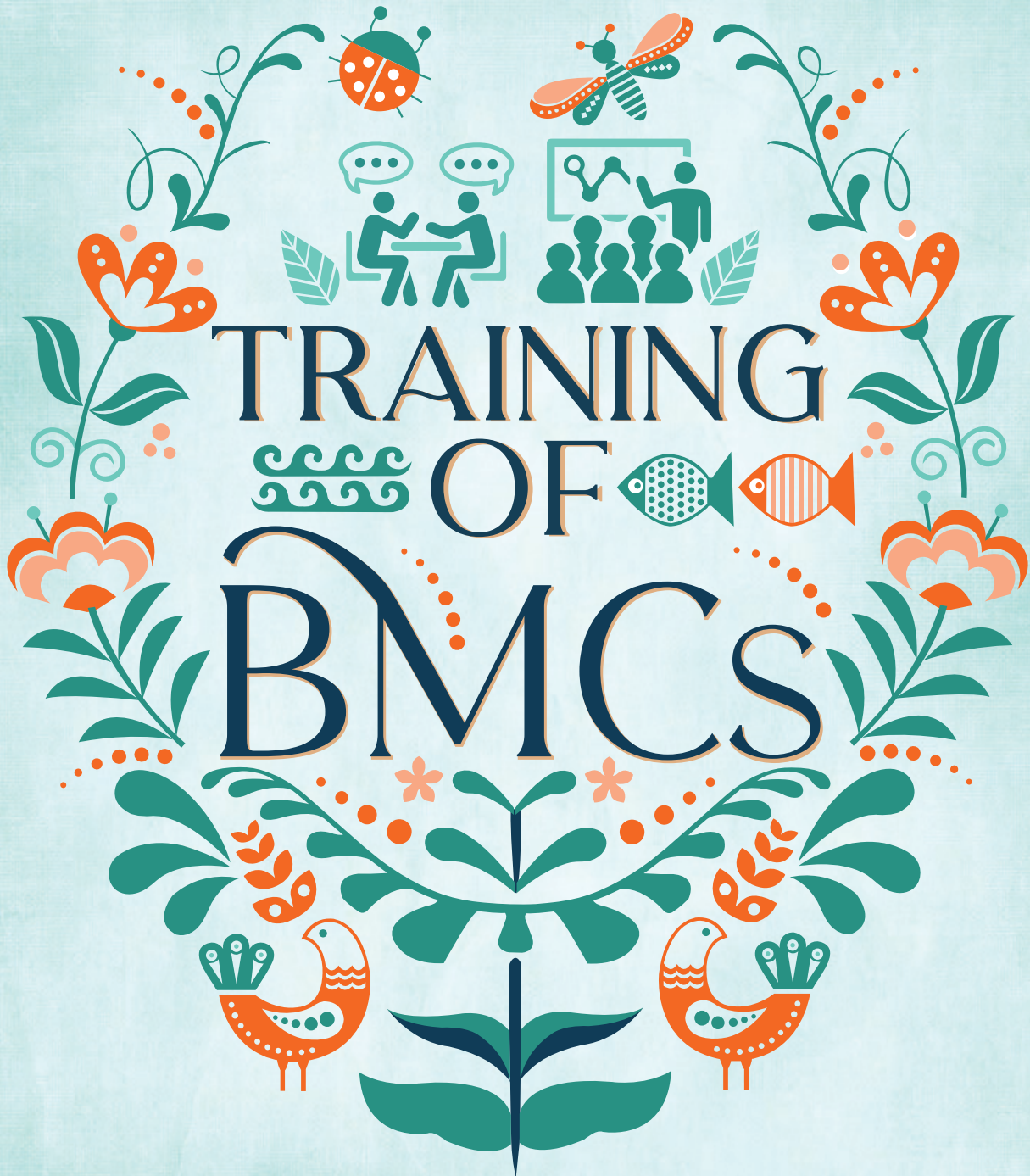




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für Internationale
Zusammenarbeit (GIZ) GmbH



How to Design and Implement a
Training of Trainers (ToT) Programme

Training Biodiversity Management Committees

How to Design and Implement a
Training of Trainers (ToT) Programme

As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

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Indo-German Biodiversity Programme

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ABBREVIATIONS

ABS	-	Access and Benefit Sharing
BHS	-	Biodiversity Heritage Site
BMC	-	Biodiversity Management Committee
BMZ	-	German Federal Ministry for Economic Cooperation and Development
CCD	-	Covenant Centre for Development, Madurai
CNA	-	Capacity Needs Assessment
CRP	-	Community Resource Person
CTDNRM	-	Centre for Tribal Development and Natural Resource Management
GIZ	-	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
HSC	-	Higher Secondary School Certificate
IT	-	Information Technology
KAP	-	Knowledge-Attitudes-Practices
KILA	-	Kerala Institute of Local Administration
MCQ	-	Multiple-Choice Question
MoEFCC	-	Ministry of Environment, Forest and Climate Change
NBA	-	National Biodiversity Authority
NGO	-	Non-Governmental Organisation
NIRD	-	National Institute of Rural Development
PBR	-	People's Biodiversity Register
RDPR	-	Rural Development and Panchayat Raj Department
SBB	-	State Biodiversity Board
SLV	-	Structured Learning Visit
TNBB	-	Tamil Nadu Biodiversity Board
TNSRLM	-	Tamil Nadu State Rural Livelihood Mission
ToT	-	Training of Trainers
TSG	-	Technical Support Group
VPDP	-	Village Panchayat Development Plan



ACCESS AND BENEFIT SHARING PARTNERSHIP PROJECT

The Access and Benefit Sharing (ABS) Partnership Project is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) in partnership with the Indian Ministry of Environment, Forest and Climate Change (MoEFCC). The project is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH under the Indo-German Biodiversity Programme.

OBJECTIVE

The ABS Partnership Project aims to strengthen the capacities of the National Biodiversity Authority (NBA), the State Biodiversity Boards (SBBs) and the Biodiversity Management Committees (BMCs), and raise awareness amongst the commercial users of biological resources and traditional knowledge for the effective implementation of the ABS mechanism under the Biological Diversity Act, 2002, in keeping with India's commitments under the Nagoya Protocol on ABS.

PROJECT APPROACH

- Awareness-raising, communication and stakeholder dialogues to create a better understanding of the Biological Diversity Act 2002, ABS Regulations and the Nagoya Protocol on ABS among different actors and stakeholder groups.
- Development of good practices of benefit-sharing in communities, based on the utilisation of biological resources for commercial and research purposes.
- Development of an IT-enabled ABS monitoring system for the National Biodiversity Authority to effectively monitor the use of bio-resources in the ABS process.

The project is implemented at the national level in partnership with the National Biodiversity Authority and the state and local levels with the State Biodiversity Boards of Maharashtra, Tamil Nadu and Uttarakhand.

ABOUT THE GUIDE

THE TARGET AUDIENCE

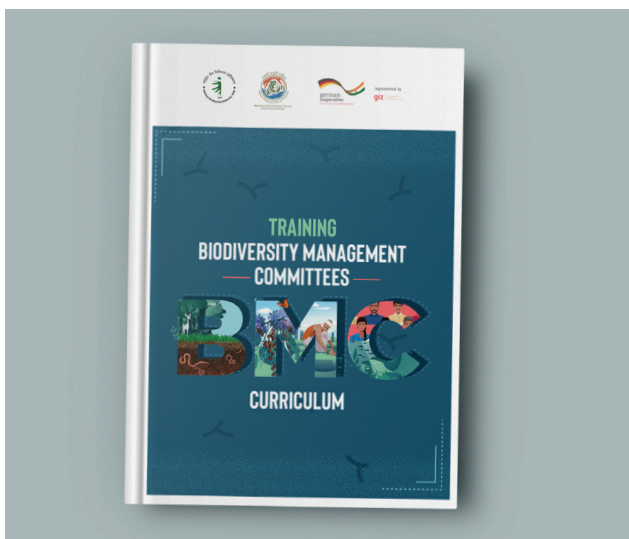
This guide has been developed for State Biodiversity Boards (SBBs), Biodiversity Councils and organisations with a mandate to conduct training, such as the State Institutes of Rural Development (SIRD), Technical Support Groups (TSGs) and NGOs, to operationalise Biodiversity Management Committees (BMCs) across India.

The document specifically caters to the design and implementation of the Training of Trainers (ToT) programme to train BMC members and other individuals at the local level on the functioning of BMCs, particularly the documentation of People's Biodiversity Registers (PBRs) and to provide feedback on ABS applications. Also included in this guide are the steps that the ABS Partnership Project undertook to design and implement a ToT programme to operationalise BMCs across Tamil Nadu.

USING THIS GUIDE

The guide provides comprehensive instructions to formulate and implement the ToT programme. It describes the various tasks and activities that go into the preparation, implementation and post-implementation phases of the ToT programme. Survey and feedback forms to gather participants' responses, indicative criteria used in selecting trainers, agenda for the training programme (internal and external) and question paper for the exam conducted for certification of trainers are also included in this publication.

We recommend using this guide with the Training Biodiversity Management Committees: A Package of Modules and Methods for Trainers, comprising of –



i. **The Curriculum for BMCs** in the form of six modules developed for the ToT programme on training BMCs. These are - 'Biodiversity and Human Well-being', 'The Biological Diversity Act 2002', 'Biodiversity Management Committees', 'Functions of the Biodiversity Management Committee', 'People's Biodiversity Register', and 'Access and Benefit Sharing'.



ii. **Training Methods** adopted in the various sessions of the ToT programme, including how to choose the appropriate training method for a particular topic.



iii. **Implementation guide** for facilitators offers comprehensive instructions on the training and facilitation skills required to conduct the ToT programme.

And a series of 'Simply Explained' films comprising of -

i. **The Biodiversity Act, 2002**

ii. **Biodiversity Management Committees**

ii. **People's Biodiversity Registers**

'Simply Explained' films prepared in English and 16 Indian languages are available on the National Biodiversity Authority website (nbaindia.org).

THE TRAINING OF TRAINERS PROGRAMME

The Training of Trainers (ToT) programme involves training a carefully selected group of individuals on a particular topic or curriculum. These individuals, now considered trainers, will then communicate the essential knowledge and skills to the target audience, thus fulfilling the objective of the programme.

The ToT programme requires extensive planning and preparation - from understanding the training needs, developing and reviewing the training curriculum to selecting suitable trainers and assessing the training programme. It equips the participants with the necessary knowledge, training and facilitation skills, with emphasis on participatory training methods. A well-designed ToT programme will enhance the trainers' existing training and facilitation skills that enable them to engage with any target group. Before designing the ToT programme, the following aspects need to be considered:

THE OBJECTIVE

A ToT programme aims to upskill trainers to develop the target stakeholders' capacities to achieve a specific goal. In this case, the trainers aim to develop the capacities of BMC members and other individuals at the local level to operationalise BMCs across India.

The objective of the ToT programme differs from the project's objectives. It must be well-defined, concise and achievable. Through the ToT programme, some of the organisation or project objectives can also be achieved.

Through the ToT programme, the ABS Partnership Project aimed to develop the capacities of the Biodiversity Management Committees (BMCs), focusing on documenting the People's Biodiversity Register (PBR) and providing feedback on ABS applications for the effective implementation of the Biological Diversity Act, 2002 across India.



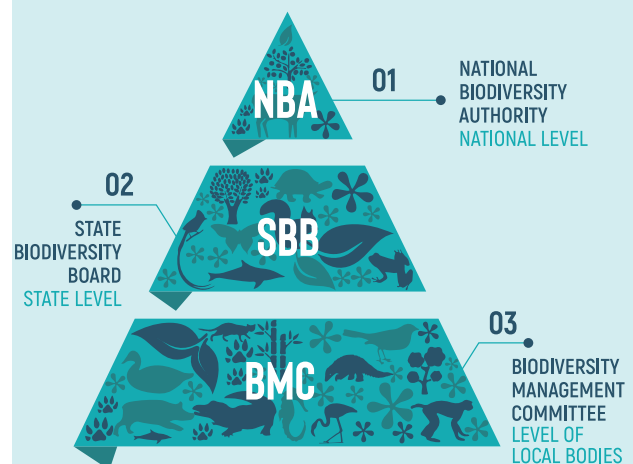
OPERATIONALISING BMCs

As of November 2020, there are 266,509 BMCs in the 28 states and eight union territories of India. This massive endeavour of constituting BMCs was possible through the concerted efforts of the National Biodiversity Authority (NBA), State Biodiversity Boards (SBBs) and Biodiversity Councils, and associated government departments and local government bodies. To effectively implement the Biological Diversity Act, 2002, the BMCs need to be operational, i.e., fully functional, to carry out their responsibilities as mandated under the Biological Diversity Act, 2002.

THE BIOLOGICAL DIVERSITY ACT, 2002, HAS THREE OBJECTIVES:

- Conservation of biological diversity,
- Sustainable use of its components,
- Fair and equitable sharing of benefits arising out of the use of biological resources and associated knowledge.

To achieve these objectives, the Act established decentralised institutional structures i.e., the National Biodiversity Authority, State Biodiversity Boards or Biodiversity Councils (in Union Territories) and Biodiversity Management Committees.



Section 41(1) of the Biological Diversity Act, 2002, states that “Every local body shall constitute a Biodiversity Management Committee within its area to promote conservation, sustainable use and documentation of biological diversity including preservation of habitats, conservation of landraces, folk varieties and cultivars, domesticated stocks and breeds of animals and microorganisms and chronicling of knowledge relating to biological diversity.”

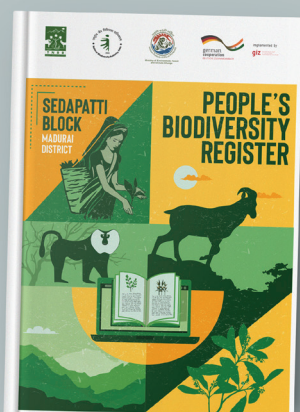
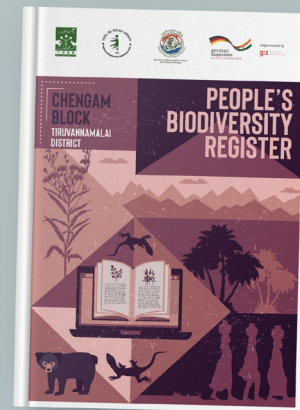
The responsibilities of the BMC under the Biological Diversity Act, 2002 are intricate due to the variety of

knowledge and skills needed for BMC functioning. It includes knowledge on the trade of biological resources in the area, responsibility towards the conservation and sustainable utilisation of resources and sharing of benefits arising from the ABS mechanism.

While the concept of ABS can be initially challenging, its implementation at the local level can go a long way towards successfully implementing the Biological Diversity Act, 2002 across India. Achieving this requires a well-planned strategy as BMCs currently require extensive capacity development.

The main responsibilities of the BMC as described in Rule 22 of the Biological Diversity Rules, 2004 include -

- Preparation of People’s Biodiversity Register in consultation with the local people;
- To advise on any matter referred to it by the State Biodiversity Board or National Biodiversity Authority for granting approval;
- To maintain data about the local vairs and practitioners using biological resources;
- To maintain a Register giving information about the details of the access to biological resources and traditional knowledge granted, details of the collection fee imposed, and details of the benefits derived and the mode of their sharing



CONCEPT OF TRAINING OF TRAINERS (TOT)





Several institutions and organisation, including the National Institute of Rural Development and the State Institutes of Rural Development, function as training institutions established across the country. These institutions conduct training programmes on a variety of topics, including climate change and sustainable development etc. The training institutions also maintain a list of empanelled trainers, who can be trained on various new topics and issues, including operationalising BMCs.

Therefore, to ensure the effective functioning of BMCs across India, a collaboration between the State Biodiversity Boards/Biodiversity Councils and established training institutions is beneficial. A collaborative approach to developing and implementing a ToT programme will help successfully achieve the objective of operationalising the BMCs.

The ABS Partnership Project collaborated with two training institutions – the Kerala Institute of Local Administration (KILA), to design and pilot-test the ToT programme and the State Institute of Rural Development (Tamil Nadu) to implement the ToT programme across all districts of Tamil Nadu.



THE SCOPE OF THE TOT PROGRAMME

The objective of the training and the participants needs will determine the duration and scale of the training programme. There are two approaches to conduct it:

- i. A five-day training in two-phases provides comprehensive instruction on the required knowledge, training and facilitation skills. It also touches upon interpersonal and leadership skills to enable trainers to train BMCs, Panchayat members, community resource persons (CRPs), ward members and youth groups at the local level.

The ABS Partnership Project conducted the ToT programme over five days in two phases to train empanelled trainers at the district level. The training programme was specifically designed for trainers empanelled by the NIRD and SIRD, who would train BMC members and CRPs at the local level.



- ii. A three-day training, providing the BMC members and other individuals at the local level with the necessary knowledge and skills for effective BMC functioning, such as supporting documentation of the People's Biodiversity Registers and aiding BMC members in providing feedback on ABS applications.

The trainers trained under the ABS Partnership Project's ToT programme conducted a three-day training for Community Resource Persons (CRPs) in their villages and blocks. The CRPs were trained to support and provide technical advice to BMCs to facilitate their effective functioning.



STARTING FROM SCRATCH

Designing a ToT programme requires assessing the existing knowledge and capacities of the BMCs to make them fully functional. It requires understanding the training needs of the BMC members and individuals at the local level to be able to undertake responsibilities of the BMCs, such as the documentation of PBRs and providing feedback on ABS applications.

For this, the BMCs are evaluated through stakeholder analyses, and a capacity needs assessment (CNA) on the following questions:

- What is the current capacity of the BMC to effectively implement its responsibilities under the Act?
- Is the BMC clear about its role in implementing the Act?
- What skills do they currently possess to implement the Act effectively?

STAKEHOLDER ANALYSIS

A stakeholder analysis obtains all the relevant information about the target stakeholder, in this case, the BMC, to design and develop a strategic approach for raising awareness and capacity development. It defines the role or functions of the BMC, their current behaviour, interests and practices regarding the Biological Diversity Act, 2002 and the ABS mechanism, as well as evaluates their knowledge (K), attitudes (A) and practices (P) through the KAP-PAK analysis.

The KAP-PAK analysis provides a clear picture of the current state of the BMCs along with their intended or future state of practices, attitudes and knowledge. The table below illustrates the guiding questions used in the KAP-PAK analysis to analyse the BMC.

PRESENT	FUTURE
<p>3. Practices (P)</p> <p>What does this stakeholder currently do regarding the ABS mechanism, and how do they act in their role?</p>	<p>4. Practices (P)</p> <p>What does this stakeholder need to do to effectively fulfill their role and make the ABS mechanism work?</p>
<p>2. Attitudes (A)</p> <p>How does this stakeholder currently feel about the ABS mechanism?</p>	<p>5. Attitudes (A)</p> <p>How does this stakeholder need to feel about the ABS mechanism and their own role in it, to be willing to adopt the required practices?</p>
<p>1. Knowledge (K)</p> <p>What does this stakeholder currently know regarding the ABS mechanism and their own role in the process?</p>	<p>6. Knowledge (K)</p> <p>What does this stakeholder need to know about the ABS mechanism and their own role in it, to be able to develop the required attitudes?</p>

The stakeholder analysis conducted by the ABS Partnership Project determined that BMCs currently have low levels of KAP and require informative, motivational and action-oriented activities to successfully assume their responsibilities towards implementing the Biological Diversity Act, 2002. The ToT programme is an action-oriented activity aimed at training BMCs on their functions.

A detailed stakeholder analysis of the Biodiversity Management Committee (and other relevant stakeholders) can be found in the Handbook of Communication Strategy for ABS in India (refer to Chapter 4).

The KAP-PAK analysis provides a picture of where the training needs to be targeted for the BMCs. With this determined, the next step is to assess and prioritise the needs of the BMCs through a capacity needs assessment (CNA).

CAPACITY NEEDS ASSESSMENT

The CNA is conducted using various methods and tools. It helps identify the current capacities of the target stakeholder, in this case, the BMCs, on a specific issue such as implementing the Biological Diversity Act, 2002. It evaluates the areas of need and aids in prioritising and targeting the ToT programme by identifying areas where BMC members most require inputs of knowledge and skills. It also helps tailor the training programme to complement and enhance the existing capacities and skills of the BMC members and other individuals at the local level by using locally relevant examples and case studies.

