



TRAINING OF TRAINERS (TOT) MANUAL FOR THE CONSERVATION AND WISE USE OF WETLANDS IN NEPAL



© Sarbendra Pachhai

December 2010

Prepared and Published by:

Conservation and Sustainable Use of Wetlands in Nepal (CSUWN)

Copyright:

© CSUWN 2010

Printed at:

Dream Graphic Press



Government of Nepal

Ministry of Forests and Soil Conservation

Ph. { 4211567
4211892
4211928
4211936
4211742
4211862
Fax. 4211868

P.O.Box No. 3987
Singha Durbar, Kathmandu

Ref. No.

PREFACE

Date :-

The Conservation and Sustainable Use of Wetlands in Nepal (CSUWN) (GoN/UNDP/GEF) recognises that the participation of civil society organizations and wetland dependent communities in the conservation initiatives as a critical factor for the promotion of sustainable and wise use of wetlands in Nepal. CSUWN has been involved in institutional capacity building and enhancing professional skills of individuals involved in dealing strategic issues related to wetland management.

This Training of Trainers (ToT) Manual has been developed for the use of potential wetland trainers in Nepal. The manual can be used by the trainers for local level site specific training on raising awareness toward wetland conservation in Nepal. It provides trainers with more in-depth materials on the subjects available in the training manual. The manual is expected to serve as a resource material that will help equip trainers, wetland conservation organizations and their networks to undertake informed initiatives and bring the opinions and needs of wetland dependent communities to the fore. In addition, this knowledge base is expected to reduce resource-based local level conflict on wetland conservation in Nepal.

The ToT, compiled in the framework of the CSUWN, is a unique, comprehensive and targeted training resource with a distinct focus on wetland conservation tailored towards achieving the wise use of wetland resources in Nepal. We hope that a resource for both site managers and practitioners alike, this ToT Manual could also become the basis for training programmes to be conducted throughout the country.

As a member to the Party of Ramsar Convention, Nepal is committed towards Communication, Education, Participation and Awareness (CEPA) 2009–2015, and has recognized capacity building as an important vehicle for channeling knowledge to relevant sectors. It is, therefore, timely that this project has developed this manual targeted to train and build human resources to a wide range of audience. We are, therefore, delighted to have been a part of the development of this training kit and we stand committed to promoting it across the conservation sector in Nepal.

I would like to take this opportunity to thank the Ministry of Forests and Soil Conservation, Department of National Parks and Wildlife Conservation and the Department of Forests. I would also like to thank and acknowledge the technical and financial support provided by the UNDP and GEF through CSUWN. In this regard, I would also like to thank all conservation organizations namely ICIMOD, IUCN Nepal, WWF Nepal, Himalayan Nature, Bird Conservation Nepal, National Trust for Nature Conservation, NLDC and individual wetland experts who have directly or indirectly contributed towards the preparation of this manual, including Mr. Shyam Bajimaya, former DG, DNPWC. Finally, I would take this opportunity to thank the Project Management Team of the CSUWN for making this initiative happen.

Dr. Annapurna Nand Das
Chief, Planning & Human Resources Division
& National Programme Director, CSUWN

INTRODUCTION

Wetlands perform vital functions in the water cycle and are important for flood management, ecosystem management and biodiversity conservation. Deterioration of wetlands is generally the result of human interference as livelihoods of hundreds of thousands of people are attached with it. Riparian populations often depend on the exploitation of the wetlands, e.g. through harvesting of fish, plants or other products or through agriculture. The concept of "wise use" as defined by the Ramsar Convention implies that sustainable usage is compatible with wetland conservation and protection. Sound management plans for sustainable use and conservation of wetlands must be based on solid knowledge and understanding of their ecological and socio-economic functions and processes. Keeping this into consideration, a three-day training of trainers course has been designed for the benefit of the site managers and wetland practitioners in Nepal.

Developing a training manual is an important part in designing a training programme. Training manual ensures consistency in the presentation of the training programme. Another major advantage is that all the training information on skills, processes and other information necessary to perform the tasks is together in one place. This training manual is expected to fulfill the much needed objectives and address such gaps.

The three-day ToT course is intended to be attended by about 15-20 trainees representing different organizations and departments, i.e., Department of National Parks and Wildlife Conservation, Department of Forests, Department of Soil and Watershed Conservation, Department of Forestry Research and Survey, Department of Plant Resources, Department of Agriculture and Cooperatives, Department of Irrigation, conservation organisations, District Forest Coordination Committee, local community based organizations, community forest coordination committee, community forest user groups, Buffer Zone Management Committees, wetland user groups and others.

The training is based on the interactive participatory learning approach with lectures, presentations and field visits. Teaching materials in the form of lecture notes, handouts of presentation slides, reading and supplementary materials are provided in both hard copies and CDs to the trainer. The trainer involves the participants in group assignments, discussions and field exercises. Field visits are arranged so that the participants themselves conduct the interviews of the stakeholders, learn the actual causes and effects of the deterioration of wetland ecosystem and on the basis of this learning, they develop management plan.



TABLE OF CONTENTS

Preface	
Introduction	
About this Manual	
Training of Trainers Workshop Curriculum	
DAY 1	1
Registration, Inauguration and Introduction	
Session 1: Registration, Inauguration and Introduction	2
Session 2: Context of Training	6
Session 3: Participatory Biodiversity Conservation Initiatives in Nepal	9
DAY 2	12
Session 4: Telling the Wetland Story through Issues	13
Session 5: Relationship between Wetland Conservation and Climate Change	16
Session 6: Wetlands and Alien Invasive Species: Dealing with the human Dimensions of the Problem	19
DAY 3	23
Session 7: Reaching the Media with Wetland Messages	24
Session 8: Open Session	28
Session 9: Closing of the Training Workshop	29



ABOUT THIS MANUAL

The manual on the conservation, management and wise use of wetlands in Nepal aims to provide guidance to facilitators of the wetland workshops on how to structure various sessions of the workshop. The workshop is intended to be structured as a learning exercise. This manual is a working document, which should be changed and adapted according to the needs and possibilities of each ToT workshop. It is a source of reference and not a compulsory method. Facilitating a workshop is a skill which can be learned, but basically by doing and through coaching than merely by reading and following a manual. However, much depends on the attitude and skills of the individual facilitators.

In order to do so effectively, the first step should be to create a 'pioneer' group of mid-level wetland managers to senior managers who have adequate knowledge of the intrinsic values of wetlands, who appreciate the manual as useful for their policy and who are willing to take next steps in applying the manual in their daily practice by being ambassadors for the conservation and sustainable use of wetlands in Nepal. In short, this training manual has been developed for use in training workshops for potential trainers of community-based organisations (CBOs) working on wetland issues in Nepal. The ultimate objective is to prepare a strong cadre of Local Resource Persons (LRPs) at the district level who is expected to apply the knowledge base in the effective management of wetland issues.

Efforts have been made to keep the manual short, simple and interesting to enable participants to learn many emerging aspects of wetland conservation in a short time. It is hoped that this manual will enable trainers to train their own participants in understanding the basic principles of wetlands; sharing experiences; analysing different conservation issues; contributing to a common pool of wetland resources through networking and alliance building; and developing ways of implementing capacity building programmes on wetland conservation in Nepal for district forest offices, protected area managers, CBOs, NGOs and like-minded organisations.

It is expected that this manual will help the participants to:

- » understand the basics of the wetland manual;
- » provide organizers with concrete and practical feedback on the appropriateness of the manual and materials of the training workshop;
- » develop ideas or project profiles for the restoration of degraded wetlands;
- » feel the manual is of high importance and benefit to their daily work;
- » help enable wetland managers to become ambassadors for the manual; and
- » know how to apply the manual in their daily work.

Depending upon the needs and level of training, various training sessions from this manual can also be adapted or used directly for local level training on wetland conservation in Nepal. All the training sessions in this manual have been designed based on the principles of participant-centred learning. It is intended that participants should be active in each and every training session. Facilitators will run the discussions through participatory methods such as brainstorming, small group discussions, role-play scenario, seven-up game, balloon and chocolate games, case stories and question-answer sessions. There are nine learning sessions aimed to be accomplished in three days in addition to daily reviews. Each session lasts between one and half hours to three hours. In some places, references are made to the organization organizing the workshop. The name here appears as workshop context and should be replaced as appropriate. The format and design of each session is largely the same, and each includes the following:

Title: Each session has the session title on top, explaining its primary content.

