

Surveys and Theory of Change

7 August 2023



What is Theory of Change

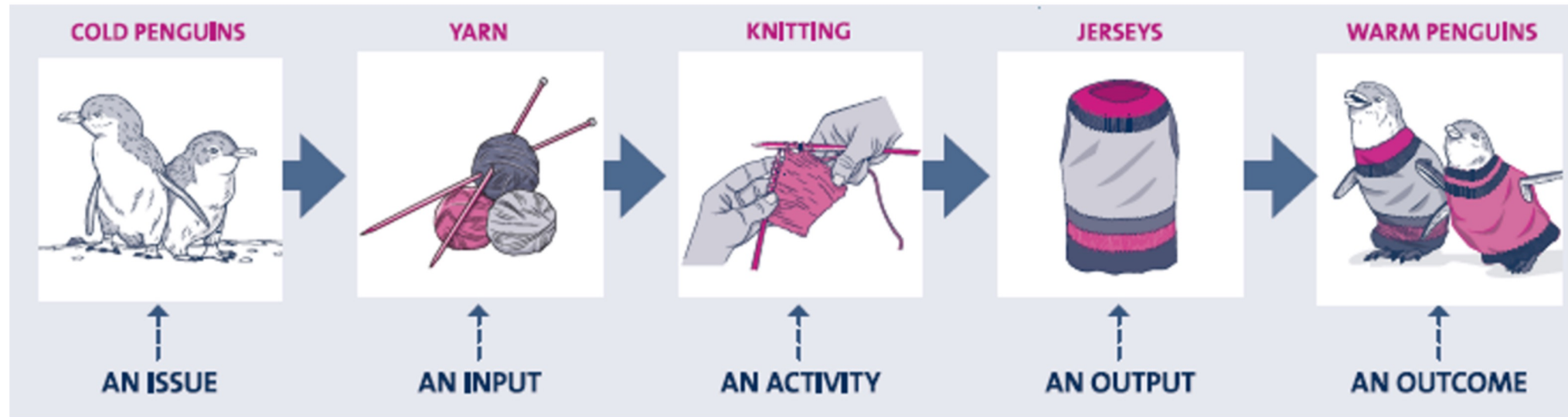
- Framework for guiding community engagement and change
- 4 pathways for actions:
 - Disincentives for illegal behavior
 - Incentives for wildlife stewardship
 - Decrease costs of living with wildlife
 - Support livelihoods unrelated to wildlife consumption

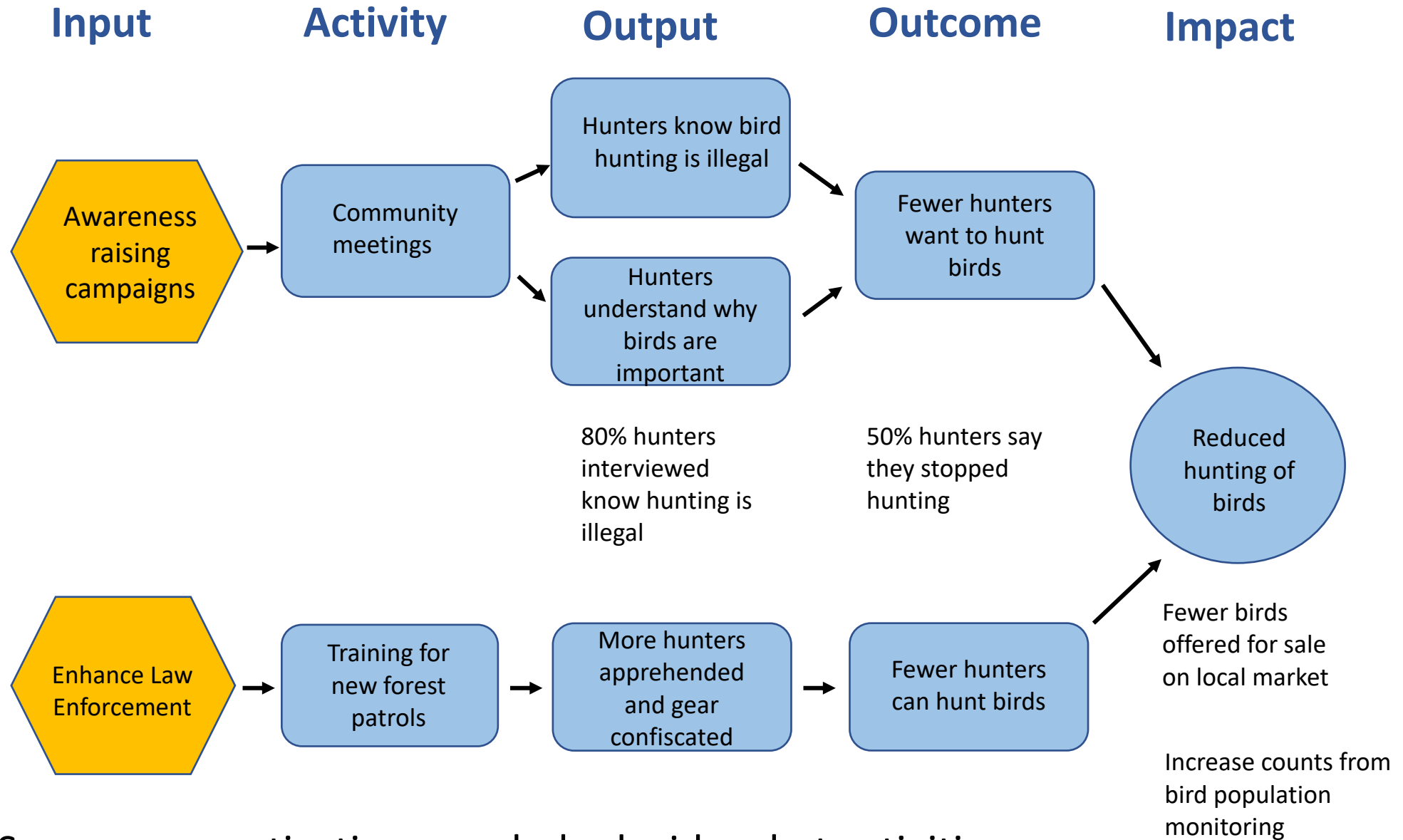


Choosing which to focus on for a **successful conservation outcome** means doing pilot studies to understand the local community first

