

Kailash Sacred Landscape Conservation and Development Initiative

# Community Training Manual

Ecosystems, Biodiversity and Livelihoods  
in the Tibet Autonomous Region, China

ICIMOD

FOR MOUNTAINS AND PEOPLE



# About ICIMOD

The International Centre for Integrated Mountain Development (ICIMOD) is a regional knowledge development and learning centre serving the eight regional member countries of the Hindu Kush Himalayas (HKH) – Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan – based in Kathmandu, Nepal. Globalization and climate change are having an increasing influence on the stability of fragile mountain ecosystems and the livelihoods of mountain people. ICIMOD aims to assist mountain people to understand these changes, adapt to them, and make the most of new opportunities, while addressing upstream and downstream issues. ICIMOD supports regional transboundary programmes through partnerships with regional partner institutions, facilitates the exchange of experiences, and serves as a regional knowledge hub. It strengthens networking among regional and global centres of excellence. Overall, ICIMOD is working to develop economically- and environmentally-sound mountain ecosystems to improve the living standards of mountain populations and to sustain vital ecosystem services for the billions of people living downstream – now and in the future.



ICIMOD gratefully acknowledges the support of its core donors:

The Governments of Afghanistan, Australia, Austria, Bangladesh, Bhutan, China, India, Myanmar, Nepal, Norway, Pakistan, Switzerland, and the United Kingdom.

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# About Transboundary Landscape Initiatives in the Hindu Kush Himalayan Region

The Hindu Kush Himalayan region is extremely varied, yet there are many interlinkages between biomes and habitats as well as strong upstream-downstream linkages related to the provisioning of ecosystem services. The Convention on Biological Diversity advocates for the use of landscape and ecosystem approaches for managing biodiversity in the region, recognizing the need for increased regional cooperation. ICIMOD and its partners have identified seven transboundary landscapes for programmatic cooperation. From west to east, these are: Hindu Kush Pamir, Karakoram-Pamir, Kailash, Everest, Kangchenjunga, Far Eastern Himalayas, and Cherrapunjee-Chittagong. The transboundary landscape concept makes it possible to address the conservation and sustainable use of natural resources (biodiversity, rangelands, farming systems, forests, wetlands, and watersheds) in landscapes defined by ecosystems rather than administrative boundaries. The approach is people-centred and includes cultural conservation, which is an essential first step to resource conservation efforts in the region and helps translate collaborative action into sustainable and equitable development.

## About the Kailash Sacred Landscape

Located within the remote southwestern portion of the Tibet Autonomous Region of China, adjacent districts in the Far-Western region of Nepal, and the northeastern flank of Uttarakhand State in northern India, the Kailash Sacred Landscape (KSL) is spread over an area of about 31,000 km<sup>2</sup> and represents a diverse, multi-cultural, and fragile landscape.

The Kailash Sacred Landscape Conservation and Development Initiative (KSLCDI) is a transboundary collaborative programme between China, India, and Nepal that has evolved through a participatory, iterative process among various local and national research and development institutions within these countries. The programme aims to achieve long-term conservation of ecosystems, habitats, and biodiversity while encouraging sustainable development, enhancing the resilience of communities in the landscape, and safeguarding the cultural linkages between local populations.

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# Picture Series: A methodology for inclusive adult education

Picture Series is a participatory, inclusive adult education training method for communities and other local level stakeholders in development programmes.

This method:

- Simplifies difficult technical subjects into the language and messages that resonate with the local communities, NGO staff, and other stakeholders in the field.
- Allows participants to be actively involved in discussion.
- Provokes and steers the participants' thought processes.
- Is an intensive process for participants, as well as trainers, that results in new insights on the topic of the training.

The material can be used by local authorities or field staff of governmental or non-governmental organizations working in an area related to the respective topic and who have adequate knowledge.

# How to Use This Manual

**Target group:** Community members and local authorities in high-altitude rangeland areas. The ideal number of participants is 20 to 30, but can reach up to 60 (which would require twice the time).

**Aim:** Community members and yak herders understand the connection between biodiversity, ecosystems, and yak herding in the Tibet Autonomous Region of China.

**Duration:** 1.5 to 2 hours

*Note:* In addition to using the picture series as a whole during a well-organized training session, trainers can also use individual pictures to conduct short, flexible, ad hoc awareness-building activities for a specific purpose.