Time: The minimum time allocated for the session is given in the left-hand corner of the workshop curriculum.

Objective of the Session: This explains the broad goal of the session.

Activities: The broader title of the session is illustrated here through different activities, each with specific timeframe.

Preparation Box: This explains the special requirements for pre-session preparation by the facilitators.

Materials required for the Session: This mainly relates to the resource materials. All handouts and presentation sets are listed here. As the same materials will always be available in the training hall, the list given in the first session is applicable for all sessions.

The complete curriculum of the Training of Trainers workshop is provided in the following pages.

DAY 1

Training of Trainers (TOT) Workshop Curriculum on the Conservation and Wise Use of Wetlands in Nepal

Time	Session Contents	Objectives	Methods	Materials
2 hrs	1. Registration, Inauguration and Introduction <ul style="list-style-type: none"> » Registration » Inauguration » Introduction of participants » Participants' expectations » Objectives/expectations, contents and Parking Lot » Briefing on training programme and contents » Logistics and housekeeping 	<ul style="list-style-type: none"> » Registration of participants and resource persons » Collective introduction of all participants and resource persons » Documenting participants' expectations » Correlating workshop objectives with participants' expectations » Setting norms and clarifying logistical and other housekeeping matters 	Icebreaker game and presentation	Materials needed for the training (note books, pens, newspapers, electronic equipments, meta cards, etc.) balloons, threads, papers, etc.
2 hrs	2. Context of Training <ul style="list-style-type: none"> » Presentation to the context » Goal, objectives and modality of workshop activities » Need for capacity building in wetland conservation » Discussion about the workshop expectations » Context analysis 	<ul style="list-style-type: none"> » Explain the context of training needs in wetland conservation » Explain goals, objectives and implementation modality of the workshop context » Explain expectations from this training » Analyse the participants' working contexts 	Presentation, discussion and small group discussions	Prepare briefing notes
3 hrs	3. Participatory biodiversity conservation initiatives in Nepal <ul style="list-style-type: none"> » Brief review of Nepal's participatory biodiversity conservation approaches and priorities » Introduction of the Conservation and Sustainable Use of Wetlands in Nepal Project » National Wetlands Policy and other conservation legislative frameworks » Ramsar Convention and wetland conservation in Nepal 	<ul style="list-style-type: none"> » Assess the achievements of biodiversity conservation in general and wetland conservation in particular » Explain the needs of wise use and participatory wetland conservation in Nepal 	Question-answer Group work	Several pre-prepared materials

DAY 2

Time	Session Contents	Objectives	Methods	Materials
2.5 hrs	<p>4. Telling the wetland story through issues</p> <ul style="list-style-type: none"> » What the people know, think and feel about wetlands » Key issues to know/communicate about wetlands » Key audiences for wetland conservation » Group work and discussion 	<ul style="list-style-type: none"> » Review of the first day of training » Communicate a complex concept » Determine the targeted audience 	<p>Small group work</p> <p>Presentation and question-answer session</p>	<p>Pre-prepared presentation materials</p>
2.5 hrs	<p>5. Relationship between Wetland Conservation and Climate Change</p> <ul style="list-style-type: none"> » Emerging issues of climate change » Sustaining and restoring wetlands: An effective climate change response » Wetland conservation as a means to livelihoods improvement and food security » Group work on relating wetland conservation to climate change 	<ul style="list-style-type: none"> » Assess the impacts of climate change on wetland conservation » Share practical experiences on improving people's livelihoods and restoration approaches as a practical tool for climate change adaptation » Reflect on the need to carry out awareness programmes on mitigating effects of climate change in Nepal 	<p>Presentation</p> <p>Snowballing</p> <p>Question-answer session</p> <p>Small group work</p>	<p>Pre-prepared presentation materials; handouts</p>
2 hrs	<p>6. Wetlands and Alien Invasive Species: Dealing with the human dimensions of the problem</p> <ul style="list-style-type: none"> » The problem of alien invasive species » The consequences of alien invasive species » Stemming the tide: Ways to combat alien invasive species 	<ul style="list-style-type: none"> » Understand the alien invasive species as a leading threat to wetland biodiversity » Build the capacity to deal with invasive species issues through people's active participation 	<p>Presentation</p> <p>Snowballing</p> <p>Question-answer session</p> <p>Group exercise/role play scenario</p>	<p>Pre-prepared presentation materials; handouts</p>

DAY 3

Time	Session Contents	Objectives	Methods	Materials
2.5 hrs	7. Reaching the media with wetland messages <ul style="list-style-type: none"> » Understanding the need for and importance of media on wetland issues » Talking about wetlands: Getting the message across » Do's and Don'ts in dealing with the media » Plenary discussion 	<ul style="list-style-type: none"> » Review of the Day 2 sessions » Analyse the gaps on reaching out to media » Explain the importance of media on the conservation and sustainable use of wetlands in Nepal » Share experiences of media advocacy on wetland conservation in Nepal 	Presentation and Question-answer session	Presentation sets
3 hrs	8. Open session	<ul style="list-style-type: none"> » "Filling the gaps" in learning process » Organise a short observation visit to the nearby wetland site 	Undertake field visits	Pre-prepared presentation materials; handouts
1.5hrs	9. Closing of the Training Workshop <ul style="list-style-type: none"> Training evaluation Collection of feedback Formal/informal closing Post-closing activity 	<ul style="list-style-type: none"> » Carry out training evaluation » Receive feedbacks » Share different opinions about the training » Conduct formal/informal closing ceremony 	Plenary	Evaluation sheets

Note: This is a tentative time table for a three-day ToT. The time required for a session depends upon the number of participants and the methods that facilitators use for different sessions. Therefore, it is recommended that in each training course a separate timetable should be prepared based on this example. The selection of topics and the time allocated depends upon the facilitators' needs.

DAY ONE

1. Registration, Inauguration and Introduction
2. Context of Training
3. Participatory Biodiversity Conservation Initiatives in Nepal



© GLA/CSUWN

SESSION 1

Registration, Inauguration and Introduction

Time: 2 hrs

Objective of the session:

- » Registration of participants and resource persons
- » Collective introduction of all participants and resource persons
- » Documenting participants' expectations
- » Correlating workshop objectives with participants' expectations
- » Setting norms and clarifying logistical and other housekeeping matters

Activities	Time (Minutes)
Activity 1.1: Registration	10
Activity 1.2: Inaugural ceremony	40
Activity 1.3: Mutual introduction	10
Activity 1.4: Collating participants' expectations	15
Activity 1.5: Sharing of training objectives, contents, matching with expectations and creation of a "parking lot"	30
Activity 1.6: Briefing about logistics and housekeeping	15

Preparation Required

1. Setting up the training hall and testing equipment (LCD projector, OHP, laptop, white board and soft board in place, etc.)
2. Facilitators must be fully prepared for the methods used in the introductory session. For example, some icebreakers require that materials be prepared well in advance. The "balloon method" has been selected for the session given in this manual. This exercise requires some balloons, thread, and small pieces of paper. These must be prepared beforehand.
3. Materials for display, materials for presentations and materials for distribution (note book, pen, handouts, training bag, etc.) should be fully prepared and kept in the right place and in right order.

Note: The inaugural ceremony depends upon the availability of the chief guest and the interest of the organizers. It is possible to make it longer, but it is suggested to limit the opening ceremony within 30-40 minutes. In the event that a Very Important Person (VIP) is present at the opening ceremony, we should arrange a short break right after the inauguration so that they can meet and talk to the participants in an informal setting.



Methodology to be used in the workshop

This ToT manual assumes that the workshop is being held for participants who are generally familiar with the common skills of presentation, facilitation, and using different training methods. Therefore, all the different methodologies to be used during the workshop need to be listed or explained. However, it might be important to note that the workshop will be conducted according to participatory methods.

Apart from this, the facilitators can decide what needs to be shared at the beginning of the workshop such as showing a short wetland documentary, team building exercise, etc.



© Deependra Joshi

Note to Facilitators

Activity 1.1: Registration

This session is very informal and is meant to record the arrival of the participants, and to give them some materials (note books, pens, etc.) so that they will be prepared for the start of the workshop.

