

# Introduction







# Introduction

This training of trainer's manual on access and benefit sharing (ABS) has been developed by ICIMOD with support from the German Federal Ministry for Economic Cooperation and Development (BMZ) through German Technical Cooperation (GTZ) to help increase the capability of local level staff of organisations and others involved in developing the capacity of indigenous, marginalised, and other local communities in the bioprospecting process. The course can also be used to provide basic knowledge on ABS to university graduate-level students studying forestry, environmental and biological sciences, or law.

Access and benefit sharing is a relatively new area of intervention in the HKH region. Since mid 2005, (the actual start of the project) ICIMOD has been implementing a regional programme on Access and Benefit Sharing from Genetic Resources and Associated Traditional Knowledge in the Eastern Himalayas (Bangladesh, Bhutan, India, and Nepal) supported by GTZ. The overall objective is to facilitate the process of developing and implementing an access and benefit sharing (ABS) regime in the countries of the region under the Convention on Biological Diversity (CBD). To this end, ICIMOD is working to contribute to an increased understanding of the ABS approach to the sustainable use of genetic resources and associated traditional knowledge among the wider mountain community in the region, and to foster the participation of indigenous and local people, especially women and marginalised groups, in the ABS process.

Some countries in the Hindu Kush-Himalayan region, like Bhutan and India, have developed and enforced ABS legislation, while others like China have accommodated it within the existing legal framework through legal amendments. The remainder have draft legislation that they are in the process of promulgating or have only just embarked on developing the approach. Notwithstanding these different stages of development, during the implementation of the ICIMOD ABS programme, it became clear that knowledge and awareness on ABS and bioprospecting among state, provincial, district, and local level functionaries and members of civil society was everywhere extremely low and in general limited to the very few policy makers and other stakeholders directly involved in formulation and implementation. Similarly, there is a general lack of the skills needed to facilitate the ABS implementation process. The importance of the ABS regime and the process of its formulation and implementation have not been fully understood by many relevant stakeholders. The responsible government bodies in charge of implementing the ABS laws also lack the knowledge and skills needed to effectively develop and implement such laws. Further, knowledge and understanding among the public is even more limited, restricted to a very few government officials, civil society organisations, and individuals. As all of these actors are vital in the development and implementation of the ABS process, thus large scale awareness raising and capacity building is crucial.

This manual was developed to address this need and help fill the gaps in knowledge about ABS and the related processes. It contains a training curriculum and the resource materials needed to deliver a basic training in ABS. The manual has been prepared to help different stakeholders (government staff, non government organisations and other civil society groups, lawyers, academics, media people, and bioprospectors) to understand the evolving scenario in access and benefit sharing from genetic resources and associated traditional knowledge, including the key components and procedures. The overall objective of the training is to enable participants to effectively help communities and nations to access and claim a fair share of the benefits derived from genetic resources and associated traditional knowledge in their area, and to raise awareness of the obligations, rights, and responsibilities of government, civil society, local and indigenous communities, and private sector actors. The aim is to develop a pool of people who are able to serve as knowledge multipliers in the region.

While using the manual, it must be remembered that training needs are subject to the specific context in which the training is being conducted. Thus, the trainer<sup>1</sup> should try to place the training in the context of the particular situation in which the training is being conducted. National policy and legislation differs between countries. Thus, it is recommended that country specific policies and legal provisions be reviewed when referring to this manual.

---

<sup>1</sup> The term 'trainer' has been used throughout this manual, although there may be more than one trainer conducting the training, as well as resource persons for the technical sessions, if required.

# How to Use This Manual

This Training of Trainer manual uses an adult learning method for the presentation of materials. Participant-centred learning has been kept in mind while designing the sessions and activities, and in the training process. It is anticipated that participants will be active and open in each session.

Presentations, role-play, case studies, discussions, and question and answer sessions are used to enhance learning in each session. Suggestions are given to help the trainer lead the training effectively. There are a total of 20 sessions, not including the review sessions, of which 16 are technical and focused on a theme. We suggested that participatory teaching and learning methods be used as much as possible in each session, but for highly technical subjects it may be necessary to rely primarily on a presentation format. Sufficient time has been allotted for each session so that the participants are engaged in both learning and sharing. The training course is designed for five days, but the number of days taken can be modified based on the needs of the participants and the context.

Experience shows that the maximum number of participants that can be accommodated is around 30. With more participants it is difficult to ensure interaction and participation of all, and especially effective field risks.

