <p>Decision Making Support that provides opportunities for the community to identify their information needs.</p>	<ul style="list-style-type: none"> ◆ What is the nature of the information needed to make decisions? ◆ What monitoring is already taking place? ◆ Who are the key groups and networks that could be involved? ◆ What are the best ways to engage each different group? ◆ Is the community interested in monitoring?
<p>Participation Assessment</p>	<p>Consultation & Outreach activities that seek interested participants.</p> <p>Champion Identification of those individuals or groups driving CBM.</p> <p>Citizen Engagement of various stakeholders and partners.</p> <p>Visioning to define a desired future for the community.</p>	<ul style="list-style-type: none"> ◆ Are the values of monitoring commonly understood? ◆ What are participants' motivations and expectations? ◆ What kinds of skills and expertise are available locally? ◆ What resources, training and equipment are needed? ◆ Who are the potential champions? ◆ What are the common community values and goals?
<p>Capacity Building</p>	<p>Partnerships maximize capacity by expanding the pool of resources and expertise.</p> <p>Organizational Structure may help to facilitate CBM activities.</p> <p>Communication is essential at all levels and stages of CBM.</p> <p>Resource Support is needed to maintain coordination and communication systems.</p>	<ul style="list-style-type: none"> ◆ What partnerships can be created or expanded? ◆ What data management systems are required? ◆ What communication mechanisms are needed to deliver ecological information? ◆ What sources of in-kind and financial support are available?
<p>Information Gathering & Delivery</p>	<p>Ecological Monitoring defined and driven by community interests.</p> <p>Information Reporting that changes raw data into meaningful information for decision making.</p> <p>Achieving Influence on government policies, public values and industry practices.</p>	<ul style="list-style-type: none"> ◆ Is monitoring data turned into useful information? ◆ How should the results of monitoring be communicated? ◆ In what ways can decision-makers use the new information? ◆ How can monitoring continue in the future?

What is an impact strategy?

An impact strategy consists of the steps you take to ensure that the work you do will leverage *real progress* on key issues or concerns.

It is *proactive* in nature, and *adaptive* in a public policy environment where priorities of governments and citizens can shift and change.

An impact strategy builds on communications activities...

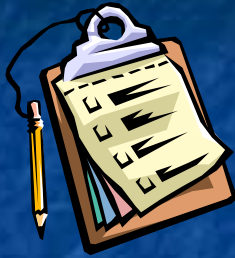
	Impact Strategy	Traditional Communications Activities
Purpose	Goal is to effect change and to identify your potential role as a change agent.	Goal is to ensure people understand the findings and recommendations.
Audience	Small group of key actors and those who have access to those actors.	Broader audiences.
Timing	Developed at the beginning of a monitoring and assessment process, monitored and adjusted throughout the process.	Part of the impact strategy; usually implemented towards the end of the strategy when findings and recommendations are known.

UNEP's Impact Strategy

- Adopted by the United Nations Environmental Protection Agency (UNEP)
- IISD's Knowledge and Communications Team developed this approach internally
- UNEP subsequently expressed interest in it
- It is being applied in UNEP's Global Environmental Outlook (GEO) Resource Book
- A capacity building manual for integrated environmental assessment (IEA)

Components of an Impact Strategy

- **Creating the change statement.** What you would like the impact of your monitoring data to be?
- **Relationship management.** Identify the key actors and processes that you are seeking to influence, and build connections to them.
- **Knowledge management.** Gather and analyze the data.
- **Opportunity management.** Move the knowledge into the hands of those you want to influence.
- **Monitoring and improvement.** Determine whether your impact strategy is working, and adjust it as necessary.



Step 5.
Assessment



Step 1. What is the change you seek?



Barriers



Monitoring

Step 2. Who are the people that are positioned to have influence on the change?



Step 4. What are the key opportunities to communicate?



Step 3. What knowledge do they/we need?

Monitoring

The Four Key Phases of the CCMN Model for Community Based Monitoring



Pull

Push



Step 1. What is the change you seek?

