Ministry of Environment, Forest and Climate Change

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# TRAINING

# BIODIVERSITY MANAGEMENT COMMITTEES

## TRAINING METHODS

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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## INTRODUCTION

This publication presents tried and tested methods for training the trainer (ToT) programme on operationalising Biodiversity Management Committees (BMCs). Participatory Training Methods and training concepts presented in this publication are adapted from two publications, namely - 1. The Trainer's Guide Participatory Training Methods 2. Trainer's Guide: Participatory Methods of Training for Effective Content Delivery for the trainers of forest, fisheries and media sectors published by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

This publication is part of 'Training Biodiversity Management Committees - A Package of Modules and Methods for Trainers'. We highly recommend that the readers be familiar with the Curriculum for BMCs consisting of six modules to effectively conduct the training using methods described in this publication. The 'Implementation Guide' of the training package will explain how to conduct the training.

## I. NEED FOR PARTICIPATORY TRAINING METHODS

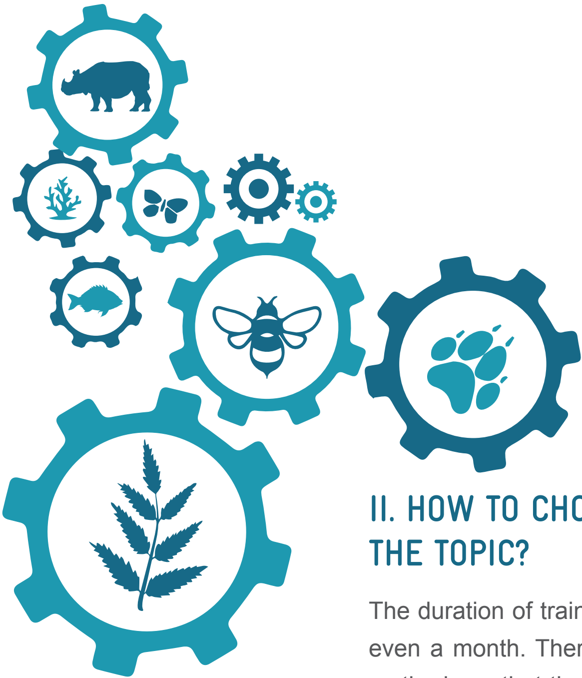
‘Participate’ means to join in, to take part, or to involve oneself. In the participatory training methods, the primary aspect of participation, namely “engaging” or “including” people is emphasised upon, to enhance the experience of learning.

Traditional training methods are widely used to transfer information, facts and knowledge from the trainer to the trainees but are not always able to maximise the learning outcome for the trainees. Participatory training helps the participant to be part of the training process, thereby acquiring knowledge through interactions and discussion. It teaches the participants to learn, share and take the onus of their learning.

### THE PARTICIPATORY METHODS OF TRAINING HELP THE TRAINEES IN:

- Acquiring knowledge through interactions with the other trainees (participants), who might have varied experiences that augment the knowledge of both facilitators and trainees.
- The trainees share case studies and examples from their work that will maximise the impact and learning in the training process.
- Varied modes of transferring information such as presentations, discussions, hands-on project work, questionnaire surveys will help the trainees gain a wide range of knowledge that is more holistic than conventional methods.
- The trainees could draft a real working plan with input from others, that can generate new ideas and techniques to help them in their respective fields.

The participatory training methods make the training highly engaging, mainly cater to learning styles of adult learners and provide an opportunity for them to share their ideas and views without hesitation. It is recommended that capacity development interventions should focus on shifting three dimensions: Knowledge (K), Attitude (A) (or values) and Practice (P) (or skill), or in short, KAP of participants.



## II. HOW TO CHOOSE THE RIGHT METHOD BASED ON THE TOPIC?

The duration of training can range from a whole day to an entire week or even a month. Therefore, it is necessary to incorporate multiple training methods so that the participants do not find the training monotonous and are actively engaged in the process as the sessions evolve. Moreover, different participants learn differently; some concentrate more on visuals and graphics, some learn better through practical exercises; some learn better through one-on-one discussions and so on.

For the ToT programme on the operationalisation of BMCs was conducted in 2 phases (3+2 days) using multiple training methods. Different training methods have their pros and cons. It is essential to choose the training method based on parameters such as the complexity of the topic, the number of topics that need to be covered in a session, the time available for the training, etc. For example, marketplace method can be used when multiple topics need to be taught in a short period, knowledge café or brainstorming methods can be used when you want participants to come up with solutions to the questions by themselves through discussions, bus stop method can be used when there are not enough facilitators to teach multiple topics in a single session and so on.

In general, the training methods are chosen based on the trainee's familiarity of the topic, for example, when the trainees have no or little understanding of a new topic, it is recommended to use interactive lectures using PowerPoint Presentations. However, when trainees have prior knowledge or experience on a particular subject or have a basic understanding, we recommend using participatory training methods. In this publication, we have chosen appropriate methods for delivering the training on the operationalisation of BMCs.

## III. PARTICIPATORY TRAINING METHODS

This section describes various participatory training methods used in the Training of Trainers (ToT) programme for operationalisation of Biodiversity Management Committees. The training methods are defined, and the steps conduct sessions using the methods, have been described in detail. Typically, each section consists of a detailed description, followed by instructions, guiding points and a flow chart. Important points to consider while conducting the training are also presented.

# 1: ICE BREAKER

An icebreaker session is a useful tool for conducting group introductions. This session helps in creating a friendly atmosphere and supports participants by breaking the initial barrier of hesitation while meeting new people. It also helps the participants to get comfortable with the ambience of the training hall. A well-moderated ice breaker session helps build in familiarity among participants and will set a tone for the training.

**FOR TRAINING ON BIODIVERSITY, THE FOLLOWING ICEBREAKERS MAY BE USED:**

### a. PHOTO-CARD METHOD

This is an efficient method for the introduction of participants as well as for evoking interest in the topic. A set of photos must be selected prior to the training. Photos should show the relationship between biodiversity, environment and humans or at least include elements of biodiversity, e.g. the local harvest festival, local plant or animal breeds, the impact of human activities on environment etc. For printing and preparing photo cards, the photo cards should be big enough so that all the elements are visible, preferably 5X7 inches and with a fair resolution.

While moderating the session, first, brief the participants about the session and what they are required to do, for example, you may simply say that “I am going to put out some photos on the table/floor, I invite you to see them and pick the one which you resonate most with”. Next, spread the bunch of photos on the floor or a table and ask them to gather around those. Ask them to observe the pictures for 2-3 minutes. The trainer/facilitator should also join the participants. Once the participant finds the photo that they can connect to the most, they pick up the photo and go back to their seat. After everyone finishes choosing their picture, a 5-minute time is given to perusing the picture.

After 5 minutes, the introduction process starts. Facilitators may begin the session by introducing themselves first. As the facilitators present themselves, talking about their interest, background, experience and their expectations from this training etc. to the participants and, set an example as to how others need to introduce themselves. This exercise made the ambience more relaxed when we conducted the ToT, and seemingly participants felt comfortable speaking and expressing themselves.

Each person gets a maximum of 1-2 minutes to introduce themselves and share their thoughts on the photo-card. Depending on the total number of participants, the time limit for each person can be fixed. During the whole session, the facilitators need to interact and engage with the participants continuously.  It is essential to complete the session within the stipulated time limit.

Once the session is over, it is likely that the participants know many of their peers by their names and can communicate with them without hesitation.

## b. BIODIVERSITY BASKET

This is another effective method of introduction in training on biodiversity. First, collect some biological resources that are locally available, e.g. millet seed, banana, lentils etc. or some products made from bio-resources, e.g., turmeric powder, neem oil, cream, shampoo, foods, tablets etc. All the collected resources/items should be labelled. While conducting the session, arrange the resources on a table or the floor. Same as the process of photo card method, ask the participants to pick one material each and give 5 minutes to think about the resource s/he has picked up. The facilitators also need to choose a material each.

The introduction process should start 5 minutes after everyone picks up their product or biological resource. Each participant gets 1-2 minutes to introduce themselves and talk about how they related to bio-resource s/he has chosen.

The method of conducting is the same as the ‘Photo-card’ method but with bio-resources. Depending on the group of participants, any one of the two methods can be followed.

**STEPS TO FOLLOW:**

1. Choose a large number of photos/ products (the number should be more than the number of participants).

2. Spread the photos/products on a table or floor.

3. Give the following instructions to the participants:
   a. Pick up one photo/ product each and examine for 5 minutes
   b. Introduce yourself by name, where you are from, and what is your connection to the photo or biological resource/ product that you have picked.

4. The facilitators begin the session by introducing themselves.

5. After everyone picks up one card each, give them 5 minutes to ponder.

6. Ask the participants to introduce themselves one by one. Each person gets 1-2 minutes.

**IMPORTANT POINTS TO CONSIDER:**

Conducting icebreaker session using the two above-mentioned methods is sometimes tricky because of the varied background of the participants - while some participants are familiar with the topic of biodiversity/ environment others who have little or no familiarity may hesitate to share their impressions. Therefore, the facilitators should be familiar with the background of the participants beforehand. Therefore, we highly recommend studying the outcome of training needs assessment thoroughly.