Based on the desired goals and the resources available, the CNA can be conducted at many levels, from the individual (local level) to the organisation (sector levels). It helps gain a comprehensive understanding of the BMC members, their impressions and understanding of the Biological Diversity Act, 2002. It also enables BMC members and other local individuals to identify and state the information or skills they believe are necessary to further their capacity development.

TWO METHODS ARE USED TO CONDUCT THE CNA FOR BMC MEMBERS:

i. Focus group discussions are conducted to determine the

BMC members' views and impressions on biodiversity and the Biodiversity Diversity Act, 2002. It assesses their understanding of their responsibilities in implementing the Act and the knowledge or skills they possess or need to acquire to fulfil their responsibilities. The focus group discussions also work through the decision-making process, report preparation, knowledge gaps on BMC functioning, understanding of biological resources traded, and major traders and research institutions in their area.

ii. Self-assessment questionnaires follow the focus group discussions and obtain knowledge on the individuals and assess an individual's knowledge and skills, including their educational and professional experiences and their participation in other committees dealing with local communities or natural resources.

The ABS Partnership Project conducted the CNA in three districts, i.e., Madurai, Namakkal and Tuticorin in Tamil Nadu in November 2018. Through focus group discussions and self-assessment questionnaires, the CNA evaluated the knowledge gaps and capacities of the BMC members of these districts.



Participants in CNA workshop held in November 2018 in Madurai, Tamil Nadu, India



CNA workshop held in November 2018 in Namakkal, Tamil Nadu, India

THE IMPORTANCE OF FEEDBACK

At every stage of the ToT process, conducting surveys and obtaining feedback is essential. The output from these surveys augments the design of the training to suit the needs of the BMC members and the trainers. Surveys conducted at four different stages of the ToT programme evaluate the efficacy of the designed training, aiding in reviewing it to suit the needs of the participants:

- i. The Pre-training survey for the trainers who will undergo the ToT programme. It is also called a training needs analysis. It assesses the knowledge, skills and experiences of the trainers before implementing the training programme. This survey helps tailor the curriculum and training methods with locally appropriate examples or case studies.
- ii. The end-of-training survey evaluates the participants' understanding of the topics discussed in the ToT programme. It helps ascertain the efficacy of the training.
- iii. Survey after six months obtains feedback from the individuals (trainers) trained in the ToT programme six-seven months after the ToT programme. It determines their learnings from the training and assesses their capacities to train BMC members and other individuals at the local level to operationalise BMCs.
- iv. Feedback on training the target stakeholder from individuals (trainers) trained under the ToT programme who then train BMC members and Community Resource Persons (CRPs) at the local level. They provide feedback on the training conducted for these BMC members and CRPs. The feedback assesses the success of the training programme and identifies areas for improvement.

The results of the four surveys conducted by the ABS Partnership Project during the pilot ToT programme conducted in Tamil Nadu can be found in Annexure-I. Readers may refer to them for a deeper understanding of the feedback and survey process.





THE PREPARATORY PHASE

DRAFTING THE TRAINING MODULES

The gap between the current and future states of the knowledge, attitudes and practices (KAP-PAK analysis) of the BMC members highlights the focus of the ToT on the areas of need while the CNA determines the required knowledge and skills that BMC members and individuals at the local level need to operationalise the BMCs.

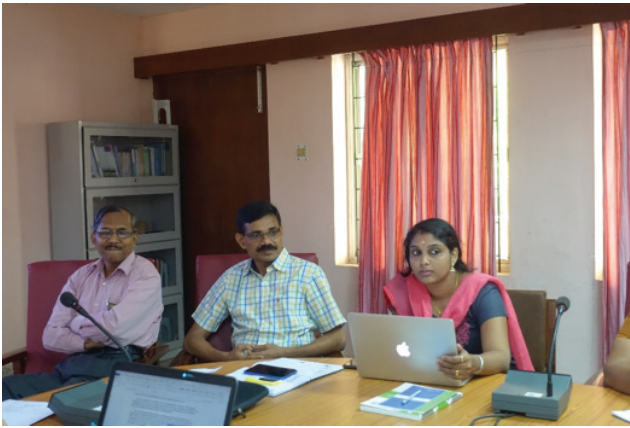
Drafting the training curriculum is a vital step in designing the ToT programme. The curriculum contains several modules developed with subject-matter experts and expert trainers, explained in simple terms with locally relevant examples, which will enable BMC members to identify with these case studies as they reflect the situation on the ground.



THESE MODULES CAN FOCUS ON:

- Building on the basic knowledge of biodiversity and drawing interlinkages between biodiversity and associated practices in the community
- Identifying location-specific threats to biodiversity and its impact on their livelihoods
- Administrative functions of BMCs
- Negotiation techniques through role-playing
- Providing first-hand training on record keeping and the documentation of PBRs
- Structured Learning Visits (SLVs) to document PBRs

The ABS Partnership Project, in partnership with the Kerala Institute of Local Administration (KILA), developed the training modules on various aspects of the Biological Diversity Act, 2002, using a participatory approach. For detailed information, see Training Biodiversity Management Committees: The Curriculum for BMCs.



The Kerala Institute of Local Administration (KILA) is an autonomous institution and a State-supported nodal agency for training, research and consultancy for local administration, with a mandate to facilitate and accelerate the socio-economic development of the state by strengthening Local Self Governance Institutions. Since its inception, KILA has engaged in many capacity development interventions on local governance and decentralisation, including training, action-research, publications, seminars and workshops, consultancy, documentation, handholding and information services.



CHOOSING APPROPRIATE TRAINING METHODS

There are several training methods and tools to deliver the curriculum effectively, including lectures, discussions, case studies, role-play, brainstorming, and practical exercises. Participatory training methods focus on experiential learning using interactive sessions. These methods stimulate critical thinking and maximise the participants' learning experience by helping trainers connect new knowledge and skills with their field experiences. By integrating the varied learning needs of the participants, the training programme can enhance their knowledge and training skills in an inclusive manner .

The ABS Partnership Project used several participatory training methods in the pilot ToT programme conducted for BMC members in Tamil Nadu. Some examples of training methods include ice breaker, structured learning visit, energiser, bus stop/ marketplace, knowledge café, fishbowl, mind mapping and many others.

For detailed information, see Training Biodiversity Management Committees: The Training Methods.

PILOT-TESTING THE DRAFTED MODULES

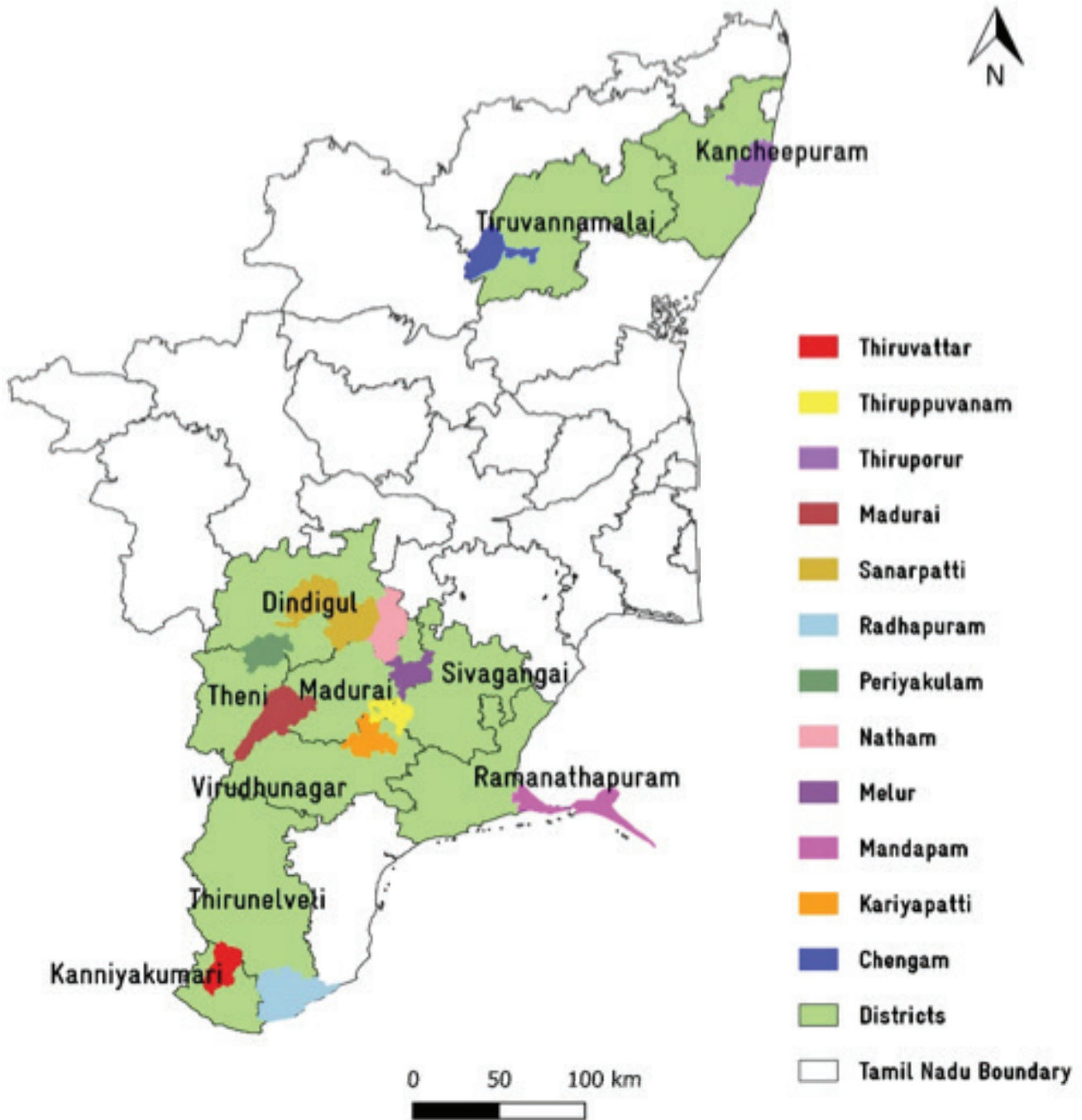
The drafted modules and training methods are evaluated through a pilot training programme for BMC members to ensure that they convey the necessary knowledge and skills to operationalise BMCs effectively at the local level. A small group of BMC members from select BMCs are invited to attend the pilot training programme, conducted over three days.

Through this exercise, the subject-matter experts and expert trainers involved in drafting the modules receive first-hand feedback on the success or failure of the various aspects of the training curriculum and training methods used to revise them to suit the needs of the BMC members. Once the curriculum is developed and training methods identified, the ToT programme will train selected trainers, who will then train BMC members and other individuals from the local communities. Thus, the draft modules and training methods delivered through the pilot training programme help evaluate the efficacy of the training for the target stakeholder.



The draft training modules and training methods developed by the ABS Partnership Project were pilot tested through a training programme conducted at the KILA Centre for Tribal Development and Natural Resource Management (CTDNRM), Kerala, in August 2019.

Ten block-level BMCs were selected across eight districts of Tamil Nadu to develop ABS good practices. A total of 24 members from these ten BMCs participated in the three-day training programme. The ten BMCs selected under the ABS Partnership Project were Radhapuram of Tirunelveli district, Natham and Shanarpatti of Dindigul district, Kariapatti of Virudhunagar district, Melur and Sedapatti of Madurai district, Thirupuvanam of Sivagangai district and Thiruvattar of Kanyakumari district.



The outcome of the pilot training programme for BMCs resulted in the revision of the modules and methods for training BMCs, where were then used to train selected trainers under the ToT programme.

SELECTION OF TRAINERS

A trainer is an individual who imparts knowledge and develops the skills of their audience to achieve a specific goal. This goal can be anything, from capacity development to enhance their productivity. For an effective ToT programme, selecting the appropriate trainers for the BMC members is essential.

Moulding trainers from scratch is a time and resource-intensive activity. Tapping into an existing pool of trainers is more advantageous as it strengthens the capacities of existing trainers. The National Institute of Rural Development (NIRD) and the State Institutes of Rural Development (SIRD) maintain lists of empanelled trainers, available on the official NIRD website - List of trainers registered with NIRD.

The ABS Partnership Project contacted over 300 individuals from SIRD-Tamil Nadu's list of empanelled trainers, out of which 95 applications were received. The project shortlisted 49 trainers, through the developed selection process, to undertake the ToT programme in Tamil Nadu.



The step-by-step approach to selecting trainers to undergo the ToT programme is provided in Annexure-II.

In addition to trainers empanelled by the training institutions, the ToT programme may include individuals from government departments working closely with BMCs and NGOs working at the local levels.

ORIENTING THE SELECTED TRAINERS

An orientation workshop is organised for the selected trainers where the participants' needs are analysed, and an effective curriculum is devised. This orientation is different from the curriculum developed earlier to train BMC members. A training needs analysis, or a pre-training survey, is conducted to design a training curriculum for the selected trainers.

The ABS Partnership Project, in collaboration with the Tamil Nadu Biodiversity Board and SIRD, Tamil Nadu, conducted an orientation workshop for trainers selected through the established selection process. The orientation workshop provided the participants with an overview of the upcoming five-day training programme, instructions in their role in the ToT programme, and the preparations to be done before the training. A training needs analysis or pre-training survey was conducted for the 49 selected trainers.



PRE-TRAINING SURVEY

The pre-training survey or training needs analysis is conducted during the orientation workshop for selected trainers. The survey evaluates the current knowledge, capacities of the selected trainers on the Biological Diversity Act, 2002 and BMC functioning.

The pre-training survey focuses on:

- Information about the participants such as their district, their professional background and experiences.
- Their understanding of the Biological Diversity Act, 2002 and BMC functioning, including their understanding of the term biodiversity and its connection to the local people, the state's current policies and schemes related to biodiversity, the skills perceived as necessary for implementing these policies and schemes and their perceptions on the importance of other departments and committees on biodiversity conservation.
- Their training skills, such as their preferred training methods, how they deal with difficult participants, and their use of participatory training methods.
- Their attitudes on their profession and the Biological Diversity Act, 2002 and BMC functioning, including what makes them proud of their work, etc.

The outcome of the pre-training survey and the experiences of the organisers during the orientation workshop aid in revising the curriculum and training methods; to suit the needs of the selected trainers, particularly with the use of locally relevant examples and case studies.

The detailed analysis of the pre-training survey conducted by the ABS Partnership Project; before the ToT programme in Tamil Nadu is available in Annexure-I.A.

At this point, the training modules have been revised twice; to suit the requirements of both the BMC members and the trainers who will train them. The final training modules of the training curriculum are:

- Biodiversity and Us
- Biological Diversity Act, 2002
- Biodiversity Management Committees
- Functions of the BMC
- People's Biodiversity Registers
- Access and Benefit Sharing

At this stage in the ToT process, the presentations of all training modules, relevant handouts and material are prepared. These modules, presentations and other materials may be in English or can be translated to vernacular languages.

PLEASE REFER TO:

Training Biodiversity Management Committees –
A Package of Modules and Methods for Trainers

Curriculum for BMCs

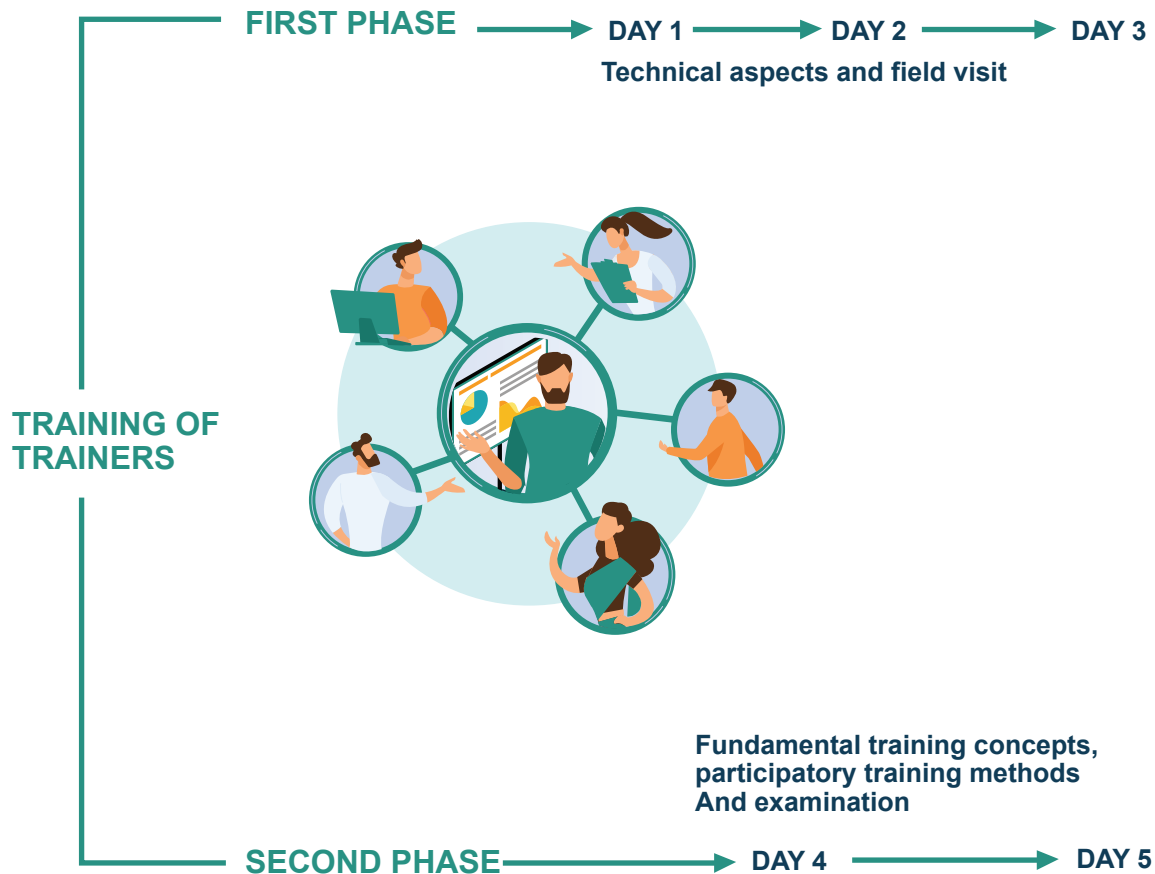
Training Methods

Implementation

THE IMPLEMENTATION PHASE

The ToT programme is conducted for the selected trainers at this stage. It provides trainers with basic training and facilitation skills, including conducting needs assessments, communication skills, group dynamics, and obtaining feedback.

Participatory training methods provide experiential learning and aid trainers to effectively train BMC members on their responsibilities under the Biological Diversity Act, 2002. The ToT programme for the selected trainers is conducted over five days in two phases.



The ABS Partnership Project conducted the pilot ToT programme in Tamil Nadu. The ToT programme was conducted over two phases – the first phase conducted over three days focused on the technical aspects of the training and the field visit; and the second phase conducted over two days focused on fundamental training concepts, participatory training methods and the examination.