- What would you like to see changed or done differently as a result of your monitoring?
- An impact statement may be broad, may identify key policy mechanisms, or may focus on one priority area.



Examples of Change Statements

- A change statement may be broad, such as getting policy makers to use the data.

The municipality will use the information gathered from our monitoring when they assess the performance of a current water quality policy.



Examples of Change Statements

- The change statement could identify key policy mechanisms.

The Committee on the Status of Endangered Wildlife in Canada (COSEWIC) will declare the species being monitored a Red Listed Species, as a result of our monitoring work.

(adapted from ACAP Cape Breton)



Examples of Change Statements

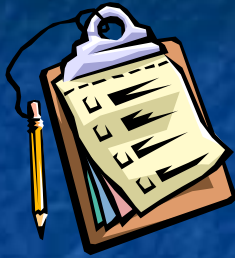
- The change statement could focus on one key priority you want your findings to address.

The academic community will use our traditional ecological knowledge indicators to inform further research related to caribou herd migration and climate change.



Identifying Barriers to Change

- What are barriers that you are aware of that could affect your ability to have an influence with your data?



Step 5.
Assessment



Step 1. What is the change you seek?



Barriers



Monitoring

Step 2. Who are the people that are positioned to have influence on the change?



Step 4. What are the key opportunities to communicate?



Step 3. What knowledge do they/we need?

Monitoring



Step 2. Who are the people that are positioned to have an influence on the change you seek? (relationship management)

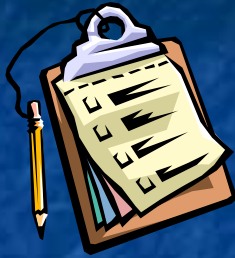
- **What are the perspectives of those you want to reach?**
 - **How do these people acquire information?**
 - **Who do they trust?**
 - **Who are the people they listen to, and how can you reach them?**

The core concept of relationship management is maintaining the connections and influence over time.



Practices

- Identify policies and processes your monitoring could influence
 - Who are the opinion leaders?
 - What core partnerships do you need?
 - What opportunities to network are there?
 - What newly elected officials do you need to build relationships with?



Step 5.
Assessment



Step 1. What is the change you seek?



Barriers



Monitoring

Step 2. Who are the people that are positioned to have influence on the change?



Step 4. What are the key opportunities to communicate?



Step 3. What knowledge do they/we need?

