Capacity Building and Consultation Guideline

to support a whole-of-society approach in the revision of the National Biodiversity Strategy and Action Plan (NBSAP)

Drawn from the Lao PDR Context
for engaging women, youth, local communities, and ethnic groups



german cooperation
DEUTSCHE ZUSAMMENARBEIT

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Produced by RDA

INTRODUCTION

The National Biodiversity Strategy and Action Plan (NBSAP) is the primary national framework for conserving and sustainably using biodiversity in line with the Convention on Biological Diversity (CBD). The CBD is a global agreement adopted in 1992 to safeguard the variety of life on Earth, and the Lao People's Democratic Republic became a Party to the Convention in 1996, committing to take concrete action for biodiversity protection.

Since then, Lao PDR has developed two versions of the NBSAP. The first version set an action plan up to 2010 and a strategy until 2020. Under the authority of the Ministry of Natural Resources and Environment, the NBSAP was later revised into its second version, with an action plan extending to 2016 and a strategy to 2025. At the international level, in 2022, Parties to the CBD adopted the Kunming-Montreal Global Biodiversity Framework (GBF) as a new guiding tool for coordinated global action. As a Party to the CBD, Lao PDR is responsible for aligning national efforts with the GBF targets. The Ministry of Natural Resources and Environment, as the government body responsible for the biodiversity strategy, has set a goal to update and align the national strategy and implementation targets with global standards through a new NBSAP covering 2026 to 2030. Achieving this requires diverse and innovative perspectives from across society, ensuring a genuine whole-of-society approach.

The development of this guideline aims to document lessons learned from efforts to include women, youth, and local and ethnic community groups in consultation processes, as well as to capture initiatives from international organizations and civil society groups that support the Lao government. By integrating diverse, on-the-ground realities from across the country into the updated NBSAP, we can create greater opportunities for knowledge sharing and broader dissemination of biodiversity-related efforts.

The training package was developed based on experiences from several capacity-building and consultation activities: with a group of Lao youth on July 25, 2024, in Vientiane Capital; with youth development organizations on October 29-30, 2024; and with a women's group on November 27-28, 2024, also in Vientiane Capital. Further training and consultation workshops with community members and ethnic groups were held in early 2025 in three locations: Boualapha District, Khammouane Province (March 19-20, 2025), Khong District, Champasak Province (March 25-26, 2025), and Xon District, Houaphan Province (April 1-2, 2025). These sessions provided valuable insights that helped refine and improve the design of this guideline.

The Rural Development Agency (RDA) developed this training package with great enthusiasm, using a learning-by-doing approach and adapting the content to meet the needs of diverse participant groups. It was financially supported by the GIZ Global Project "Strengthening National Implementation of Global Biodiversity Targets" (GBF Implementation) and the GIZ Project Protection and Sustainable Use of Forest Ecosystems and Biodiversity (ProFEB), on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), co-funded by the Norwegian Agency for Development Cooperation (NORAD), and implemented under the framework of the NBSAP Accelerator Partnership.

While this manual represents consolidated lessons and best practices, no tool is ever perfect. We warmly welcome feedback from anyone who reads or uses it, to continue improving future versions.

OVERALL GOALS:

This capacity building and consultation guideline is intended to serve as a practical resource for government officials, donor organisations, NGOs, and other actors who plan to support or integrate inclusive consultation processes into the development of national strategies or policies on biodiversity conservation. While the guideline is based on the example of Lao PDR's NBSAP revision process, the methodologies, tools, and approaches it presents can be readily adapted to other contexts, and countries. The guideline promotes creative and engaging ways to raise awareness of the Convention on Biological Diversity (CBD), the Kunming-Montreal Global Biodiversity Framework (KM GBF), and NBSAPs. It further aims to strengthen inclusive and participatory planning by equipping facilitators with practical instruments and approaches to engage women, youth, and local and ethnic communities. By doing so, it fosters meaningful participation in biodiversity and broader policy processes, making it a valuable reference not only for stakeholders in Laos but also for those in other countries seeking to apply similar inclusive approaches.