The training process is outlined at the beginning of each session. Resource materials are included at the end of each session, thus the manual can also be used as a resource manual. The sessions are structured as follows:

<b>Session title:</b>	Introduces the main content of the session
<b>Time:</b>	Rough guide of time needed for the overall session and the exercises
<b>Objectives:</b>	Broad and specific objectives, areas to be covered, and skills to be imparted
<b>Suggested method:</b>	The suggested methodology for the session including tools such as role-plays, case studies, and exercises
<b>Materials required:</b>	The materials required
<b>Suggestions for the trainer:</b>	The methodology, process, and themes to be discussed
<b>Activities:</b>	The activities and exercises

## Course Structure

The session themes for each day are listed on the first page of the individual day sections. The suggested outline is as follows.

- Day One:** The Convention on Biological Diversity, access and benefit sharing (ABS), and biodiversity status: implications for the Himalayas
- Day Two:** The ABS regime, key components, national legislation, international treaties, customary arrangements, and ABS legal procedures
- Day Three:** Negotiation in ABS and traditional knowledge protection
- Day Four:** Field visit
- Day Five:** Review of field visit, evaluation, and way forward

The curriculum and schedule for the training is provided at the start of the manual.

The manual has been designed so that learning during training sessions can be incorporated when the manual is updated and revised. It is hoped that trainers will be able to conduct the training easily with the help of the manual, and that participants in the training sessions will be able to act as multiplier agents by training others.

## Materials for the workshop

Ensure that the materials required for the workshop are ready before the start of the training. Some materials may need to be procured in advance. Planning will help save time and overcome confusion. The following materials are required for the workshop:

- A bag for each participant containing a pen, writing pad, and any relevant documents and materials, to be distributed during registration
- Laptop, overhead projector, extension cords, and any other associated equipment, depending on the training venue and the trainer's chosen methodology; ensure that equipment is set up and tested before the participants enter the training room
- Wall clock
- Flipcharts, softboard, different coloured meta cards (i.e., 6 x 8 cm pieces of coloured card), masking tape, ruler, a white/black board, board markers or chalk, soft pin board and pins, writing pad, pen, and other similar materials
- Appropriate number of copies of reading material for distribution to the participants.

The training room should be set up every day. The materials required for the day should be available during the entire training period.

### Tips for the Trainer

- Set up the training room in advance to ensure that everything is in its right place.
- Test equipment in advance to ensure that session time is not used up in making it work.
- Acquaint yourself with the training methodology in advance.
- Prepare exercises prior to the session.
- Put a wall clock in the room and ask participants to align their watches to ensure that everyone arrives at the right time after breaks.
- Make participants as comfortable as possible.
- Seating arrangements should be made keeping aspects of human behaviour in mind.
- Be aware of, and sensitive to, the culture and views of participants.
- Group rules and norms during the training should be made clear at the beginning

### Need for an energiser

Observe participants' level of engagement during the sessions and be aware of when an energiser is needed. Ask participants between sessions if they need an energiser and let them know that if they feel they need an energiser, they should tell you. Choose an energiser yourself or ask participants to suggest one. Always have an energiser exercise ready in case the participants cannot suggest one. Typical energisers can be found in HAA (2002) and Pike and Busse (2004).

# Suggested Schedule

## Day 1

Morning	Session 1	Introduction
	Session 2	The Convention on Biological Diversity and access and benefit sharing
	Session 3	ABS terminology and traditional ways of using biological resources
Afternoon	Session 4	Status of biodiversity and genetic resources in the Hindu Kush-Himalayan region
	Session 5	Importance of biodiversity, genetic resources and associated traditional knowledge

## Day 2

Morning	Review Session	
	Session 6	ABS regime and key components of ABS
	Session 7	International treaties on ABS
	Session 8	Customary arrangements on ABS
Afternoon	Session 9	Evolving ABS policies and national legislation in the HKH
	Session 10	Actors in the ABS process, legal procedures for ABS, and ABS tools

## Day 3

Morning	Review Session	
	Session 11	Negotiations in the ABS process
	Session 12	Traditional knowledge protection and documentation
Afternoon	Session 13	Review of sample form for traditional knowledge documentation
	Session 14	Process of traditional knowledge documentation
	Session 15	Community selection, group formation and field assignments

## Day 4

Whole day	Session 16	Field visits
-----------	------------	--------------

## Day 5

Morning	Session 17	Review of field visits and group presentations
	Session 18	Way forward
	Session 19	Final appraisal of training expectations
Afternoon	Session 20	Evaluation and closing