Monitoring

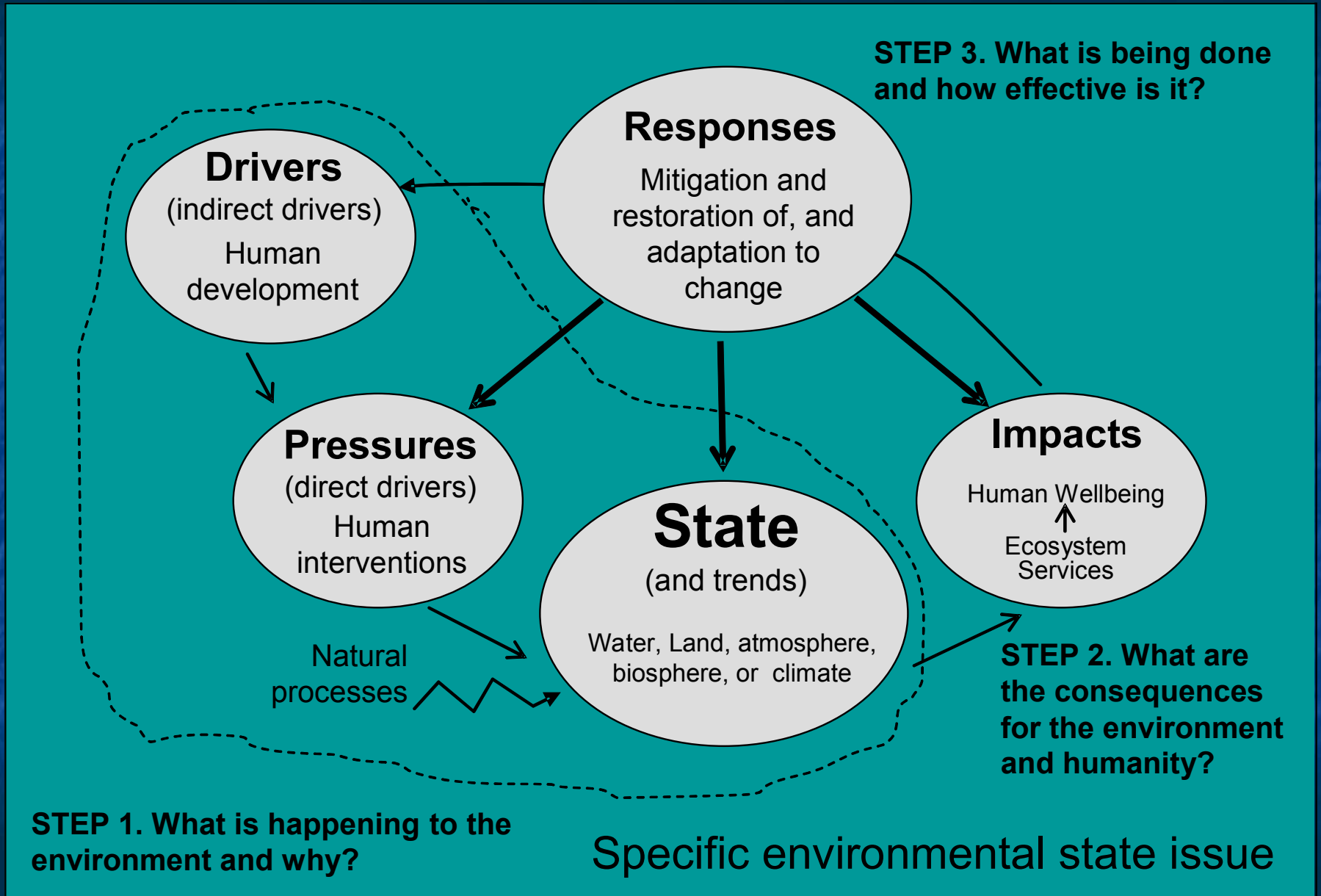




Step 3. What knowledge do they need and do we need? (knowledge management)

- **What types of information do you think they need to know?**
- **What information are they already looking for?**
- **How can the two be linked?**
- **What is the bigger story your data could be telling?**

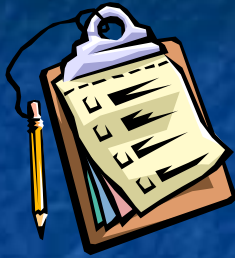
One way moving from data to knowledge





Notes from the Field

- Northeast Avalon ACAP (Atlantic Coastal Action Program)
- H₂O Chelsea



Step 5.
Assessment



Step 1. What is the change you seek?



Barriers



Step 2. Who are the people that are positioned to have influence on the change?

Monitoring



Step 4. What are the key opportunities to communicate?



Step 3. What knowledge do they/we need?

Monitoring



Step 4. What are key opportunities to communicate? (opportunity management)

- ❑ Move knowledge into the hands of those you want to influence.
- ❑ Take advantage of key windows to move the monitoring findings into the hands of others, and creating opportunity directly.
- ❑ The development of “key messages” is essential in this step.

Key messages are short, simple, plain language statements that capture the essence of the work.



Develop a communications strategy

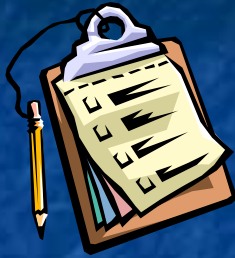
☞ Include:

- Communication goals
- Target audiences
- Objectives for each audience
- Guidelines
- Strategy Timetable
- Contact database



Practices

- ❏ Identify people who can “translate” your data into a form that is easily used by policy makers
- ❏ Consider providing other types of data to decision makers, beyond environmental monitoring data, that fits within the bigger story your data is trying to tell (i.e. socioeconomic data)
- ❏ Find out if there are municipal policies that could be monitored by your group in a partnership with the municipality.