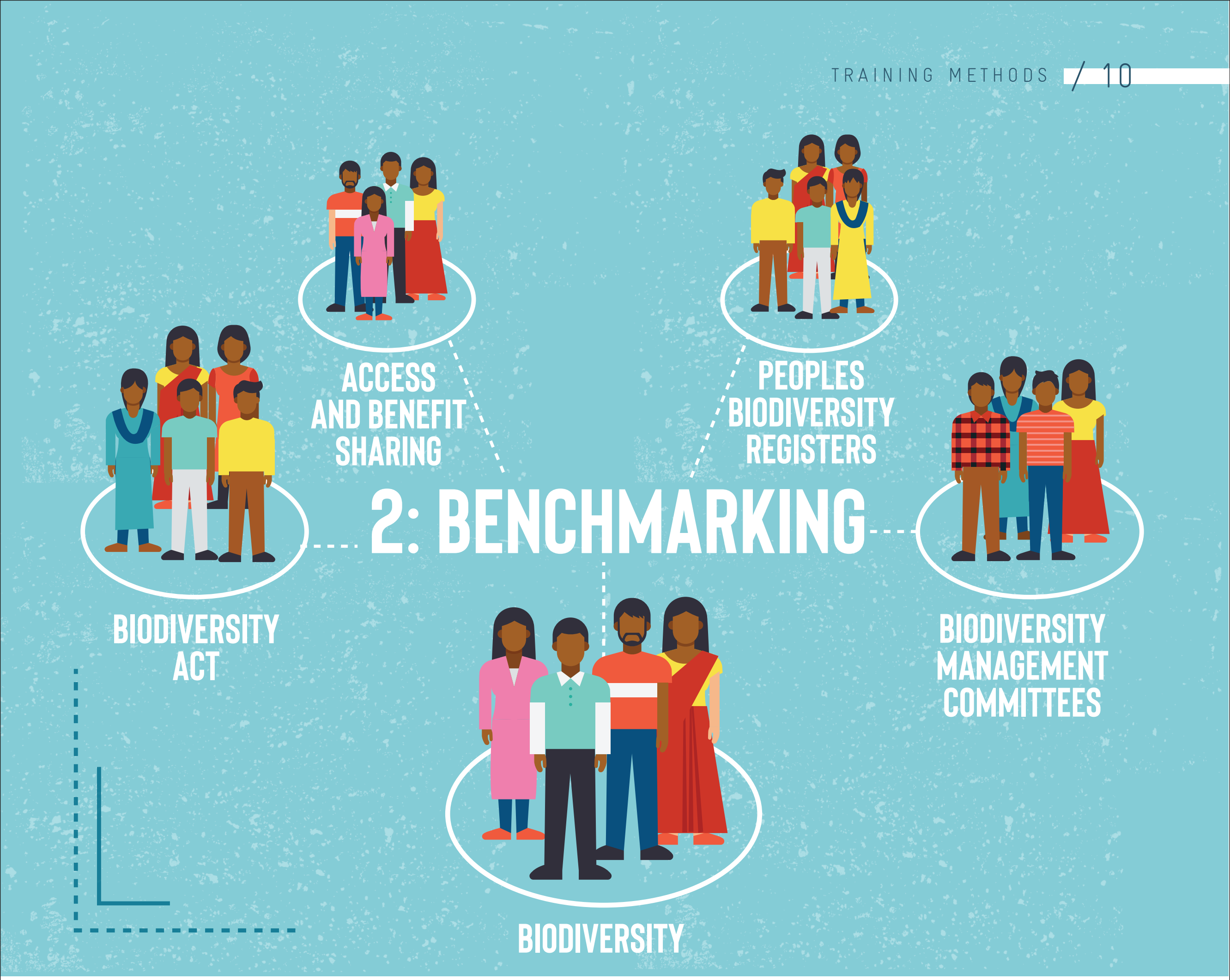
As far as possible, the materials/photo-cards used for this session need to be common/ relatable to the participants. The materials can be collected from local shops, markets and may include commonly used flowers, medicinal plants, wild berries etc. Whereas for photo card method, images depicting biodiversity in cuisine, festivals (like Pongal in Tamil Nadu), local culture, rituals and customs may be chosen. The main element in all should be biodiversity and traditional knowledge and practices associated with it.

The participants very often take longer than the allotted time, mainly while reminiscing about certain photos or materials that evoke memories or sentiments. The facilitator must provide for extra time of 3-5 minutes. This may help make the participants enthusiastic and give them a sense of anticipation about the rest of the training. In this session, the facilitator is also creating her/his first impression. Hence, the facilitator must strive fully remain engaged in the session.

Avoid using any material made of plastic to keep the bio-resources or photos.

## ESTABLISHING THE CREDIBILITY OF THE TRAINING FACILITATORS

This session is critical to 'earn' listening of the participants and should be short and succinct. Establishing credibility is not limited to stating the name and job titles but highlighting the relevant professional experience, skills, and achievements of the training facilitators (trainers). They should also talk about, albeit briefly about the training conducted on the topic of biodiversity, Biodiversity Act, BMCs, etc., and other relevant areas of works done by the facilitators.




Benchmarking is one of the efficient ways of assessing the effectiveness of training or learning. Benchmarking has to be done at the beginning and again, at the end of the training. This method will help assess the knowledge of the participants at the start and the end of the training. Scores given by the participants at the beginning of the training will also help the facilitators understand the topics that need more emphasis on. For example, if more than 50% of participants have given a score of 3 for their understanding on a certain topic, and 7 or 8 for other topics, the sessions in training may place a lot more emphasis on the topics which received lower scores. This session is described in detail below.

To conduct this session, first, a set of topics related to the training objectives needs to be prepared. The topics chosen for benchmarking should represent the central theme of the training programme.

The selected topics are written on different charts (one topic per chart), and a graph is drawn with 1 to 10 on its Y-axis. Ten cards are prepared with scores (ranging from 1 to 10) written on them and are arranged on the floor in ascending order. For each question/ topic, the participants are asked to rate themselves on a score from 1-10 and stand in a queue in front of the cards corresponding to the scores. The number of persons standing in front of each score is counted. One of the facilitators marks on the graph, e.g., If five people stand in front of 7, the facilitator puts five dots over the mark seven on the graph. Remember to use a different chart for each topic/question.

This exercise is done at the start and the end of the training programme. The scores tell us the change in knowledge on a particular topic.

It is necessary to mark two sets of scores in different colours, e.g., if benchmarking scores at the beginning is marked in red, the results documented at the end session (i.e., after the training programme) should be in any colour but red.

At the end of the training programme, the graphs provide a visual representation of the knowledge gained by the participants. It helps the facilitators to design subsequent trainings and to understand which topics need emphasis or remodelling.

**BENCHMARKING TOPICS**

Biodiversity
Biological Diversity Act, 2002
Biodiversity Management Committee (BMC)
People's Biodiversity Register (PBR)
Access and Benefit Sharing (ABS)

**STEPS TO FOLLOW:**

1. Prepare some questions (4-5 questions) related to the topic of the training.
2. Prepare graphs for each of the questions.
3. The graph should have 1 to 10 marked on Y-axis.
4. Put ten cards on the floor with scores 1 to 10 written on it.
5. Ask the participants to assess their knowledge on the topic by standing in front of the cards according to their evaluation
6. Record the scores on the graph. E.g., If 4 people are standing on 6, put 4 marks against 6 on the graph.
7. Repeat the same process on the last day of the training.
8. It will provide a visual representation of how much knowledge they gained from the training.

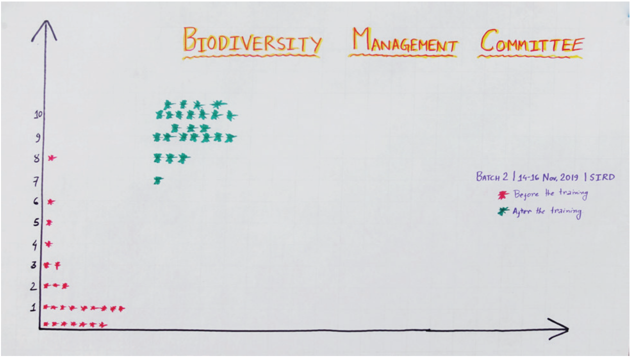
**IMPORTANT POINTS TO CONSIDER:**

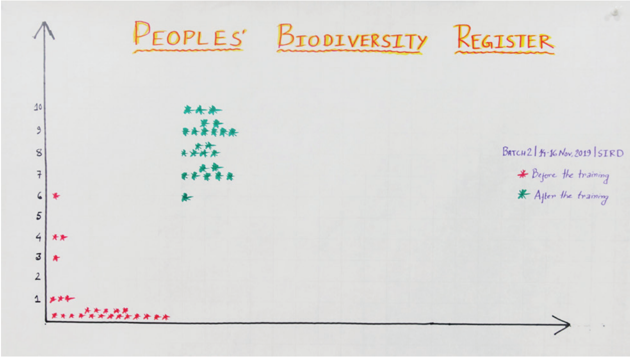
Benchmarking needs a fairly large space to conduct. The facilitators need to ensure that this session is conducted in a large classroom or training hall. In case the large room is not available, the seating arrangement may be reorganised. Hence, extra time should be allotted accordingly.