THE AGENDA

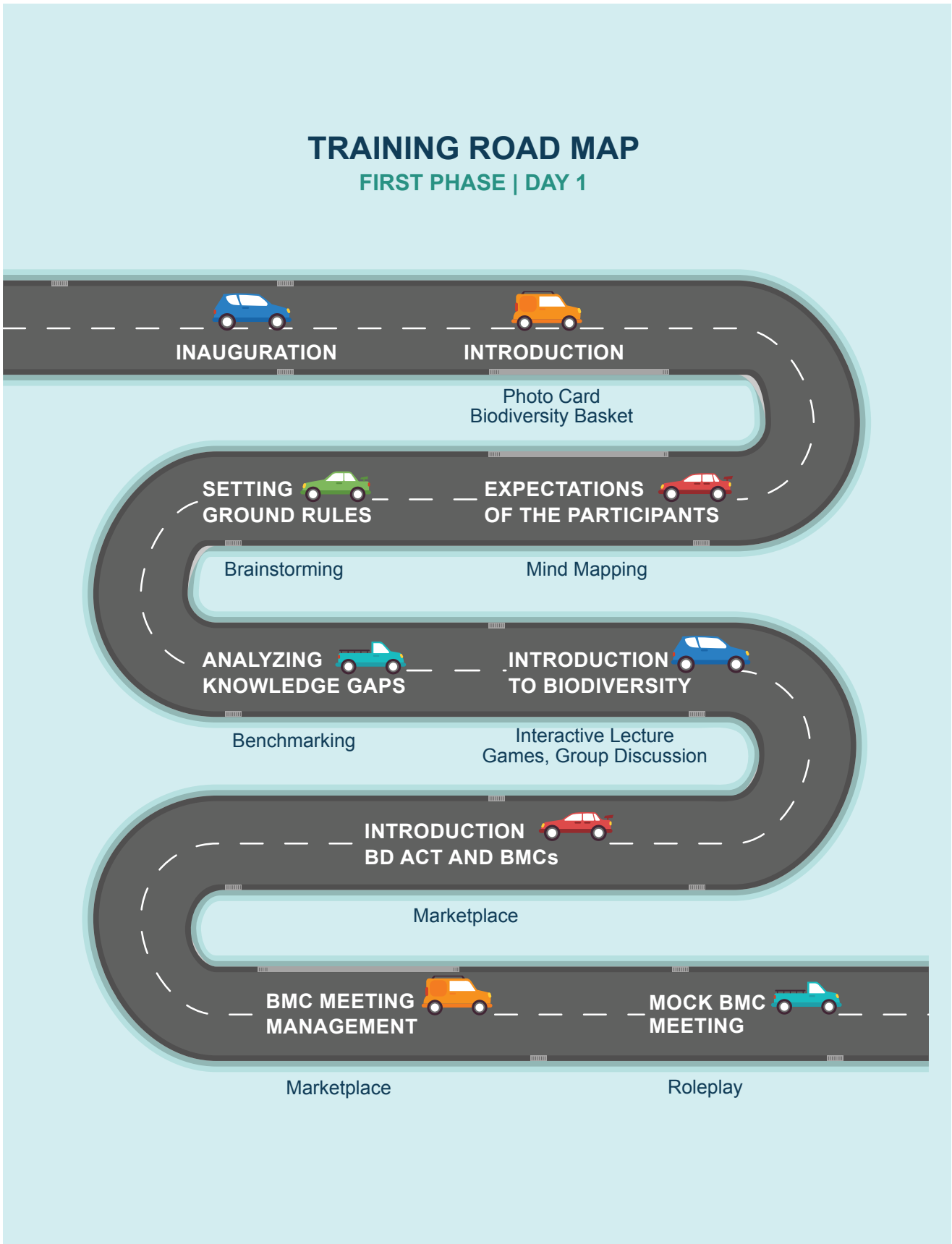
The training agenda provides a clear overview of the ToT programme and ensures that the sessions are conducted using appropriate methods within the allocated time. Two types of agenda are prepared for the programme –

- External Agenda includes a brief overview of the sessions scheduled for each day and the time allotted for each session. This agenda is shared with the participants during the training programme.
- Internal Agenda includes the sessions and the time allotted for each session, along with details on the training methods used, materials or handouts (if any), learning output, the person responsible and any other notes for conducting or facilitating the training. It serves as a guide for the facilitators or organisers of the training programme.

Examples of the External and Internal Agendas used during the two phases of the ToT programme are provided in Annexure-III.

PHASE 1 OF THE TOT PROGRAMME

The first phase of the ToT programme focuses on the technical aspects and includes a field visit. The sessions are briefly described below.



DAY 1

SESSION 1: Inauguration – The ToT programme is officially launched.

SESSION 2: Introduction of the participants – The participants introduce themselves and narrate stories about their connection to biodiversity.

SESSION 3: Norm setting – The participants set ground rules for themselves for the three-day training programme through a brainstorming session.

SESSION 4: Overview of the participants' expectations – The participants express what they expect to learn from the training.

SESSION 5: Analysing knowledge gaps – The participants evaluate themselves on topics that will be discussed in the training programme. The evaluation helps facilitators address the knowledge gaps.

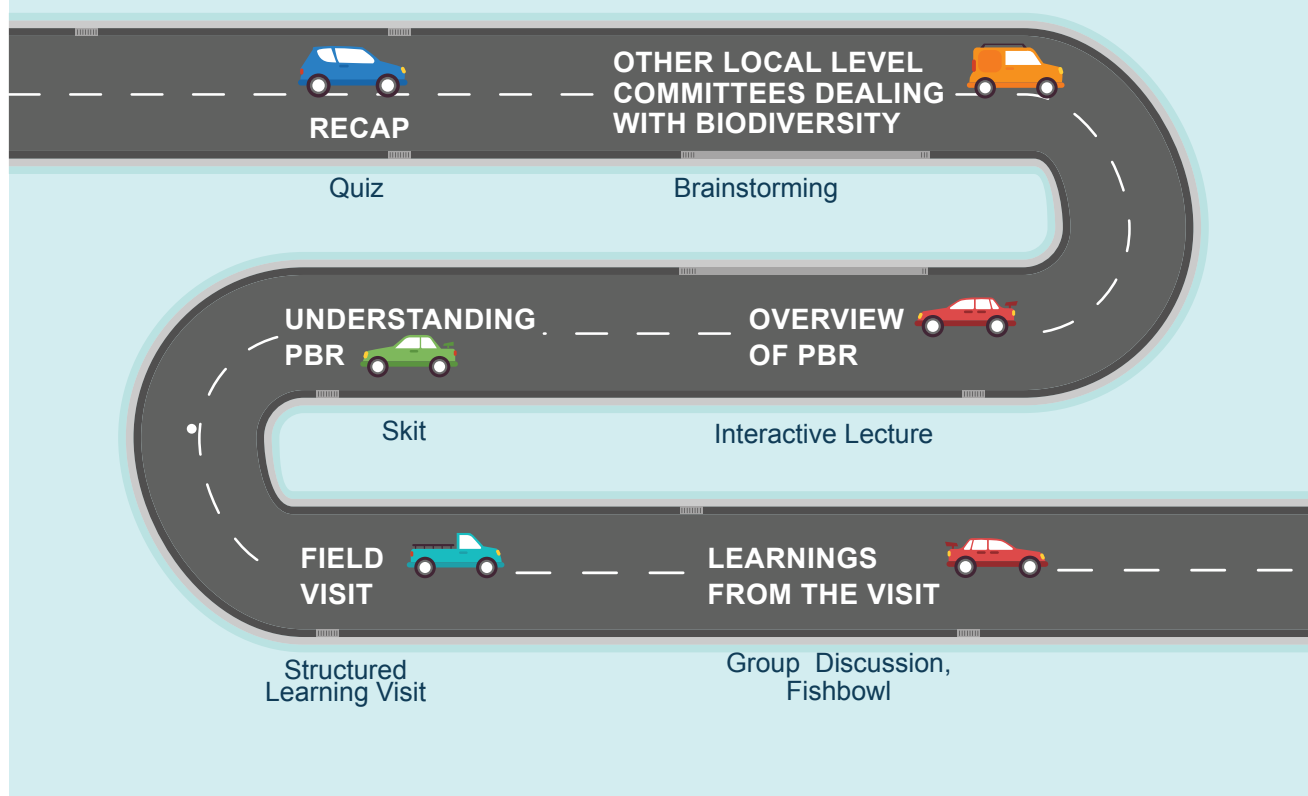
SESSION 6: Introduction to biodiversity and its importance – Through an interactive session, the facilitators explain the concept of biodiversity and its importance.

SESSION 7: Introduction to the Biological Diversity Act and BMCs – The participants are introduced to the relevant sections of the Act and the functioning of BMCs.

SESSION 8: Introduction to BMC meeting management – Participants learn how to fill in the various forms required for the functioning of BMCs.

SESSION 9: Mock BMC meeting – Through role-playing, the participants play the role of BMC members; and organise a mock BMC meeting.

TRAINING ROAD MAP FIRST PHASE | DAY 2



DAY 2

SESSION 10: Recap and a short quiz – A short quiz was organised based on the learnings of Day 1.

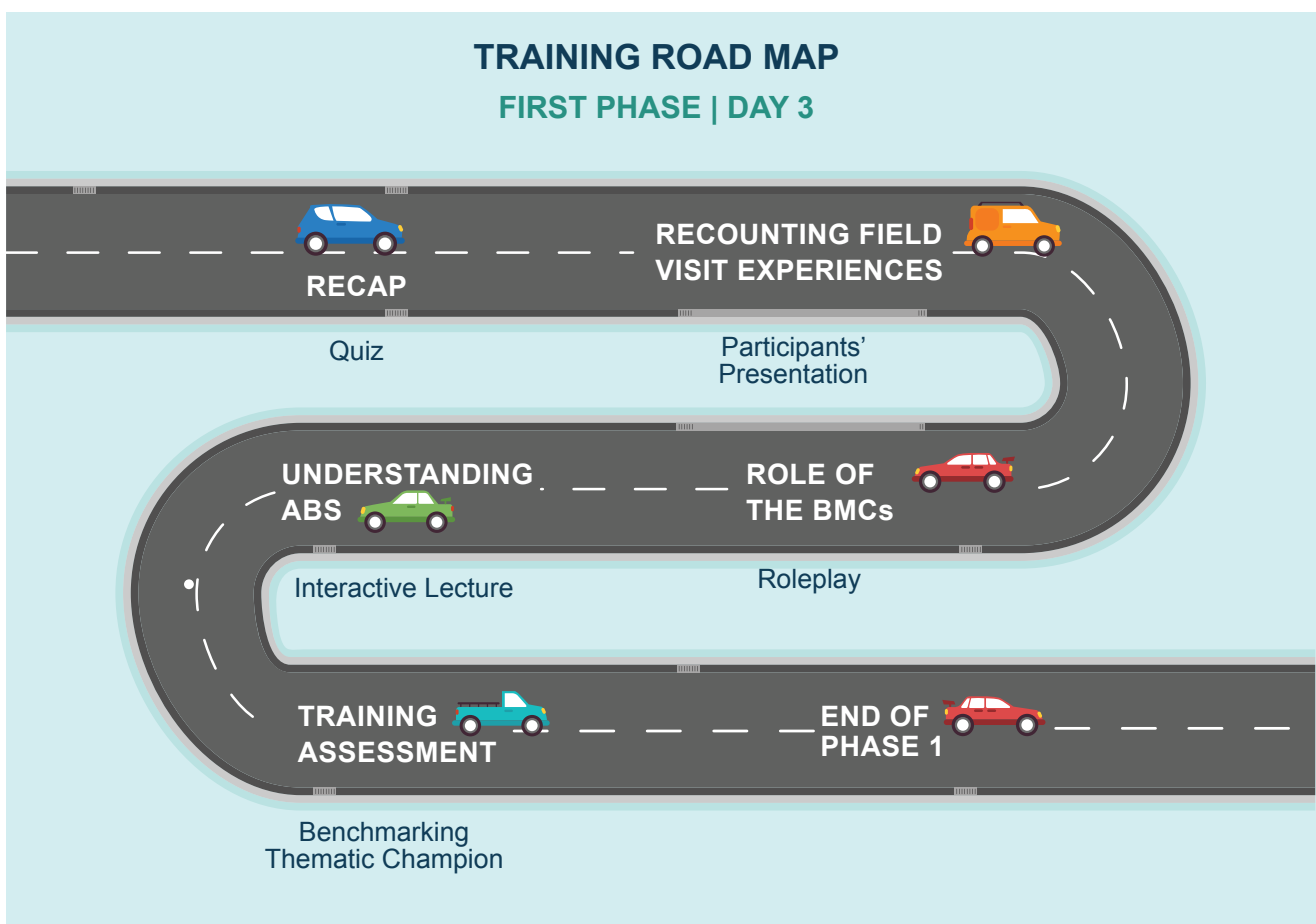
SESSION 11: Committees on biodiversity activities – The participants present the names of different local bodies and departments with whom the BMC can collaborate through a brainstorming session.

SESSION 12: Understanding PBR – The facilitators present a skit to convey the importance of documenting the PBR.

SESSION 13: PBR overview and steps for documentation – This is an interactive lecture session where the facilitator explains the various PBR formats and the steps to document them.

SESSION 14: Field visit – The participants go out in groups to different sites, to interact with local people, document the assigned formats of PBR and learn about the various biodiversity-related issues of that area.

SESSION 15: Learnings from the field visit – Upon returning from the field visit, the groups discuss the learnings obtained from the field with the facilitators. Each group prepares a small presentation for the next day based on their field experience.



DAY 3

SESSION 16: Recap and a short quiz – A short quiz was organised based on the learnings of Day 2.

SESSION 17: Recounting field visit experiences – The groups share the learnings from the field visits.

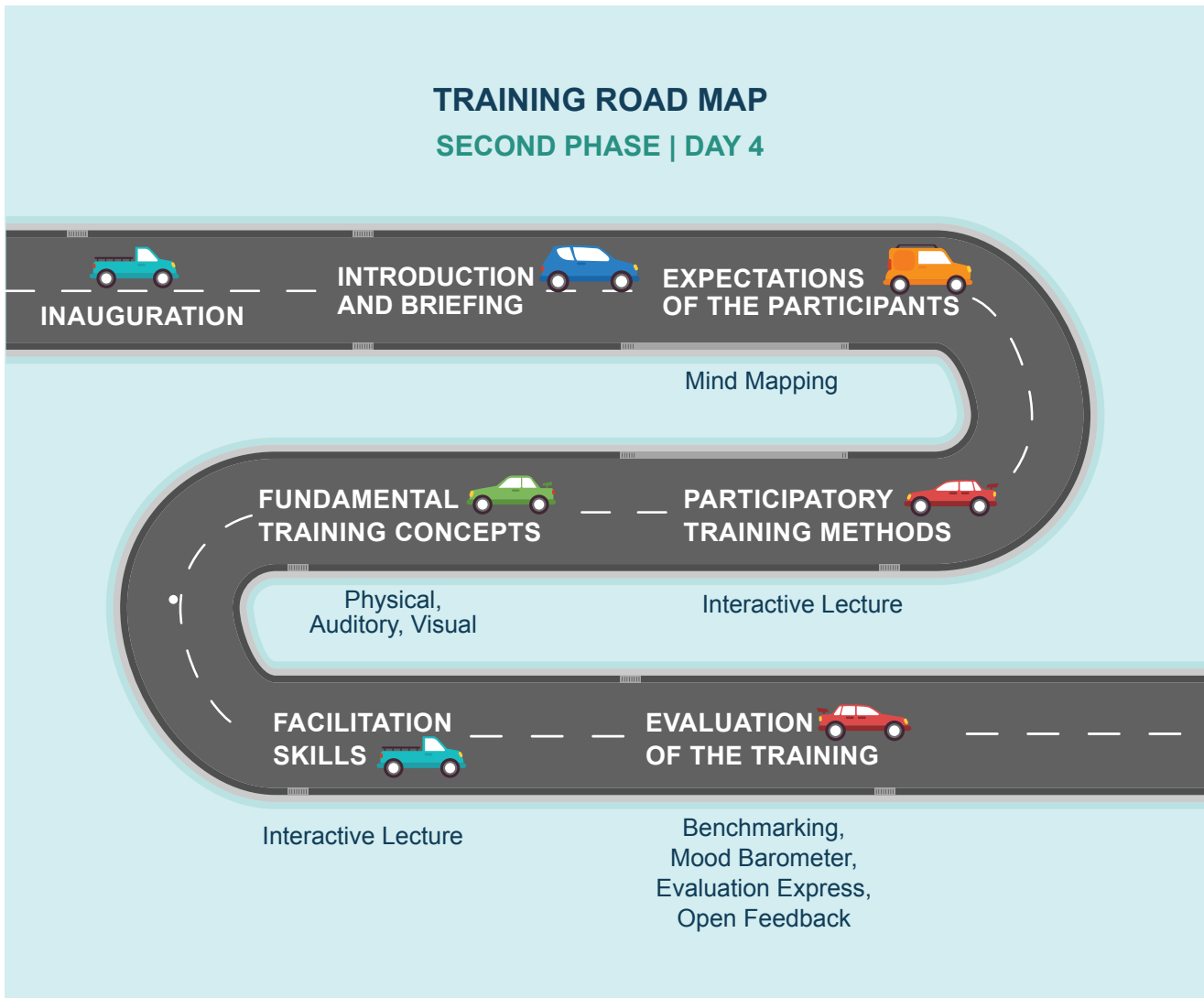
SESSION 18: Introduction to and in-depth learning of ABS – The facilitators introduce the concept of ABS and the ABS process.

SESSION 19: Role-play – In this session, the participants are provided with a couple of scenarios based on ABS case studies. They are asked to argue as BMC members on whether to consent to a company accessing bio-resources or not.

SESSION 20: Training assessment – Through a benchmarking process, the participants rate their knowledge on the same topic as the benchmarking session on the first day. After that, each participant presents on a specific topic and is evaluated by the facilitators.

PHASE 2 OF THE TOT PROGRAMME

The second phase of the ToT programme focuses on fundamental training concepts, participatory training methods and the examination.



DAY 4

SESSION 1: Introduction and session briefing – Phase 2 of the ToT programme is officially launched, and the participants introduce themselves. The facilitators provide an overview of the two-day training programme.

SESSION 2: Role of the trainers – The participants brainstorm on what they think should be the role of a trainer.

SESSION 3: Fundamental training concepts – Through activities, the facilitators inform the participants on the importance of incorporating all three basic modes of communication in their training.

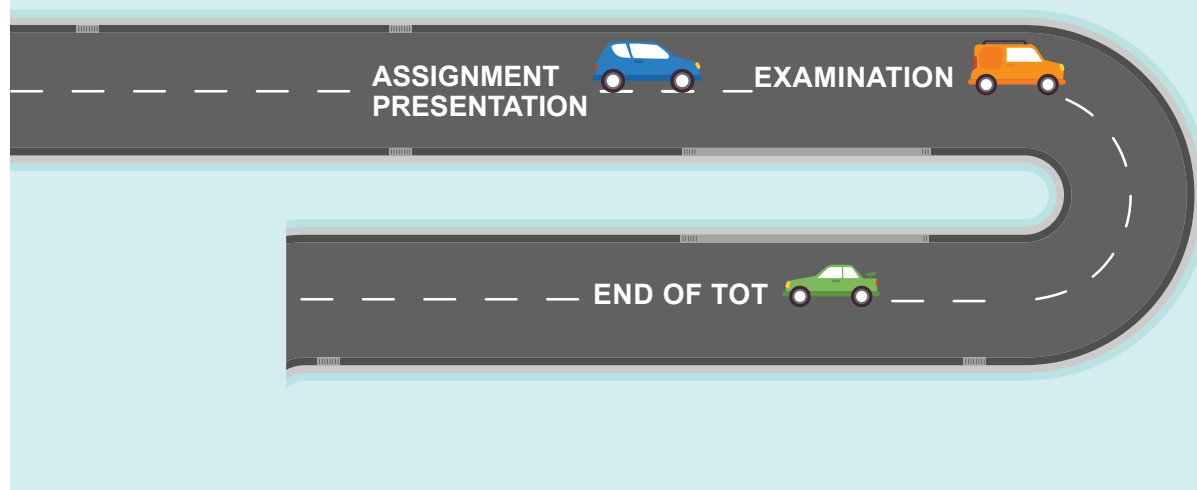
SESSION 4: Participatory training methods – The facilitators provide a hands-on experience on the participatory training methods.

SESSION 5: Facilitation skills – Through an interactive session, the participants are informed about the necessary skill set required to conduct a session successfully using participatory training methods.

SESSION 6: Evaluation of the training – The participants are informed about the various methods of evaluating the efficacy of the training.

TRAINING ROAD MAP

SECOND PHASE | DAY 5



DAY 5

SESSION 7: Recap and a short quiz – A short quiz was organised based on the learnings of Day 1.

SESSION 8: Assignment preparation – Selected participants are asked to present the PBR they documented as part of their assignment.

SESSION 9: Examination – A written exam of 50 marks is conducted based on the learning outcomes of Phase 1 and Phase 2 of the ToT programme.

EVALUATION AND CERTIFICATION OF TRAINERS

The trainers in the ToT programme are evaluated throughout the five days based on specific criteria. The trainers who score highly on the evaluation and pass the examination are certified as district trainers on the Biological Diversity Act, 2002 and BMC functioning.

CRITERIA FOR EVALUATION

- Punctuality (5 marks)

The participants are evaluated on their punctuality to all the activities conducted throughout the five-day training programme.

- Insights from the field visit (5 marks)

The participants' insights from the field visit conducted on the second day of Phase 1 of the ToT programme are evaluated. Further details on Sessions 14 and 15 of Phase 1 of the ToT programme are available in Training Biodiversity Management Committees: The Implementation Guide.

- Thematic Champion (10 marks)

The thematic champion is a participatory training method. A set of questions prepared by the facilitators is shown to the participants at the beginning of the training. The participants will deliver a presentation on one of these topics, randomly assigned to each participant on the last day of the training programme.