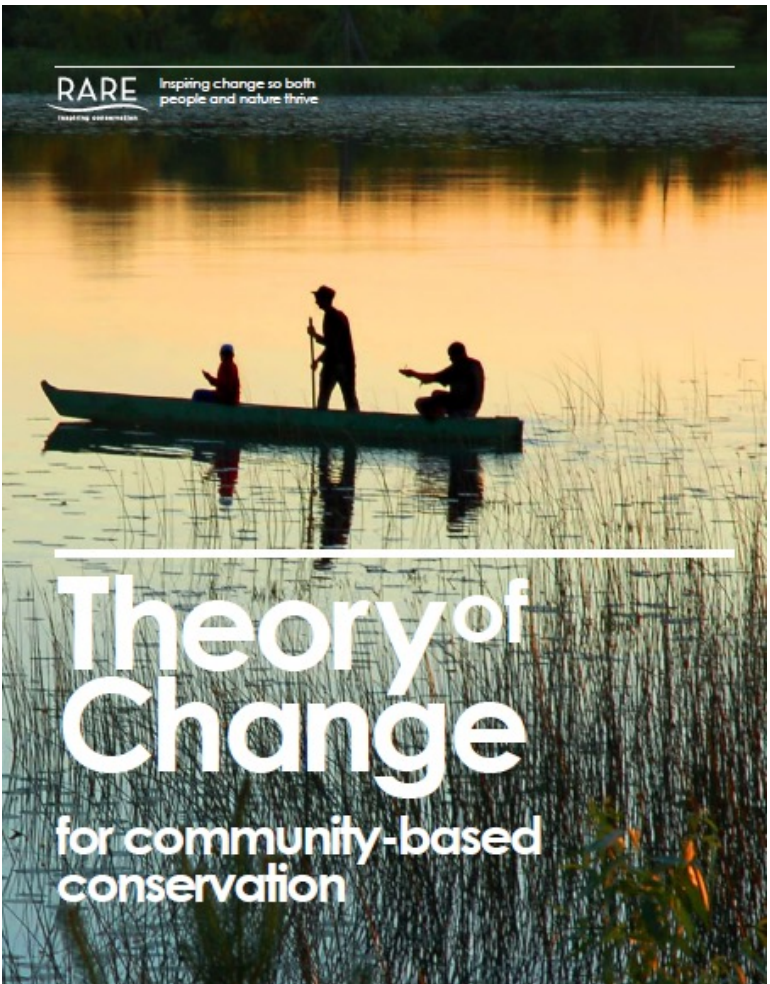
Results Chain

- Represents Theory of Change in linear fashion



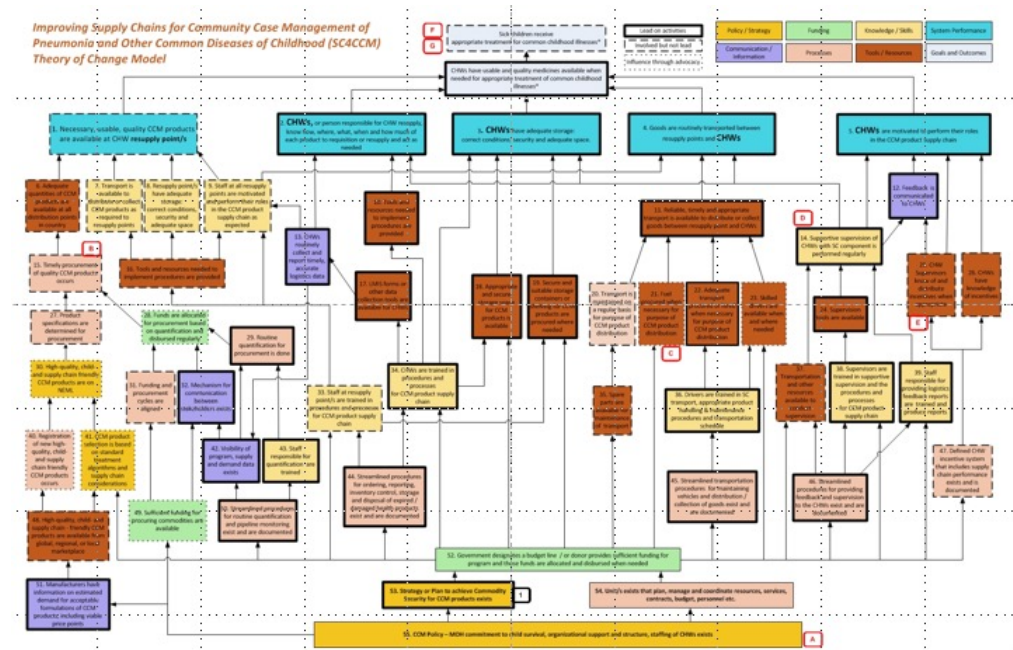


Surveys on motivations can help decide what activities should be done to get to desired outcome