It is crucial to provide clear instructions and explain the purpose of this session. It is also important to let them know up front that a similar assessment will be carried out at the end of the training. If needed, the facilitator may do a trial with a volunteer.

This session involves moderation by two facilitators: one of them is required to count the number of participants against each score. At the same time, the other one marks the scores on the graph. (See picture below).

It is important to mention to the participants that they give scores to roughly indicate their knowledge and that they will not be judged or assessed in any form because of their score.



# 3: BRAINSTORMING

Brainstorming method is useful when there is limited time, and an interactive session is required to generate ideas and views from a heterogeneous group of participants. First, choose any topic to discuss and initiate the conversation by asking an open-ended question. The question should be related to the training. To guide the participants in the initial stage, the facilitator can write down one or two points to show an example of what is expected. As the participants continue to provide inputs, note them down those on a chart paper. Continue discussing the ideas with the participants while noting them down. It is essential to note down all ideas at this stage.

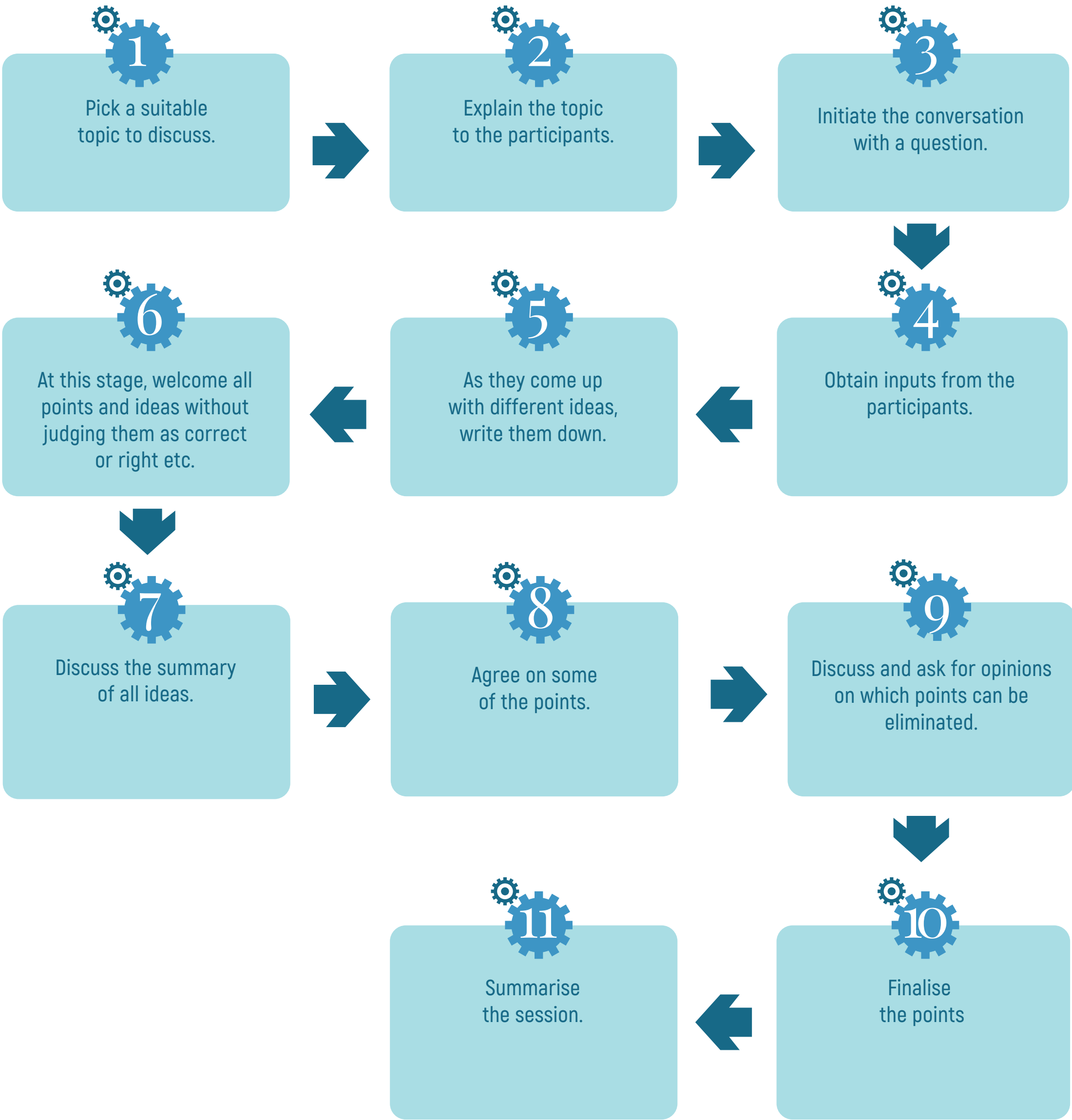
In the next step, once the ideas are all written down, start discussing the noted points one by one. Each point is explained by the person who came up with it; this will take the discussion forward. Here, the facilitator needs to ensure that the participants discuss with the facilitators but also among themselves. If the group disagrees on a particular point, it is removed from the list.

Upon the completion of the discussions on points noted, the facilitators provide a summary of the discussion. At this stage, the facilitators need to connect the points discussed with the objective of the training. Throughout this session, the facilitator needs to carefully steer the conversation so that it does not go off track. Spending too much time on one point needs to be avoided.

**GUIDING QUESTIONS:**

- What are the ground rules we should fix for the next two days of training?
- What are the other committees that BMCs can collaborate with and why?
- What are the steps a BMC can take to protect biodiversity in their area?

**STEPS TO FOLLOW:**



# 4: THEMATIC CHAMPION

The thematic champion method is very useful in evaluating the participant's knowledge of the topics covered in the training and presentation skills. To what extent the participant has gained an understanding of the topics covered in training is assessed in this session. Since this session involves participants making a presentation on a topic, they randomly pick from a pool of topics. This session is conducted on the last day of the training.

The first step of the thematic champion is to prepare a set of questions. On the first day of the training, present all the questions to the participants. DO NOT let them choose the questions. Inform the participants that each of them will be required to deliver on one topic on the last day of the training.
Prepare chits for each question with one question on each chit. Plan the thematic champion in the post-lunch session on the last day. Well before the lunch break, ask the participants to choose one chit from the pool. Note down the names along with the question s/he picked up.

During the session, each participant gets 5 minutes to present whatever question they have picked up. They are evaluated based on their presentation skills and their knowledge of the topic. All the questions should be reflective in nature and should focus on the outcomes of the training. The number of questions should be at least half the number of participants which means the same question CANNOT be repeated with more than two persons.

It is recommended to have more than one evaluator. The marks can be averaged out later from the evaluators' scores for each participant.

**SOME OF THE SAMPLE QUESTIONS ARE:**

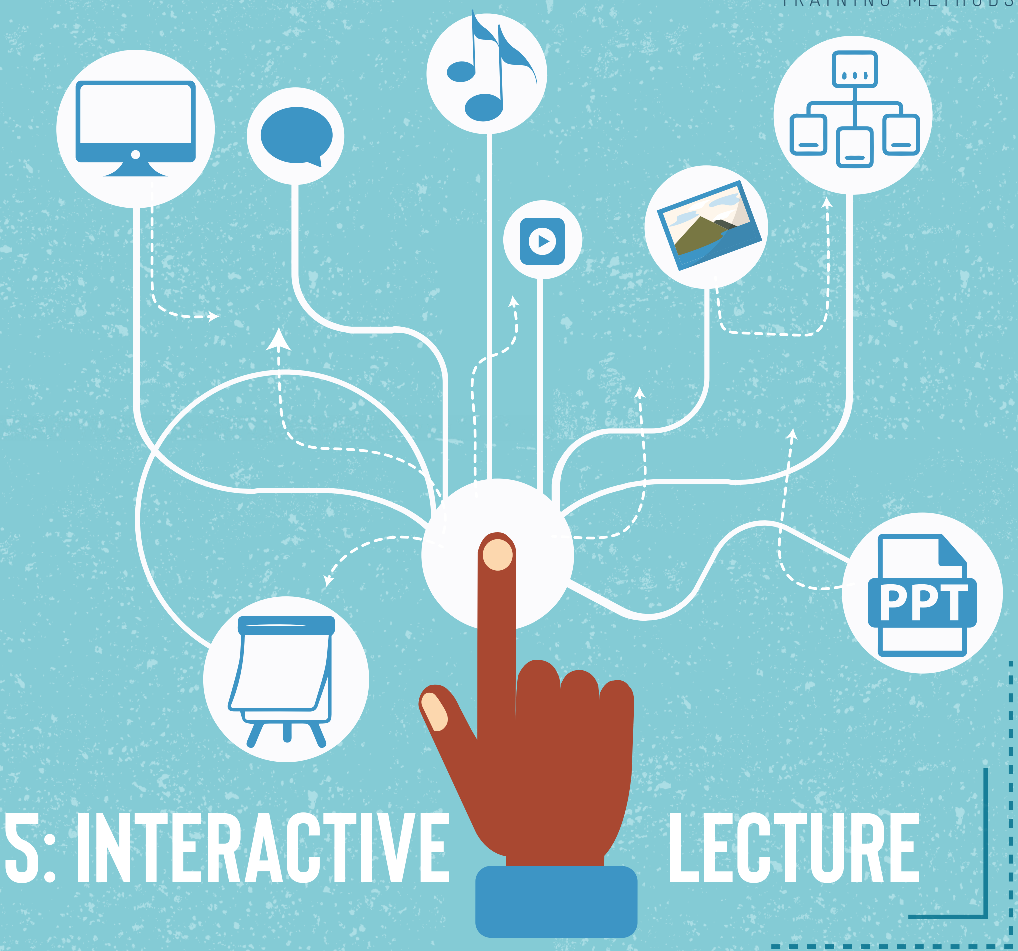
- From your personal experience, what is the impact that you and your village members have observed because of the loss of biodiversity?
- Do you think BMCs are needed? Substantiate your answer.
- How can BMCs collaborate with a village panchayat for conservation and sustainable use of biodiversity?
- Present your ideas on financing mechanism for documentation of PBR and functioning of BMCs.
- Documentation of PBR requires collaboration from many people, institutions etc. List the people and institutions from your locality to be included.
- List out the activities that can be undertaken by the BMCs at the local level.
- A company wants to access 1 ton of a medicinal plant from your village. As a knowledgeable person, you have been invited to a BMC meeting. What kind of inputs will you give?
- How can other committees help BMCs?
- Why do you think it is essential to document PBR?
- How is biodiversity interlinked with our daily lives?
- What are the key steps in the ABS process? Who has to apply? What activities are covered under ABS?
- As a trainer, how will you contribute to biodiversity conservation?
- What are the institutional structures established under the BD Act for implementing the Act?