## General rules for the training

1. Give everyone a chance to express his or her point of view freely and without interruption.
2. Actively involve women and quieter participants in the discussion, as they may remain quiet while more active participants express their opinion more clearly and forcefully.
3. Listen to each participant attentively, and give her or him the feeling that every answer is important.
4. There are no wrong answers.

An efficient and successful training session on biodiversity and ecosystem management and yak herding management in Tibet Autonomous Region (TAR) has three parts:

- Preparation
- Conducting the training
- Assessment

Making the training a success is a difficult task and depends on the way you, as the trainer, address the community members.

## Preparation

Choose the place for the training. Inform the participants about the place, date, and time well in advance. Gather all the materials and familiarize yourself with them. Arrange the pictures in the proper order. Seats should be arranged in a semi-circle. Ensure that there is enough light to see the pictures during the training. Encourage women to participate.

## Conducting the training session

**Step 1** Get introduced by the local leaders and/or the partner. Create a warm and positive atmosphere by telling a story about yourself, the topic, the area, and your visit.

**Step 2** Select one volunteer and ask her/him to come to the front. Ask her/him to take the first picture and to show it to the audience. She/he can move around if necessary to ensure that everyone sees the picture properly. Take your time to ensure that everyone has seen the picture. Do not rush.

Remember: It is best if you show the picture yourself, as you can guide the direction, speed, and level of discussion, for example by requesting the participants to only look at the picture and to speak later.

**Step 3** Ask the question: What do you see on the picture? Encourage the participants to describe and discuss the contents of the picture, but not the meanings or stories behind the picture.

There are no wrong answers, as people are interpreting the pictures. Make sure they do not feel like they are making any mistakes. If they are not giving the desired answers, ask other questions to steer the discussion and to encourage people to consider other points of view. Do not describe or explain the picture to the participants at any time.

**Step 4** If the participants (and you) are satisfied with the description of the pictures, take the next one according to the order suggested in the manual.

**Step 5** After all pictures from the first topic are shown, ask the participants to create stories using the pictures. Ensure that everyone understands the objective and messages of the topic. Only then move on to the next topic.

**Step 6** Please note that you can be flexible regarding the order of the pictures. You can always go back to already used pictures, ask people to make the right order of a series of pictures, or ask them to set priorities. Adapt to the situation. Play with the pictures, and let others also play with them as well. For example, let sequences change, use volunteers to stand in different sequences with pictures, request new or better drawings, etc.

## Assessment

At the end of the session, ask questions to find out if the participants understand the topic. Gather feedback on the material used and the training session. Make notes of the collected feedback after the training session and try to incorporate the feedback into your next training session.

# Content

1. About Ecosystems	10
2. About Ecosystem Services	12
3. About Biodiversity	14
4. Ecosystems, Biodiversity, and Livelihoods	16



# 1. About Ecosystems

## Aim of the topic

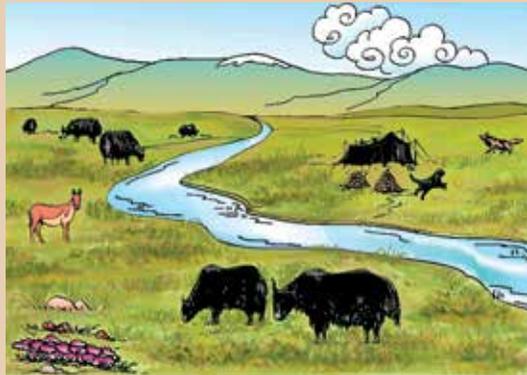
Participants can describe different ecosystems and interlinkages between them in their own area.

## Messages

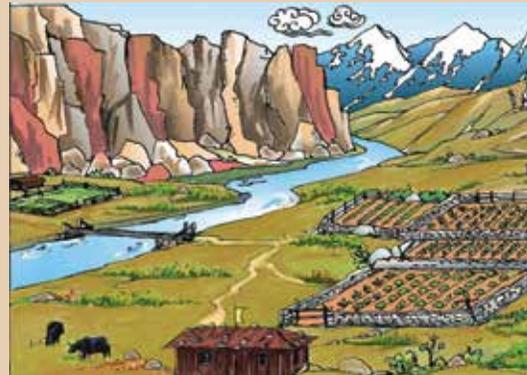
- In an ecosystem, everything is in its place.
- An ecosystem is made up of living and non-living things that work and exist together: Plants, animals, rocks, soils, water, and air.
- A pasture is an example of an interdependent ecosystem, both by itself and as part of a larger ecosystem.
- On earth there are connected landscapes: Terrestrial, mountain, freshwater, etc.