Further details are available in the Training Biodiversity Management Committees: A Package of Modules and Methods for Trainers

- Scores from the training facilitators (10 marks)

The facilitators score each participant based on their level of participation in each session.

- Field exercise on PBR documentation (20 marks)

Participants are given a complete set of PBR formats. They are asked to document information from their village or locality on any two of the given PBR formats. The participants conduct this exercise between Phase 1 and Phase 2 of the ToT programme and submit the forms for evaluation at the end of Phase 2 of the ToT programme.

- Examination (50 marks)

The examination at the end of the ToT programme evaluates the learnings of the participants and assesses the overall efficacy of the training programme. It also determines the retention of knowledge and skills of the participants from the ToT programme.

The question paper for the examination is available in Annexure-IV.

The examination has two section – multiple-choice questions (MCQs) and explanatory questions. All questions are related to the various input presentations, handouts and topics discussed during the ToT programme. The explanatory questions are reflective, based on the learning from the two phases of the training programme.



CERTIFICATION

Two types of certificates are provided to the participants at the end of the ToT programme. All trainers who participated in the ToT programme receive a Certificate of Participation.



Trainers who complete the ToT programme and pass the end-of-training examination receive an additional certificate – Certificate of Training, certifying them as district trainers on this topic.



Sample certificate

END-OF-TRAINING SURVEY

The end-of-training survey evaluates the participants' understanding of the topics discussed during the ToT programme. It differs from the examination as it provides feedback on the efficacy of the delivered training. The end-of-training survey obtains information on:

- The participants' main occupation and whether the training improved their understanding of biodiversity and the Biological Diversity Act, 2002.
- Their perceptions of the ToT programme conducted and interest in attending further training on this topic.
- Their learnings from the ToT programme, its applicability in future training programmes, and the usefulness of the field visit.
- The information they believe is required or needs to be discussed in further detail in future training programmes.

The detailed analysis of the end-of-training survey conducted by the ABS Partnership Project at the end of the pilot ToT programme conducted in Tamil Nadu is available in Annexure-I.B.

Further information is also available in Training Biodiversity Management Committees: The Implementation Guide.

THE POST-IMPLEMENTATION PHASE

The efficacy of the delivered ToT programme is evaluated a few months after the training programme. This evaluation occurs through a post-training survey conducted six months after the training and the feedback from the training conducted for BMC members and other individuals from the local communities.

POST-TRAINING SURVEY (AFTER 6 MONTHS)

The post-training survey, conducted six to seven months after the ToT programme, assesses the trainers' capacities to conduct training programmes on the Biological Diversity Act, 2002 and BMC functioning. It also evaluates their learnings from the ToT programme previously conducted and its effect on their training capabilities.

THE POST-TRAINING SURVEY FOCUSES ON:

- Personal information about the trainer, including their names, gender and district, to estimate the gender distribution of trainers in this field; to ensure that all districts are represented by at least one trainer who participated in the ToT programme.
- Their knowledge of the current state of biodiversity and the implementation of the Biological Diversity Act, 2002 in their village, block or district.
- Their use of the learnt training methods in other training programmes conducted, as well as an improvement in their skills and capacities gained through the ToT programme.
- Their retention of technical knowledge gained through the ToT programme, including the training methods learnt, the percentage of benefit-sharing that goes to the BMC, etc.
- Reflective questions such as the training methods they would use for specific scenarios, such as the documentation of PBRs.
- Their recommendations to improve future ToT programmes on this topic.
- The impact of the COVID-19 pandemic on the biodiversity, environment and the local income of their village or block.

The detailed analysis of the post-training survey conducted by the ABS Partnership Project six months after the ToT programme conducted in Tamil Nadu is provided in Annexure-I.C. Further information is also available in Training Biodiversity Management Committees: The Implementation Guide.

TRAINING THE TARGET STAKEHOLDER

Using the knowledge and skills gained from the ToT programme, the trainers conduct a short three-day training programme for BMC members, Community Resource Persons (CRPs), and other individuals such as Panchayat members, ward members and youth groups at the local levels.

The trainers conduct a three-day training programme to train BMC members or CRPs on the various aspects of BMC functioning, with an emphasis on PBR documentation and providing feedback on ABS applications.

In addition to this, training Community Resource Persons (CRPs) and Panchayat members encourage communities to take charge of their BMCs to fulfil their responsibilities, such as documenting PBRs. CRPs can be trained to assist BMC members in data collection and interviewing traditional knowledge holders and others to prepare the PBR.



Community Resource Persons (CRPs) are village-level community or extension workers who support various developmental activities. The National Rural Livelihood Mission of the Government of India developed this concept to mobilise women into self-help groups and undertake several livelihood activities. Many states have adopted this concept and trained women as CRPs. The Tamil Nadu State Rural Livelihood Mission (TNSRLM) created a pool of resource persons under various themes such as agriculture, animal husbandry, etc. CRPs are categorised as master trainers and resource persons who can conduct training at the state, district and block-levels. There are hundreds of women in the CRP networks of Tamil Nadu.





Photo credits: Doulos New Begin

The ABS Partnership Project, in partnership with a local NGO, the Covenant Centre for Development (CCD) based in Madurai, designed a unique programme to encourage communities to operationalise their BMCs. The programme trained CRPs in data collection and interviewing traditional document holders, farmers, etc., to prepare the PBR. These trained CRPs have aided in the documentation of PBRs in the Kariapatti, Mandapam, Melur, Natham, Periyakulam, Shanarpatti, Sedapatti and Thiruvattur block-level BMCs.

The ABS Partnership Project invited trainers trained under the ToT programme to train Community Resource Persons (CRPs) in their village or block in October 2020. Of the 49 individuals trained in the ToT programme, 36 persons expressed their interest to conduct training programmes for CRPs in their villages and blocks. Due to the COVID-19 pandemic, participation in these training programmes was restricted to five to eight persons. The three-day training programme was conducted by 35 certified trainers in 21 districts covering 35 villages. A total of 271 individuals, including CRPs, Panchayat Presidents and members, as well as BMC members in these villages, were trained.

The 22 districts (and villages) where the training programmes were conducted are:

1. Ariyalur (Edayar)
2. Chengalpattu (Pazhayanoor)
3. Cuddalore (Nanamedu, Periyakallipattu and Srineduncheri)
4. Dharmapuri (Indur)
5. Dindigul (Karisalpatti and Patchalanayakan Patti)
6. Erode (Bargur)
7. Kallakurichi (Avi Kolapakkam and Vanapuram)
8. Krishnagiri (Begapalli and Kaatinayanapalli)
9. Madurai (Saptur and Thangalacheri)
10. Mayiladuthurai (Maraiyur)
11. Namakkal (O.Sowthapuram)
12. Nagapattinam (Pallaiyur)
13. Pudukkottai (Poovarasakudi)
14. Sivagangai (K Vairavanpatti and Kulathupatti)
15. Tenkasi (Urmelazhagian)
16. Thanjavur (Neelagiri, Pattukottai and Sethubavachatram)
17. Tiruvarur (Idumbavanam and Manjakkudi)
18. Tirunelveli (Kunnathur)
19. Tiruppur (Cheyur, Kuralkuttai and Nalligoundenpalayam)
20. Tiruvannamalai (Andampallam)
21. Tiruchirappalli (Pettavaithalai)
22. Villupuram (Thiruvampattu and Vadakaraitthazhanur)

FEEDBACK ON TRAINING THE TARGET STAKEHOLDER

The trainers provide feedback to the organisers of the ToT programme on the various aspects of the training programme conducted for BMC members, CRPs and other individuals. The feedback obtains responses from the trainers on:

- The ease of training using the training curriculum; and the type of questions and queries posed to the trainers.
- Take-home exercises given to the participants during the training programme.
- The PBR format provided to the participants.
- The overall efficacy of the training – what worked well, what did not work well, and suggestions for improvement.
- The trainers' perceptions of the challenges to effective BMC functioning in their villages.

The detailed analysis of the feedback obtained from the trainers who conducted the CRP training in their villages in Tamil Nadu is provided in Annexure-I.D.

The SIRD-Tamil Nadu adopted the methodologies used by the ABS Partnership Project. They conducted several training programmes on other topics, such as water governance and VPDP, using these methods.



ANNEXURE-I.A:

FEEDBACK AND SURVEY RESPONSES

SURVEY RESPONSES FROM THE PRE-TRAINING SURVEY

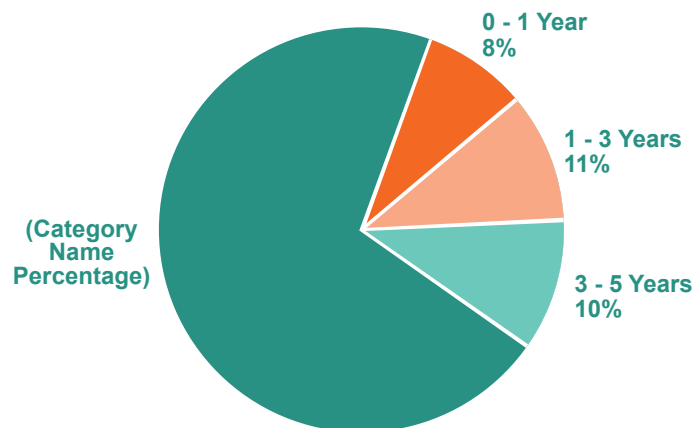
1. WHICH DISTRICT ARE YOU CURRENTLY BASED IN?

This question helps ensure participation from all over Tamil Nadu because the participants of this training would attend a ToT programme to train BMC members of their respective districts.

2. WHAT DID YOU DO BEFORE BECOMING A TRAINER?

Many participants previously worked in the rural development sector with self-help groups or NGOs, and a few worked as teachers or in research. This question helps understand their professional background so that ToT sessions can be made easier to follow by including relatable examples and case studies.

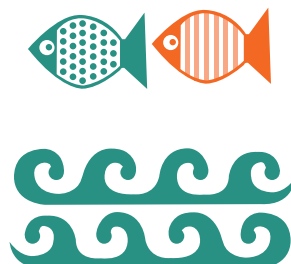
3. FOR HOW MANY YEARS HAVE YOU BEEN WORKING AS A TRAINER?



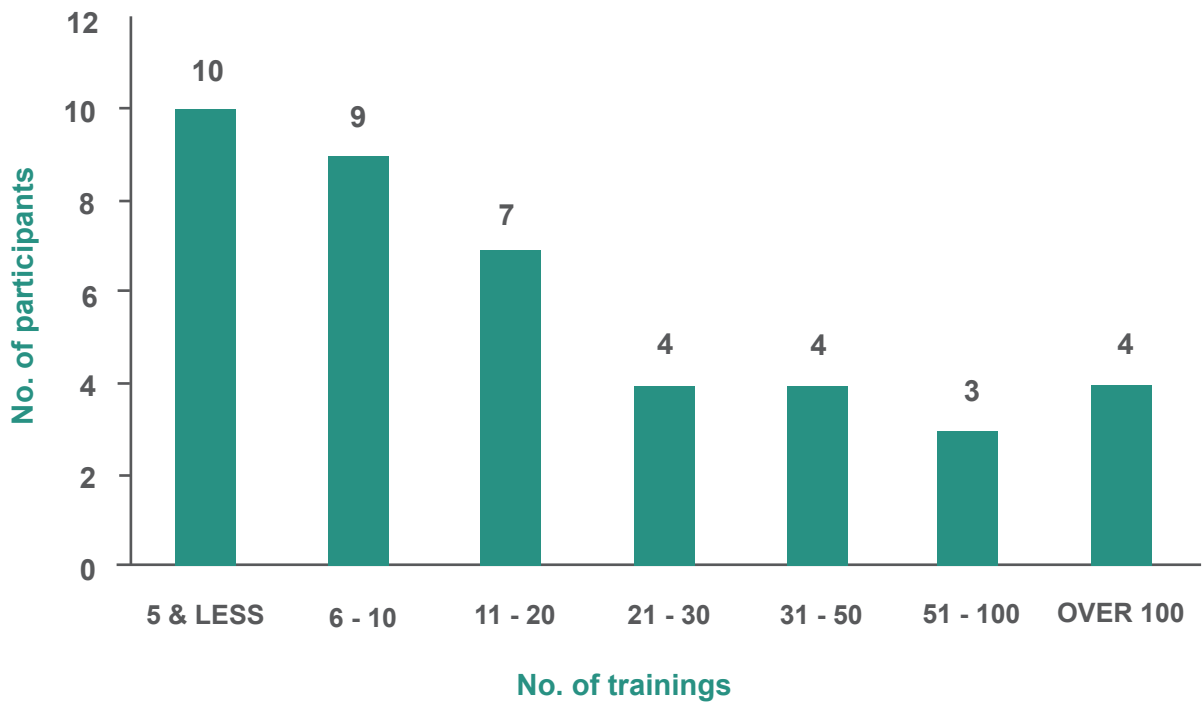
Number of participants = 48

4. LIST THE TOPICS ON WHICH YOU HAVE CONDUCTED TRAINING?

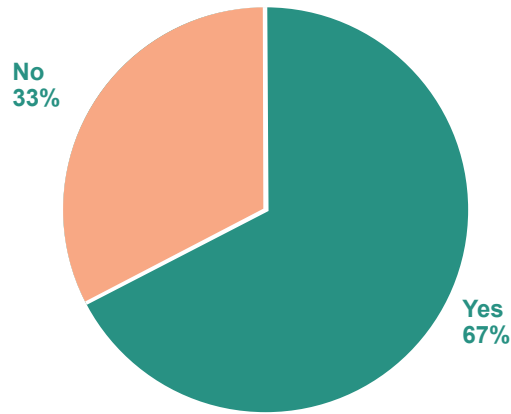
Most participants had experience conducting training on topics related to rural development and self-help groups. Many participants had also trained on subjects like climate change, health, SDGs, skill development and women empowerment.



5. HOW MANY TRAINING PROGRAMMES DO YOU CONDUCT IN A YEAR?



6. DO YOU HAVE ANY OTHER PROFESSION OTHER THAN TRAINING?



Number Of Participants = 48



7. PLEASE INDICATE YOUR ANSWERS TO THE FOLLOWING STATEMENTS:

	STATEMENTS	AGREE	DISAGREE	PARTIALLY AGREE	NEUTRAL
1	Biodiversity is important for our survival on this planet.	48	0	0	0
2	Biodiversity is mostly found in the forests	9	24	10	4
3	To conserve biodiversity, companies/ traders should be stopped from using biodiversity in their business.	20	11	11	5
4	Currently, Tamil Nadu has no policy/ programmes/schemes to protect biodiversity	16	17	7	7
5	Local people should be allowed to collect and sell bio-resources present in their area	21	5	13	9

NUMBER OF PARTICIPANTS = 48

8. FOR THE EFFECTIVE IMPLEMENTATION OF A NEW SCHEME/PROGRAMME, WHAT DO YOU THINK IS MOST IMPORTANT?

	STATEMENTS	AGREE	DISAGREE	PARTIALLY AGREE	NEUTRAL
1	Biodiversity is important for our survival on this planet.	48	0	0	0
2	Biodiversity is mostly found in the forests	9	24	10	4
3	To conserve biodiversity, companies/ traders should be stopped from using biodiversity in their business.	20	11	11	5
4	Currently, Tamil Nadu has no policy/ programmes/schemes to protect biodiversity	16	17	7	7
5	Local people should be allowed to collect and sell bio-resources present in their area	21	5	13	9

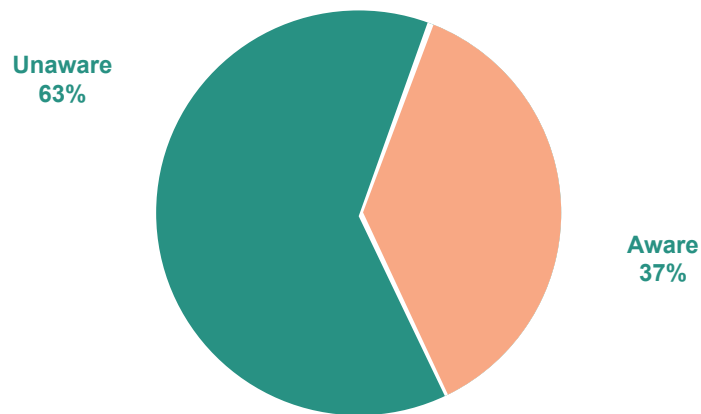
9. WHAT METHODS DO YOU USE IN YOUR TRAINING?

Most participants used training methods like lectures, group discussions, role-playing, and tools like PowerPoint presentations and charts. Some also employed a participatory training methodology for their training.

10. HOW DO YOU DEAL WITH DIFFICULT PARTICIPANTS?

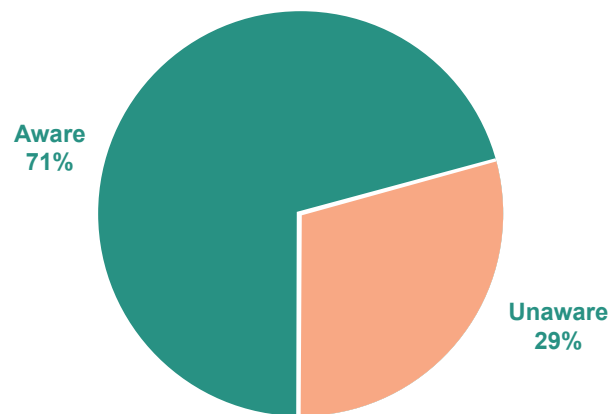
- Speak with the participant and try to understand what is troubling them.
- Patiently communicate until the participant completely understands the topic.
- Talk to them respectfully, as a friend.
- Give the participant more attention/space depending on their circumstances.
- Involve the participant regularly and ask them to contribute to the session.
- Assign responsibilities or tasks to the participant.

11. WHAT IS THE TAMIL WORD FOR 'BIODIVERSITY'?



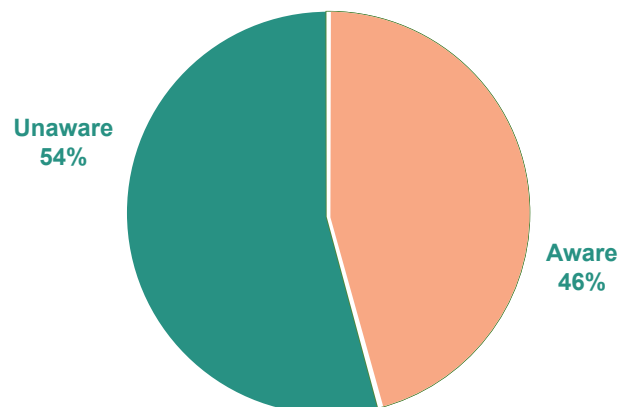
Number Of Participants = 48

12. ARE YOU AWARE OF THE TRADITIONAL HEALERS IN YOUR REGION AND THE CONDITIONS THEY TREAT?



Number Of Participants = 48

13. CAN YOU NAME 5 BIODIVERSITY-BASED PRODUCTS AND THE COMPANIES THAT MANUFACTURE THEM?



Number Of Participants = 48

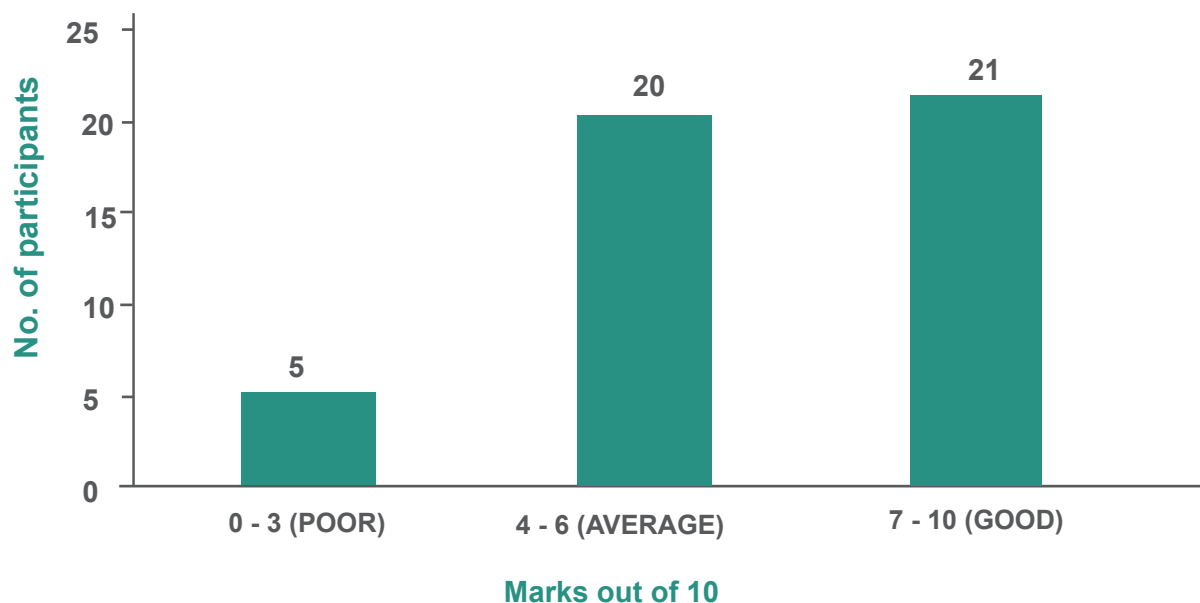
14. PLEASE ORDER THE FOLLOWING DEPARTMENTS/COMMITTEES ON THEIR IMPORTANCE FOR CONSERVING BIODIVERSITY.