## STEPS TO FOLLOW:

1. On the first day of the training, show all the topics/ questions to the participants.
2. Do not allow them to choose any topic.
3. Write down the questions on a separate piece of papers.
4. On the last day of the training, well before the thematic champion session, ask the participants to choose chit each randomly.
5. Ask them to read the topic aloud.
6. During the session, give 5 minutes for each participant to talk about the topic he/she has picked up.
7. Evaluate them based on their knowledge of the topic and their presentation skills.

## IMPORTANT POINTS TO CONSIDER:

- Presentations by the participants should only be scheduled on the last day of the training.
- Participants should be given time to prepare for the thematic champion. Hence, they have to choose the chits well ahead of the session.
- It is crucial to write down the names of the participants along with the topic on the chit they have picked.
- Since this session is scored, the facilitator needs to look for relevant points presented by the participants mainly, and time needs to be strictly maintained. The basis of evaluation should be whether the participant has grasped the topic, illustrated with suitable examples and has finished within the allotted time.




# 5: INTERACTIVE LECTURE

An interactive lecture is a powerful tool to introduce a new topic which are unfamiliar to the participants.

An interactive lecture comprises of PowerPoint Presentations (PPT), board work, audio-visual sessions etc. along with discussions among/with participants. The idea is to incorporate all three basic modes of communication, i.e., physical, auditory and visual, in the lecture to reach different kinds of learners equally.

The first step in designing an interactive lecture is to prepare the PPTs. The text in the PPTs should be very minimal. One of the most important things to focus on is that the facilitator needs to maintain eye-contact with the participants while talking rather than looking at the PPT and reading out from it. Photos and illustrations are essential elements in a PPT. Images need to be of fair resolution and appealing to the audience. An aesthetically pleasing presentation automatically grabs the attention and hence, makes the topic much easier to understand.

Board work is another essential exercise in designing an interactive lecture. Well before the session starts, put up cards on the pinboards and keep them flipped so that one cannot see the contents of the cards. Explain the idea that you are going to demonstrate using the pinboard and ask the participants to guess what is written on each card. This is a good way of engaging the participants in the discussion. The facilitator can ask for a volunteer from the participants to help the facilitators to flip the cards and put it on the pinboard. Using the pinboard serves the purpose of engaging the participants as well as initiating discussions.

A long lecture session can become tedious, and the participants may sometimes lose interest midway. The facilitator needs to mix other exciting methods. A folk song or a video related to the topic is an excellent way to connect with the subject as well as to summarise the discussion quickly. Also, it helps keep the participants awake and attentive! The facilitator can ask for a volunteer from the participants to sing a folk song. It is always better if someone sings the song live rather than playing a record.

Summarising a session is always very important, especially after a long session conducted with various methods. One PPT slide needs to be prepared where all the significant points need to be written (preferably along with the photo and board-work). One of the facilitators may be asked to give a summary of the whole session based on those points written on the board.

**HOW TO MAKE POWERPOINT PRESENTATIONS?**[1]

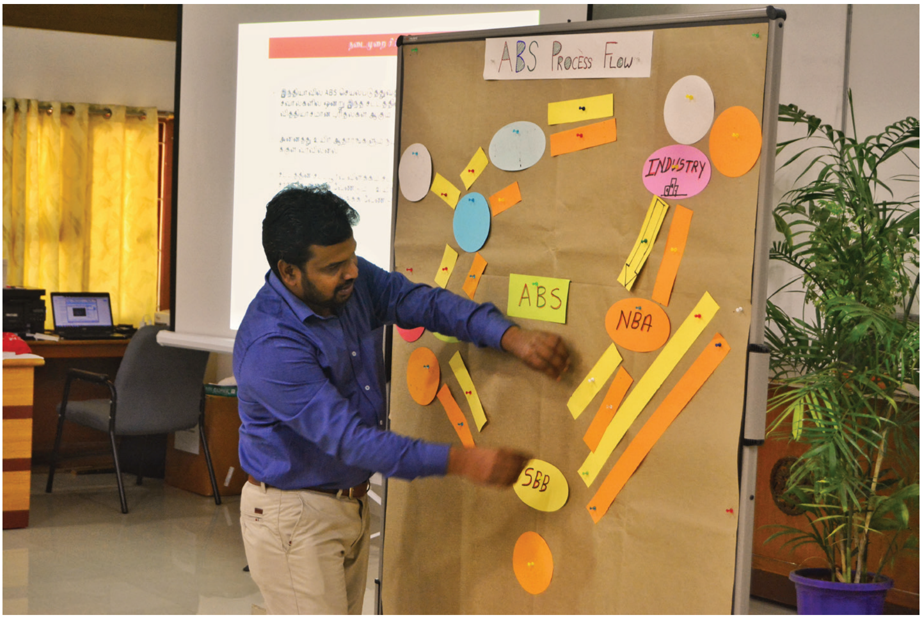
- The trainer arranges the topics in a visually appealing manner. S/he would often be standing at the beside the projector screen and explaining topics to the participants using prepared slides.
- Use large fonts. Use at least 18 pt. So that people at the back of the room can read the text elements on the screen easily.
- Avoid excessive use of slide transitions and animations. Also, keep animations consistent. A PowerPoint presentation is meant to be a visual aid, not the focus of the presentation. Do not use fancy animation effects unless necessary.
- Avoid having too many slides with only text. Use photos, charts and graphs also. Meaningful photos are better than mainstream clip art.
- Use suggestive graphical illustrations as much as possible.
- People remember pictures and graphic metaphors far better than they remember text content. A few real photos related to your subject are best.
- Do not put in details you will not be addressing explicitly (e.g., long tables with a lot of irrelevant data).
- Use thick lines in drawings (1½ points or more).
- Use strong colours for important information and pastel colours for unimportant details.

1 Source: Khera, Neeraj, Sivakumar, K., Mehta, Pradeep. Participatory Methods of Training for Effective Content Delivery, GIZ, New Delhi, 2016

- Limit the number of slides.
- Spell-check — a spelling mistake is a horrible attention-magnet. At best, your audience is merely distracted; in the worst case, they think that if the presenter cannot even spell correctly, how likely is that the content is credible – you will also lose the audience!
- Make sure your presentation can run on any computer.
- When you make a presentation in a new environment (at a conference venue or new training centre), check the hardware before your presentation (and have an audio cable at hand when using embedded sound and/or multimedia files). For e.g. make sure that the projector, speakers, pointer etc. are working.
- Remember that how you present add the value for your presentation.