Remember

Describe the pictures in order:



1



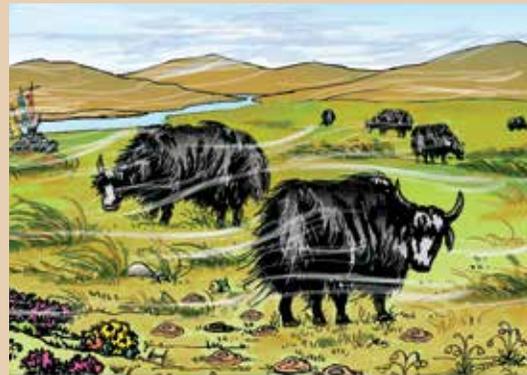
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3



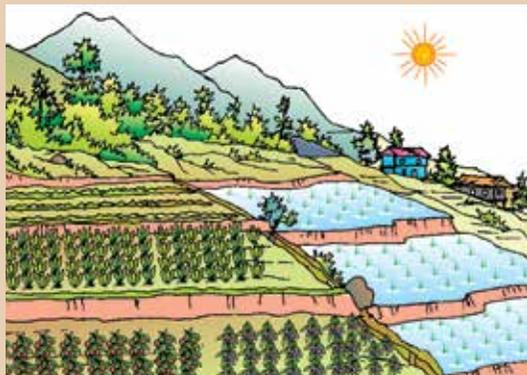
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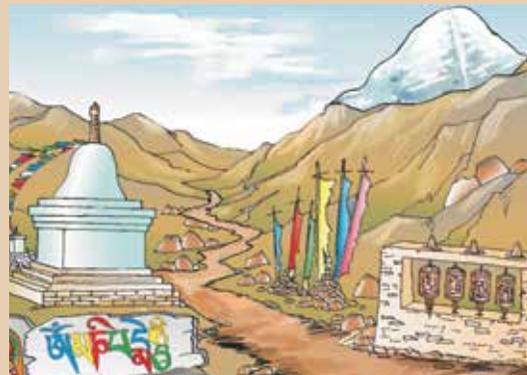
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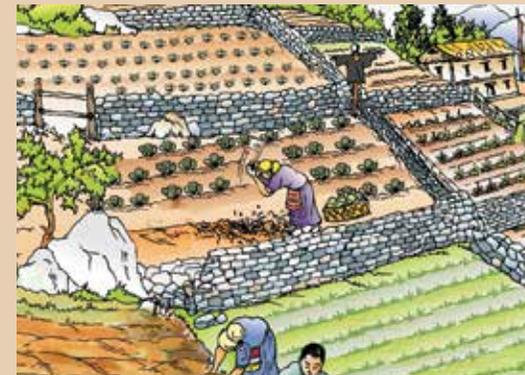
6



7



8



9

Indicators of the pictures

- 1 Rangeland ecosystem in a high altitude mountain area
- 2 River system with agricultural ecosystem
- 3 Sun influencing ecosystems
- 4 Rain, wind, and clouds influencing ecosystems
- 5 Rangeland landscape
- 6 Intact wetland ecosystem Lake Manasarovar and neighbouring lake
- 7 Forest and agricultural lands
- 8 Sacred Mount Kailash in an alpine ecosystem
- 9 Mountain terrace ecosystem with agricultural production



## 2. About Ecosystem Services

### Aim of the topic

Participants understand that ecosystems deliver services to the living and non-living beings around and within them.

### Messages

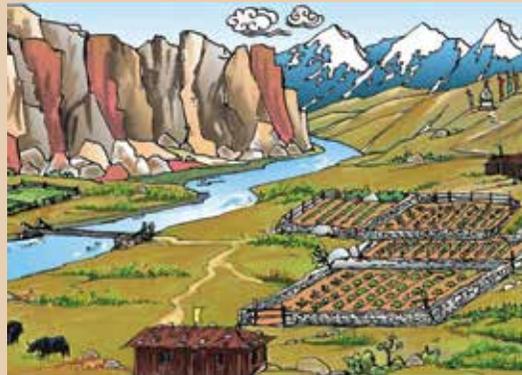
- Our life depends on what nature gives to us in the form of ecosystem services:
  - Good soil (quality) for crops, fruits, and fodder
  - Fresh and clean water (quantity and quality) and fresh air
  - Food, wood, fibre, fruits, and medicinal plants
  - Spiritual, cultural, educational, and recreational services
- Ecosystems only provide services when they are in a healthy and stable condition.
- Ecosystem services cross all boundaries: villages, provinces, and countries.