Step 5.
Assessment



Step 1. What is the change you seek?



Monitoring

Step 2. Who are the people that are positioned to have influence on the change?

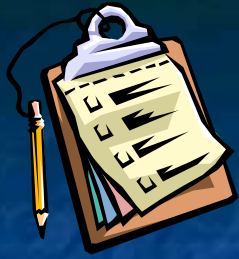


Step 4. What are the key opportunities to communicate?



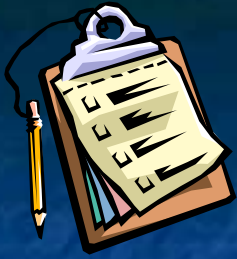
Step 3. What knowledge do they/we need?

Monitoring



A Possible Continuum of Behaviour Changes in Target Actors

- **Receiving information**
- **Seeking and processing information**
- **Acting**
- **Demanding**



Examples of Incremental Changes

- City Council meets specifically to review H2O Chelsea's Annual Report and develop a response strategy.
- The Arctic Borderland Ecological Knowledge Coop was asked to provide data for an Environmental Assessment process in the McKenzie Delta.
- The yellow lamb mussel was declared a red listed species based on monitoring data from ACAP Cape Breton.

- What questions do you have so far about the impact strategy?
(15 minutes)

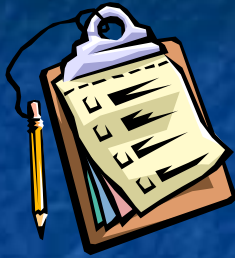
Workshop (10:00-11:30am)

Session A: Crafting a change statement
(20 min)

Session B: Identifying barriers
(20 min)

Session C: Identifying potential relationships
(20 min)

Session D: Assessing your impact
(20 min)



Step 5.
Assessment



Step 1. What is the change you seek?



Barriers



Monitoring

Step 2. Who are the people that are positioned to have influence on the change?



Step 4. What are the key opportunities to communicate?



Step 3. What knowledge do they/we need?