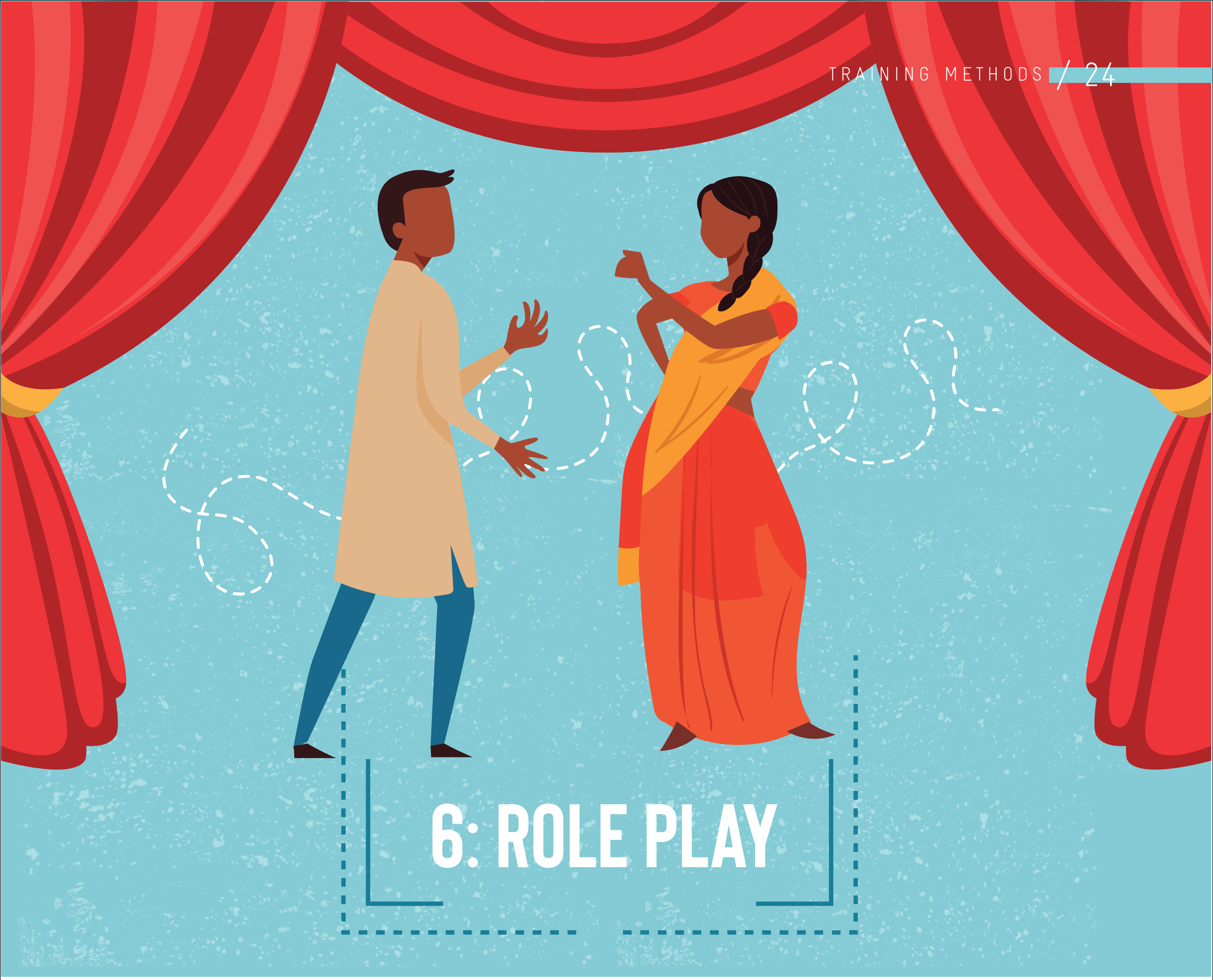
**STEPS TO FOLLOW:**

1. Prepare PowerPoint presentation. The text in the presentations should be minimal and interesting, along with photos.
2. Use the flip chart and pin boards more frequently to explain different topics.
3. Prepare flow charts on the pinboards.
4. Keep the cards flipped so that no one can see the contents of the card. Turn each card as you explain its content.
5. Before turning the cards, you may ask the participants what they think the flipped card may contain.
6. n an interactive lecture session, always give room for discussion. The participants should be able to voice their concerns.
7. Prepare the session with different modes of communication such as videos or songs which can easily explain the topic as well as keep the participants engaged.




**IMPORTANT POINTS TO CONSIDER:**

- Come up with examples of local biodiversity that the participants can easily relate to. For example, Tulsi vs Kalmegh. It is likely that all participants would better connect to Tulsi than Kalmegh.
- Too much of technical details may divert the participants' attention away from the session. The trick is to provide exactly as much information as the participants need. For example, neither the participants nor the BMC members (whom the participants are supposed to train) need to know the details of the sections/ legal provisions on ABS. The participants only need to know the principle of ABS and their role in facilitating it. To explain this topic, prepare a flow chart of ABS on a pinboard and explain that to the participants (See picture).
- It must be kept in mind that facilitator introduces only ONE new topic in an interactive lecture, and allow time for participants to ask questions, clarify their doubts directly with the facilitator. This is a matter of utmost importance that the participants get answers from the experts/ facilitators directly, especially considering the complexity of the topic dealt with in the session. For example, topics like "the objectives of BD Act", "what is in it for the local people?", "Why is it important to know about the Act?", etc., are all technical.



# 6: ROLE PLAY

Role-play (or a role-playing game) is a real-life simulation in which the participants perform the roles of fictional characters. After the characters have been outlined, participants are asked to volunteer to play the characters. Sometimes the choice of character is left entirely to the participants; or the trainer ‘encourages’ a participant to play a particular role. They determine the actions of their characters based on their characterisation (often provided in a role description). While following a set of rules, the players still have the freedom to improvise and their spontaneous or strategic choices shape the direction and outcome of the game. Role-play should be realistic. The role descriptions should enable easy identification.

A mock BMC meeting can be arranged where seven volunteers are given the role of seven BMC members and one volunteer, the position of the BMC Secretary. This session will facilitate learning on some of the functions of BMCs. The seven BMC members are asked to consult with the other participants separately before the mock BMC meeting and discuss the biodiversity-related issues in their local areas (7 people discuss with 7 different groups of people). The members note down the important points from the discussion and raise these points in the mock BMC meeting. One person among those eight assigned to document the minutes of the meeting. The facilitators need to periodically ask the members to pause the meeting and ask the observers (i.e., other participants) if their concerns are being voiced properly or if they want to add something to the discussion. Also, the facilitator has the liberty to replace any role-player with someone else from the audience. Sometimes, the debate may go off-topic; therefore, the facilitators must moderate the session and bring it back to the main discussion point. At the end of the discussion, the person who documented the details of the meeting will provide a summary of the proceedings.

Other scenarios can be drawn from different case studies of ABS. Same as the previous scenario, the facilitator can replace any role-player if needed. The idea is to detail out the argument to help participants to understand issues better and maybe finally come up with possible solutions. A person documenting the discussions gives a summary at the end of the meeting.

**THE ROLE PLAY SCENARIOS:**

- Seven BMC members, along with the BMC Secretary, arrange for a BMC meeting where they discuss biodiversity-related issues in their jurisdiction.
- A meeting arranged between a BMC member, a TK holder and a representative of a company which wants to access some bio-resource from a location within the jurisdiction of the BMC. The TK holder and the BMC member discuss with the company representative on the collection of the bio-resources from their jurisdiction.
- The BMC members can discuss a hypothetical ABS application and provide feedback on the application for NBA/SBB. The hypothetical application should involve biological resources that familiar to the participants.

**STEPS TO FOLLOW:**

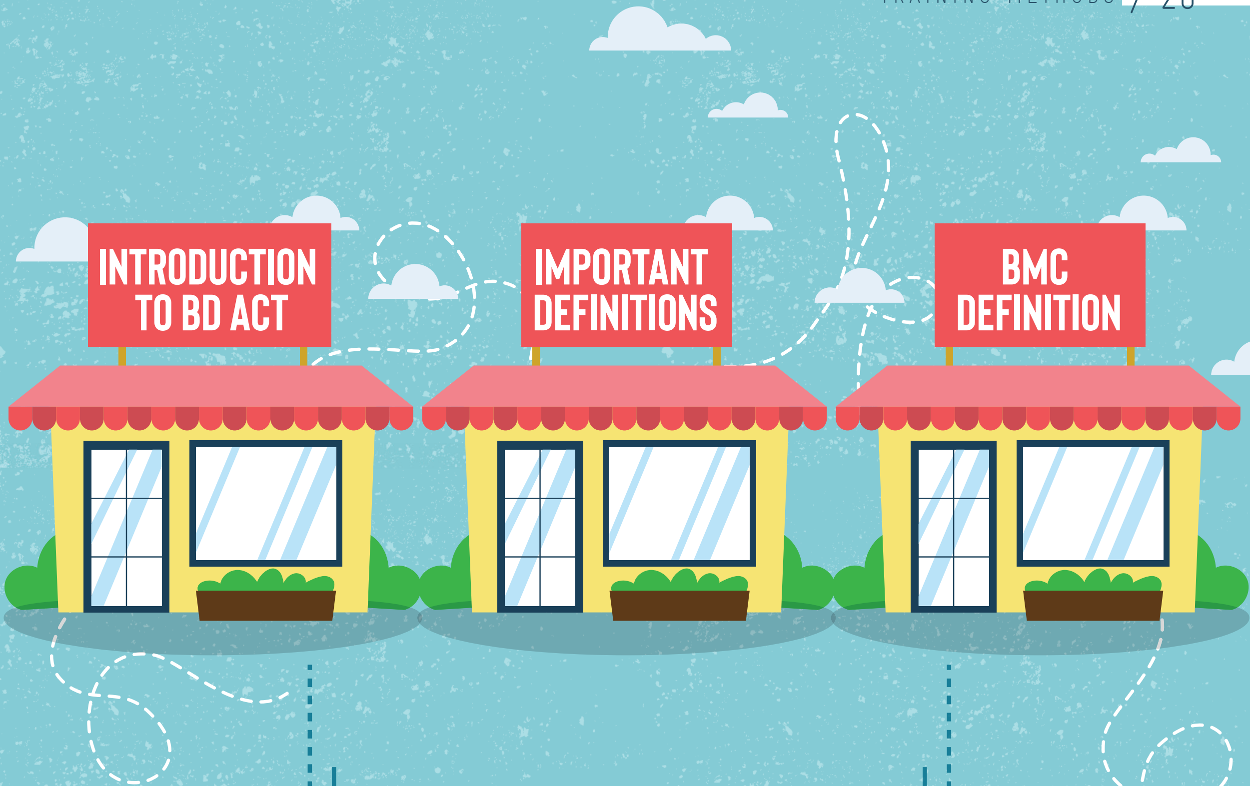
1. Pick and prepare a suitable scenario.
2. List the characters that are needed for acting out the scenario. Write a description of their characters and their professions. BMC members will include agriculturalists, TK holders, livestock holders, herbalists, fisherfolk etc.
3. Explain the scenario and the roles to all the participants.
4. Ask the participants to volunteer for the roles.
5. Ask each volunteer to discuss with a different group of participants and get their inputs so that they can be addressed in the meeting.
6. Assign one of the role-players to document the discussions of the meeting while also participating in the discussions of the BMC meeting.
7. As the volunteers start playing the roles, other participants continue observing the discussion.
8. Moderate the discussion during the role play.
9. Ask the actors to stop the conversation and get feedback from the participants who are observing the role play.
10. The persons playing the roles can be changed.
11. Whoever wants to play the roles can request to volunteer and carry the discussion forward.
12. At the end of the discussion, solicit the opinion of the participants about the debate.
13. Ask the volunteer that documented the meeting to summarise the session.
14. Add points if they were missed out in summary.