Remember

## Describe the pictures and tell stories



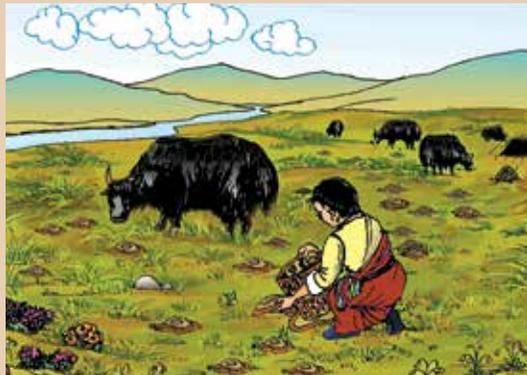
9



2



10



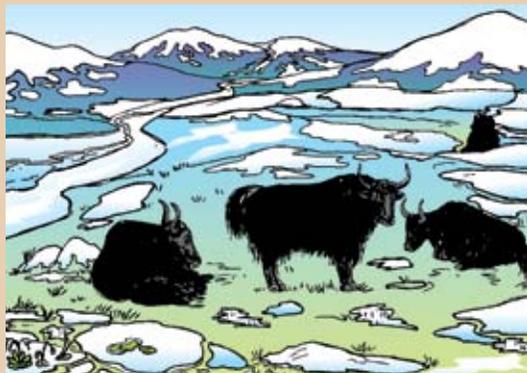
11



12



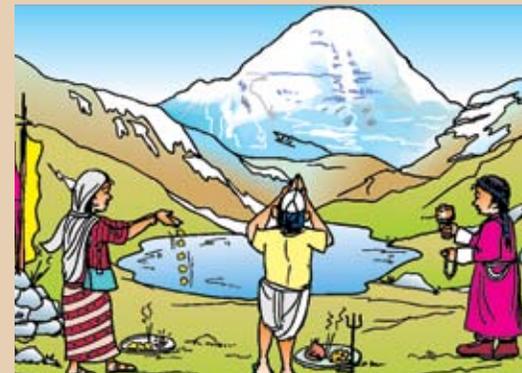
13



14



8



15

## Indicators of the pictures

- 9 Mountain terrace ecosystem with agricultural production
- 2 River system with agricultural ecosystem
- 10 Dirty river system
- 11 Fertile rangeland with dung production
- 12 Fertile rangeland with milk production
- 13 Collection of non-timber forest products by women
- 14 Rangelands during the winter
- 8 Sacred Mount Kailash in an alpine ecosystem
- 15 Mount Kailash giving services across nations and cultures



## 3. About Biodiversity

### Aim of the topic

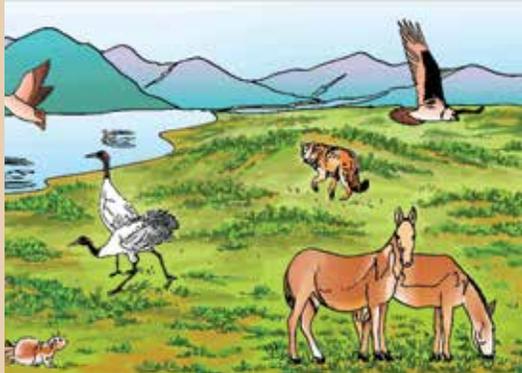
Participants can distinguish between species and habitat diversity.

### Messages

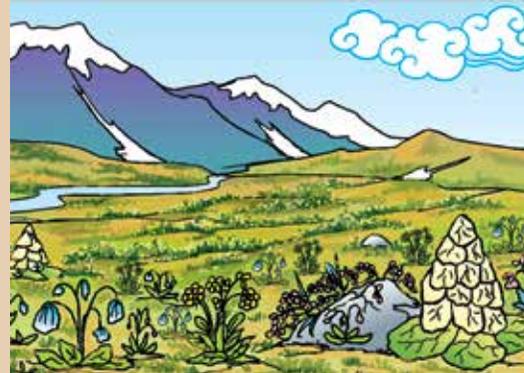
- Biodiversity in nature is diversity of life in all its forms and at all levels.
- Biodiversity includes:
  - Diversity within species
  - Diversity between species
- Biodiversity also means diversity between ecosystems.