This guideline is thoughtfully divided into two parts to address the unique needs of different groups: Part 1 focuses on youth and women, recognizing their vital roles and perspectives in biodiversity conservation. Part 2 is designed specifically for ethnic groups and local communities, honoring their traditional knowledge and connection to the land.

PRINCIPLES FOR FACILITATORS:

For those who will conduct the capacity building and consultation activities, the design team would like to share some important principles to guide effective facilitation:

- Facilitators should study the content of CBD, KM-GBF, and NBSAP to gain a foundational understanding of their mechanisms, as well as any specific focus areas unique to each training package.
- Openness and allowing sufficient time for participants to engage in constructive discussions are essential to participatory outreach.
- Participant evaluations should be conducted respectfully, recognizing that all participants deserve respect regardless of their awareness levels before and after the training.
- Gender equality and participant diversity are key priorities that facilitators should always keep at the center of the training.
- The activities and learning methods in this manual are not fixed theories but flexible approaches that can and should be adapted to suit the context and realities of each training session.

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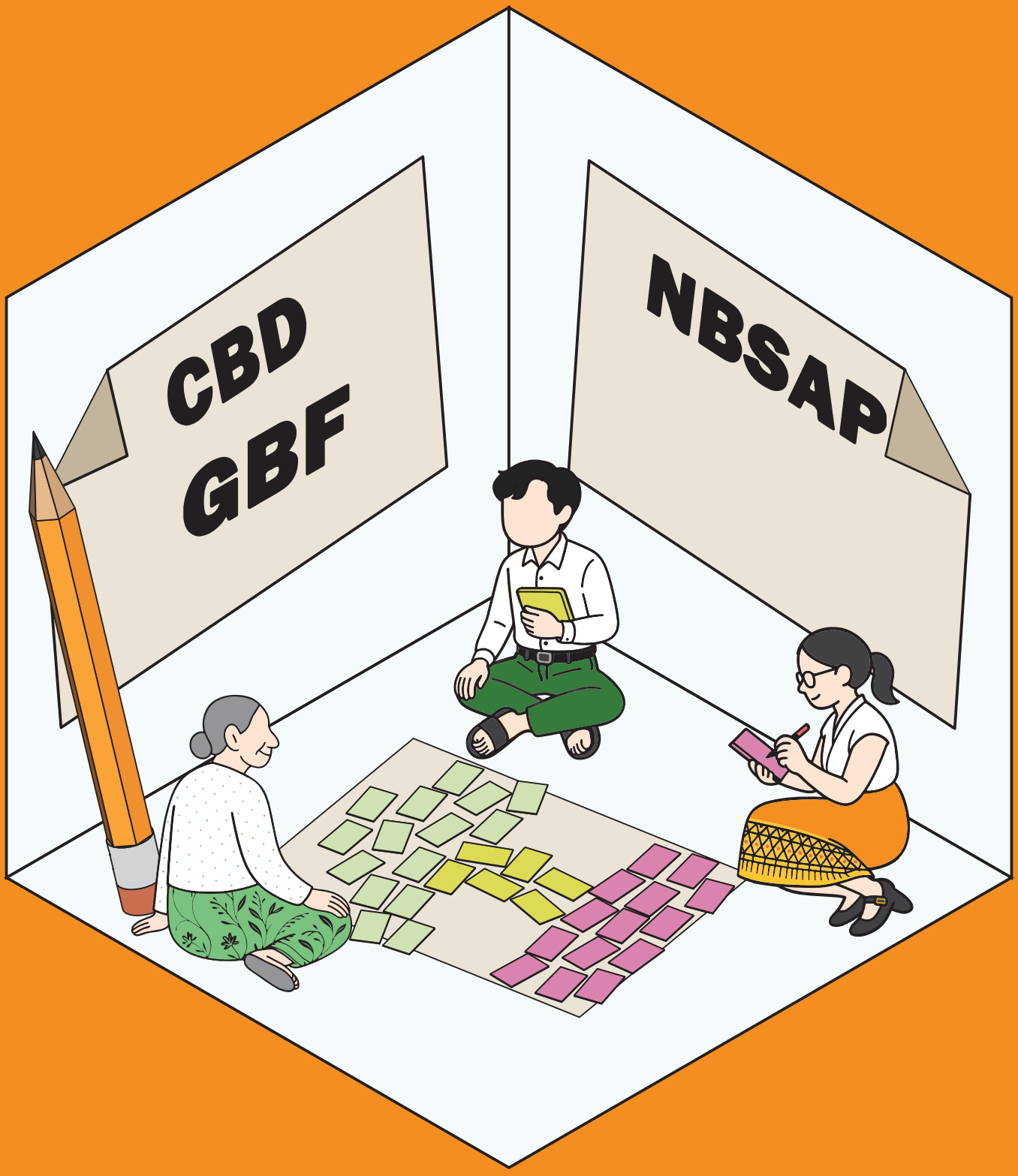
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Women and Youth Consultation Modules