## IMPORTANT POINTS TO CONSIDER:

- While facilitating a session on role-playing, keep on asking for suggestions and arguments from the observers/participants. If someone comes up with a strong argument, or has the potential to come up with better points than the person already assigned in that role, replace them by politely explaining the reasons for replacement.

- The roles need to be assigned carefully based on a person's experience For example, suppose a participant has experience in cultivating medicinal plants. In that case, s/he should be assigned the role of a BMC member who is also a TK holder.

- The core idea of a role play is to gather ideas from different perspectives. Therefore, the facilitators should ensure that the conversation is never one-sided.




# 7:MARKETPLACE

Marketplace method is used when multiple topics need to be addressed within a short period to a large and heterogeneous group. In this method, the participants are divided into groups depending on the number of topics. For this particular training, 3- 4 groups need to be formed where each group learns a different topic simultaneously.

The facilitators need to install separate 'shops' like a market, where they are supposed to present different topics.

Each facilitator needs to moderate one group and present their respective topics. Three groups of participants start learning from three different facilitators simultaneously. Each group is ideally given 15 minutes (10 minutes of facilitation + 5 minutes of discussion). However, the maximum allotted time can differ depending on the complexity of the topic. After 15 minutes, when all the groups are done learning their respective topics, they need to move to the next facilitator for the next set of topics. After every 15 minutes, they move to the next topic until all the groups complete visiting all three 'shops.'

It is always advisable to keep this session after the lunch break. Getting up and moving to the next 'shop' after every 15 minutes keeps the post-lunch drowsiness away. Facilitators may mention this to the participants that "this session will keep soup-coma away!" The presentations need to be interactive. The facilitators must keep their respective presentations well ahead of the session and seating arrangement should such that the participants can hear and see the facilitator and their presentations.

**TOPICS FOR THE MARKETPLACE:**

- Group 1 – Introduction to BD Act; Objectives of BD Act; Three-tier structure for implementation of BD Act; Significant sections of the Biodiversity Act
- Group 2 – Important definitions; NTAC (Normally Traded as Commodities); Threatened species
- Group 3 – BMC definition; Constitution; Operational aspects; Functional aspects

**STEPS TO FOLLOW:**

1. Divide the number of participants into 3-4 groups based on the number of topics
2. Prepare cards for explaining the topics and put those on the pinboards.
3. Place the boards on different corners of the training hall like 'shops.'
4. Send each group to a different market shop.
5. Take 10 minutes to present one topic. Keep 5 minutes for discussion.
6. Once 15 minutes is over, ask the participants to move to the next installation or the next 'shop'.
7. Likewise, all the groups keep moving until they cover all installations.

**IMPORTANT POINTS TO CONSIDER:**

- As the session is conducted in three or four separate ‘shops’ simultaneously, it is quite possible that in a training hall may become too noisy, the facilitators must this as much as possible. For e.g., one or two “shops” can be moved outside the training hall.
- If one group takes too much time, the whole cycle of moving to “shops” gets disrupted. Therefore, time should be strictly maintained and is the key to conduct this session successfully.
- All the facilitators need to provide a concise introduction to the Biodiversity Act, before they start explaining their respective topics, to maintain a proper flow. Without any introduction, it can be quite difficult for Group 2 and Group 3 to grasp their topics.

# 8: RECAP AND QUIZ:

Every day, the recap session is crucial to conduct because it provides a summary of what was facilitated on the previous day. One of the best ways to achieve the recap session is through a short quiz. It helps the participants to analyse their knowledge gain as well.

To conduct this session, prepare a bunch of questions from topics taught the day before. The questions need to be short and should demand short and quick answers as well. The facilitator has to make sure that only one person answers at a time. The one who raises her/his hand first gets the chance to answer the question. Giving away small gifts to the participants who answer correctly will create a fun atmosphere. It helps in gaining additional attention, and the participants become keen to answer the questions.

The quiz needs to be very short, preferably under 15 mins. After an answer is known to everyone, the facilitator needs to discuss the question with the participants. This process helps in recounting the learnings from the previous day. In the end, the facilitator summarises the session as well as reviews the material covered in the previous day.

**SAMPLE QUESTIONS FOR THE QUIZ:**

1. How do you define biodiversity?
2. Which year, the Biodiversity Act was enacted?
3. What are the objectives of the BD Act?
4. How is the BMC constituted?
5. What are the functions of the BMC?
6. What is ABS?
7. What is the role of BMCs in the implementation of ABS?
8. How should a BMC conduct its meetings?
9. What are the qualities needed in a trainer?

**STEPS TO FOLLOW:**

1 Prepare questions on the topics discussed each day.

2 Ask the questions from the previous day before the training session for the day starts.

3 The questions should be reflective and short.

4 As the questions are discussed, continue revisiting the learnings from the previous day.

5 Give small gifts to the participants who answer correctly.

# 9: SKIT

A skit is a short informal way to educate or inform about a particular topic. Ideally, a skit deals with a social issue and carries a message. For staging a skit, firstly, a script needs to be prepared. Like in a play, a skit also should have a crisis of some kind or a problem situation and a solution or a way out. It should begin as a day to day story with which the audience can relate easily. The facilitators need to act the skit. One person from the audience also can act. But s/he needs to be informed well ahead about the script and needs to be prepared. The necessary props need to be ready beforehand. Fewer the props, the easier to manage. Use minimum props and only those that are necessary to deliver the message. The story needs to be very realistic and easily relatable. Maximum time allotted for the skit should not be more than 10 minutes.

After the skit is over, the facilitators need to discuss the set of events in the skit and the message with the participants.

## IMPORTANT POINTS TO CONSIDER:

- The primary requirement of a skit is a message that is directly related to the preceding topic of the discussion. The script should be straightforward so that the message being conveyed is easily understood. Only one problem situation with a clear message should be addressed in a skit. To test if the message is easily understood, it is always helpful to present the script to a person without much understanding of the topic. Also, a flawless presentation requires rehearsing the skit.

- The skit should be easily relatable to the daily life of the local people. Including humour in the skit will help in keeping the audience attentive and engaged.

- Speaking in local dialect and style will make a long-lasting impression on the audience.

# 10: STRUCTURED LEARNING VISIT

A Structured Learning Visit (SLV) provides an opportunity to exchange information between participants and the local people. Conducting an SLV requires good preparation beforehand. The preparation starts well ahead of the commencement of the training programme. It begins with selecting field sites based on convenience of travel, availability of resource persons to talk to, etc. The process of conducting an SLV is elaborated in the Part-3-Implementation of the training package.

On the day of the field visit, facilitators need to provide clear instructions to the participants. They need to be made aware of health and safety precautions. An early lunch is always advisable on the day of the visit to ensure on-time return from the visit. The grouping of the participants should be done randomly before the lunch break. Each group will go to a different field site. This is because training all participants at a single location will be difficult to manage and may be counterproductive.

The focus of an SLV can be different based on the theme of the training. For example, in the pilot testing of this training we conducted in partnership with the Kerala Institute of Local Administration (KILA), the SLV focused on documenting PBR formats. In that scenario, the participants should be informed about which formats of PBR should be filled out. Each field visit group needs to have a facilitator who can moderate the group discussion and help the participants come up with good documentation of PBR.

**STEPS TO FOLLOW:**

1. Select 3-4 places for field visits.
2. Keep in mind that the participants must be able to communicate with the local people (be aware of possible language barriers).
3. Selection of locations and necessary preparation (eg: vehicles) should be made well in advance.
4. Explain in detail the objectives of the field visit and what needs to be done by the participants.
5. Explain the health and safety precautions.
6. Provide them PBR formats based on the location they will be visiting. If the participants are going to discuss with a farmer's group, provide them with the PBR format on 'Crop plants.'
7. Ask the participants to fill up the PBR formats with the information collected from the field.
8. Each group should be accompanied by a facilitator.
9. At least 2 participants to document the discussions that take place between participants and the people at the field location.