Activity 1.2: Inaugural ceremony

This will be a formal programme preferably conducted in an informal setting. Depending upon their availability and interest, some senior persons from the host organization can be invited to share a few thoughts and offer good wishes for the success of the training. In order to conduct the session successfully, the host has to identify a reliable master of ceremony who can facilitate the session in a timely manner.

Activity 1.3: Mutual introduction

An introductory session enhanced by an appropriate icebreaker is recommended for this programme. As this is a ToT workshop, from a technical point of view, the entire workshop must function as a model for the participants. There are many icebreakers that can be used for the introductory session. Facilitators can choose any one of them. However, all the processes followed in this training must be appropriate and must model the “mind mapping” approach. Content or workshop theme-related icebreakers are the most suitable as they help move the participants naturally into the theme of the workshop. However, the creation of identification of such a focused mind mapping icebreaker exercise is not an easy task. It would be good to keep this double agenda in mind while selecting the icebreakers (fun and theme-related introduction).

The “balloon game” icebreaker could be used for both the above-mentioned purposes, both fun and theme-related.

- I. Divide the participants into two groups randomly as they are seated using the one-two, one-two way of assigning numbers. This will ensure that those who naturally sat together (because they already know each other) will be forced to mix

with others. In this group division, there is no need to try and make balanced groups as all the “ones” come together and so do the “twos”.

- II. Distribute a small piece of paper (just enough for the participants’ name) and empty balloon to each person.
- III. Ask each participant to write his or her name on the paper, and to fold it so that it can be placed inside the empty balloon. The participants are asked to blow up the balloon. Finally, they have to tie it up and put it in an assigned place. The participants can use thread to tie the balloons, if necessary.

After all the participants have finished their tasks, each one is asked to select a balloon. While selecting a balloon from the basket, they should try not to choose their own balloon if they can recognize it. Then, coming forward one by one from each of the two groups, each participant has to break the balloon selected by putting it on a chair and sitting on it.

After giving a few minutes for individual conversations, the participants once again sit in a circle (in plenary) and start introducing one another. One by one the participants call out the names of their newly discovered friend, and introduce that friend to the other participants. The one who is introduced then introduces whoever’s name they picked from the balloon. It thus continues until the last participant is introduced.

The session is wrapped up by pointing out the following elements:

- » the need to win in order to keep enthusiasm going;
- » the importance of means and ends in wetland conservation is one is not to lose one’s integrity;
- » the fact that people often choose the easiest way to win; and
- » the idea that the physical symbolism of blowing up the balloon can be used to express how the training helps to energise mind and build the



knowledge base on wetland conservation and generate cumulative effects on raising education and public awareness.

These are only some of the examples of what could be discussed to connect the opening icebreaker to the workshop theme. It is not necessary that the facilitator of the session should be the one to bring up all the above points in discussion. Rather, facilitators should be able to encourage the participants to express such connections. However, as this is the starting session of the workshop, it is natural that many participants will not speak out openly.

Activity 1.4: Participants' expectations

Before starting this part of the session, coloured meta cards and enough marker pens have to be made available on a central table. The facilitator then asks the participants to write their priority expectations from the workshop. All cards should be displayed in some easily seen place (a pin board or on the wall) and participants are requested to go around to read each one. If necessary, the facilitator can ask some of the participants to come over to the board and group the cards according to the theme.

Activity 1.5: Sharing of training objectives, contents, matching with expectations and creation of a “parking lot”

Immediately following the display of expectations, the planned objectives of the training have to be presented to the participants. This could be done through a transparency (overhead) or a PowerPoint presentation. What is important, however, is that the facilitator makes the effort to match the expectations of the participants with the workshop objectives and to show the similarities. If some of the expectations do not match, the facilitator can create a “parking lot” where these expectations are parked. The facilitator can then see if these parked expectations can be covered in appropriate sessions.

The facilitator has to distribute the workshop schedule of the training and all the main topics have to be explained briefly. In some cases, the participants raise issues that are already in the training contents thereby resulting in unnecessary discussions. In such a case, the facilitator should politely tell them that the contents

are tentative and broad, and that special concerns can be dealt with during the discussions.

Activity 1.6: Briefing about logistics and housekeeping

This is the last activity of the first session. During this session, the facilitator informs the participants about the duration of the sessions, the time to start and end each day, tea break, lunch times, transportation allowance, accommodation, etc.



SESSION 2

Context of Training

Time: 2 hrs

Objective of the session:

- Explain the context of training needs in wetland conservation
- Explain goals, objectives and implementation modality of the workshop context
- Explain expectations from this training
- Analyse the participants' working contexts

Activities	Time (Minutes)
Activity 2.1: Presentation to the context	15
Activity 2.2: Goal, objectives, modality of workshop activities	15
Activity 2.3: Need for capacity building in wetland conservation	30
Activity 2.4: Discussion about the workshop expectations	20
Activity 2.5: Context analysis	40

Preparations required

1. Participants are expected to know the training context. The contexts of the different users of this manual may not be the same at all places. Therefore, a full briefing on the context of the particular workshop being conducted is necessary.
2. As a facilitator, you are expected to set aside a few minutes during the break following the previous session to look at the participants' expectations. Ideally, the expectations of all the participants should match as this will foster a productive training environment. The facilitator must be able to make connections between the previous session and the following session.



Note to Facilitators

Activity 2.1: Presentation to the Context

Start the session by helping the participants see the importance of knowing the context. This can be done by using a riddle or the wetland theme or by making a simple drawing on the board or in any other ways that must be chosen depending on their being understood by the workshop participants.

Example: Draw a wetland and show people's dependency on its resources. Without knowing the clear cut context, it will be difficult for the participants to get into the real issues of wetland conservation. Thus, the importance of the context.

Start the presentation of the context of this particular workshop. After completing the context setting, spend a few minutes asking the participants if they have any questions for clarifications. Always handle the questions promptly without getting into argumentative deliberations, and promise to take up later any questions left at the end of the session.

Activity 2.2: Goal, objectives, modality of workshop activities

This session focuses on the goal and objectives of the training on the conservation and sustainable use of wetlands in Nepal. While a PowerPoint, an OHP or a flipchart can be used, remember that merely reading out what is written on the visual aids will not be very helpful from the training point of view since the learning material tends to remain at the "head" level and will not be really internalized by the participants. Therefore, the facilitator must always ensure to intersperse any reading with comments, discussion points, anecdotes, etc. to make it alive. However, make sure that your presentation is made continuously and finished on time so that there remains more time for discussion.

Activity 2.3: Need for capacity building in wetland conservation

This part of the session should dwell on assessing the capacity of the participants with regard to their understanding on the conservation and sustainable use of wetlands in Nepal. The session should try to reflect on the questions such as how can we build our knowledge base and capacity in conserving the wetland ecosystem in Nepal.

Always try to relate discussions to the previous presentations. Some participants may have different ways of understanding the values of wetlands. Explore the reasoning behind such views rather than trying to be defensive. The discussion will prepare the ground for future session on clarifying the issues pertaining to wetland conservation. You have to remember that the main intention of this session is to heighten the participants' curiosity about wetlands. You can conclude the session by indicating that more clarity will be provided in subsequent sessions.

Activity 2.4: Discussion about the workshop expectations

The facilitator has to prepare a list of expectations generated from the discussion and ask the participants if the expectation list is realistic or not. Some of the participants may make various remarks. You should not answer any remark made in this session. Just listen to them carefully and appreciate them all. If someone wants your views, ask them to listen to their friend first. Let the discussion continue to the time limit.

Conclude this part of the session by saying that the expectations of the organizer, the expectations of the participants, and the objectives of the training programmes correlate. You can give some examples from past presentations. Invite the participants to see how these expectations match in the coming sessions.



Activity 2.5: Context analysis

Indicate that the above activities have set the overall context of the training. Now the working contexts of the participants need to be reviewed.