	GOVT. DEPARTMENTS/COMMITTEES	MOST IMP. 1	2	3	4	LEAST IMP. 5
1	Biodiversity Management Committee	0	0	1	1	46
2	Village Poverty Reduction Committee	1	2	5	12	27
3	Village Panchayat	1	1	2	6	37
4	Agriculture Department	0	1	0	9	38
5	Horticulture Department	0	1	3	8	34
6	Animal Husbandry Department	0	1	0	12	35
7	Fisheries Department	1	1	4	9	31
8	Forest Department	0	0	1	4	43
9	JFM Committee	0	0	1	11	33
10	Rural Development & Panchayat Raj Department	0	1	2	9	34
11	Department of Tourism and Culture	2	2	6	13	22
12	Eco- development Committee	0	1	1	12	30
13	Village Forest Committee	0	2	3	7	32

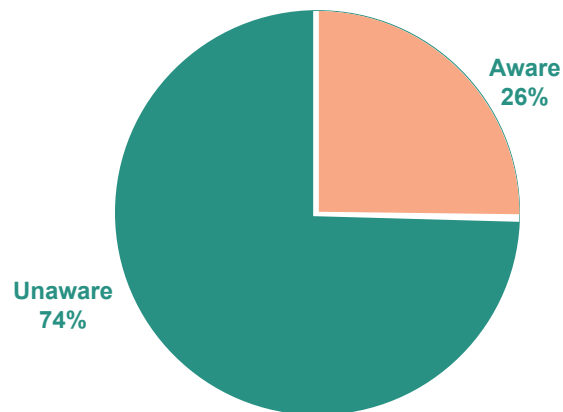
15. TRANSLATE THE PARAGRAPH FROM ENGLISH TO TAMIL.

Participants were provided with a paragraph on climate change in English to translate it to Tamil.

The responses were graded on a scale from 0 to 10, and the results are given below:

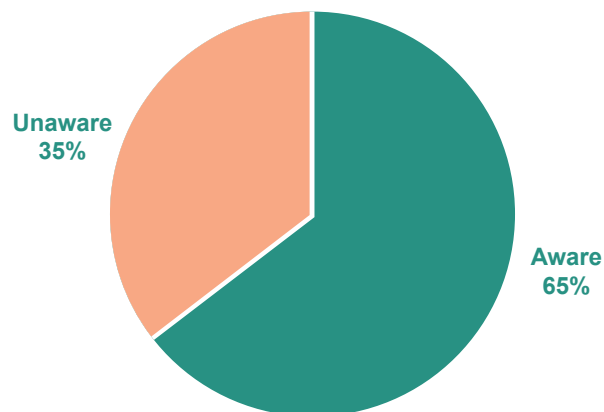


16. HAVE YOU HEARD OF ANY INCIDENT OF BIO-PIRACY?



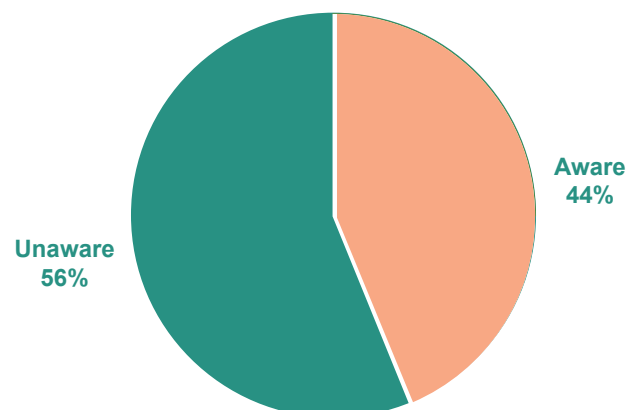
Number Of Participants = 48

17. ARE THERE ANY PLANT/ANIMAL SPECIES IN YOUR AREA THAT WERE ABUNDANT A FEW YEARS AGO BUT ARE VERY RARELY FOUND NOW?



Number Of Participants = 48

18. DO YOU KNOW ANY RITUALS OR PRACTICES THAT CONTRIBUTE TO THE CONSERVATION OR SUSTAINABLE USE OF BIODIVERSITY IN YOUR AREA?

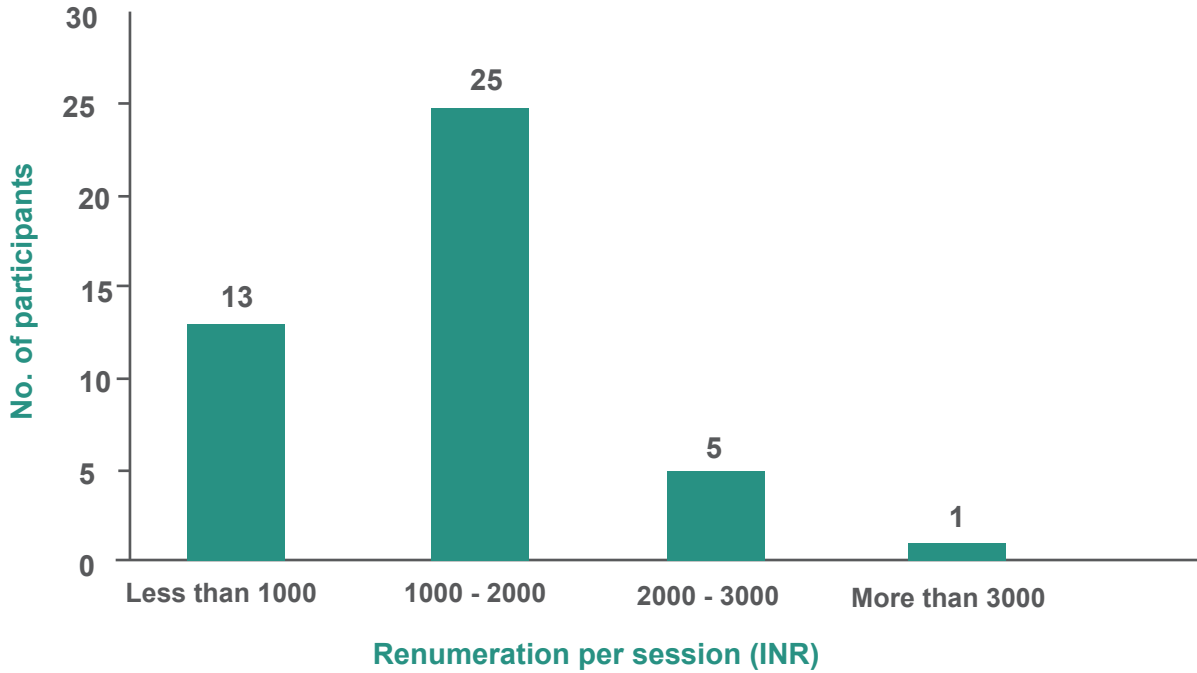


Number Of Participants = 48

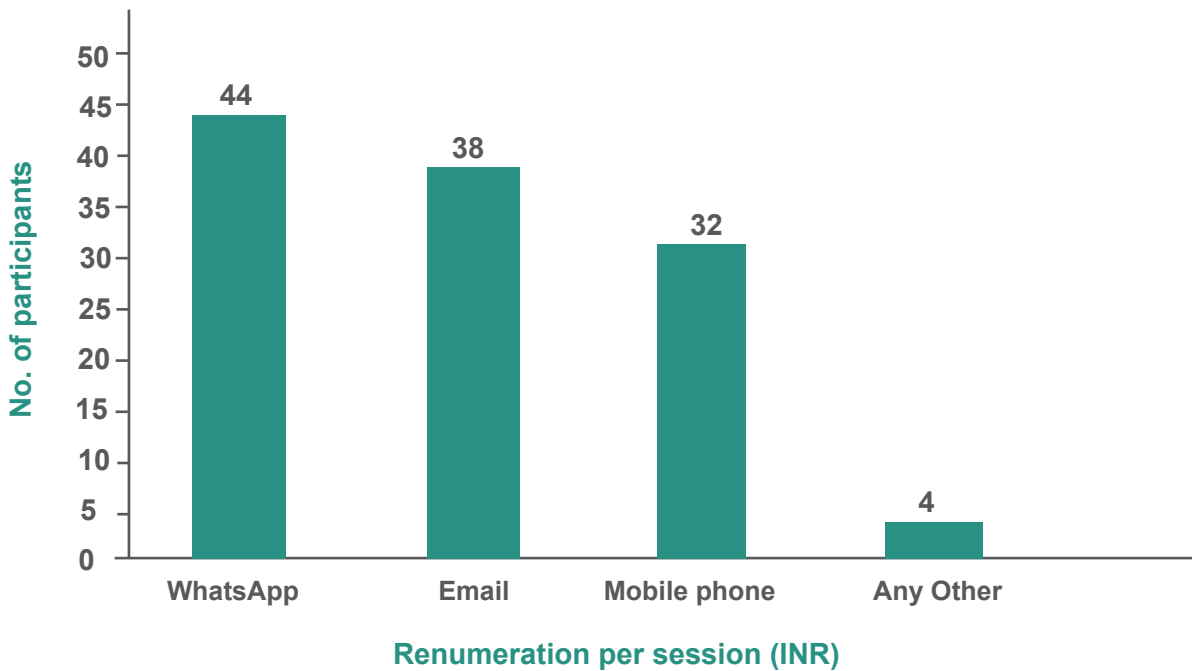
19. WHAT MAKES YOU PROUD TO BE A TRAINER?

This question gauges the attitude of the participants. Most participants stated that by conducting training, they contribute to the development of their society.

20. HOW MUCH REMUNERATION DO YOU WISH TO GET PAID PER SESSION?

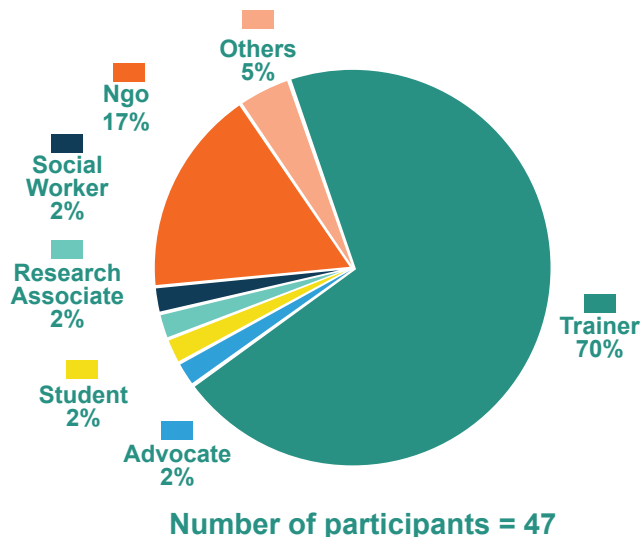


21. WHAT IS YOUR PREFERRED MODE OF COMMUNICATION?

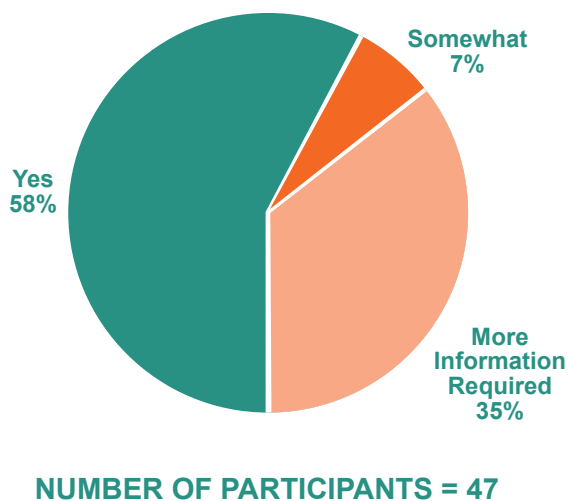


ANNEXURE-I.B: SURVEY RESPONSES FROM THE END-OF-TRAINING SURVEY

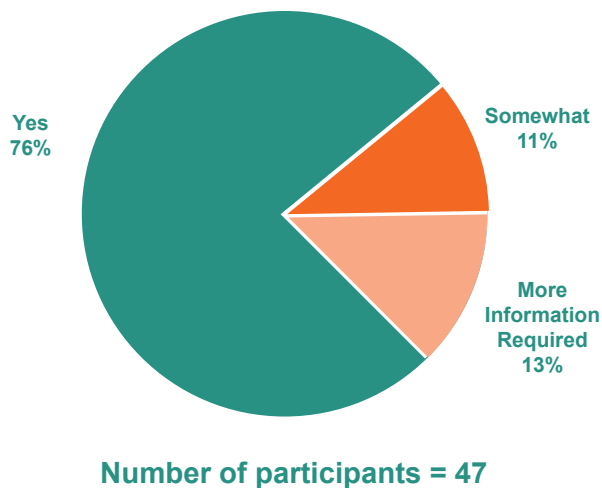
1. WHAT IS YOUR CURRENT OCCUPATION?



2. DID THIS TRAINING HELP YOU UNDERSTAND WHAT BIODIVERSITY IS?



3. DID THIS TRAINING HELP YOU UNDERSTAND THE BIOLOGICAL DIVERSITY ACT, 2002?



4. HOW DO YOU RATE THE FOLLOWING ASPECTS OF THE TRAINING?

Please provide your rating, with '5' being the most positive assessment and '1' being most negative.

	MOST NEGATIVE				LEAST POSITIVE
ASPECTS	1	2	3	4	5
Topics covered in the training	0	0	1	22	24
Training methods	0	0	0	8	39
Instructions for the group exercises made available to you	0	0	5	15	25
Field visit	0	2	6	22	17
Overall rating for the training	0	0	1	22	24
Logistics and food	2	3	18	17	7

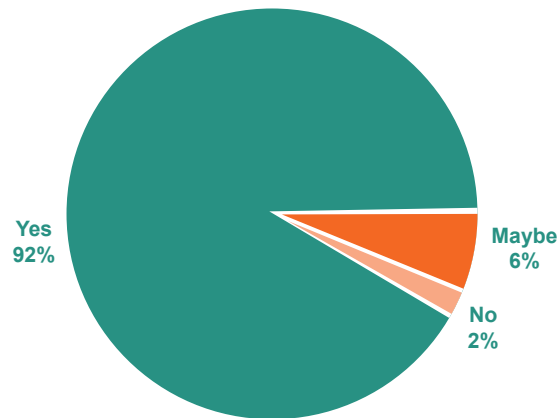
Number of participants = 47

5. WHAT ARE YOUR KEY LEARNINGS FROM THE TRAINING?

- Attitude and conduct of the trainers.
- Time management during the training sessions.
- Participatory training methodology.
- Importance of teamwork during group exercises.
- Introduction to biodiversity and its importance.
- The implementation structures under the Biological Diversity Act.
- Roles and responsibilities of BMCs.
- Significance of PBRs and how to fill them.
- Introduction to access and benefit sharing.
- The benchmarking methodology for assessments.
- The purpose for enacting the Biological Diversity Act.
- Complexity of policymaking and administration.
- The different PBR formats.
- Training implementation at the field level.

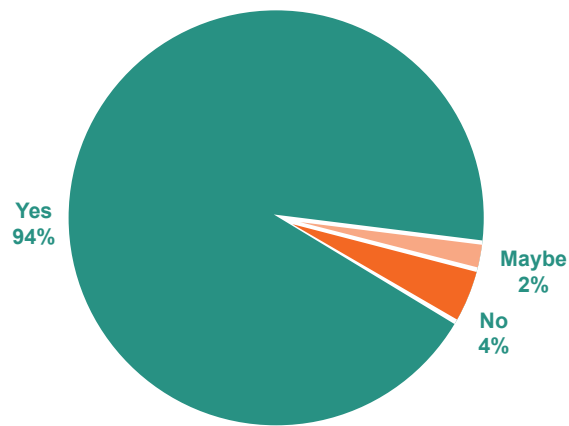


6. WOULD YOU BE INTERESTED IN ATTENDING FUTURE TRAINING PROGRAMMES ON THIS TOPIC?



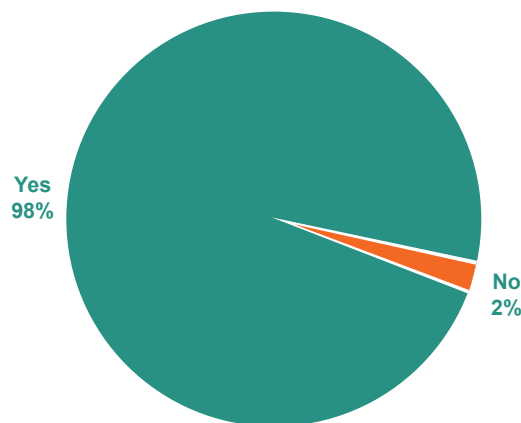
Number of participants = 47

7. ARE YOU INTERESTED IN CONDUCTING TRAINING FOR BMC MEMBERS?



Number of participants = 47

8. WILL YOU APPLY THE LEARNINGS FROM THIS TRAINING IN YOUR WORK?



NUMBER OF PARTICIPANTS = 47

9. WHAT TOPICS SHOULD BE DEALT WITH IN MORE DETAIL IN FUTURE TRAINING PROGRAMMES?

- Documentation of PBRs.
- Access and Benefit Sharing.
- Functions of the BMC.
- Roles of the NBA and SBBs.
- The funding for PBR documentation.
- Collaboration between BMCs and government bodies at the village level.
- Tamil Nadu Biodiversity Rules, 2017.
- Section 40 of the Biological Diversity Act (Normally Traded as Commodities list).

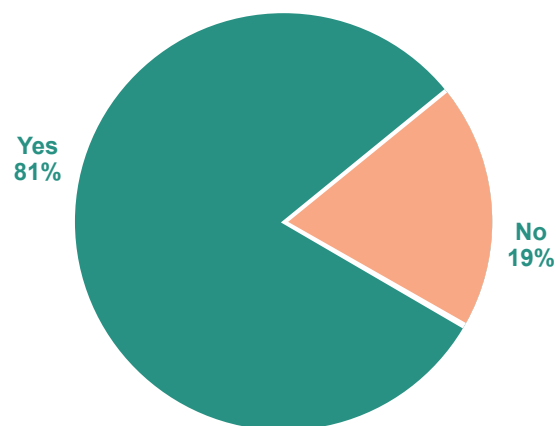
10. WHAT TOPICS DO YOU THINK WERE NOT COVERED BY OUR TRAINING?

- How BMCs can facilitate PBR documentation in the absence of technical expertise.
- How funds are released from the SBBs for BMC functioning.
- Biodiversity Heritage Sites (BHS)

11. WHICH TOPIC WAS NOT RELEVANT IN THE TRAINING PROGRAMME?

No responses to this question.

12. DO YOU THINK THE FIELD VISIT WAS USEFUL FOR YOU TO UNDERSTAND PBR DOCUMENTATION?



Number of participants = 47

IF YOU THOUGHT THAT THE FIELD VISIT WAS NOT USEFUL FOR YOU TO UNDERSTAND PBR DOCUMENTATION, PLEASE SUGGEST HOW IT CAN BE IMPROVED FOR FUTURE TRAINING PROGRAMMES?

The field visit session included going to meet with BMC members to discuss BMC functioning, practical challenges and the process for documenting PBRs. Suggestions provided by the trainees for this field visit session are as follows:

- BMC members should be completely aware of the constitutional requirements of the BMC and its functions.
- BMC should have recorded PBRs.
- Individual field visit and documentation could be more useful than going as a group.
- There should be a substantial amount of traditional knowledge recorded in the PBR.