### IMPORTANT POINTS TO CONSIDER

- The purpose of the visit should be explained, background information about the field site and clarity on what is expected of them should be informed in advance.
- To be respectful towards the local people.

- Inform the participants to bring up issues pertinent to the topic while interacting with the local people.
- In the case of a large group of participants, it may be helpful to instruct them to allow ample time for discussion with the local people and designate one or two persons from the group to document the discussions. Questions should be brief and direct.
- PBR formats to be recorded should be discussed with the participants before the field visit, and the chosen formats should be related to the field sites as illustrated in the table below. Other practical information such as distance from the training centre, responsible person, contact details for coordination may also be included. It is also helpful to write down the names of individuals and the site they will be visiting on the PBR booklet handed over to the participants so that there is no confusion.
- Ample time should be given for the structured learning visit. One way to do that is to select the nearest field sites so that the travel time is reduced, thus increasing the time of interaction with the people.

| GROUP | FIELD LOCATION | DOCUMENTATION & DISCUSSION THEME | PBR FORMAT | DISTANCE FROM THE TRAINING CENTRE | RESPONSIBLE |
|---|---|---|---|---|---|
| 1 | | Traditional Knowledge and Interaction with traditional knowledge holders- *Vaidyas* | Annexure 3 | | Trainer 1 |
| 2 | | Medicinal plants and interaction with traditional knowledge holders- *Vaidyas* | Formats- 22 | | Trainer 4 |
| 3 | | General details of BMC and Peoplescape Interaction with BMC members | Annexure- 1 and Format 7 | | Trainer 2 |
| 4 | | Crop varieties and markets for domesticated animals and interaction with farmer groups | Format 1 and Format 6 | | Trainer 3 |

# 11: FISHBOWL

Fishbowl is a method wherein a topic discussed thoroughly, intensively and inputs and views many participants are solicited. This requires specific seating arrangements like a bowl to facilitate discussion. In fishbowl discussions, the participants sit in a two or three-layered circle. There are only 3-4 seats in the innermost circle. In the beginning, all participants are seated in the outer circle. The facilitator provides clear guidance to the rules to begin discussions in the fishbowl method. The facilitator then begins the conversation by sitting in the inner circle and making a few statements on the issues where the debate should take place. As soon as the statement ends, the participants from the outer circle join her/him in the inner circle and the dialogue starts between participants in the innermost circle. The discussion takes place only among the participants in the innermost circle (the fish). This innermost circle is surrounded by a larger group of observers, seated in an outer ring (the bowl). The outer circle only listens and observes. When a participant in the inner circle feels that s/he has completed their input to the topic, they can leave, and the empty chair is taken up by another participant from the outer circle. The person can again join the inner circle if s/he has any point to make later in the discussion. This way, different people share their views on related topics. One facilitator can also jot down all the issues covered during the debate, and interrogation can be done based on those points.

Another version of Fishbowl can be where the moderator/expert stays permanently in the inner circle while participants come and go. This method is also suitable to ask one-to-one questions with the expert. This way, all the participants understand the topic through peer-to-peer learning and from the expert's comments. This method proves to be better than a PowerPoint presentation, as it is more interactive.

The topics of a fishbowl session should always aim to bring up information and ideas that are exclusive to the participants and their personal experience. While discussing these kinds of questions, the participants scour through their knowledge and share anecdotal experiences which will help other participants to get a holistic view about the problems for a better understanding of the scenario being discussed.

**INDICATIVE TOPICS FOR FISHBOWL**

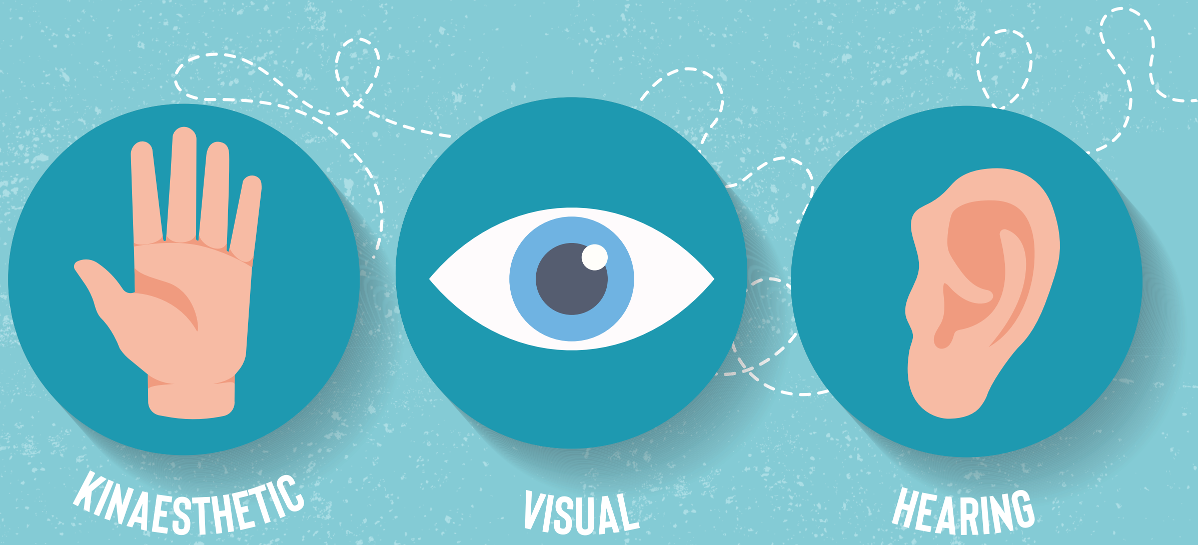
- What difficulties did the participants face while collecting PBR data during their field visit?
- What are the threats to biodiversity in their locality?
- What can the BMCs do to solve biodiversity-related issues in their area?
- How do you think the BMCs can monitor medicinal plant collection in their area?

**STEPS TO FOLLOW:**

1. Circularly arrange the chairs.
2. Create an inner circle with some chairs.
3. Ask the participants to sit on the chairs on the outer circle.
4. sk some of them to volunteer and come to the centre
5. Provide a topic for discussion
6. Ask one or two persons from the participants to note down the points of the discussion.
7. The persons in the inner circle begin the discussions, but the participants sitting on the outer circle only observe and may take down the notes. Should anyone wish to speak, they are required to move to the centre.
8. Ask them to break the discussion and ask if anyone wants to come to the middle to raise some point and then continue the conversation.
9. Keep on engaging all the participants and continue changing the participants in the inner circle.
10. Ask the participants who were noting down the points, to read the points aloud.
11. Summarise the session.

**IMPORTANT POINTS TO CONSIDER:**

- The facilitators/ moderators should ask the participants to follow the instructions in the fishbowl discussion.
- As Fishbowl is more of informal dialogue, the chances of the discussion getting off-topic are high. The facilitator/ moderator should ensure that the debate does not digress. Sometimes the topic of the discussion can be intensive with varied perspectives and intriguing arguments which can take a longer time. Therefore, it's always advisable to either keep a 10-minute buffer after the fishbowl session or conduct the session at the end of the day after all other sessions are over.
- The facilitators/moderators should encourage all participants to put forth their views. Continuous rotation from the outer-inner circle can be an excellent way to achieve that.
- Facilitators/ moderators should also take down notes as they need to summarise the whole discussion at the end of the session.




# 12: PRACTICAL ACTIVITIES

In a large heterogeneous group of participants, the learning style differs from person to person. Some can learn a topic better through lectures, some visually and some through hands-on experience. To cater to all types of learners, training must incorporate all three modes of communication, i.e., hearing, visual and kinaesthetic (physical). In this session, the importance of all three methods of communication is explained through tests that are conducted in three different sections.

**KINAESTHETIC/ PHYSICAL**

In the kinaesthetic section, the facilitator gives 15-20 objects one by one to one of the participants. After taking a glance at an object for not more than 3-5 seconds, she or he passes that object to the one sitting next to her or him. The following person also does the same, and so on. Once everyone observes all items for 3-5 seconds each, they are collected by one of the facilitators. Now, all the participants are asked to write down the names of those objects on a piece of paper.

**VISUAL**

In this section, the facilitator shows photos of 15-20 objects or bio-resources to the participants using the same process as the kinaesthetic test. Once all the photos are shown and are collected by the facilitator, the participants are asked to write down the names of those objects.

**AUDITORY**

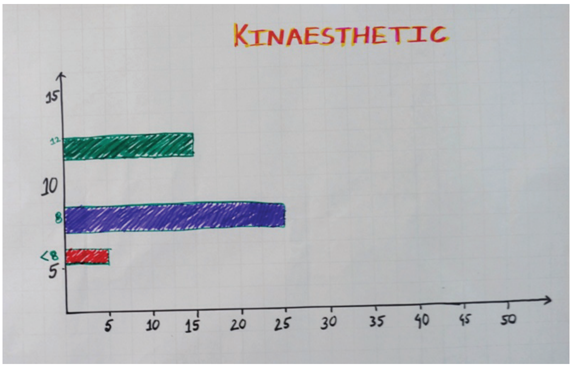
In the auditory section, the facilitator calls out loud the names of some objects. Once all the names are mentioned, the participants are asked to write down the names they heard.