Rare – Center for Behavior and the Environment

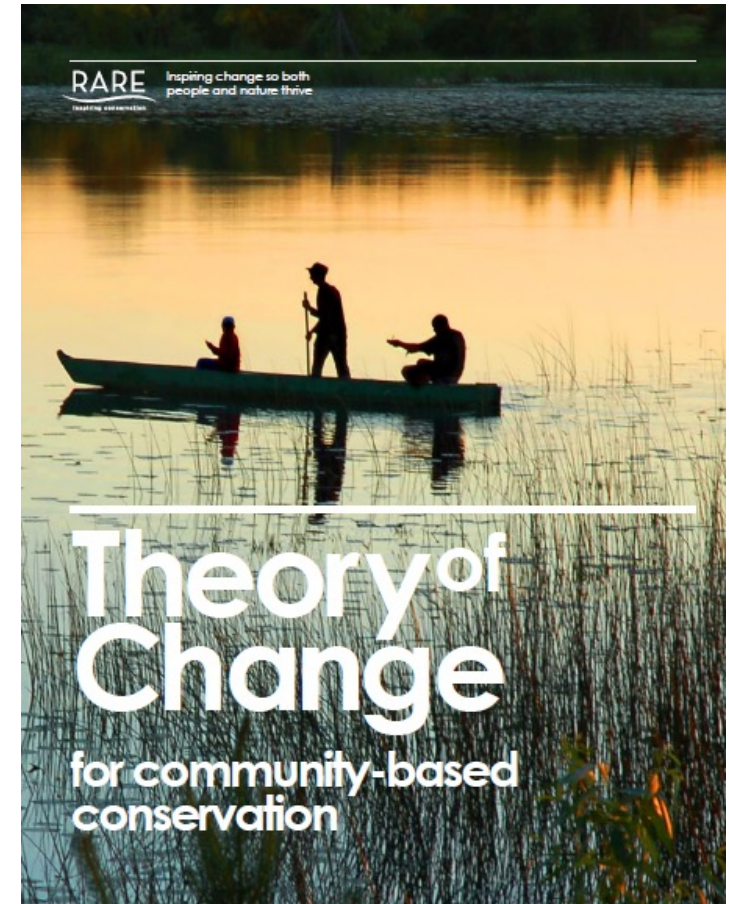
<https://behavior.rare.org/>



Steps

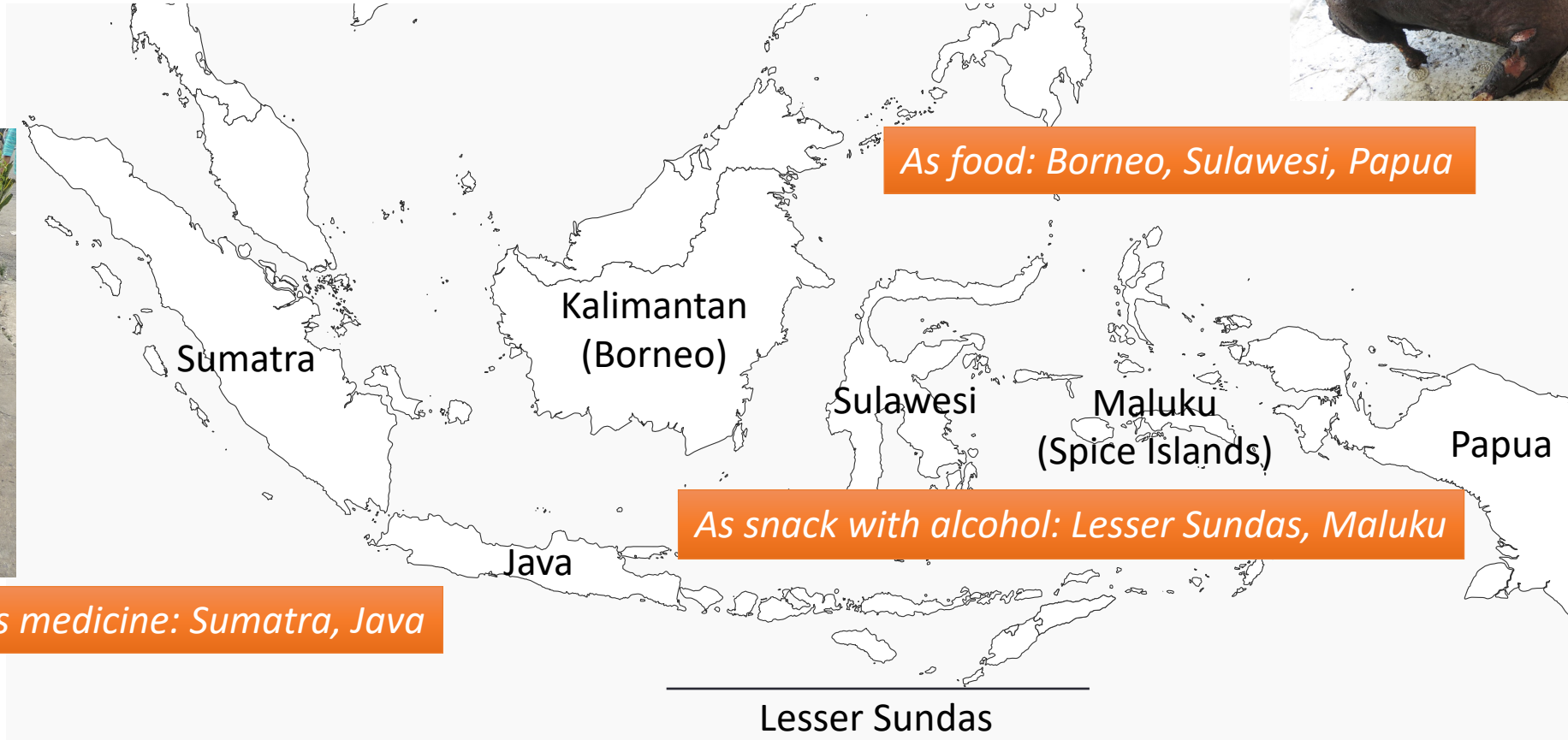
(0) Identify your conservation issue)

- 1) Stakeholder analysis
- 2) Identify conservation goals
- 3) Identify and rate threats
- 4) Map the problem: Determine who and what lies behind priority threats
- 5) Create Theory of Change
- 6) Evaluate impact