13. ANY OTHER SUGGESTIONS?

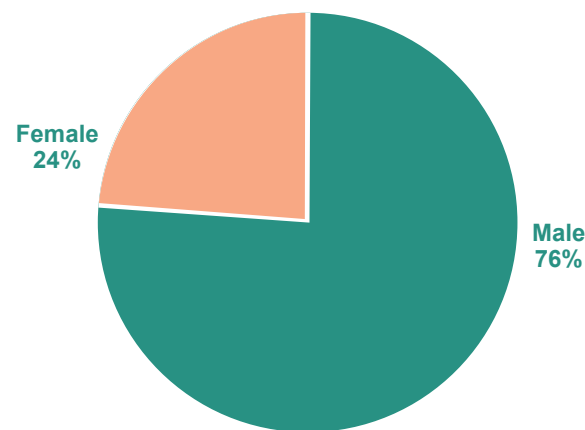
- Arrange field visits to BMCs that are well established and functioning.
- Duration of training days may be increased.
- Reading material circulated to participants before each session.
- Discuss ABS more clearly with practical examples.
- Trainers could be more sensitive to practical issues at the village level.
- Field visit sessions require more time.
- More work done to improve model BMCs in Tamil Nadu. These BMCs should be a real model for the state.
- Study and training manual should be provided to the participants in advance.
- Conduct field visit to biodiversity-rich areas like forests.
- Accommodation quality was poor.
- The quality of food should be improved.

ANNEXURE-I.C: SURVEY RESPONSES FROM THE POST-TRAINING SURVEY

1. WHAT IS YOUR FULL NAME?

This survey assessed the participants' capacities and willingness to conduct future training for BMC/CRP members. Therefore, we recorded their name.

2. GENDER DISTRIBUTION OF PARTICIPANTS.

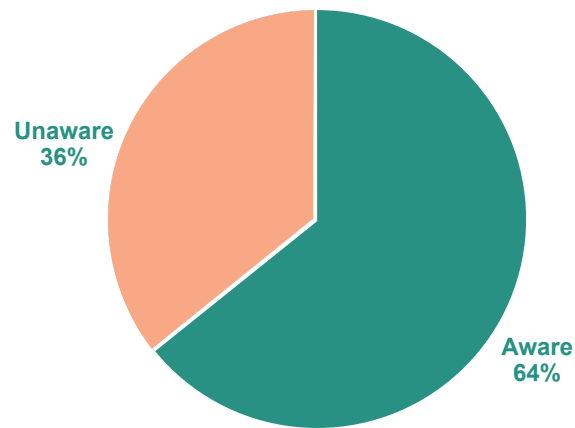


Number of participants = 42

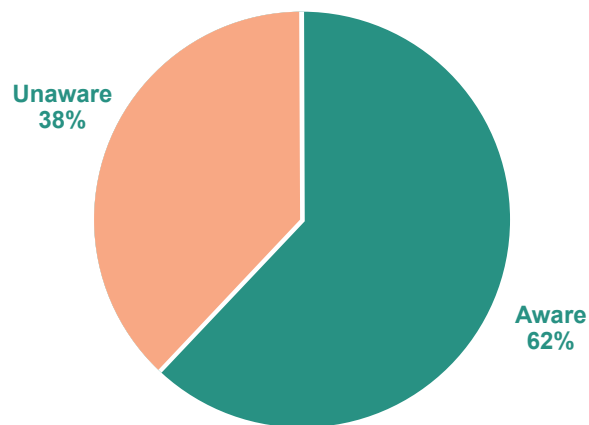
3. WHICH DISTRICT ARE YOU OBASED IN?

This question helped ensure participation from all over Tamil Nadu because the participants of this training would be attending a ToT programme to train BMC members of their respective districts.

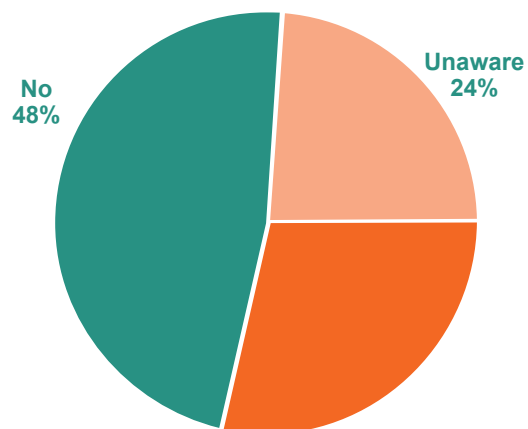


4. IS THERE A BIODIVERSITY MANAGEMENT COMMITTEE IN YOUR BLOCK/VILLAGE?

Number of participants = 42

5. DO YOU KNOW THE NAME OF THE CHAIRPERSON OR ANY MEMBER OF YOUR LOCAL BMC?

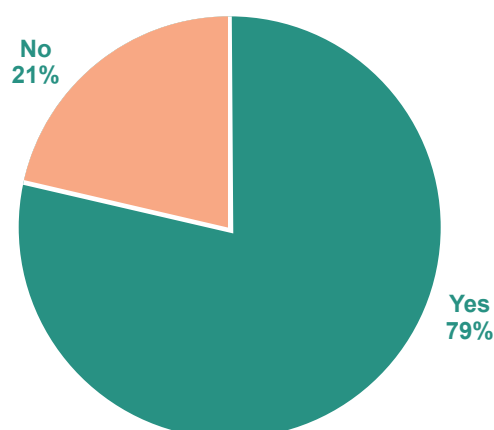
Number of participants = 42

6. HAS THE PEOPLE'S BIODIVERSITY REGISTER BEEN DOCUMENTED FOR YOUR BLOCK?

Number of participants = 42

7. HAVE YOU CONDUCTED ANY TRAINING USING THE TRAINING METHODS YOU LEARNT IN THE TOT?

If yes, please provide us the details in 1-2 sentences.



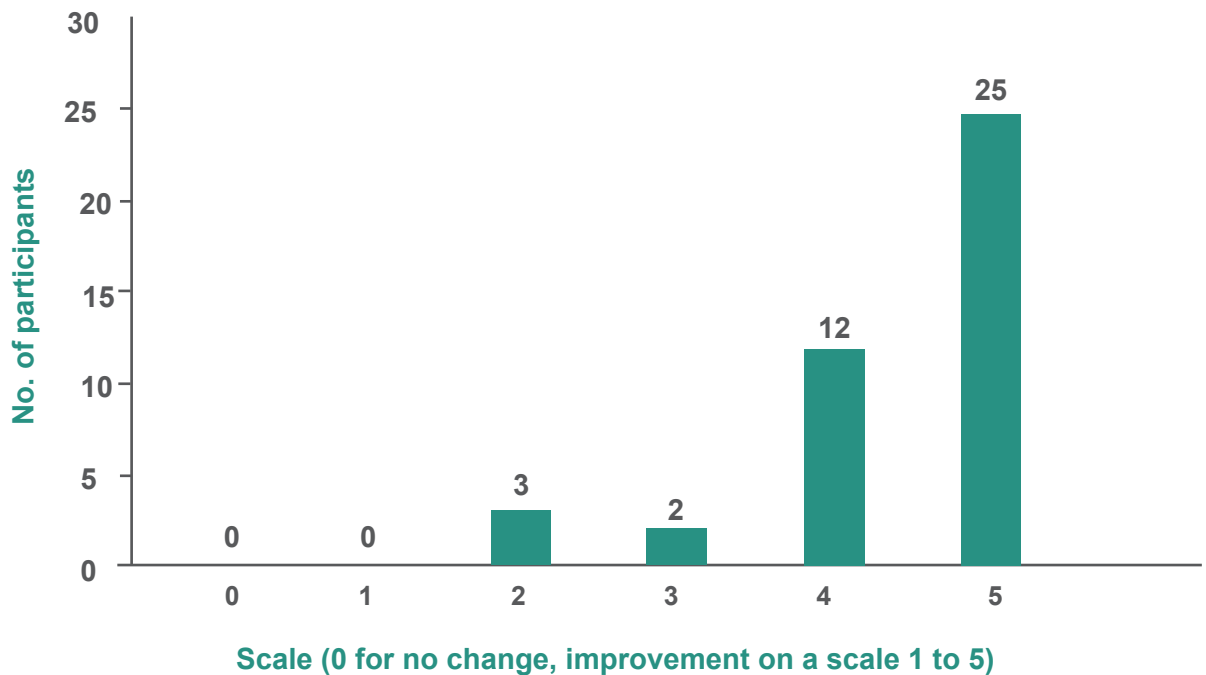
Number of participants = 42

THIS QUESTION AIMS TO ASSESS WHETHER PARTICIPANTS WERE ABLE TO EMPLOY LEARNINGS FROM THE TOT PROGRAMME WHILE CONDUCTING OTHER TRAINING. SOME OF THE RESPONSES ARE AS FOLLOWS:

- Conducted training on rural development for empowering various elected representatives and citizens. I used the brainstorming technique and knowledge café technique taught at the ToT programme.
- Used the falling leaves method and the fishbowl method in my training catered to Principle for Responsible Investments.
- I frequently use the norm-setting method taught at the ToT programme, to manage trainees.
- Used thematic champion and fishbowl methods to train newly elected representatives in my village.
- Conducted ToT on National Urban Livelihood Mission (NULM) using the training methods learnt at the ToT programme.
- Using participatory methods taught at the ToT programme, I conducted training for principal trainers of the Regional Rural Development institutions.
- Conducted training on identification of near-extinct local biological resources and their protection.
- Using the training methods from the ToT programme, I conducted training on water management at the village level.
- I used the learnings from the ToT to conduct training on wetland restoration.
- Conducted training for 327 people on water governance at the village level using the training methods learnt at the ToT programme.
- With a local NGO, I organised meetings with BMC members, village elders and self-help groups to facilitate PBR documentation at the block-level.



8. TO WHAT EXTENT DID YOUR SKILL IN TRAINING IMPROVE AFTER YOU PARTICIPATED IN THE TOT PROGRAMME?



9. DID THE TOT PROGRAMME ON BMC HELP YOU ENHANCE YOUR CURRENT WORK? PLEASE PROVIDE A CONCRETE EXAMPLE.

- This training enhanced my skills for training adults.
- After I began using participatory techniques, trainees are more energised and are eager to learn till the end of the day.
- The content from the ToT was informative and helps me train on biodiversity-related subjects.
- The ToT has made me more confident while conducting training.
- I understand environmental and ecological issues better after the ToT, and I currently work with my local community to find practical solutions.
- ToT taught me to plan and develop better training methodologies for my training.
- Since the ToT, I have been selected as a resource person for my state at the State Institute of Rural Development, Tamil Nadu.

10. LIST UP TO THREE IMPORTANT LEARNINGS FROM THE TOT PROGRAMME THAT HAVE HELPED YOU IN YOUR CURRENT WORK.

The responses were classified into two categories:

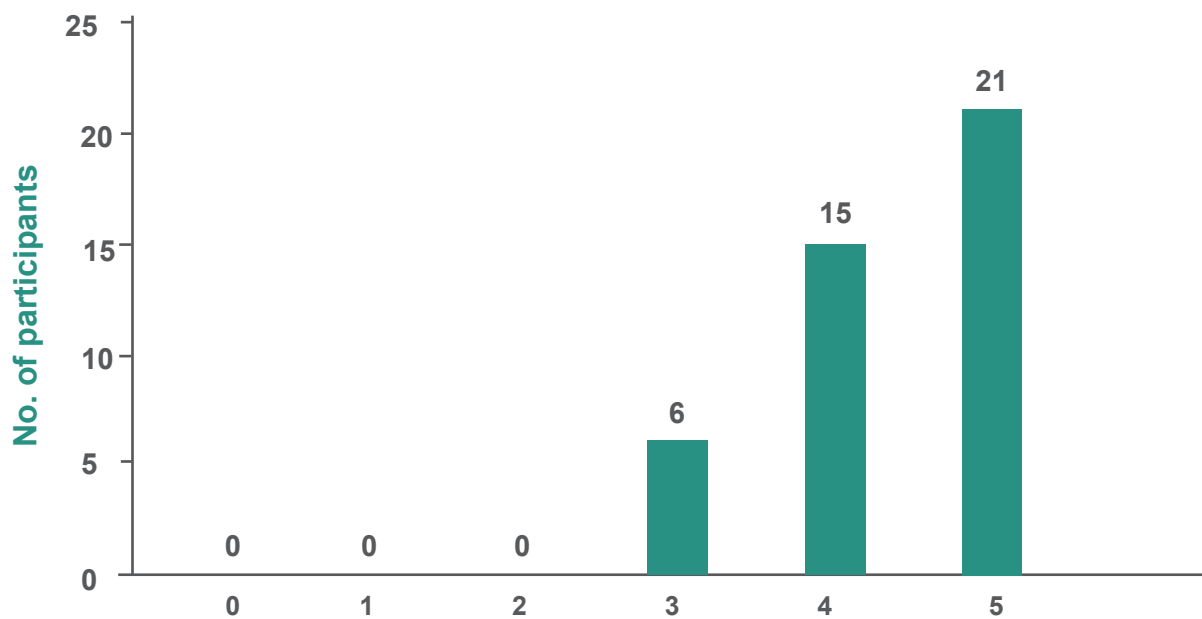
I. CAPACITY

- Various training methods such as fishbowl, brainstorming, brainwriting, bus stop, the marketplace, knowledge café, etc.
- Understood the importance of collecting feedback and its analysis.
- Learnt how to conduct field visits.

II. SKILLS

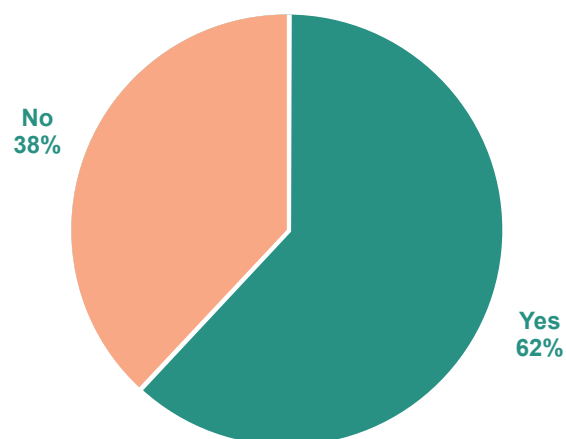
- The planning needed to conduct training.
- Choosing learning objectives and outcomes.
- Time management during training.
- Learnt how to pick the appropriate training method depending on the scenario.
- Learnt how to make training sessions more interactive.
- Learnt how to be confident when conducting training.
- Learnt how to effectively deliver content without taking a lot of time.

11. TO WHAT EXTENT DID YOUR KNOWLEDGE ABOUT BMCS AND PBRs IMPROVE AFTER YOU PARTICIPATED IN THE TOT PROGRAMME?



Scale (0 for no change, improvement on a scale 1 to 5)

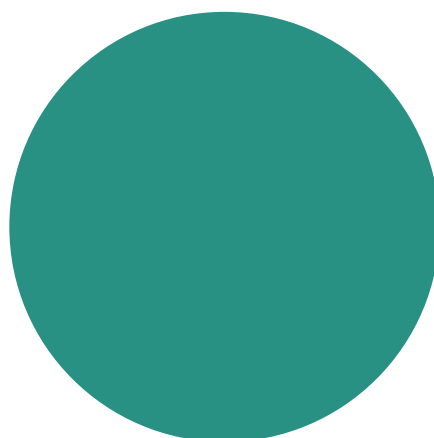
12. DID SIRD HIRE YOU TO CONDUCT TRAINING ON OTHER TOPICS?



Number of participants = 42

13. HOW MANY MEMBERS ARE THERE IN A BMC?

Correct
Answers
100%



Number of participants = 42

14. LIST THE TRAINING METHODS THAT YOU LEARNT IN THE TOT PROGRAMME.

This question helped assess whether participants were able to recollect the training methods that were taught and used at the ToT programme.

15. WHAT METHOD(S) WILL YOU USE TO TEACH BMC MEMBER ABOUT THE DOCUMENTATION OF THE PEOPLE'S BIODIVERSITY REGISTER. PLEASE DESCRIBE.

The answers helped assess the participants' capacity and acumen needed for training on a difficult topic. It also helped gather creative ideas to teach difficult topics to improve future training programmes. Some of the methods suggested by participants are as follows:

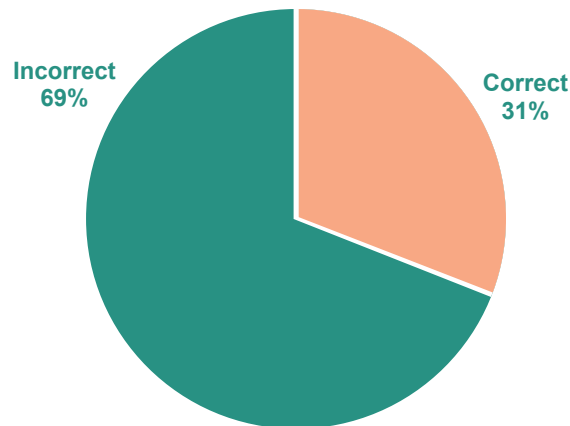
- PRA methodology to conduct transect walks in the field followed by discussions with members of the local community.
- Field visit to carry out a mock PBR documentation process with the help of volunteers, such as students, NGOs, SHGs, etc.
- Charts to detail the process for documenting PBRs.
- Information market/marketplace and bus stop methods to explain PBR.
- Fishbowl method and let everyone contribute their ideas.
- PowerPoint presentation to outline the steps involved in documenting PBRs.

16. WHAT METHOD(S) WILL YOU USE TO TEACH BMC MEMBERS ABOUT BIO-PIRACY AND THE IMPORTANCE OF THE DOCUMENTATION OF PEOPLE'S BIODIVERSITY REGISTERS. PLEASE DESCRIBE BELOW.

The answers helped assess the participants' capacity and acumen needed for training on a difficult topic. It also helped gather creative ideas to teach difficult topics to improve future training programmes. Some of the methods suggested by participants are as follows:

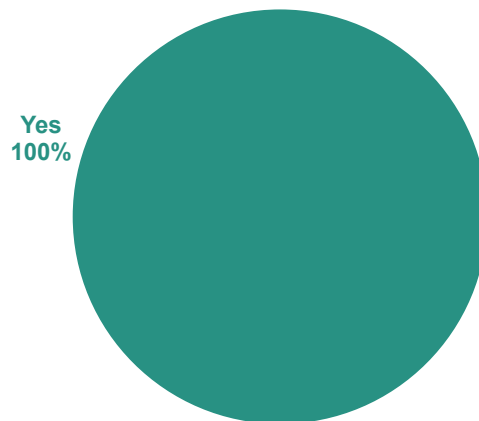
- Role-playing and skit methods to explain traditional knowledge and the importance of PBR documentation.
- Field visits will help participants understand the importance of traditional knowledge in the livelihood of local people.
- Videos or documentaries on biopiracy.
- Brainstorming exercise so participants will come up with reasons for documenting PBRs.