- Divide participants into several small groups of 4-5 persons.
 - Ask them to identify the inputs they have been provided/learnt so far on wetland conservation and its emerging issues. They can take a broader approach and review all the inputs.
 - Identify the achievements made so far by asking what achievements have we made from these inputs.
 - Participants can be encouraged to see the inputs as the roots of a tree and the achievements as the fruit.
- Ask them to prepare a short presentation in a “tree format” showing the inputs as the roots and achievements as the fruit on the tree.
 - Give 25 minutes for small groups, including preparation from presentations.
 - After all the presentations, open the floor for plenary discussion. The discussion should be for sharing views on wetlands.
 - Finally, close the session with remarks like “Unlike natural resource management, wetland conservation has not received the much needed attention despite it being called the storehouses of natural resources. Hence the need to safeguard the wetland ecosystem and its associated biological diversity.”



SESSION 3

Participatory Biodiversity Conservation Initiatives in Nepal

Time: 3 hrs

Objective of the session:

- Assess the achievements of participatory biodiversity conservation initiatives in general and wetland conservation in particular
- Explain the needs of wise use and participatory wetland conservation in Nepal
- Develop greater awareness, understanding and appreciation of wetland conservation issues

Activities	Time (Minutes)
Activity 3.1: Brief review of Nepal's participatory biodiversity conservation approaches and priorities	40
Activity 3.2: Introduction of the Conservation and Sustainable Use of Wetlands in Nepal Project	20
Activity 3.3: National Wetlands Policy and other conservation legislative frameworks	30
Activity 3.4: Ramsar Convention and wetland conservation in Nepal	40
Group work and discussion	50

Preparations required

1. Remember this is a conceptual session. Participants may raise different questions for clarification. You should be fully prepared to deal with those questions regarding the biodiversity conservation issues in Nepal.
2. Do not think you should personally answer all the questions. You can encourage participants to be a part of this exploratory session by asking for their perceptions and understanding. It is also not necessary that everyone agree on all the issues/aspects in this session.
3. All presentations, either in PowerPoint or OHP, must be prepared beforehand. You should also have back-up methods and materials prepared in case one method fails for technical reasons. For example, if the electricity fails, you cannot make a PowerPoint or an OHP presentation.



Note to Facilitators

Activity 3.1: Brief review of Nepal's participatory biodiversity conservation approaches and priorities

At the very outset, it might be helpful to prepare the participants that the session is going to be a conceptual one about Nepal's biodiversity conservation endeavours so far. This is especially necessary if the participants are field-based personnel who are more interested in practical ways of doing things and who may get impatient with spending time on conceptual aspects.

- » Introduce the emergence of participatory biodiversity conservation approaches in Nepal going back to the history of over three decades from species focused to landscape level conservation approaches. Ask the participants to choose an example of wetland conservation from their own experiences.
- » For instance, you might ask the participants to reflect on how has the wetlands changed for over the last 20 years in terms of supporting life and livelihoods to the nearby communities. You can ask them to note them in bullet points.
- » After several points have been noted on the board, ask each participant why such changes have occurred. Participants might have different perceptions. Appreciate them all in their own context.
- » More importantly, indicate that often these changes are necessary because the situation changes, or our own understanding changes, and sometimes it is very hard to see why some of these changes have occurred. The same is true with regard to changes in the wetland ecosystem.
- » Present a brief review of Nepal's wetland conservation approaches and priorities. During your presentation, remember to illustrate your review

with several practical examples from different countries and communities.

- » Let the participants express some of their experiences with different approaches and be careful not to react negatively to their perceptions. At some point, you will also need to point out that clarity will come as the session progresses.

Activity 3.2: Introduction of Conservation and Sustainable Use of Wetlands in Nepal (CSUWN)/Wetland Project

This part of the session continues the discussion initiated with Activity 3.1. It provides an overview of how the wetland conservation programmes and projects in Nepal have achieved their objectives, and what have been the failures in addressing the sustainable and wise use principles of wetland conservation in Nepal. The session also provides a snapshot of how the Conservation and Sustainable Use of Wetlands in Nepal is promoting an ecosystem approach to wetland conservation in Nepal with appropriate capacity building, legal and policy strengthening. You may share some of the successful initiatives undertaken by the project. Also share with the participants of how the five-year long project will contribute to ensure the maintenance and enhancement of wetland biodiversity and environmental goods and services for improved local livelihoods in Nepal.

Activity 3.3: National Wetlands Policy and other conservation legislative frameworks

The key issue for wetland biodiversity is the continuing and increasing rate of loss, leading to alternation of ecosystem structure, functions and its composition. In Nepal, the problem has been allowed to grow because national and local government agencies have attached little attention to wetland conservation, have ignored or under-estimated the economic valuations of its goods and services. This session starts with the institutional, sectoral and policy contexts on wetland conservation.



This session will touch base on the specifics of the National Wetlands Policy, Nepal Biodiversity Strategy and its Implementation Plan, National Parks and Wildlife Conservation Act, Local Self-Governance Act, Forest Act, Environment Protection Act and its Regulations, Three Year Interim Plan, etc.

Activity 3.4: Ramsar Convention and wetland conservation in Nepal

This activity touches on the wetland conservation efforts under the obligations of the Ramsar Convention. Start this session with how the Ramsar Administrative Authority (Department of National Parks and Wildlife Conservation) has been contributing to the implementation of the Convention to ensure that the wise use principle of the Convention is being effectively applied in Nepal.

Point out to the participants several wetland conservation initiatives undertaken by the government in meeting the Ramsar obligations. Give the participants a sense

of DNPWC's target of declaring more high altitude wetlands in the long term, and share that the inventory of 8 more high altitude wetlands have been completed (Thulo Pokhari and associated wetlands (Makalu Barun National Park), Warmi and associated wetlands (Dhorpatan Hunting Reserve), Khaptad-Tribeni Wetlands (Khaptad National Park), Timbung Pokhari-Panchthar and Taplejung District, Jata-Panchpokhari (Ramechhap District), Parbati Kunda (Rasuwa District), Damodar Kunda and associated wetlands and Titi Tal (Annapurna Conservation Area).

It can also be stated that the government has been building the technical capacity on wetland conservation and is effectively implementing the prioritized wetland conservation and wise use principles of the Convention. Also added is the GEF/UNDP wetland project that has incorporated all the three major objectives of the Convention on Biological Diversity (CBD) and this will support the implementation of Ramsar convention with the coordination of all the relevant conservation organisations.



DAY TWO

4. Telling the wetland story through issues
5. Relationship between Wetland Conservation and Climate Change
6. Wetlands and Alien Invasive Species: Dealing with the human dimensions of the problem



© BCN



SESSION 4

Telling the Wetland Story through Issues

Time: 2.5 hrs

Objective of the session:

- Review of the first day of training
- Communicate a complex concept
- Determine the targeted audience

Activities	Time (Minutes)
Activity 4.1: What the people know, think and feel about wetlands	30
Activity 4.2: Key issues to know/communicate about wetlands	30
Activity 4.3: Key audiences for wetland conservation	40
Activity 4.4: Group work and discussion	50

Preparations required

1. This session is a practical exercise to understand what the people think and feel about the role of wetlands on improving people's livelihoods. It also attempts to identify key issues to know/communicate about wetlands in Nepal.
2. It would strengthen the session if you prepared some successful examples of telling the wetland story through emerging wetland issues of Nepal. If you can provide some handouts of such examples, it would be helpful for learning and further reading.
3. Provide some references from actual experience in this session. If you cannot collect such references for the training, at least be able to guide the participants towards locating them for themselves.



Note to Facilitators

Activity 4.1: What the people know, think and feel about wetlands

This activity will primarily dwell on how to establish mutual trust and to make stakeholders feel that they become the real stewards of wetland conservation. Quite often we are setting out on communication exercises without setting up realistic target groups. Here we can share and learn a lot from the community's meaningful participation in wetland conservation approaches. Hence, productive discussion for effective wetland conservation is a vital pre-requisite. The participants have to be made fully aware of the wise use of wetlands, which is the maintenance of their ecological character achieved through the implementation of ecosystem approach within the context of sustainable development.

Activity 4.2: Key issues to know/communicate about wetlands

Conservationists mostly think that the community as a whole is not always supportive of wetland conservation. And that is so because community has inadequate knowledge about the values of wetlands. So, we think that we need to educate the communities towards wetland conservation values. This is a misconception in some respects. Of course, it is expected that every community should have proper education and awareness about wetland conservation, but we cannot expect more from education than that people are better equipped to take decisions. People take decisions after looking at the costs and benefits for them. Values play some role in their decisions but we should not have too high expectations.