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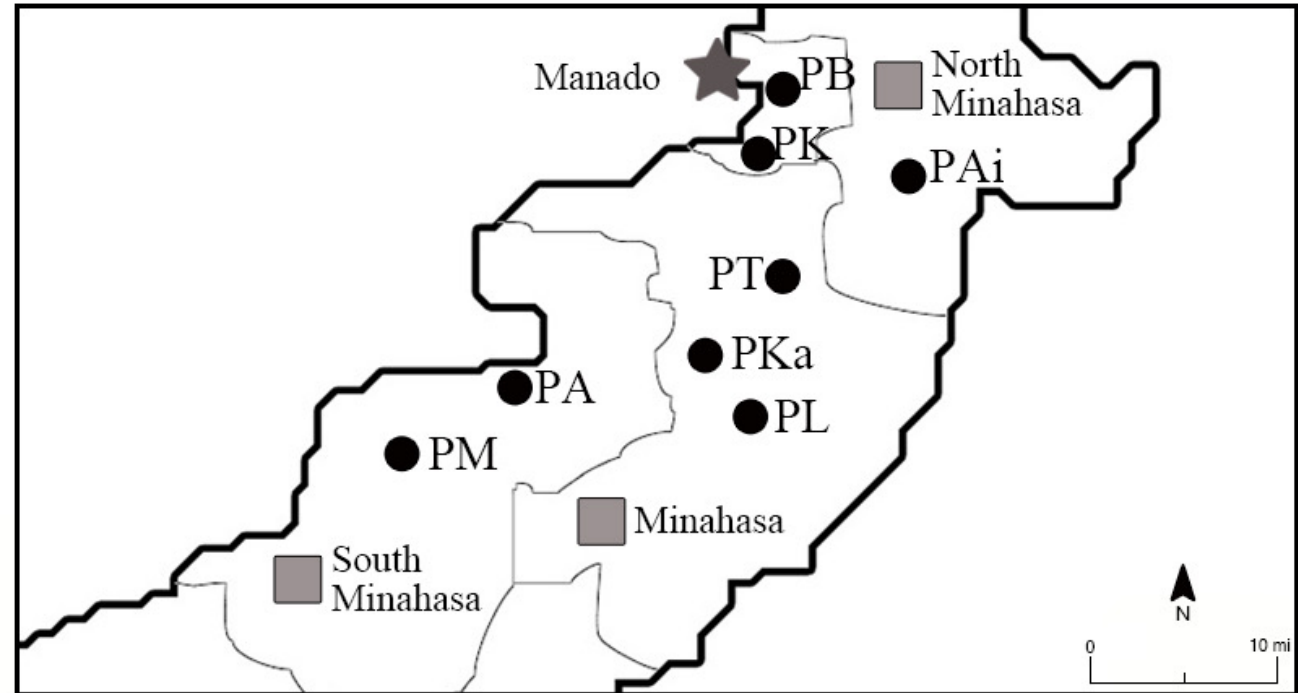
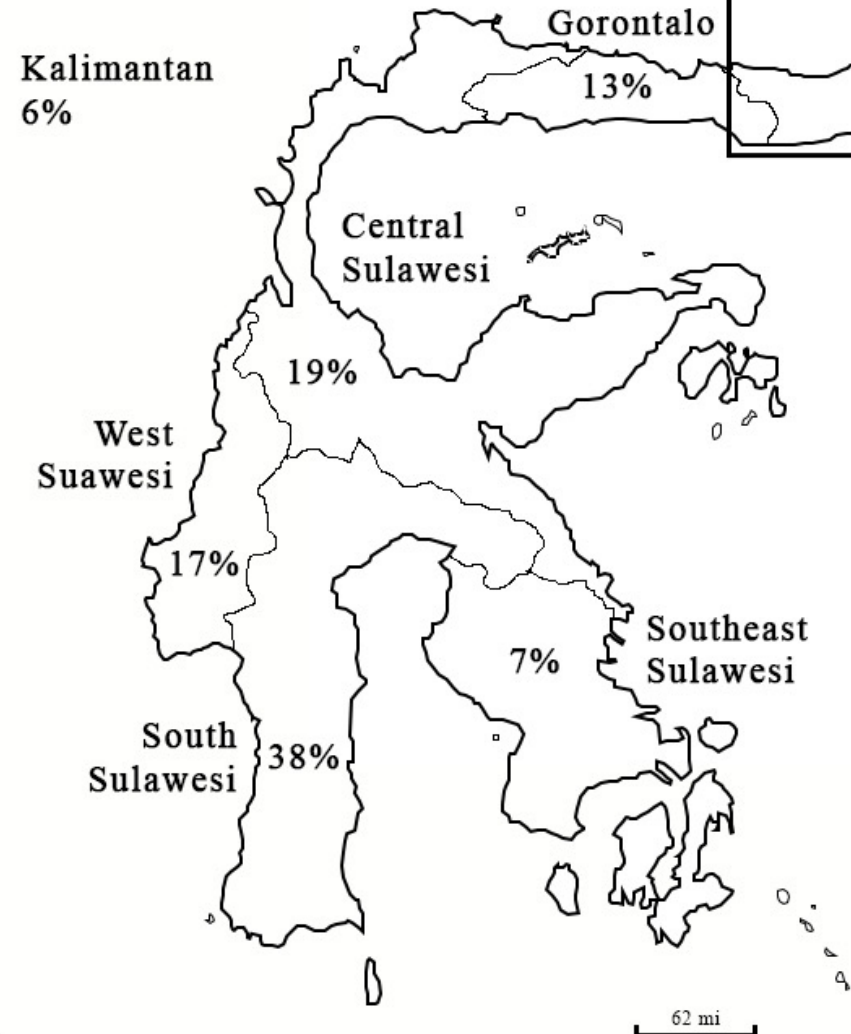
Market surveys + semi-structured interviews about motivations



Large network of bushmeat markets in North Sulawesi



Sheherazade



Results

- Lack of awareness that there is unsustainable consumption
- Peak consumption tied to Christian holidays and celebrations
- Consumers from older cohort – Need to work with socially trusted institutions