Remember

Describe the pictures and tell stories



16



17



6



18



19



9

Indicators of the pictures

- 16 Fauna of high altitude rangelands
- 17 Flora of high altitude rangelands
- 6 Intact wetland ecosystem Lake Manasarovar and neighbouring lake
- 18 Lowland ecosystem with shrubs and residential buildings
- 19 Migrating yak herders in high altitude rangelands
- 9 Mountain terrace ecosystem with agricultural production



## 4. Ecosystems, Biodiversity, and Livelihood

### Aim of the topic:

Participants can relate biodiversity directly with their own livelihood options.

### Messages:

- Diversity of plants and animals is an integral part of ecosystems.
- The loss of biodiversity disrupts ecosystem functions and ecosystem services.
- The degradation of ecosystems changes the biodiversity in a place.
- Rich biodiversity assures sustainable livelihood options.
- Do not lose biodiversity or else you will lose your livelihood.
- Be aware of causes for biodiversity loss, both natural and man made.

Remember

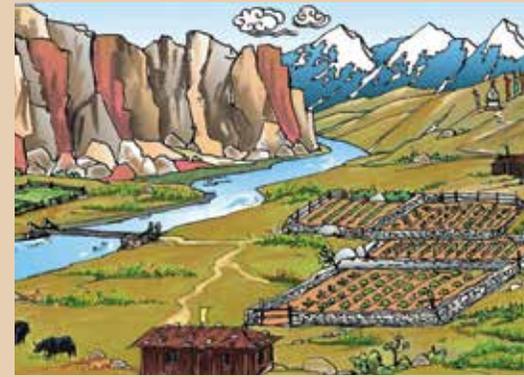
## Describe the pictures and tell stories



9



18



2



6



10



19

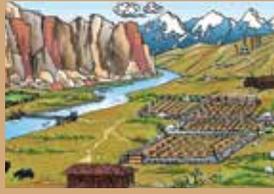


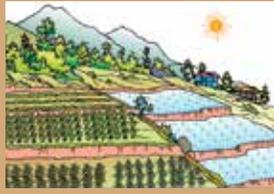
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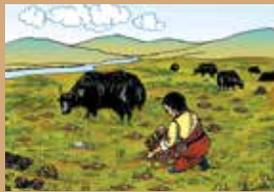
## Indicators of the pictures

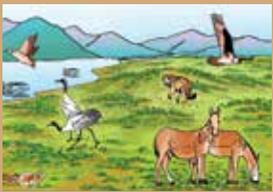
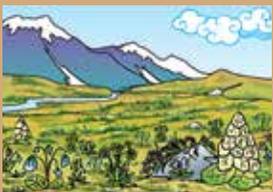
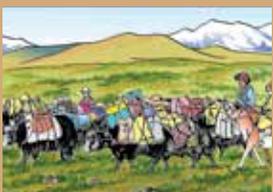
- 9 Mountain terrace ecosystem with agricultural production
- 18 Lowland ecosystem with shrubs and residential buildings
- 2 River system with agricultural ecosystem
- 6 Intact wetland ecosystem Lake Manasarovar and neighbouring lake
- 10 Dirty river system
- 19 Migrating yak herders in high altitude rangelands
- 20 Fodder management

## Summary of the pictures

No.	Picture	Indicator
1		Rangeland ecosystem in a high altitude mountain area
2		River system with agricultural ecosystem
3		Sun influencing ecosystems
4		Rain, wind, and clouds influencing ecosystems
5		Rangeland landscape

No.	Picture	Indicator
6		Intact wetland ecosystem Lake Manasarovar and neighbouring lake
7		Forest and agricultural lands
8		Sacred Mount Kailash in an alpine ecosystem
9		Mountain terrace ecosystem with agricultural production
10		Dirty river system

No.	Picture	Indicator
11		Fertile rangeland with dung production
12		Fertile rangeland with milk production
13		Collection of non-timber forest products by women
14		Rangelands during the winter
15		Mount Kailash giving services across nations and cultures

No.	Picture	Indicator
16		Fauna of high altitude rangelands
17		Flora of high altitude rangelands
18		Lowland ecosystem with shrubs and residential buildings
19		Migrating yak herders in high altitude rangelands
20		Fodder management







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