117. WHAT PERCENTAGE OF THE BENEFIT-SHARING AMOUNT WILL GO TO THE BMC?



Number of participants = 42

18. WOULD YOU RECOMMEND THIS PROGRAMME TO YOUR COLLEAGUES?

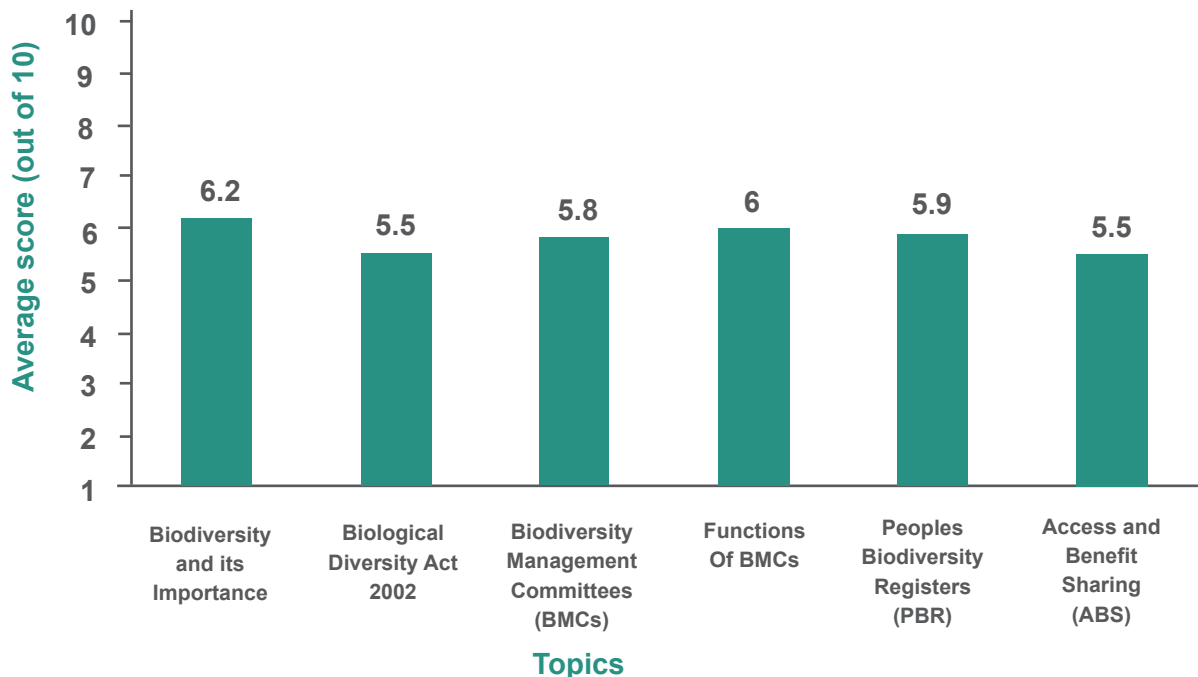


Number of participants = 42

19. PLEASE PROVIDE TWO CONCRETE RECOMMENDATIONS TO IMPROVE FUTURE TOT PROGRAMMES.

- Duration of the training increased to five days. There was content in the ToT programme that could be further elaborated if there were more sessions.
- Field visit session could be improved. Discussions with BMC members in the field were not very fruitful. Field visits could be to visit BMCs where PBRs are already present.
- A mock session to document PBRs could be added.
- A follow-up meeting/training every few months to discuss and refresh what we learnt and the way forward.
- More reading material and handouts given.
- The Access and Benefit Sharing (ABS) session requires more clarity, and the ABS component has to be emphasised with accurate values.
- Marketplace and knowledge café training methods can be avoided as there is too much knowledge transfer during those sessions.
- Case studies provided to explain the functioning of the BMC and the challenges they face.

20. HOW CONFIDENT ARE YOU IN TRAINING BMC MEMBERS ON THE FOLLOWING TOPICS? (1 BEING THE LOWEST, AND 10 BEING THE HIGHEST).



21. MANY NEWSPAPERS HAVE REPORTED REVERSE MIGRATION OF PEOPLE FROM CITIES TO NATIVE VILLAGES DUE TO THE COVID-19 PANDEMIC. DO YOU THINK BIODIVERSITY CAN ENHANCE LOCAL INCOME IN THE VILLAGES? WHAT ARE YOUR THOUGHTS?

This question gauges the general awareness of the participants on topics like biodiversity and local markets of bio-resources. A few of the responses are given below:

- The market for Siddha medicine may increase during the COVID-19 pandemic. Therefore, growing herbal plants can be profitable.
- Because of the pandemic, there is more awareness of organic foods and natural medicine. This has increased organic agriculture production.
- There is an increase in farming activities and growing own crops as more people are unemployed during the pandemic.
- Farmer Producer Organisation (FPO) can be established to sell herbal medicines after documenting the traditional methods of preparation.

22. CAN YOU NAME SOME OF THE NEGATIVE IMPACTS OF THE COVID-19 PANDEMIC ON BIODIVERSITY OR THE ENVIRONMENT? PLEASE PROVIDE SPECIFIC EXAMPLES FROM YOUR VILLAGE OR DISTRICT.

This question helps gauge the general awareness of the participants regarding their local biodiversity. A few of the responses are given below:

- Environmental degradation is slowing down due to reduced use of vehicles in general as well as a decrease in production at factories. Air pollution has decreased in many cities.
- With decreasing income of households, livelihoods are affected which reduce their purchasing power. This, coupled with the fact that local farmers have restrictions and cannot travel far to sell their products, causes more agricultural produce to remain unsold.
- There is a large increase in medical waste. Single-use items like PPE at hospitals, when buried under the ground, can affect bacteria in the earth due to their non-biodegradable nature. This could be injurious to humanity at a later date.

23. WHAT ARE YOUR RECOMMENDATIONS TO IMPROVE THE TOT PROGRAMME WHEN WE IMPLEMENT IT IN OTHER STATES IN INDIA?

Most recommendations given were to follow the same methodology and planning undertaken for the ToT conducted in Tamil Nadu. Some of these responses are given below:

- The ToT should be conducted in the local language.
- Local customs and culture needs to be considered when training in other states.
- Relatable and local examples need to be given during training.
- ToT should be conducted at the block or district level as it may be easier to implement than at the grass-root level.
- Participatory training methodology needs to be used.

RECOMMENDATIONS FOR IMPROVING FUTURE TOT PROGRAMMES ARE GIVEN BELOW:

- Social groups, self-help group members, environmentalists and traditional knowledge holders can be invited to attend the training.
- Environmentalists can be invited to give lectures on important topics.
- There could be activities planned every few months after the training to refresh the participants' learnings from the ToT programme.

ANNEXURE-I.D: FEEDBACK FROM THE CRP TRAINING PROGRAMME

1. PLEASE PROVIDE YOUR RATING: '5' BEING THE EASIEST TOPIC AND '1' BEING A VERY DIFFICULT TOPIC IN THE TRAINING.

	DIFFICULT				EASY
ASPECTS	1	2	3	4	5
Biodiversity	4	1	4	4	22
Biodiversity Management Committees (BMCs)	4	1	3	5	22
Functions of BMC	4	1	4	4	22
PBR (People's Biodiversity Register)	3	1	6	7	18
ABS (Access and Benefit Sharing)	3	0	7	10	15
Biodiversity Act, 2002	4	4	4	3	20
NUMBER OF TRAINERS - n = 36					



2. WHAT QUESTIONS DID THE PARTICIPANTS ASK YOU DURING THE TRAINING?

- Procedures for the formation of a BMC – its members, the involvement of government officials, and its roles/functions.
- Details regarding funding for the BMCs and other administrative procedures.
- The benefit of the local people and their village to get involved in this process.
- The significance of ABS (Access and Benefit Sharing) mechanism and the reason for conservation of biodiversity in their villages.

3. WHAT TAKE-HOME EXERCISES DID YOU GIVE IN THE TRAINING?

- Selective PBR formats provided to the people to familiarise themselves with the contents.
- Insisted on making a list of biological resources such as crop, medicinal plants present in the locality, along with their significance.
- Identify the traditional knowledge holders present, and traditional food plants used.
- List the uses based on the species present, to understand the relationship between PBR and biodiversity conservation.

4. WHICH PBR FORMAT DID YOU GIVE THE PARTICIPANTS?

The formats were selected based on the interest and knowledge of the people. The formats provided to the participants included those relating to crop plants, fruit plants, pests of crops, landscape, soil types present, medicinal plants, domesticated animals and markets, to develop a broad overview of the contents of the PBR, and to get used to the different aspects of it.

5. WHAT WORKED WELL?

- The documentation methods including data collection and collation were imparted to the people.
- Field visits greatly improved the learning capacity of the people.
- The people learnt more and showed interest in domesticated animals and medicinal plants along with their uses.

6. WHAT DID NOT WORK WELL?

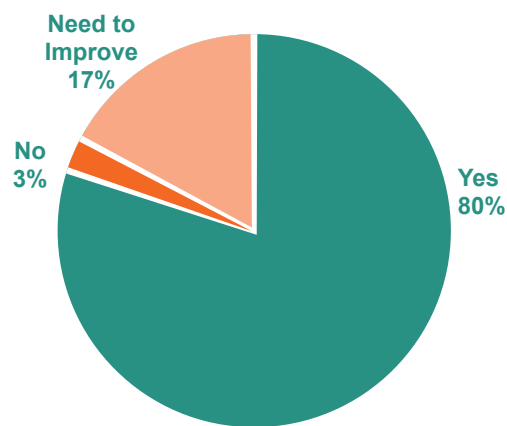
- The concepts of the Biological Diversity Act and ABS were difficult for people to understand.
- Time management, especially coordinating with local people was difficult.
- Alternate methods of information delivery, such as videos, should be used in the future for creating awareness.

7. WHAT DO YOU THINK ARE THE MAIN CHALLENGES TO THE EFFECTIVE FUNCTIONING OF BMCS IN TAMIL NADU?

- Need to create awareness about the roles and functions of the BMC to the respective Panchayat heads.
- The guidelines for selecting members of the BMC need to be strictly followed and not be tampered with by local communities.
- People need to be made aware of the significance of biodiversity conservation.
- Fixing an honorarium for the members of BMC to function properly.



8. DID YOU GET THE REQUIRED SUPPORT FROM US?



Number of trainers - n = 36

9. HOW CAN WE IMPROVE IN THE FUTURE? PLEASE GIVE SUGGESTIONS.

- Regular monitoring of members of the BMC as well as their functions.
- Proper training models and methods need to be fixed for BMC members, Panchayat president, ward members as well as community resource persons.
- The guidelines for selecting members of the BMC need to be strictly followed.

10. HOW EFFECTIVE WAS THE TRAINING YOU CONDUCTED? PLEASE PROVIDE YOUR RATING: '5' IS HIGHLY EFFECTIVE AND '1' BEING LEAST EFFECTIVE.

EFFICIENCY	LEAST EFFECTIVE				HIGHLY EFFECTIVE
ASPECT	1	2	3	4	5
How effective was the training you conducted?	0	0	4	10	21

11. ANY OTHER COMMENTS OR SUGGESTIONS?

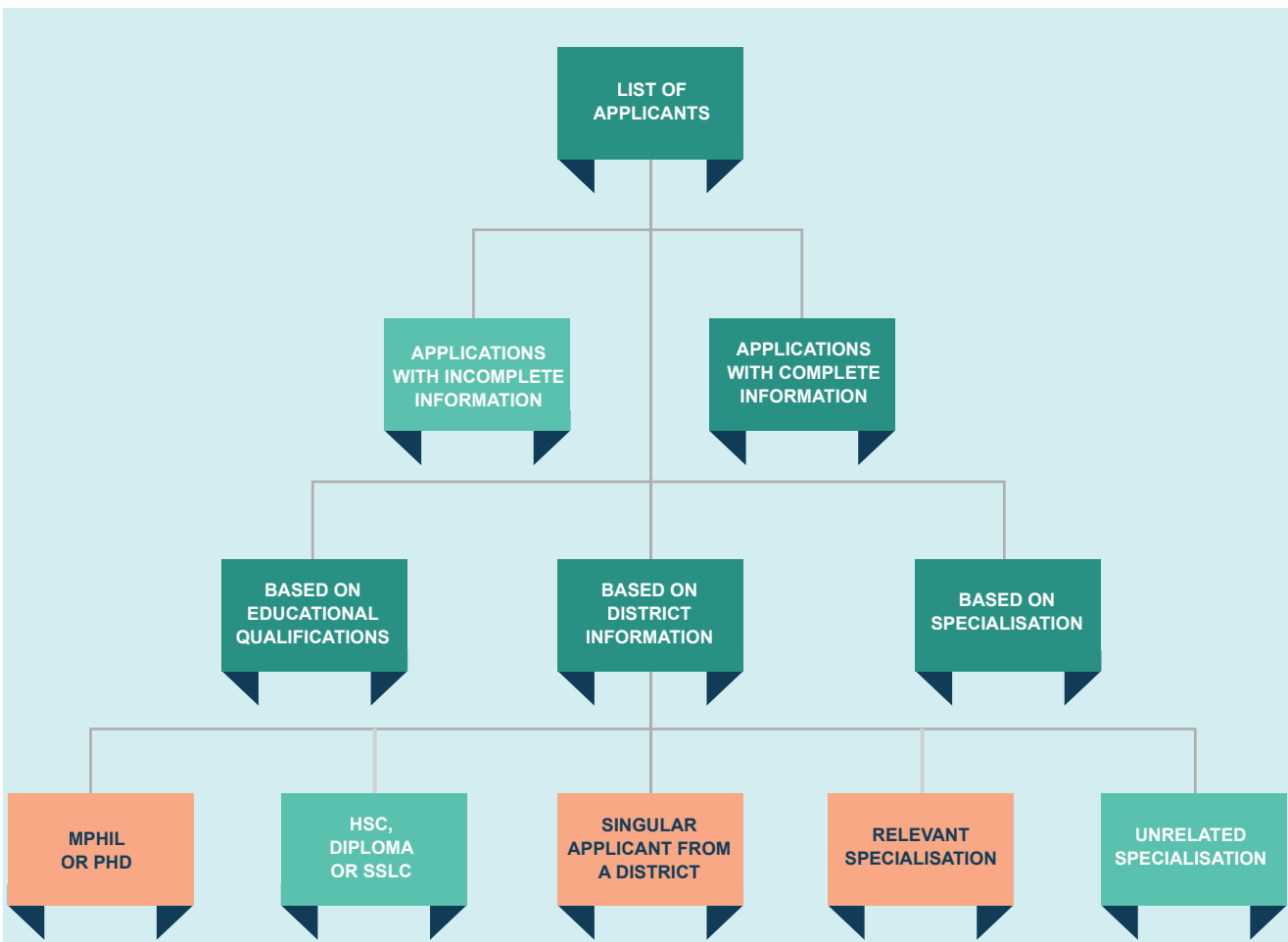
- Certificates can be provided to the CRPs for completing training through the BDO/Panchayat president to motivate them.
- Identify the interested/knowledgeable individuals and collaborate with them for further support at the block level.
- Provide IDs for trainers.
- Give an orientation talk before conducting training for the people to be more prepared.
- Apart from the BMC members, local communities need to be motivated to participate.



ANNEXURE-II: SELECTION CRITERIA FOR TRAINERS


The ABS Partnership Project developed selection criteria to select trainers empanelled by the State Institute of Rural Development (SIRD), Tamil Nadu, to undergo the pilot ToT programme in Tamil Nadu based on the criteria mentioned below:

- Calls for applications to undergo the ToT programme were sent to all trainers in the lists.
- At least one person is required to represent each district of the state to ensure that the trainers were spread uniformly across the state. In districts with only one application, the applicant was automatically selected.
- Prioritisation of individuals with higher educational qualifications, such as MPhil or PhD.
- Selecting applicants highlighting their specialisation as biodiversity conservation, climate change, environmental education, governance, rural development, strategic development, training and Village Panchayat Development Plant (VPDP).
- Individuals with educational qualifications such as HSC, SSLC or Diploma were not eligible, as the content of the ToT programme was highly technical.




Individuals from relevant NGOs collaborating with local communities or from associated government departments, who are key stakeholders in the ABS process may be trained under the ToT programme. These individuals from NGOs or other associated government departments can provide technical support to the BMCs for them to conduct their activities.

Calls for applications were sent to 353 trainers, through which 95 applications were obtained. Since the binding condition was that a minimum of one person was to represent each district of Tamil Nadu, trainers who were the sole applicants from their districts were automatically selected, as highlighted in the table below.



DISTRICT	NO. OF APPLICANTS
Ariyalur	3
Cuddalore	8
Coimbatore	6
Chennai	1
Dindigul	5
Dharmapuri	4
Erode	4
Karur	2
Kanyakumari	3
Krishnagiri	5
Kallakurichi	0
Kanchipuram	1
Madurai	3
Namakkal	6
Nagapattinam	3
Nilgiris	1
Pudukottai	1
Perambalur	1
Ramanathapuram	1
Salem	2
Sivagangai	1
Theni	3
Thoothukudi	0
Tirunelveli	4
Thanjavur	4
Trichy	2
Tiruvannamalai	2
Thiruvallur	0
Thiruvarur	2
Tiruppur	1
Vellore	6
Villupuram	3
Virudhunagar	7
TOTAL	95



Of the remaining applications, individuals with higher educational qualifications such as MPhil or PhD, and those with the required specialisations were shortlisted. The criteria whittled the list to arrive at a total of 43 trainers, as detailed in the table below.



DISTRICT	NO. OF SHORTLISTED APPLICANTS
Ariyalur	1
Cuddalore	4
Coimbatore	1
Chennai	1
Dindigul	2
Dharmapuri	1
Erode	1
Karur	1
Kanyakumari	1
Krishnagiri	2
Kanchipuram	1
Madurai	2
Namakkal	1
Nagapattinam	2
Nilgiris	1
Pudukottai	1
Perambalur	1
Ramanathapuram	1
Salem	1
Sivagangai	1
Theni	1
Tirunelveli	3
Thanjavur	3
Trichy	1
Tiruvannamalai	1
Thiruvarur	1
Tiruppur	1
Vellore	1
Villupuram	3
Virudhunagar	1
TOTAL	43



ANNEXURE-III:

AGENDA FOR TRAINING CONDUCTED IN TAMIL NADU

EXTERNAL AGENDA — TRAINING OF TRAINERS (PHASE 1)

TRAINING OF THE TRAINERS PROGRAMME ON BMCS

DATE:

VENUE:

TRAINING OVERVIEW

DAY 1

09:30-09:45	Official Opening
09:45-10:30	Introduction of the participants
10:30-10:45	Norm setting
10:45-11:00	Expectation of the participants
11:00-11:30	Benchmarking and Thematic Champion
11:30-11:45	Tea Break
11:45-13:00	Introduction to biodiversity and its importance
13:00-14:00	Lunch
14:00-15:30	The Biological Diversity Act, 2002 and Biodiversity Management Committee
15:30-16:15	Forms for Biodiversity Management Committee
16:15-16:30	Tea break
16:30-17:30	BMC Meeting management
19:30	Discussion on the completed assignments
	End of Day 1

DAY 2

09:30-10:00	Short quiz
10:00-10:30	BMC and other Biodiversity related committees
10:30-10:45	Tea Break
10:45-11:45	Peoples' Biodiversity Register and its documentation process
11:45-12:00	Preparation for field visit
12:00-13:00	Lunch
13:30-19:00	Field visit - followed by sharing of insights from the field
	End of Day 2

DAY 3

09:30-10:00	Short Quiz
10:00-10:45	Presenting field visit experience
10:45-11:30	Learning Access and Benefit Sharing
11:30-11:45	Tea Break
11:45-13:00	Role Play – Access and Benefit Sharing
13:00-14:00	Lunch
14:00-16:00	Thematic champion – Presentation Benchmarking
	End of the training programme

EXTERNAL AGENDA – TRAINING OF TRAINERS (PHASE 2)**TRAINING OF THE TRAINERS PROGRAMME ON BMCS IN TAMIL NADU – PHASE 2****DATE:****VENUE:****TRAINING OVERVIEW****DAY 1**

09:30-09:40	Welcome Address
09:45-10:00	Introduction of the participants
10:00-10:05	Briefing the Agenda
10:05-10:35	Role of trainer
10:35-11:05	Fundamental training concepts
11:05-11:20	Tea Break
11:20-13:00	Participatory training methods
13:00-14:00	Lunch
14:00-15:30	Cont. Participatory training methods
15:30-16:15	Facilitation Skills
16:15-16:30	Tea break
16:30-17:15	Evaluation of the training
17:15-17:45	Workshop design & Handouts
	End of Day 1



DAY 2

09:30-10:00	Recap of Day 1
10:00-10:45	Speech & Certificate distribution
10:45-11:30	PBR Presentation
11:30-11:45	Tea Break
11:45-13:00	Community Leadership
13:00-14:00	Lunch
14:00-15:30	Written Test
15:30-15:45	Tea Break
15:45-17:30	Discussion and Way forward
	End of the training programme



INTERNAL AGENDA — TRAINING OF TRAINERS (PHASE 1)

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	15 min	1	Inauguration			Training agenda	<ul style="list-style-type: none"> Participants understand the purpose of the training They are aware of the utility of biodiversity and its conservation 	Inauguration - Facilitator 1	
1	1 hour	2	Introduction of the participants - Breaking the ice	Photocard/ Biodiversity Basket	- Photo cards - Bioresources/ bio-products		<ul style="list-style-type: none"> Participants are aware that this is not a conventional training and they too can contribute by sharing their knowledge and taking part in the discussions They understand the background of the facilitators and other participants They are more relaxed about interacting and communicating with the group 	Bioresources/ photo card - Facilitator 2	Instructions for ice breakers should be clearly explained