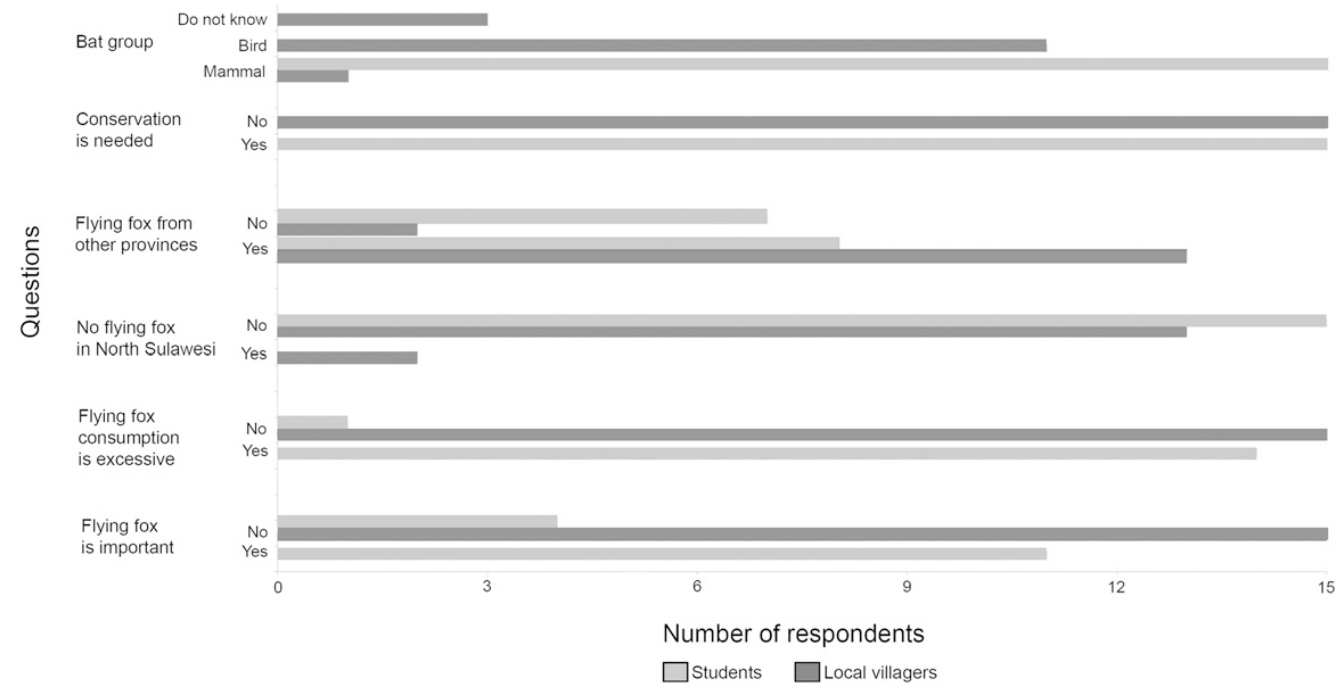
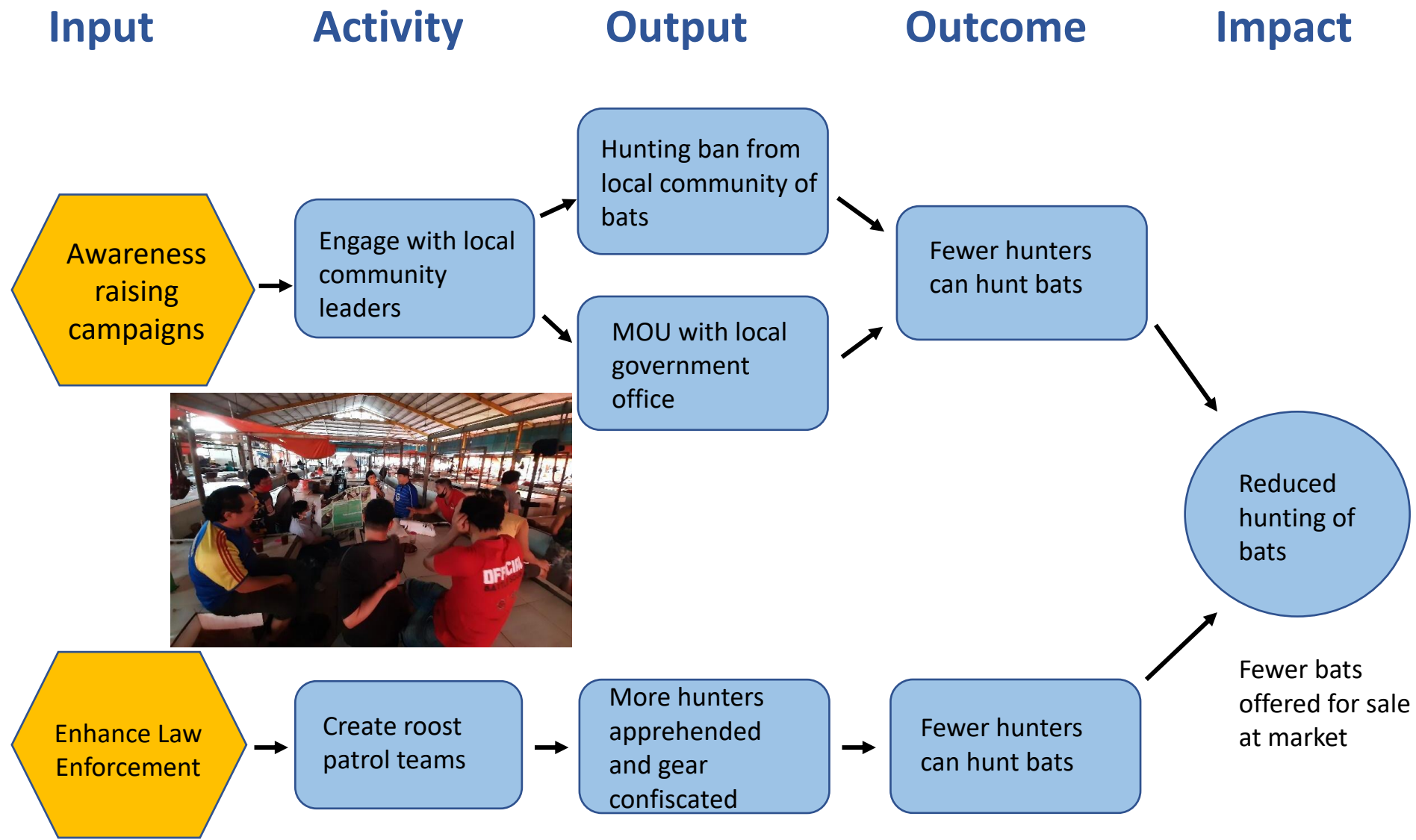