This section should also stress that while wetlands benefit all, it contributes significantly to at least 22 wetland dependent indigenous and ethnic groups in Nepal, who are amongst the poorest of the poor communities, and who have been traditionally dependent on wetlands for fish and other wetland resources. Despite being important to both ecosystem condition and human well-being, wetlands continue to

be lost and degraded in Nepal. Given the continued loss and degradation of wetlands, wetland restoration remains an important management action that can result in many benefits, both environmental and socio-economic. Issues such as these should be the points of discussion during this session.

Activity 4.3: Key audiences for wetland conservation

In wetland conservation communication, we often tend to supply our audience with as many facts and information as possible. Maybe because we think the more information and the more facts, the easier people will be convinced. We, however, do not realize that our expert information is not asked for by our audience. And that it is often too scientific and not appealing. Quite often, our audience decides that our information is not relevant for them. So, before giving just information we should realize the following: "what we say is not necessarily heard, what is heard is not necessarily understood, what is understood is not necessarily acted upon, what is done is not necessarily repeated". If we realize this, we might find ways for effective communication on wetland conservation. Hence, this session encompasses some of the insights related to the identification of key audience and messaging around them about the issues confronting the conservation and wise use of wetlands in Nepal.

Activity 4.4: Group work and discussion

As a background to this exercise, you can tell the participants to reflect on the stakeholders on the ground who are considered to be crucial in decision-making and bringing about change. After this, you can divide the participants into 3 or 4 groups based on geographical locations from which they represent, and assign different places for group work.

After the formation of group, ask the participants to prepare a "power map" of the area of work on a large display sheet (chart paper). On this map, they should show position and size or the interest and influence of stakeholders on wetland resources. Each group must show the power relationship between different organizations/stakeholders.



While different groups are working in different locations, the facilitator must spread out and support them in small groups, particularly from the point of view of clarity in understanding how to prepare the power map. After the group work, ask each group to display their maps in different corners of the training hall. Participants of all groups are then requested to go to different corners and see the maps prepared by different groups. At each map, there must be one person from that group who can answer any questions

that the observer may have.

Now bring all the participants together in a plenary session. Participants may be asked to comment on the maps put up by other groups. Allow some time for discussion. Finally, conclude the session by pointing out that when we intervene in an area, it is important that after we get a picture of the area, we analyse these social structures carefully. This can help us clarify ourselves whether we are working from a rights-based approach or needs-based perspective.



SESSION 5

Relationship between Wetland conservation and Climate Change

Time: 2.5 hrs

Objective of the session:

- Assess the impacts of climate change on wetland conservation
- Share practical experiences on improving people's livelihoods and restoration approaches as a practical tool for climate change adaptation
- Reflect on the need to carry out awareness programmes on mitigating effects of climate change in Nepal

Activities	Time (Minutes)
Activity 5.1: Emerging issues of climate change	30
Activity 5.2: Sustaining and restoring wetlands: An effective climate change response	30
Activity 5.3: Wetland conservation as a means to livelihoods improvement and food security	50
Activity 5.4: Group work on relating wetland conservation to climate change	40

Preparations required

1. This is the core session of this training workshop, and hence it must be handled very carefully. The facilitator is expected to have an in-depth knowledge of climate change and its impacts on livelihoods, food security and wetland resources.
2. Specifically, the facilitator must be able to relate the theoretical aspects of climate change to practical examples taken from the field.
3. You may display some climate change related publications, newsletters, etc. and refer to these materials for those who want to know more about the theoretical framework of climate change vis-à-vis wetland resources.
4. For those who have access to the internet, it would be very helpful to provide some websites for further personal research and study.



Note to Facilitators

Activity 5.1: Emerging issues of climate change

This session should respond to the burning issues of climate change and its effects on human well-being. It should start by stating that climate changes are already affecting wetlands and the species associated with it. The consequences of climate change for wetlands and livelihoods are multiple, and will greatly exacerbate current negative impacts such as habitat loss, degradation, livelihoods and food security. There is a need for wide-scale planning, at landscape scales, to reduce or mitigate the impacts on wetland resources and the species habitats.

Because of excessive use of water for irrigation and fisheries, the water level at Jagdishpur Reservoir in Kapilvastu District, for example, has become far too less than its size at full capacity, though improved rains in later years have partially helped restore the wetland. However, we might expect further worsening situations due to climate change in years to come. Again, the changing climate will have significant implications for the future conservation of water birds and wetlands.

The climate change session could be introduced in many ways. One way is explained below through the use of group work:

Individual and group work for clarifying the understanding of climate change.

- First ask each participant to individually write some key words (adaptation, mitigation, resilience, etc.) that come into their mind when they respond to the question what do you understand by climate change?
- Ask the participants to get into pairs and to negotiate a common list of key words or phrases with regard to the concept of climate change.
- Now let the pairs become sets of four and ask these new groups to prepare the emerging issues of climate change in Nepal, collecting all the key words that have been highlighted.
- Now ask each group to present their issues by

using standard methods such as PowerPoint or OHP. Finally, you will have a set of higher level issues related to climate change on Nepal's wetland resources.

- Now, in plenary, present several emerging issues that have had cascading effects on the wetland ecosystem in Nepal. Point out wherever possible how the key words identified earlier are inter-connected to each other.

Activity 5.2: Sustaining and restoring wetlands: An effective climate change response

It is generally noticed that anything pertaining to natural resource degradation has been mixed into the impacts of climate change. In the absence of adequate knowledge on the emerging trend of climate change impacts, the wetland managers are expected to build their knowledge base on such type of complicated issue.

Activity 5.3: Wetland conservation as a means to livelihoods improvement and food security

Climate change is one of the key drivers for change in wetlands in current times. The flash floods that ravaged Koshi Tappu Wildlife Reserve in 2008 had significant impacts on its wetlands, people's livelihoods and food security as hundreds of people were devoid of their indigenous livelihoods practices.

The knowledge on the impacts of climate change on livelihood in Nepal is very much limited as there are no analytical means to assess it. It is indeed a challenging task to ascertain the impacts of climate change on livelihoods given the diverse topography and different habitats with variation in climate even within a small distance. Nepal is basically an agricultural country. About 80% of the people are dependent on agriculture for their income and employment. Agriculture and livestock farming is the most common livelihood for the majority of people living in rural areas. Their livelihood may well be threatened due to impacts of climate change on crops production and livestock raising. Indeed, climate change will weaken the livelihoods of poor people by eroding their livelihood

assets. Poor people are vulnerable to loss of physical capital (because of damage to shelter and infrastructure), human capital (because of malnutrition and diseases), social capital (because of displacement of communities), natural capital (because of loss of productivity in agriculture and fisheries) and financial capital (because of more disasters and lower income). Degradation of livelihoods by climate change will thus leave poor people with less of the assets they need to withstand shocks and stresses.

According to a study carried out by Nepal Agricultural Research Council (NARC) about the impacts of climate change on some of the cereal crops, adaptation measure to Climate Change could be approached by intensifying the conservation of drought resistant crop varieties by improving cropping practices to conserve water; and by promoting crop diversification.

Activity 5.4: Group work on relating wetland conservation to climate change

After the above presentation, open the forum for a plenary discussion. You can request participants to share their ideas and impressions from different presentations, and to make connections with their own contextual realities that are relevant to this session. Many participants may raise questions for clarification. You may not have enough time to respond to all of them. Depending upon the time availability, you can stop the discussion and distribute the handout of your presentation and tell them to read it carefully for more clarity.

Note: Remember that you cannot expect all the participants to understand fully after this session. Participants may raise several questions. Tell them clearly that the following sessions may bring clarity when the contents of the sessions are narrowed down to specific cases and examples of wetland conservation. Group work at the later half of this session is very important because it creates ownership of the links between wetland conservation and climate change.