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	10 min	3	Norm Setting/ Ground rules	Brain Mapping	- Flip board/ chart board - Flip chart - Markers		<ul style="list-style-type: none"> After this session, the participants are comfortable with the rules jointly framed They will be motivated to follow rules framed by consensus 	Norm setting - Facilitator 3	Time management should be discussed during norm setting
1	15 min	4	Expectations of the participants and Training Overview	Brain Mapping	- Flip board/ chart board - Flip chart - Markers		<ul style="list-style-type: none"> The facilitators learn about what the participants expect and what topics would interest them They can improvise their upcoming sessions accordingly 	Expectations and Training overview - Facilitator 1	Training overview should be simple
1	30 min	5	Analysing Knowledge Gaps	Benchmarking, Thematic champion	Benchmarking: - 11 cards denoting scores from 0-10 - Graphs for each of the benchmarking topics - Markers - Pin board Thematic champion: - Thematic champion questions	List of thematic champion questions (see below)	<ul style="list-style-type: none"> Facilitators can assess the participants' knowledge on the training topics They are able to understand the existing knowledge gaps among the participants 	Benchmarking: Facilitation - Facilitator 1 Scoring - Facilitator 2 Marking on graph - Facilitator 3 Thematic Champion: Presenting topics - Facilitator 3	<ul style="list-style-type: none"> Instructions should be clear Only 5-6 questions for benchmarking Only 10-15 topics for thematic champion

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	15 min				TEA BREAK				
1	1 hour 30 min	6	Introduction to Biodiversity and its Importance	Folk song, Storytelling, Interactive lecture, Group discussion, Video screening	<ul style="list-style-type: none"> - Input PPT and projector - Flip board/ Chart board - Flip chart - Markers - Popular folk song depicting biodiversity - Short film on biodiversity - Ball of thread (for 'Web of Life' game) - Stickers (for marking the characters for 'Web of Life') 		<ul style="list-style-type: none"> ● Participants understand the term biodiversity and its types ● They appreciate biodiversity as ecosystem service ● Acknowledge the threats affecting biodiversity in the local context ● They understand the importance of biodiversity and the need for its conservation and sustainable use. 	All training methods -Facilitator 2	
1	1 hour				LUNCH BREAK				
1	1 hour 30 min	7	Introduction to BD Act and BMCs	Marketplace, Fruit salad (for grouping)	<ul style="list-style-type: none"> - Marketplace, Fruit salad (for grouping) - NTAC Items - Markers - Meta cards - Pin boards - Stopwatch 	<ul style="list-style-type: none"> - BD Act (in local language) - BMC Guidelines - BMC Toolkit (in local language) - NTAC List - State Biodiversity Rules 	<ul style="list-style-type: none"> ● Participants can outline the importance and the context of the BD Act, 2002, as well as the three-tier institutional structure in India ● They are aware that not all resources come under the purview of the Act and they are able to identify NTAC items 	Marketplace: Grouping participants - Facilitator 1 - Group 1 - Facilitator 1 - Group 2 - Facilitator 2	Especially important for each facilitator to maintain time

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	1 hour 15 min	8	Meeting of the BMC and documents	Marketplace, Group work	<ul style="list-style-type: none"> - Markers - Meta cards - Pin boards - Stopwatch 	<ul style="list-style-type: none"> - BMC forms (in local language) 	<ul style="list-style-type: none"> ● They reach an understanding of the roles, responsibilities and functions of the BMCs ● Participants understand the paperwork related to the BMCs ● They learn how to fill up these documents 	Marketplace & Group work: Form 1 - Facilitator 1 Form 2, 3 - Facilitator 2 Form 4 - Facilitator 3	Especially important for each facilitator to maintain time
1	50 min	9	Mock BMC meeting	Role Play	<ul style="list-style-type: none"> - 8 chairs for the role players - PPT and Projector (for projecting the scenarios) 		<ul style="list-style-type: none"> ● Participants are familiar with the nuances of conducting BMC meetings ● They learn about the various biodiversity-related issues that can be discussed at the BMC meetings ● They learn how to record the meeting minutes ● During decision making, they understand how to prioritise issues for the action plan based on their importance or severity 	Marketplace & Group work: Form 1 - Facilitator 1 Form 2, 3 - Facilitator 2 Form 4 - Facilitator 3	Especially important for each facilitator to maintain time

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
					END OF DAY ONE				
2	30 min	10	Recap of Day 1 and Short Quiz	Quiz	- 10 to 15 questions for the quiz - 10 to 15 gift items (one for each question)		<ul style="list-style-type: none"> They understand perspectives of the various stakeholders dealing with the bioresources Participants recall the topics from day 1 The facilitators gain insight into how much the participants have been able to comprehend 	Recap - Facilitator 1 Quiz - Facilitator 3	
2	30 min	11	Other local committees dealing with biodiversity and natural resources	Brain Storming	- Flip board/ Chart board - Flip chart - Markers		<ul style="list-style-type: none"> Participants can identify the importance of other committees and the work they do They can understand the possibilities of collaborating with the relevant committees 	Brain Storming - Facilitator 2	
2	15 min				TEA BREAK				
2	15 min	12	Understanding and Documenting PBR	Skit	Props for skit: - Medicinal plants (leaves and branches) - Newspaper - A book representing PBR - 4 chairs		<ul style="list-style-type: none"> Participants appreciate the importance and need for documentation of PBRs 	Skit - Facilitator 1, 2, 3	Especially important for facilitators to maintain time

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
2	1 hour	13	PBR Overview and Steps for Documentation	Interactive lecture, Video screening	- Flip board/ Chart board - Flip chart - Markers - Pin board - Input PPT and Projector	All PBR Formats (in local language)	<ul style="list-style-type: none"> Participants gain familiarity with the technical information in PBR They learn about the various PBR formats and the data to be recorded in the various formats They are aware of steps followed for PBR documentation 	Interactive lecture - Facilitator 3	
LUNCH BREAK									
2	1 hour								
2	30 min	14	Preparing for field visit and Boarding bus Field Visit for PBR Documentation	Structured learning Visit	As required based on the field sites	PBR formats to respective groups	<ul style="list-style-type: none"> Participants are familiar with the PBR formats and data requirements They are well versed with the process of data collection for PBR They are inspired to implement conservation activities with their BMC 	Field visit: Group 1 - Facilitator 1 Group 2 - Facilitator 2 Group 3 - Facilitator 3	Need to ensure that participants are taking notes from the field
TEA BREAK									
2	15 min								

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
2	30 min	15	Learnings from the field visit	Group discussion, Fishbowl	- Chart paper - Markers - Pin boards		<ul style="list-style-type: none"> Participants get a clear idea about the basic concepts and are able to clearly outline the process for documentation of PBR They gain experience in filling PBR formats as part of their assignment given on Day 3 	Group discussion: Group 1 - Facilitator 1 Group 2 - Facilitator 2 Group 3 - Facilitator 3 Fishbowl moderation - Facilitator 3	
END OF DAY TWO									
3	40 min	16	Recap of Day 2 and Short Quiz	Quiz	- 10 to 15 questions for the quiz - 10 to 15 gift items (one for each question)		<ul style="list-style-type: none"> Participants recall the topics from day 2 Facilitators can assess how much the participants have been able to comprehend 	Recap - Facilitator 1 Quiz - Facilitator 2 Moderating discussion on learnings from field - Facilitator 3	
3	40 min	17	Recounting field visit experiences	Presentation	As needed by the participants for their presentations		<ul style="list-style-type: none"> Participants understand the diverse issues from different fields They understand the complexity and heterogeneity of the implementation process of the BD Act and ABS 	Moderation - Facilitator 2	

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
3	1 hour 20 min	18	Introduction to and In-depth learning of ABS	Interactive lecture	- Flip board/ Chart board - Flip chart - Markers - Meta cards - Pin boards - ABS Process flow chart - Input PPT and Projector	Gazette notification of ABS guidelines	<ul style="list-style-type: none"> They can grasp the practical aspects of PBR documentation Participants understand the importance of ABS They understand the roles of the different actors and governmental bodies in ABS They can assess which kind of utilization of bioresources attract ABS They understand the role of BMCs in facilitating ABS 	Interactive lecture - Facilitator 3	
3	15 min				TEA BREAK				
3	1 hour	19	Consultation with BMC members for obtaining feedback on ABS Applications	Role Play	- 3 chairs for role play - PPT and Projector (for projecting the case studies or the scenarios)		<ul style="list-style-type: none"> They understand the theoretical and practical aspects of ABS They recognise the importance of the BMCs in the facilitation of ABS 	Moderation - Facilitator 1	

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
2	1 hour						<ul style="list-style-type: none"> They know how to provide consultation for ABS application They realize and empathize with the challenges faced by the different stakeholders in the process 		
LUNCH BREAK									
3	1 hour 30 min	20	Training Assessment	Thematic champion, Benchmarking	Benchmarking: - 11 Cards denoting scores from 0-10 - Graphs for each of the benchmarking topics - Markers - Pin board Thematic champion: - Thematic champion questions		<ul style="list-style-type: none"> Facilitators can assess the overall effectiveness of the training They know the specific thematic areas that need more emphasis They can recognize the parts of the training that they need to improve upon 	Thematic champion: Evaluation - Facilitator 1, 2 & 3 Benchmarking: Facilitation - Facilitator 1 Scoring - Facilitator 2 Marking on graph - Facilitator 3	
END OF DAY 3 AND PHASE 1 TRAINING									

QUESTIONS FOR LEARNING JOURNAL:

1. What are the committees that work on environment, natural resources, climate change, water, forest in Tamil Nadu?
2. What are the traditional conservation methods associated with biodiversity? Mention 10 such practices.
3. What kind of challenges do you think is there in terms of BMC functioning? Or Why people are not interested in BMCs?
4. What are the mostly traded bioresources in your area?

LIST OF QUESTIONS FOR THEMATIC CHAMPION:

1. What kind of impact can you observe for you and your village members because of loss of biodiversity?
2. Do you think BMCs are needed? Substantiate your answer.
3. How can BMCs collaborate with a village panchayat for conservation and sustainable use of biodiversity?
4. Financing mechanism for documentation of PBR and functioning of BMCs.
5. Documentation of PBR requires collaboration from many people, institutions. List the people and institutions you think can be included in your locality.
6. List out the activities that can be undertaken by the BMCs at the local.
7. A company wants to access 1 ton of a medicinal plant from your village. As a knowledgeable person you have been invited for a BMC meeting. What kind of inputs will you give?
8. How other committees can help BMCs?
9. Why do you think it is important to document PBR?
10. How biodiversity is interlinked with our daily lives?
11. What are the key steps in ABS process? Who has to apply? What activities are covered under ABS?
12. As a trainer, how will you contribute to biodiversity conservation?
13. What are the institutional structures established under the Biological Diversity Act for implementing the Act?

STRUCTURED LEARNING VISIT FOR PBR DOCUMENTATION (INDICATIVE):

GROUP NO.	LOCATION/SITE	THEME	PBR FORMATS	GROUP IN-CHARGE	DISTANCE FROM TRAINING CENTRE
Group 1		Wild Plants of Medicinal Importance	Format 22	Facilitator 1	
Group 2		General details of BMC	Annexure 1	Facilitator 2	
Group 3		Fodder Crops / Species	Format 3	Facilitator 3	
Group 4		Fodder Crops / Species	Format 3	Facilitator 4	



INTERNAL AGENDA — TRAINING OF TRAINERS (PHASE 2)

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	15 min		Inauguration		Copies of training agenda		<ul style="list-style-type: none"> Participants understand the purpose of the training 	Inauguration – Facilitator 1	Training agendas need to be given to participants
1	1 hour	1	Introduction and Training Overview	Self-introduction, Brain Mapping			<ul style="list-style-type: none"> Participants are able to identify their peers by their names They are more relaxed about interacting and communicating with the group They are aware of what to expect from the training 	Moderator – Facilitator 2	Instructions for brain mapping should be clearly explained
1	20 min	2	Role of the trainers	Brainstorming	- Flip chart - Markers		<ul style="list-style-type: none"> Participants understand the role played by the trainer They can focus on the upcoming training sessions keeping that in mind 	Brainstorming - Facilitator 3	Points written on the flip chart should be clear and easily understandable

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	30 min	3	Fundamental	Activities (Hearing, visual, kinaesthetic)	<ul style="list-style-type: none"> - Objects for kinaesthetic activity - Photos for visual activity - Meta cards - Charts - Graph 		<ul style="list-style-type: none"> ● Participants understand the importance of the 3 key modes of communication ● They understand the need of a balanced approach while using the three methods to cater to a diverse mix of participants 	Activities - Facilitator 1 Plotting graphs - Facilitator 2	<ul style="list-style-type: none"> - Clear instructions should be given before each round - Graph needs to be prepared beforehand
1	15 min			TEA BREAK					
1	2 hours	4	Participatory Training Methods	Interactive lecture	<ul style="list-style-type: none"> - Input PPT and projector - Pictures taken during Phase 1 of training - Props/ materials used during Phase 1 		<ul style="list-style-type: none"> ● Participants understand importance of participatory training methods ● They are able to comprehend how to conduct sessions using these methods 	All training methods - Facilitator 3	
1	1 hour			LUNCH BREAK					
1	1 hour 30 min	4	Participatory Training Methods (Cont.)						

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
1	40 min	5	Facilitation Skills	Interactive lecture, Brainstorming	- Input PPT and projector - Chart paper			Interactive lecture and Brainstorming - Facilitator 2	
1	15 min	TEA BREAK							
1	40 min	6	Evaluation of the Training	Interactive lecture, Benchmarking, Mood barometer, Evaluation express, Open feedback	- Graphs (for benchmarking and evaluation express) - Mood drawing (for mood barometer) - Chart paper - Pin board - Pins - Meta cards - Markers		<ul style="list-style-type: none"> Facilitators can assess the success of the training programme and its effectiveness Participants can see the visual representation of where they stand as a group in terms of meeting their expectations from the training They learn to use different methods to evaluate the training and how to choose the appropriate one for their trainings 	Interactive lecture and moderator for all methods - Facilitator 1 Plotting graphs - Facilitator 3	
END OF DAY 1									

DAY	DURATION	SESSION NO.	SESSION TITLE	TRAINING METHOD	MATERIALS REQUIRED	HANDOUTS	LEARNING OUTPUT	RESPONSIBLE	REMARKS
2	40 min	7	Recap of Day 1 and Short Quiz	Quiz	- 10 to 15 questions for the quiz - 10 to 15 gift items (one for each question)		<ul style="list-style-type: none"> Participants can recollect what they learnt from Day 1 Facilitators can gauge the extent of participants' understanding of the topics from Day 1 	Recap - Facilitator 2 Quiz - Facilitator 3	- Questions should be precise and easy to comprehend - all participants should be given opportunity to speak up and discuss
1	1 hour	8	Assignment on PBR and its Presentation	Presentation	- Flip board/ Chart board - Flip chart - Markers		<ul style="list-style-type: none"> Participants learn the documentation process of PBR They understand the data requirements of PBR 	Moderator - Facilitator 1	Assignments from Phase 1 of the training should be collected from the participants on or before the first day of Phase 2
1	15 min								
TEA BREAK									
2	2 hours	9	Examination	Written examination	- Question papers - Blank sheets (for writing answers)		<ul style="list-style-type: none"> Facilitators can evaluate what the participants have learnt from the training They can assess the overall effectiveness of the training They can assess how much and what information is being retained by participants 	Moderator - Facilitator 1	Assignments from Phase 1 of the training should be collected from the participants on or before the first day of Phase 2
1	1 hour								
LUNCH BREAK									
END OF DAY 2 AND TRAINING									

ANNEXURE-IV: QUESTION PAPER FOR THE EXAMINATION

ANSWER THE QUESTIONS BELOW (5 MARKS EACH):

(5×4=20)

1. What are the main functions of BMCs? Illustrate with an example of involving different stakeholders.

Or

What actions will you take to conserve biodiversity in your village? Who will you associate with?

2. A farmer cultivating ten varieties of paddy in Thanjavur is selling his produce to a company in Hyderabad. BMC in Thanjavur block asked company to submit an ABS application to the Tamil Nadu Biodiversity Board. Do you think the BMC is right in doing so? Justify your answer.

Or

A company in Toothukudi is taking some biological resources from Dindigul for the preparation of allopathy drugs. Do you think this comes under the Biological Diversity Act, 2002? Discuss your answer.

3. What is PBR and what are the steps involved in the documentation of PBR?

Or

Explain the step-by-step process of Access and Benefit Sharing (ABS) and explain the role of BMC in the ABS process.

4. List any five committees that can be roped in to support BMC activities. Illustrate with an example.

ANSWER THE FOLLOWING QUESTION (4 MARKS):

1. Match the following from the A and select the correct answer from the code given below:

A	B
a) Convention on Biological Diversity	I. 2004
b) Biological Diversity Act	II. 1992
c) Biological Diversity Rules	III. 2002
d) Tamil Nadu Biological Diversity Rules	IV. 2017

a) _____

b) _____

c) _____

d) _____

ANSWER THE FOLLOWING QUESTIONS (1 MARK EACH):

1. **English word for Biodiversity (in Tamil) is _____**

2. **Quorum of BMC meeting is _____**
 - a) 4
 - b) 3
 - c) 2
 - d) 7

3. **National Biodiversity Authority is located in**
 - a. Mumbai
 - b. Delhi
 - c. Chennai
 - d. Bengaluru

4. **Traditional Knowledge holders are excluded from seeking approval from the State Biodiversity Board for accessing the biological resources.**

True or False

5. **What is the expansion of PBR?**
 - a. Public Biodiversity Register
 - b. Peoples' Biodiversity Record
 - c. Peoples' Biodiversity Register
 - d. Public Biodiversity Record

6. **State which of the following is not the function of Biodiversity Management Committee (BMCs).**
 - a) Preparation of PBR
 - b) Giving approval to companies for commercial utilization
 - c) Management of Biodiversity Heritage sites
 - d) Giving feedback to SBBs

7. **Expansion of NTAC is _____**
 - a) Normally Traded as Commodities
 - b) Naturally Traded as Commodities
 - c) Normally Transferred as Commodities
 - d) Normally Transformed as Commodities

8. **BMC shall conduct a minimum of _____ meetings in a year.**
 - a) 3
 - b) 4
 - c) 2
 - d) 6

9. Identify the correct statement with reference to biodiversity.

- a) Living organisms
- b) Agriculture crops
- c) Ecosystem
- d) All of the above

10. The correct statement in this set is

- a) Tenure of the BMC will be 5 years.
- b) BMC meet at least once in 4 months.

Choose one of the following:

- (A) Only (a) is correct.
- (B) Only (b) is correct.
- (C) Both (a) and (b) are correct.
- (D) Both (a) and (b) are incorrect.

11. The incorrect statement in this set is

- a) BMCs shall have a tenure co-terminus with the tenure of the local body.
- b) BMCs shall function from the office premises provided by the local body.
- c) Chairperson of the local body shall be the ex-officio member of the BMC.
- d) None of the above.

12. Name 3 items that DO NOT come under the purview of ABS.

- a) _____
- b) _____
- c) _____

13. BMC Annual Report should be submitted to

- a) District Collector
- b) BDO
- c) NBA
- d) All of the above

14. BMC shall consist of not less than _____% of the Scheduled Castes/ Scheduled tribes.

- a) 16%
- b) 18%
- c) 14%
- d) 20%

15. _____ is the custodian of PBR (Fill in the blank)

16. The person to be nominated as a BMC member should be a resident within the local limits of the local body and their names should be in the voters' list.

True or False

17. Write the full form of LBF _____
18. Tamil Nadu Biodiversity Board is located in which city? _____
19. BMC consists of _____ members.
- 6
 - 7
 - 5
 - 8
20. BMC consists of _____ women members.
- 1/3rd
 - 1/4th
 - 1/5th
 - 2
21. Forest Minister of Tamil Nadu is _____
22. What is the best method for training evaluation?
- Bus stop
 - Benchmarking
 - Photocard
 - Pairing method
23. Which one is NOT an introductory method?
- Photocard
 - Pairing method
 - Fishbowl
 - Self-introduction
24. What is the best method for debriefing?
- Case study
 - Energiser
 - Icebreaker
 - Fishbowl
25. Which is not a method to generate ideas?
- Brainwriting
 - Fishbowl
 - Brainstorming
 - Benchmarking
26. Which of the following is a golden rule for participatory training?
- 20:40:40
 - 30:20:40
 - 10:60:30
 - 30:60:10s



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