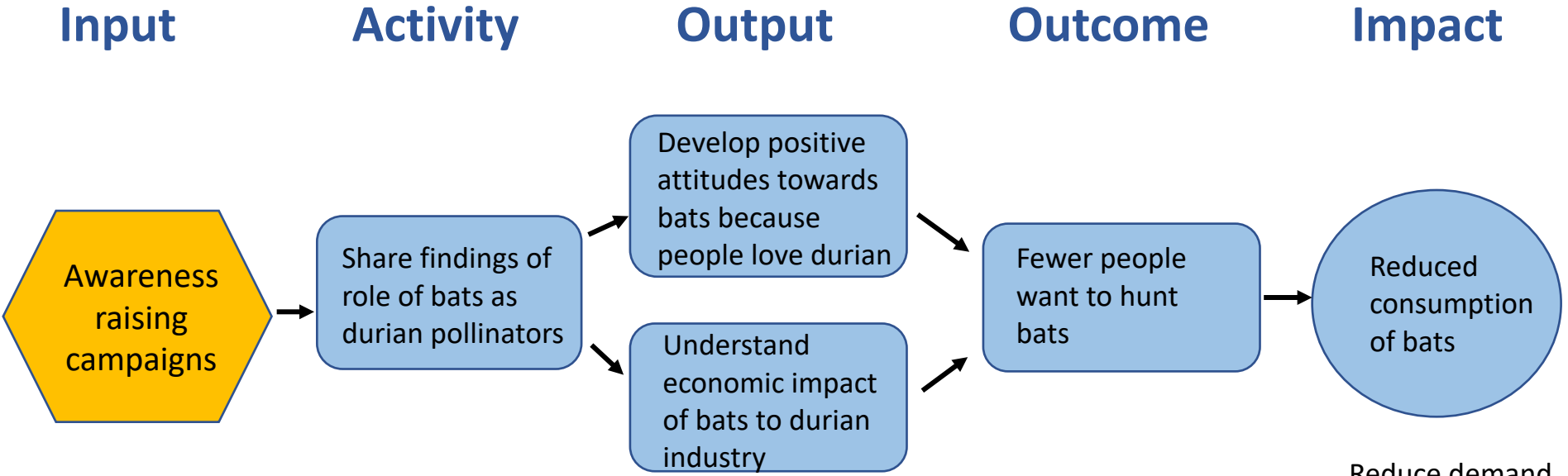