SESSION 6

Wetlands and Alien Invasive Species: Dealing with the human dimensions of the problem

Time: 2 hrs

Objective of the session:

- Understand the alien invasive species as a leading threat to wetland biodiversity
- Build the capacity to deal with invasive species issues through people's active participation

Activities	Time (Minutes)
Activity 6.1: The problem of alien invasive species	30
Activity 6.2: The consequences of alien invasive species	20
Activity 6.3: Stemming the tide: Ways to combat alien invasive species	30
Activity 6.4: Group exercise/role play scenario	40

Preparations required

1. This session helps to move forward from the previous session. For this exercise, participants need additional information about the selected issues. If you arrange to supply them with additional information on the critical threats posed by alien invasive species in the wetlands of Nepal, then this session will prove to be very useful for the participants.
2. This is also a conceptual session focusing on the unprecedented scale of invasive species' threat to wetland biodiversity, and the challenges posed to its effective management. The facilitator of this session must have an in-depth knowledge of alien invasive species, particularly with regard to understanding its problems and management both in theory and practice. The points given in this manual are very brief, and will not be enough for facilitators.
3. Copies of handouts could be prepared in advance for distribution before the start of small group work in this session to assist in the identification of invasive weeds and their management.



Note to Facilitators

Activity 6.1: The problem of alien invasive species

This session could start by stating that a primary rule of nature is inter-dependence. Ecosystems develop and evolve over centuries, each species adapting its own rhythms to blend perfectly into the dance of life that defines a place. The end result is a natural system in which each species fits perfectly. This delicate balance yields the tremendous diversity of nature, but it also leaves species vulnerable. The sudden introduction to a new landscape of a foreign species can cause chaos.

Invasive non-native plants (water hyacinth) are a serious threat to native species, communities, and ecosystems in many parts of Nepal such as in Koshi Tappu Wildlife Reserve, Chitwan and Bardia National Parks. They can compete with and displace native plants, animals, and other organisms that depend on them, alter ecosystem functions and cycles significantly, hybridize with native species, and promote other invaders. They overtake prime livestock pasture, replace native grasses and are impervious to conventional attempts to destroy them. Even the species are not palatable to cattle and other grazers. The good news is that many plant invasions can be reversed, halted or slowed, and in certain situations, even badly infested areas can be restored to healthy systems dominated by native species. In most instances this requires taking action to control and manage those invasive plants.

Activity 6.2: The consequences of alien invasive species

Invasive species contribute directly to the decline of threatened and endangered plants and animals. No type of habitat is immune from the threat of invasive species. Aquatic and estuarine systems are especially vulnerable, and invasions in these ecosystems are harder to contain and reverse.

Activity 6.3: Stemming the tide: Ways to combat alien invasive species

In order to address this urgent and pervasive threat, it is important to embark on a weed management programme by developing a straightforward rationale for the actions we plan to take. We can help stop the introduction and spread of invasive species by applying the principles of prevention, early detection/rapid response; restoration; research and outreach approach. We can help protect native plants and animals by following these six easy guidelines:

- » Verify that the plants you are buying for your yard or garden are not invasive. Replace invasive plants in your garden with non-invasive alternatives. Ask your local nursery staff for help in identifying invasive plants!
- » When boating, clean your boat thoroughly before transporting it to a different body of water.
- » Clean your boots before you hike in a new area to get rid of hitchhiking weed seeds and pathogens.
- » Don't "pack a pest" when traveling. Fruits and vegetables, plants, insects and animals can carry pests or become invasive themselves.
- » Don't release aquarium fish and plants, live bait or other exotic animals into the wild.
- » Volunteer at your local park, refuge or other wildlife reserve to help remove invasive species.
- » Help educate others about the threat.

Activity 6.4: Role-play Scenario

Prepare four people for this role-play. Three should act as villagers and one should act as a wetland manager. The wetland manager starts a discussion about various conservation activities undertaken nearby the wetland site. They can talk about wetland-people interface, water and wetland resource use by



the village communities, problem of invasive weeds, effects of climate change, and so on. Villagers should ask various questions for clarity. The conversation should last around five minutes. Villagers are sitting in the centre of the training hall for a meeting. They have some pens and writing pads to learn from the wetland manager.

The manager comes a bit late and greets them and sits together with the villagers and starts the agenda of the day. The conversation among them goes on for some time. In between villagers also ask questions.

The person playing the role of facilitator in this role-play tries to answer the questions. The villagers and facilitators formally decide on a course of action.

Could this be a wetland conservation-oriented effort—why/why not? Finally, discussion after the role-play can be concluded focusing on these and other points. The main issue is the strongly-felt need to evolve a sense of ownership to wetland conservation.



© KTWR/CSUWN

From weed to wealth

Water hyacinth (*Eichornia crassipes*) locally known as Jal kumbi, a fast growing invasive species, once considered a nuisance, is now gaining popularity as a resource material for various uses. With the technical training and financial support of Rs. 195,000 (rupees one hundred and ninety five only) from the Wetland Project, the local communities of Koshi Tappu Wildlife Reserve (KTWR) situated in eastern Nepal have started using this species towards a wide range of use ranging from the raw materials as supplements for methane digesters, materials for mats, artifacts and mulch for making compost fertilizers. The goal of the Wetland Project is to ensure the enhancement of wetland biodiversity and environmental goods and services for improved local livelihoods in Nepal.

Realizing the immense potential of water hyacinth, the project has now collaborated with the Organic Village and Nepal Knot Crafts to provide necessary skill development training towards harvesting, drying and processing of the products. Organic Village and Nepal Knot Craft are national level companies that specialize in promoting organic and natural products. Since the raw material is easily available in nearby wetlands, the local communities are now finding these materials to become valuable resource as they are used for multiple purposes.

With the enhanced skills developed through trainings, 20 Bantar women, one of the traditional wetland dependent communities, have now been able to fetch a better price (Rs. 20/kg. of processed material), through the value addition. Now the group has organized and developed an outlet for their products.

The project is now thinking of developing a women's cooperative to effectively operate the enterprise. Simultaneously, with the regular harvest of this species from wetlands, the management cost for their removal has also been lessened. With the rise in the cost of chemical fertilizers and its adverse effect on the local biodiversity, the farmers have realized the importance of the compost fertilizers towards organic farming particularly vegetables which would have a profound effect on health.

All the above interventions have been instrumental in empowering these wetland communities economically and socially. As a way forward, the project is seeking to remove the tag of invasive to resource brand and finally turning the unwanted weed to a wealthy enterprise.



DAY THREE

7. Reaching the media with wetland messages
8. Open Session
9. Closing of the Training Workshop



© Deependra Joshi



SESSION 7

Reaching the media with wetland messages

Time: 2.5 hrs

Objective of the session:

- Review of the Day 2 sessions
- Analyse the gaps on reaching out to media
- Explain the importance of media on the conservation and sustainable use of wetlands in Nepal
- Share experiences of media advocacy on wetland conservation in Nepal

Activities	Time (Minutes)
Activity 7.1: Understanding the need for and importance of media on wetland issues	30
Activity 7.2: Talking about wetlands: Getting the message across	30
Activity 7.3: Do's and Don'ts in dealing with the media	40
Activity 7.4: Plenary discussion, group work and conclusion	50

Preparations required

1. This is a session on how to deal with the media on wetland conservation issues. Therefore, prepare a list of how best to engage media through its meaningful participation.
2. There is no quick-fix solution method that always works. In this context, it is very important that cases from different contexts are shared.
3. Give some examples of the successful use and misuse of media in the conservation endeavors of Nepal. If you can share some media statistics, the session can be more effective. If you have not been able to do this before the training, you can suggest that the participants do this in their own context after the workshop.
4. You can prepare an action plan to deal with media issues based on the priorities as outlined in the Communication, Education, Participation and Awareness (CEPA) Strategy and its dissemination framework that has been recently prepared by the Department of National Parks and Wildlife Conservation.



Note to Facilitators

Activity 7.1: Understanding the need for and importance of media on wetland issues

Start this session with a short icebreaker known as the 'seven-up game'. This is a very simple game.

- Make the participants stand/sit in a circle in the training hall. All facilitators can join in this game.
- Explain the rules of the game clearly. The simple rule is that one person starts counting from 1, and the next (from clockwise) counts to 2, 3 and so on. The seventh person should say 'UP' rather than seven. Later, whenever a multiple of 7 comes up (such as 14, 21, etc.) or whenever a number has the number 7 in it (such as 17, 27, etc.) the person who has to say that number does not say the number but says 'UP' instead.
- It should go very quickly without giving anybody too much time to think. The one who says a '7' number instead of 'UP' is out of the game. Being slow or hesitating to think before saying the number or 'UP' is also considered out of the game.
- Make several rounds and usually most will be caught out.