MODULE 01.

Introduce yourself

Objective:

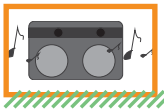
To help participants get to know each other in a relaxed and creative way, while encouraging them to reflect on and appreciate the diversity of life by relating personal identity to elements of biodiversity.

Contents:

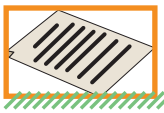
- Creating meditation through music.
- Our contribution to the biodiversity ecosystem.

Material and Equipment :

- Meditation music.



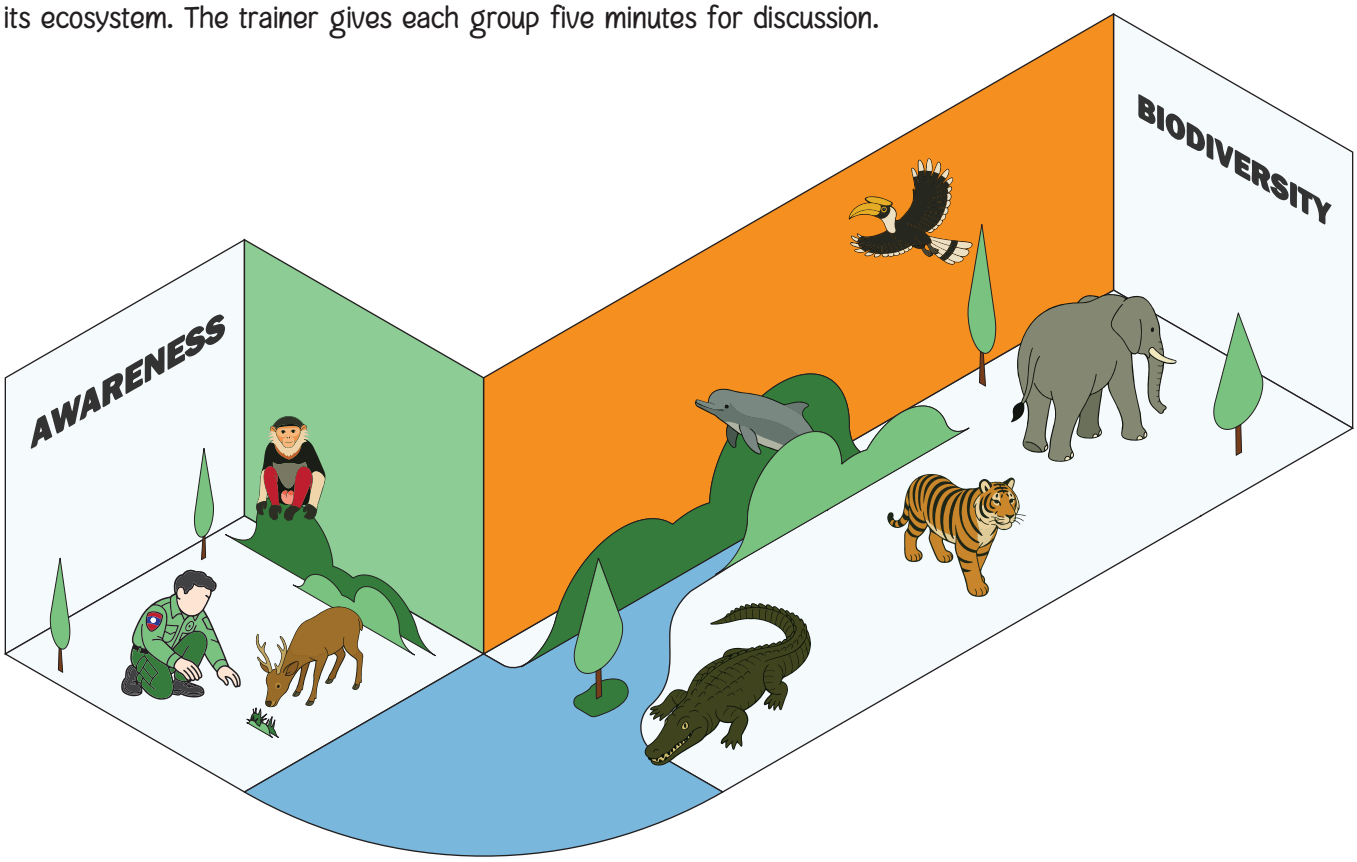
- A Large sheet of paper to write metaphors and write small group discussion questions.