Fig. 2. Responses to questions from precursory awareness survey of local villagers and university students.





Reduce demand for bats at market

Reduce sale of bats at market over time

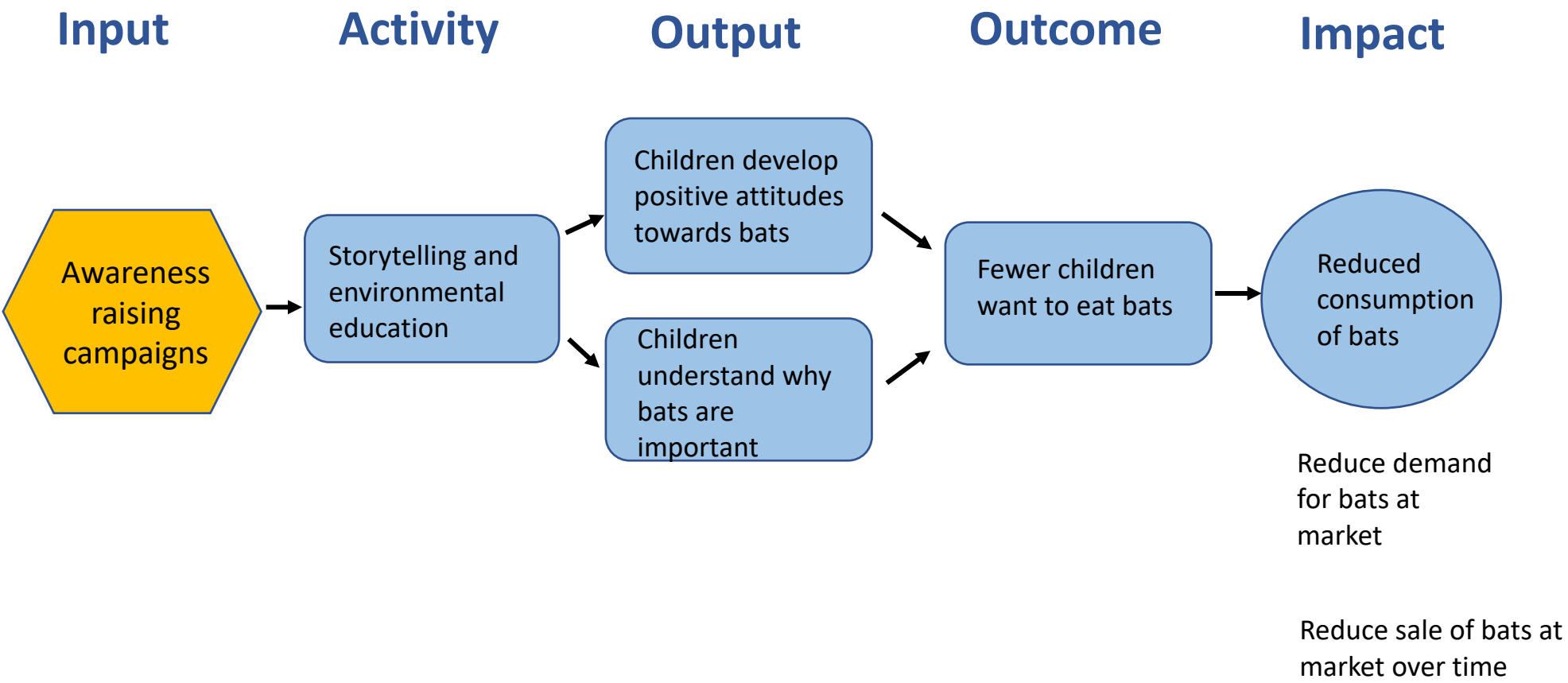


How to tell kids to not eat bats

A case study of outreach programs in North Sulawesi, Indonesia

Windi Liani Bukit, Billy G. Lolowang, Sheherazade





Study Site

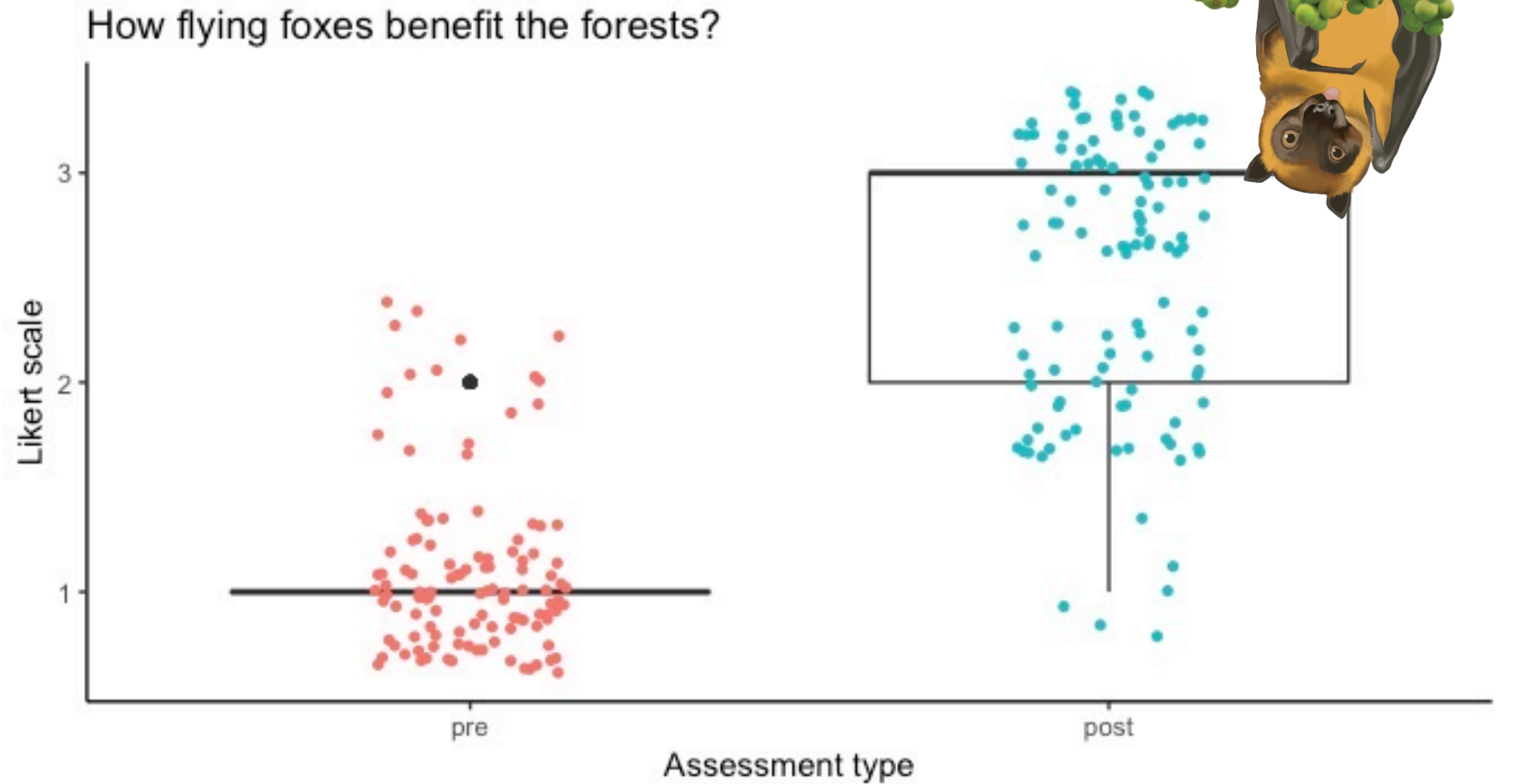
Locations

Four schools in city and districts with the largest bushmeat markets in North Sulawesi:

Target

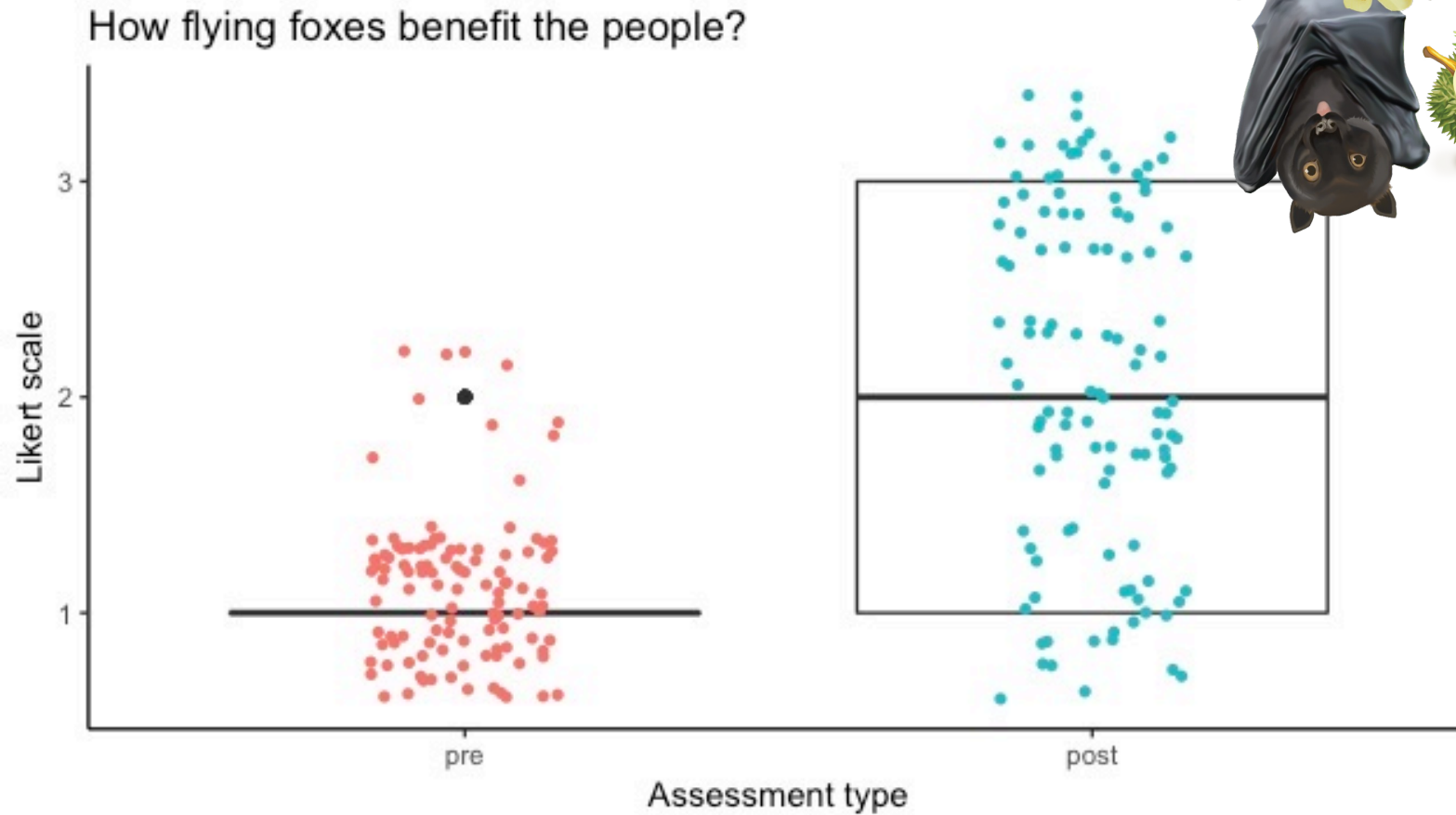
7th graders





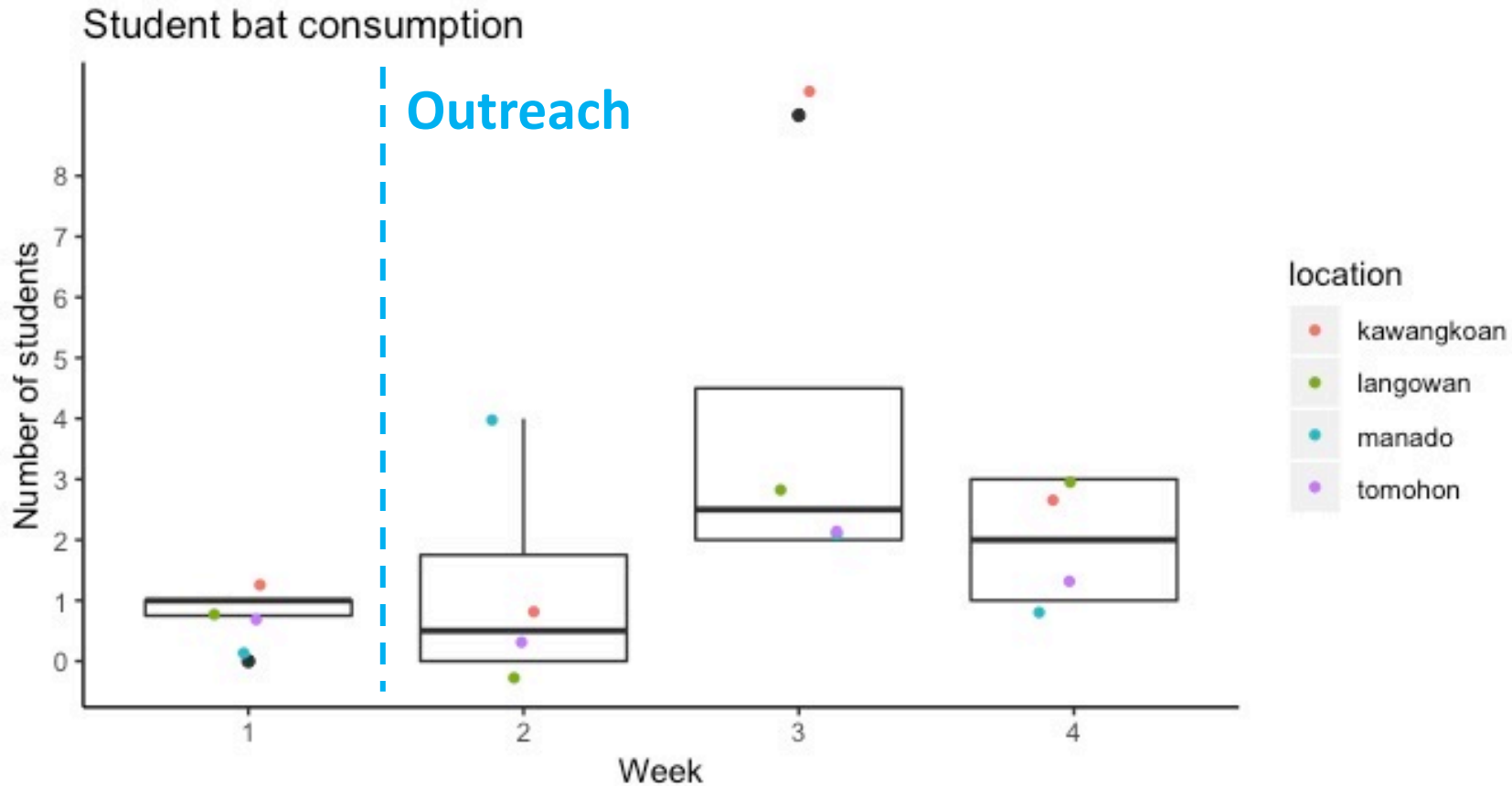
Notes: Scoring - 1 (poor), 2 (sufficient), 3 (good)

There was a significant increase in understanding about flying foxes as beneficial to forests ($\chi^2=196.62$, $p<0.05$).



Notes: Scoring - 1 (poor), 2 (sufficient), 3 (good)

There was a significant increase in understanding about flying foxes as beneficial to people ($\chi^2=118.75$, $p<0.05$).



- Outreach did not result in consistent and sustained desired behavior change – only *some* students did not eat bats because of what they learned

Why didn't it work?

- Improved understanding does not necessarily lead to attitude changes, which are essential components to behavior change
- Barriers:
 - Children usually do not dictate what meals will be
 - Children were unable to successfully communicate the conservation messages to their parents (e.g. could not explain, were not listened to, forgot to tell parents)
- How do we do better?
 - Include children discussing with parents as an activity
 - Parent-child conservation day



Acknowledgements



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