After this game, the facilitator should make a correlation between the role of media on wetland conservation in particular and the environmental protection in general. You should inform the participants to advocate the important role media can play on wetland conservation, such as media helps to create mass pressure; influence pressure to target audience; acts as a tool for gaining public sympathy and mobilize public and political support; helps balance power grid relations (with those who currently have the power and those groups/communities that do not have), etc.

All media can be categorized into two groups, namely, narrowcast and broadcast (print and electronic) media. The narrowcast media is confined to a local area (therefore 'face to face') whereas broadcast media generally cover a large mass of people who may not be seen face to face

by those who are communicating through this means. Thus, narrowcast media is more interactive and influential at local levels whereas broadcast media has more reach and is influential at the macro level.

Activity 7.2: Talking about wetlands: Getting the message across

Identify audiences, media outlets, and locations: Ask these questions: Whom do you want to hear your wetland message? Maybe you have several audiences, such as the local communities, students, or women, and each needs a differently focused message. What media outlets are there to deliver your messages? Are there respected third party allies who can reinforce your message? If your message is about wetland dependent communities, which wetland user groups would you like to reach? To which media do they pay the most attention?

Select a site with good visual impact to deliver the message. Don't just deliver the message from an office. Make the message visual and relative to what you have to say. If the community forest degradation is your theme, you might deliver your message jointly with the community forest user committee and invite the press to cover the event.

List the media: Look through your media list to determine who would be most interested in your story. As you have the wetland conservation story, plan to contact the journalists who follow environmental beat in their respective media house. Don't overlook the specialized media such as Nepal Forum for Environmental Journalists (NEFEJ) or those with the environmental journals or magazines. Know the reporters and know whether they are reporting on your story positively or negatively.

Activity 7.3: Do's and Don'ts in dealing with the media

Even though media reports on a regular basis about conservation issues in Nepal, they need time to research, interview, and write stories. They also like to know about news events in advance — a week or two ahead, at least — so they can approve a story idea with their editors, schedule a photographer, and do additional research.



Speaking on the record is the preferred way to speak to the media. Since you want the information about your project, your idea, or your message to reach the public, why not have your name attached to it? As you develop a relationship with a reporter, you learn to whom you can speak freely. Then you can use 'background' as a way to explain more complex subjects without having to risk being taken out of the context.

The ground rules of how you are speaking **MUST** be established before you speak. Not afterwards. Here is what the terms mean:

- a. On the record. When you speak on the record, everything you say to a reporter may be used and attributed to you by name.
- b. On background. When you tell a journalist you are speaking on background, he or she may publish what you say but cannot attribute it to you by name or title. Rather, the reporter attributes your statements to a previously agreed upon identification, such as "a well-informed source" or "an expert" or "a government official."
- c. Off the record. When you speak off the record, you give a reporter information that is for his or her knowledge only and that cannot be used, printed, or made public in any way. A reporter should not take the information to another source in the hope of getting official confirmation.

DO'S AND DON'TS IN DEALING WITH THE MEDIA

Do's

- » Do tell the truth — ALWAYS.
- » Do be honest and accurate. Your credibility and reputation depend on it.
- » Do admit it if you don't know the answer to a question. Offer to get the answer, and do so as quickly as you can.
- » Do correct mistakes immediately. State that you didn't give an adequate answer, and you would like to clear up the confusion.
- » Do avoid using jargon. Speak in plain language.

- » Do assume that everything you say is on the record.
- » Do be as open with the media as possible.
- » Do call reporters if a story appears that is inaccurate. Politely point out what was wrong and substantiate it.
- » Do keep a list of accomplishments. Update it frequently. Things may happen so quickly that you may forget what you, the official, and your organization have achieved.
- » Do always return phone calls, or have an aide return the calls, in time for reporters to meet deadlines.
- » Do try to get the information reporters want even if it means an extra effort, such as staying at work late or hand-delivering material.
- » Do have a sense of humour.

Don'ts

- » Don't lie — EVER.
- » Don't say "No Comment" — EVER.
- » Don't improvise, don't speculate, and don't guess. Good reporters check facts. If you are wrong, your credibility will be destroyed.
- » Don't try to put a comment "off the record" after you have said it.
- » Don't be unresponsive.
- » Don't make news until you have in hand the information to go with it. Don't make an announcement and then later prepare a press release and fact sheets. If you have the material prepared before a press conference, you can spend your time after an announcement explaining it to the press.

Dealing with mistakes

If you are misquoted in a story or if misinformation is given, act promptly. Speak to the reporter. Don't make threats. Have facts, and expect everything you say in correcting the mistake to be on the record. If you don't get anywhere with the reporter, go to his or her editor.

You can ask for a retraction or correction of an error,



and many officials do this. But others feel it only keeps the misinformation in the news by dredging it up again. With the Internet, however, incorrect news can be accessed in perpetuity. For this reason, requesting a correction is often the route to take. What you actually do depends on the mistake and its severity. But at a minimum, you should contact the reporter and correct the misinformation or misquotation.

Dealing with bad news

- Don't lie.
- Don't cover up. If you lie or cover up, you lose your credibility.
- Don't avoid reporters' phone calls.
- Acknowledge the problem.
- Explain how it is being corrected.

Activity 7.4: Plenary discussion, group work and conclusion

In Nepal, scores of mainstream daily newspapers are published at the national level and hundreds of local dailies are published from the districts. Almost many newspapers cover some aspects of environmental issues. The training participants need to ask themselves

a number of questions in order to analyse positive media efforts on wetland conservation. This can be done in a small group exercise.

- Divide the participants into three groups. Give each group certain activities such as what are the gaps in media on generating public awareness for wetland conservation; what can be done to minimize such gaps; suggest some activities so that the media can be mobilized effectively, etc.
- Ask them to discuss in a group about how to develop productive engagement with the media. Remind them that the suggestions on improving the relationships with the media should be specific and practical from the local perspective.
- The facilitators should support participants in the group exercise.
- Ask all the members of the group to come back to the plenary session and have each group make a short five-minute presentation.

“Tell me and I'll forget. Show me and I'll remember. Involve me and I'll understand.”-Confucius



© Deependra Joshi

SESSION 8

Open session

Time: 3 hrs

Objective of the session:

- “Filling the gaps” in learning process
- Organise a short observation visit to the nearby wetland site

The open session is designed to provide ample time for the participants to get the first hand field-based information on wetland management interventions in Nepal. Sharing by external resource persons, sharing among the participants, or a short field visit to the nearby wetland site is planned during the session. This “empty space” is meant to either “fill up the gaps” in the learning process or to give the participants a break meant to avoid monotony by taking them for a short external trip where they can personally visualize the issues affecting wetland conservation in Nepal.



© GLA/CSUWN

Note: Experience with various groups has shown that the earlier part of the contents can take longer because participants raise many questions for clarity. This open session can also allow facilitators to make up time lost earlier in the day. If participants are clear about the wetland conservation approach early in the training, it makes the other contents of the training easier to understand. You need not to be too worried about spending more time on the conceptual part of the training.



SESSION 9

Closing of the Training Workshop

Time: 1.5 hrs

Objective of the session:

- Carry out training evaluation
- Receive feedbacks
- Share different opinions about the training
- Conduct formal/informal closing ceremony

Activities	Time (Minutes)
Activity 9.1: Training evaluation	20
Activity 9.2: Collection of feedback	15
Activity 9.3: Formal/informal closing programme	40
Activity 9.4: Post-closing activity	15

Preparations required

The closing session is not meant to be loaded with training contents. The only one agenda is to summarize the whole three days training by recapitulating what went right or wrong and what knowledge the participants have gained out of three days. After this part of the session, the facilitator is expected to hand over the floor to the organizer. The following is generally agreed upon processes for this session:

- Arrange training evaluation sheets;
- Arrange methods and tools for feedback collection; and
- Arrange/identify processes, persons and protocols for workshop closing



Note to Facilitators

Activity 9.1: Training evaluation

You can arrange a participatory evaluation session by getting the participants to sit in a circle. At the end of the comments from all or selected participants, circulate the written evaluation sheet.

The following is the generic template of the training evaluation sheet:

- » Did you like the contents of this training? Could you mention at least three areas/issues that you liked the most?
- » Do you want to give some suggestions to the organizer regarding the contents of this training for next time?
- » Do you have any comments/suggestions regarding the materials made available during the training period?
- » How do you assess the facilitation skills that were demonstrated during the training period?
- » Do you have any suggestions for improving the logistics of the training?
- » Any further comments/suggestions?