Time: 15 minutes

Method:

The trainer asks the participants to meditate by listening to the nature sounds (birds, flowing water or rain) for 2 minutes. Then the participants stand in a circle and ask each person to introduce themselves by saying their name or full name. Then they say what element of nature they compare themselves to.. For example: Chanthalangsy is like a bee in the jungle. Then, each participant finds someone they are interested in talking with and forms a small group of 2-4 people. In their group, they discuss why the element of nature or biodiversity they selected is important to its ecosystem. The trainer gives each group five minutes for discussion.



MODULE 02.

What Do We Know? (Pre-Assessment)

Objective:

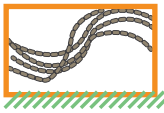
To assess participants' understanding of the CBD, NBSAP, and GBF as a baseline for the training.

Contents:

- Leveling of self-awareness towards the National Biodiversity Strategy and Action Plan as well as the Convention on Biological Diversity.

Material and Equipment :

- rope.



- paper tape.



Time: 15 minutes

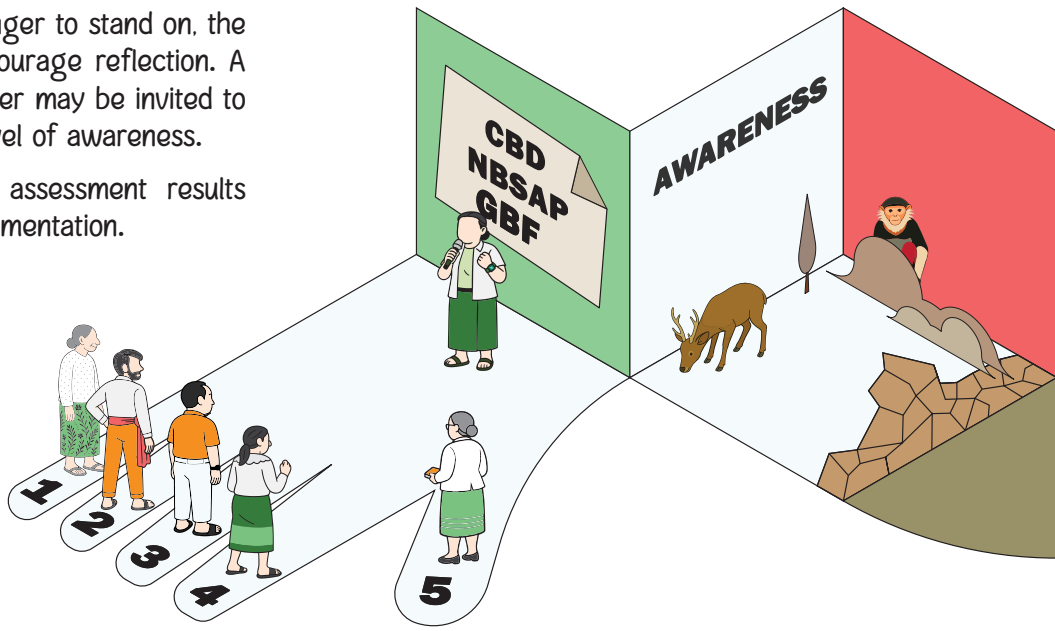
Method:

The trainer draws a large hand with five fingers on the floor (using paper or tape) so that each finger is big enough for people to stand in. The trainer then instructs the participants to evaluate their own awareness of the Convention on Biological Diversity, the Kunming-Montreal Global Biodiversity Framework (KM-GBF), and the National Biodiversity Strategy and Action Plan by completing three rounds, one for each topic. Participants choose which finger to stand on according to their level of awareness as follows:

the 5 fingers according to their level of awareness:

1. **Little finger:** Don't know and have never heard of it before.
2. **Ring finger:** Have heard, but don't know what it entails.
3. **Middle finger:** Know and understand the content.
4. **Point finger:** Know well and has studied or researched it through documents before.
5. **Thumb:** Know very well and can confidently explain it to others.

- After participants choose a finger to stand on, the trainer asks questions to encourage reflection. A representative from each finger may be invited to share why they chose that level of awareness.
- Trainers record pre-training assessment results and may take photos for documentation.



MODULE 03.

Introduction to Biodiversity and Extinction Risk

Objective:

Help participants understand the basics of biodiversity and the factors that put it at risk of extinction.

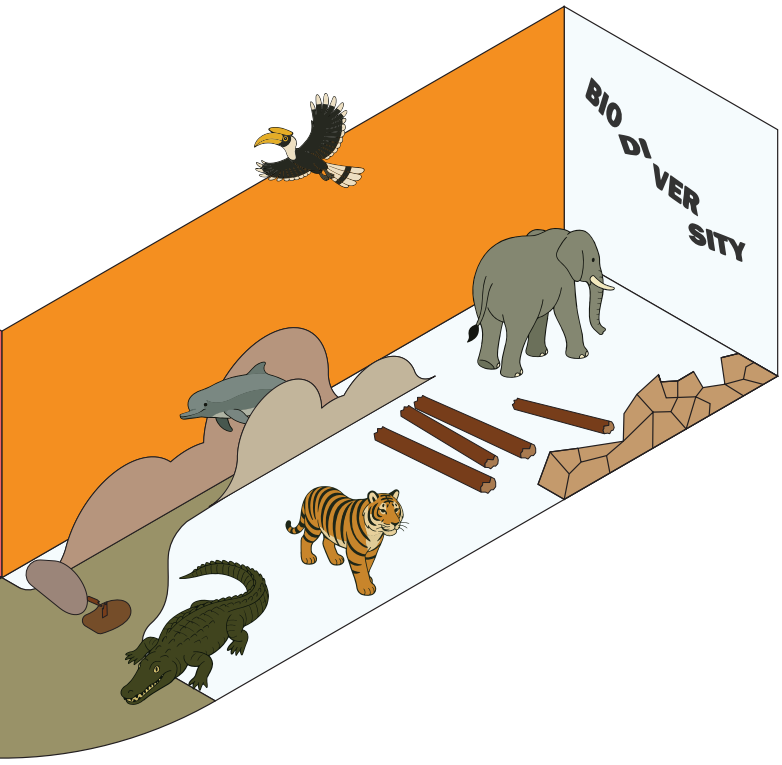
Contents:

- Definition and Importance of Biodiversity for Human Livelihoods.
- Factors Contributing to the Risk of Biodiversity Extinction.

Definition and Importance of Biodiversity for Human Livelihoods:

Biodiversity is short for "biological diversity" meaning the variety and change of life in the world that can be measured at different levels (genetic diversity, species diversity and ecosystem diversity).

Biodiversity is a strong indicator of the quality of human life. For example, in sustainable agriculture, bees play a key role as pollinators, earthworms improve soil quality, and bats help control mosquito populations.