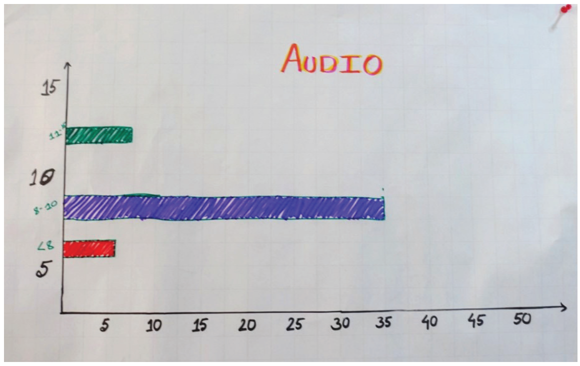
After all the three exercises finish, the participants are asked to exchange the list of names they have written with the person sitting next to her/ him. Then, the facilitator repeats the names of the objects from three different sections and asks the participants to separately count the number of objects their neighbour could remember and write down.

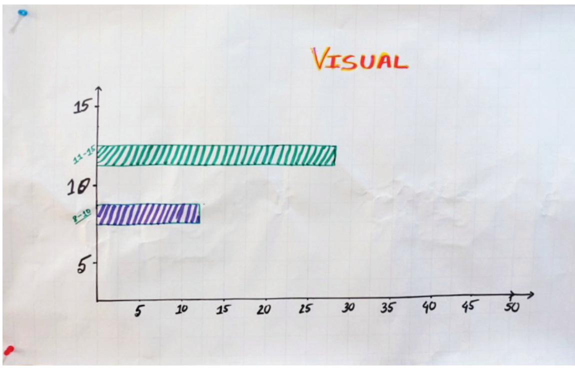
**THE SCORES ARE COUNTED IN DIFFERENT CATEGORIES E.G.**

- No. of people who wrote 0 to 5 names
- No. of people who wrote 5 to 10 names
- No. of people who wrote 10 to 15 names etc.

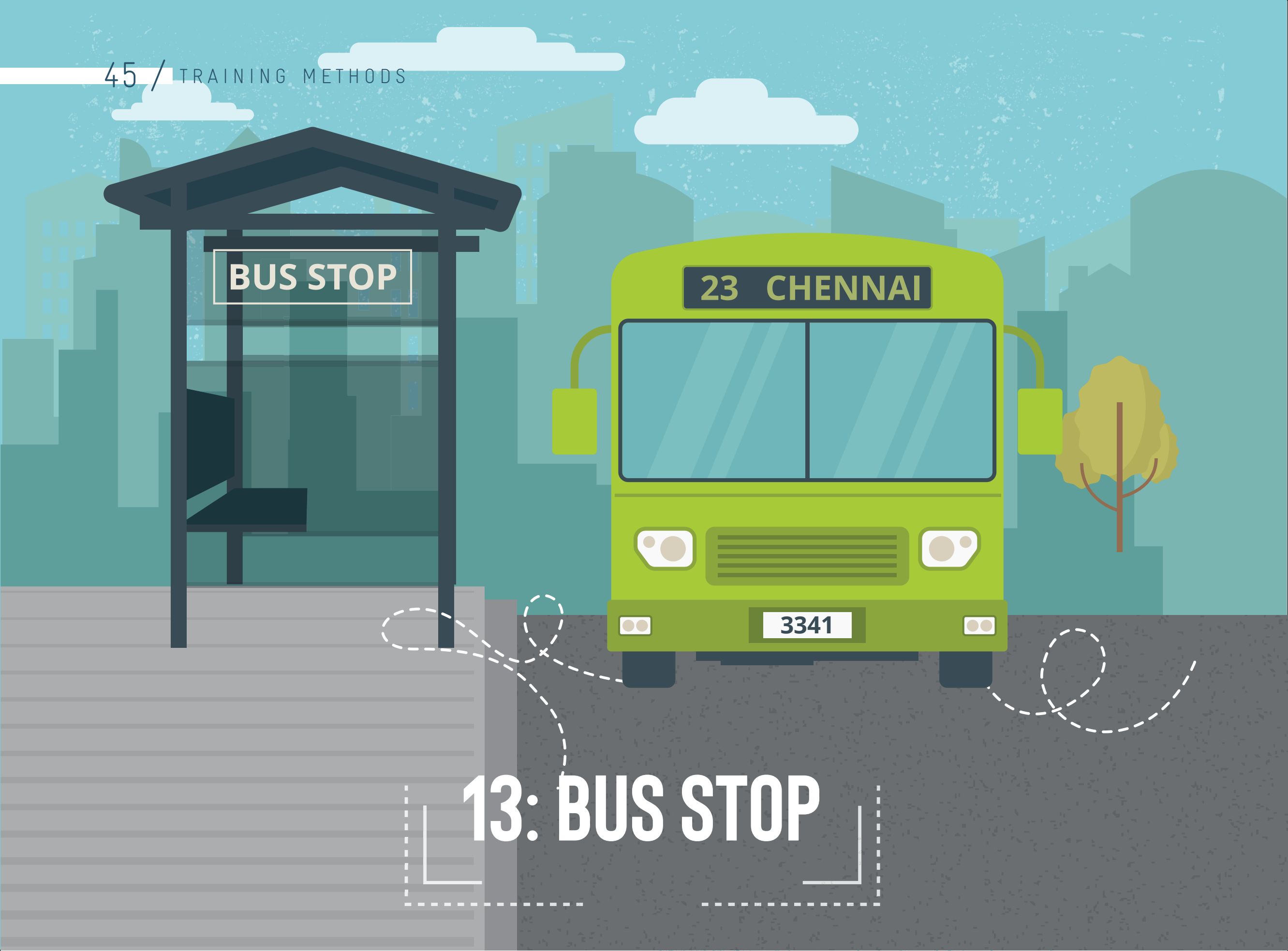
In the end, one of the facilitators plots the values on three different graphs and explains them to the participants. The graphs show the diversity of learners in the group of participants.




While conducting this session, facilitators should make sure that the participants do not start noting down the names while they are on display. The sole purpose of this exercise is for them to memorise. The facilitators should maintain time very strictly, especially during the kinaesthetic session. Any item should not be with one person for more than 3 to 5 seconds. The graphs should be prepared beforehand, and they should be filled immediately after analysing the participants' responses. While concluding the session, one of the facilitators must explain the graphs to the participants and the importance of holistic training which includes kinaesthetic, auditory and visual aspects.




# 13: BUS STOP

**SAMPLE TOPICS FOR BUS-STOP:**

1. How can BMCs track medicinal plant collection in their area?
2. What conservation activities can be implemented by BMCs?
3. What are the govt. Bodies/committees/ NGOs/SHGs that the BMC can coordinate with for conserving biodiversity?
4. What are the committees/institutions that the BMC can coordinate with for documenting PBR?

When there are too many participants, and they require dissemination of different topics, the bus stop method may be used. In this method, the topics/information that will be presented to the participants are distributed among different ‘bus stops’ viz., Biodiversity Act, ABS, BMC, PBR, etc. The bus stops can have a facilitator each or none (depending on availability). The information can be presented at the bus stops on charts and cards on pinboards. Then the participants are divided into groups based on the number of bus stops, and each group goes to a different bus top. If a facilitator is available at the bus stop, they explain the topic to the group. If there is no facilitator, then the group can have a discussion among themselves and note the points which they were not able to understand (the main facilitator has to make this very clear to the groups). The groups move between bus stops after a specified period as clarified by the facilitator until they have covered all stops.

In the end, the facilitator can summarise and clarify aspects of the topics presented that were unclear to the groups. This method is beneficial when there are fewer facilitators as compared to the number of topics that need to be taught in the session as a few bus stops may not require any facilitator. As this session consists of activities, participants also enjoy this learning method.

# 14: KNOWLEDGE CAFÉ

The World Café or Knowledge Cafe method is a simple, effective and flexible format for hosting large group events. A creative process is set in motion within a relaxed, coffeehouse-like atmosphere. Several rounds of discussion, knowledge exchange and idea generation among the participants often lead to new insights and perspectives. Each group has to identify an anchor who stays there for the entire duration while others move to other tables. Each group also have to identify a presenter who will also stay at the same table for the entire session and document the points given by the different teams. The anchor and the presenter can be the same person if necessary.

Based on the objectives of the training, the participants are divided, and each group is given a different topic to discuss and brainstorm. In the first round, more time is provided so that each group comes up with comprehensive points and has time to note them down on a chart. After the first round, the groups move to another table, i.e., group 1 to 2, 2 to 3, 3 to 4 and so on. At the same time, the anchor stays on to brief the new members about the topic and the discussion they had with the previous floating group. The new group members will now give their inputs which are generally noted with a different colour. The time for this round can be 15 minutes subject to time availability.

This movement of groups will carry on until the original group returns to the “café table” they were at initially to see what inputs have been given by other teams. Finally, each group presents their work to all the other participants, and any new additions can be made based on feedback from the group.

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