Activity 9.2: Collection of feedback

- » Request all the participants to give their feedbacks written on the cards. It is confidential and is their personal feedback. No one needs to write his or her name on the card. Provide enough cards and ask the participants to stay in one place until they finish writing.
- » After the collection of all the cards, ask one of the participants to read all the cards in the forum but not to mention the name of the participant.

Activity 9.3: Formal/informal closing programme

Closing of the training is entirely dependent on the interests of the organizer. You can plan your closing

as you wish. This session has to be planned properly. For this training workshop, the following plans are prepared:

- » Request one of the facilitator to give closing remarks,
- » Arrange to distribute certificates to the training participants through the chair of the closing session,
- » Request one of the senior most staff members to give vote of thanks and
- » Request the chair of the session to give remarks and announce the formal closure of the three-day long training workshop.

Activity 9.4: Post-closing activity

After the closure of the training, find some time to intermingle with the participants and invitees and take a group photograph.



Workshop Schedule

Training of Trainers (ToT) for the Conservation and Wise Use of Wetlands in Nepal

DAY 1		
Time	Contents	Resource person
9:00-11:00	1. Registration, inauguration and introduction	
11:00-11:15	Tea break	
11:15-13:15	2. Context of Training	
13:15-14:00	Lunch break	
14:00-15:30	3. Participatory biodiversity conservation initiatives in Nepal	
15:30-15:45	Tea break	
15:45-17:00	Participatory biodiversity conservation initiatives in Nepal (contd)	
DAY 2		
9:00-11:30	1. Telling the wetland story through issues	
11:30-11:45	Tea break	
11:45-13:15	2. Relationship between wetland conservation and climate change	
13:15-14:00	Lunch	
14:00-15:00	Relationship between wetland conservation and climate change (contd.)	
15:00-15:15	Tea break	
15:15-17:00	3. Wetlands and Alien Invasive Species: Dealing with the human dimensions of the problem	
DAY 3		
9:00-11:30	1. Reaching the media with wetland messages	
11:30-12:30	Early lunch	
12:30-15:30	2. Open session	
15:30-15:45	Tea break	
15:45-17:15	3. Closing of the training workshop	



SOME EVALUATION METHODS

Daily monitoring and feedback

Regular monitoring of the mood of the participants and dynamics of the group are important for the smooth running and success of the workshop. Facilitators should ask regularly if everyone is happy or if they need anything, especially during the first day or two, when some participants may feel apprehensive. For instance, there may be simple factors affecting participants' ability to learn, such as the room being too hot in the absence of fans, not being able to hear properly, no water available, inadequate lighting, etc.

Evaluating each session

It is useful to give participants an opportunity to reflect on the activities of each day or session, while the presentations and activities are fresh in their mind. A good opportunity to do this is to evaluate each session during the 10-minute introduction to the following session. In every case, a recap slide for the previous session is given in the introductory presentation; allow at least five minutes for capturing feedback and comments. This can be done verbally so that some discussion is generated.

End-of-day feedback

A useful approach is to put up a mood meter chart in the room, perhaps close to the main exit of the training room. The chart can simply show three faces on the left side, one 'smiley' J, one straight-line K and one down-turned mouth L. Leave pens at the chart, and ask participants to mark how they felt about the day. If time is short, then participants can simply do this on their way out. If the general mood is negative, it will be necessary for trainers to find out the reasons for this and try to modify or adapt the workshop accordingly.

Evaluation of each module

The last session of each module in the proposed workshop programme is given over to priorities, additional topics and evaluation. Around thirty minutes should be reserved for the evaluation of each module. If this session is skipped, make sure that evaluation is integrated into the last session of the module instead. Methods can include:

- a. Cards: Distribute cards and ask participants to write their comments on them, with one comment per card. Ask participants to write in capital letters, and provide marker pens. This is probably best done individually, but participants can work in small groups if preferred. Put up empty flipchart papers on the wall and ask participants to stick their cards up, or the facilitator can do this, grouping them, if desired. Interpreting the results will be easier if the cards are split into types of response. Encourage this by writing a heading at the top of each flipchart paper such as:

Content

Approach/way of delivery

Level/difficulty

Time

Others

- b. It is possible to use different colour cards for different categories, or for positive and negative comments.
- c. Once the cards have been filled out and put up on the charts, allow time to discuss the results. The facilitator can read out some of them, or ask a participant to do so. Make sure the evaluation is enjoyable and convivial, so that participants feel comfortable in letting you and the group know what they really felt about the sessions of the training.
- d. Question-led plenary discussion
The facilitator or a participant can ask specific questions relating to each module. Someone will need to write down the comments and answers, ideally on a flipchart for all to see. The facilitator can start the ball rolling by saying what s/he has learned from the module. A key question is to ask is how the module could be improved for the future. The trainer/facilitator should welcome any criticism and not defend himself/herself, but show that they have understood any concerns raised.
- e. Improvement and adaptation
Participants should form groups, and each group should pick out the strengths and weaknesses



of each module, then adapt/improve upon the module as if planning on running the module in the future. For this exercise, participants will need copies of the session plans used. Suitable outputs may be revised session plans. Allow time for each group to present their findings and for some discussion afterwards.

Although you should have carried out short daily or session evaluations and more detailed evaluations of each session, it is still useful to evaluate the whole workshop. This is when participants will have a clearer idea about the overall usefulness of the workshop, and when they can comment about issues such as the overall organisation, facilitation, venue, accommodation, etc. Now, draw up a strategic questions table on a flipchart or whiteboard with key questions down the left column, and responses along the top row.

Workshop evaluation

In the proposed workshop programme, the last session is reserved for workshop evaluation and closing.

S.N		Very much	Partly	Little	Not at all
1.	How have your expectations been met?				
2.	How have the workshop aims been met?				
3.	How has your understanding of the impacts of climate change to wetland conservation been improved?				
4.	How useful has the workshop been for you?				
5.	How useful would this kind of workshop be to others in your district/areas?				
6.	How happy are you with the process and organisation of the workshop?				
7.	How happy are you with the logistic organisation and venue of the workshop?				
8.	How happy are you overall with the workshop?				
9.	How can the workshop be improved?				
10.	Please make any comments or specific points.				

You can adapt this table as desired. You may like to ask more questions about the training methods used overall during the workshop, e.g. how useful were the field visits/lectures/group work, etc.?

A. The way forward

Participants should work in pairs or groups and use this last session of the workshop to think about how they will use their newly learned skills. Most participants will have been carefully selected for participation in the workshop, so that it should be relevant for them. Many will also be expected to pass on their skills to their colleagues or others back within their work domain, especially after a Training of Trainers (ToT) course. Participants can produce



recommendations for their group, or make individual commitments based on their own thoughts and on the ideas circulating in their group. A useful output from this session for each participant may be a list of commitments, such as:

- I. Make a presentation to my colleagues about the workshop;
- II. Train my team within one month of my return;
- III. Adapt the training manual for use in my own wetland site;
- IV. Organise a programme within my own district/wetland range area; and
- V. Develop a fund raising proposal for the training workshop, etc.

B. Afterwards

At certain periods after the workshop, it is useful to try to gauge the longer-term effectiveness of the training. For instance, from a ToT workshop, how many follow-on workshops have been organised within six months or one year of the workshop? If none, what were the main reasons? How many participants appear to have put their training to good use? Usually, such evaluation needs to be built into a budget related to the workshop itself, as it may be quite a time-consuming exercise to find out how useful the workshop has been some time after it took place. One method is to send questionnaires to the trainees. Advise them during the workshop that the organisers will contact them in future. This may help increase the questionnaire response rate. If resources permit, someone may visit certain trainees at their work station.

The results of post-workshop evaluation can be very useful and may help in improved planning of future events.







For further information, please write to:

Ministry of Forests and Soil Conservation
Conservation and Sustainable Use of Wetlands in Nepal (CSUWN)
Training Section Building, Second floor, Forestry Complex,
Babar Mahal, Kathmandu
Phone: 977-01-422 6230/422 9669
Fax: 977-01-422 9670
Email: info@wetlands.org.np
URL: www.wetlands.org.np