Monitoring



Session A: Crafting a Change Statement

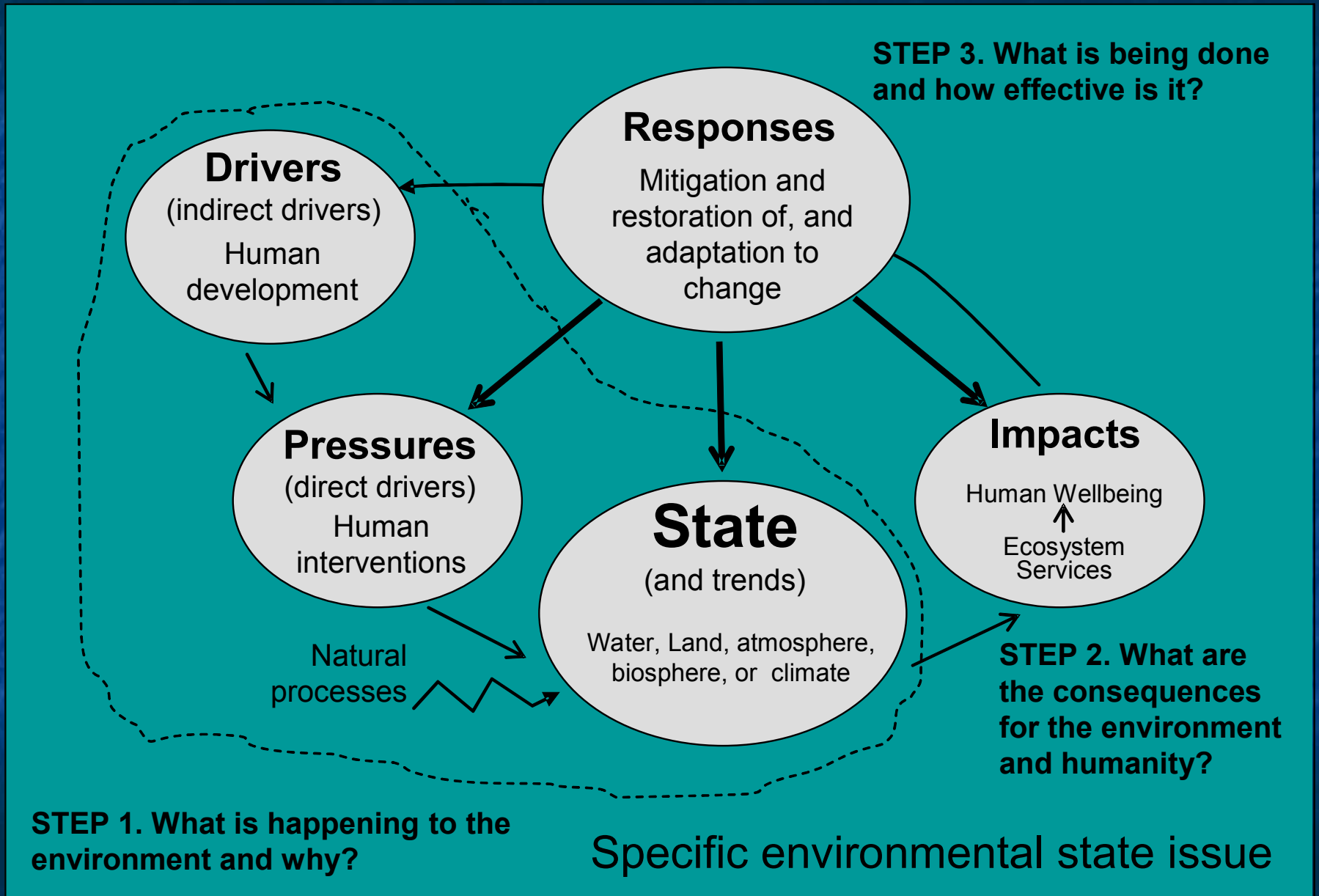
- What would you like to see changed or done differently as a result of your monitoring?
- An impact statement may be broad, may identify key policy mechanisms, or may focus on one priority area.

Your Change Statement

(20 minutes)

- **Step 1:** What are the current goals of your monitoring work?
- **Step 2:** What specific changes would you like to see happen?
- **Step 3:** What is the broader context for your change?
- **Step 4:** What is one way of writing a change statement?
- **Step 5:** Spend 5 minutes sharing your answers with the person sitting next to you (10 minutes total)

One way moving from data to knowledge



Session B: Identifying barriers

(15 minutes)

- In groups of 2 or 3, identify the main barriers to achieving the change you are seeking.

Check in (5 minutes)

- What have you noticed so far in this activity?



Step 2: Identifying Relationships

- **What are the perspectives of those you want to reach?**
 - **How do these people acquire information?**
 - **Who do they trust?**
 - **Who are the people they listen to, and how can you reach them?**

The core concept of relationship management is maintaining the connections and influence over time.

Session 3: Identifying Relationships

(15 minutes)

- **Step 1:** List the names of 5 people you would like to influence.
- **Step 2:** Why do you want to reach them?
- **Step 3:** How feasible is it that you can reach them?
- **Step 4:** Who else might be able to reach them?

Session C: Identifying Relationships

- **Step 5:** In groups, develop next steps for building relationships with one of the people or positions you listed.

Check-In

(10 minutes)

- What have you noticed at this point in the activity?

Session D: Assessing your Impact

(20 minutes)

In plenary,

- What are possible indicators you could use to monitor and assess the impact of your work?
- How might you collect that information?

Check-in

- What feedback do you have about this approach?
- In what ways is it applicable to your work?