Factors Contributing to the Risk of Biodiversity Extinction

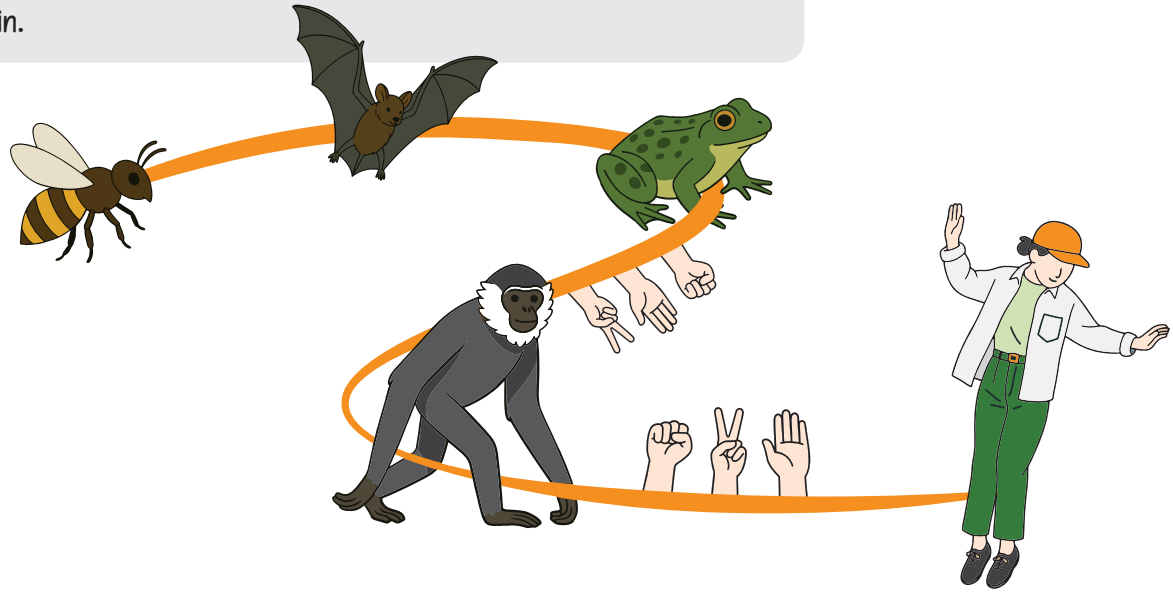
Ecosystems made up of communities of animals, plants, microbes, non-living elements, and their shared environment-can be destroyed by human activities, natural disasters, or climate change.

Method:

- The trainer gathers participants in a large circle, where the game facilitator explains the rules of an evolution-themed game called "Eco-Evolution".

Game Instructions – Eco-Evolution:

- All participants begin the game as bees, using a bee gesture and sound to represent their species. Players pair up with others of the same species to play a round of rock-paper-scissors.
- The winner evolves to the next species stage.
- The loser remains at their current species.
- The evolution stages are as Bee - Bat - Frog - Monkey - Human.
- At each stage, players adopt a matching gesture and sound to represent their current species. Players can only play with others at the same stage. Once a participant evolves to human, they have reached the final stage and no longer continue pairing.
- The game continues until several participants have reached the human stage and others remain at various points in the evolutionary chain.

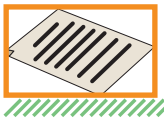


Material and Equipment :

- Annex 01: Poster on Biodiversity Definition and Risk Factors.



- A0 paper size written How to play the game "Eco-Evolution".



- Bell.



Time: 30 minutes

- At the end of the game, the facilitator invites participants to reflect on their experience using questions such as: "For those who did not reach the final stage, how did it feel to be out of the game before the end?". "For those who reached the final stage, how do you feel about being there? Do you think it was luck or something else?".
- These reflection questions help participants connect the randomness of the game to the real-world reality that species often survive or go extinct not because they are stronger or better, but because of external pressures, many of which are beyond their control.
- The facilitator then leads a final discussion with the key learning point: As the human population grows and our activities expand, many species-animals, plants, and others-face increasing threats such as habitat loss, pollution, and climate change. These pressures can lead to extinction, often not because a species is weak, but simply because the conditions around them change too quickly or unfairly-just like in the game.
- To conclude, the trainer presents definitions of biodiversity, explains its importance for human well-being and outlines the key factors contributing to extinction risk.

MODULE 04.

The Convention on Biological Diversity (CBD), its related protocols and other multilateral environmental agreements (MEAs)

Objective:

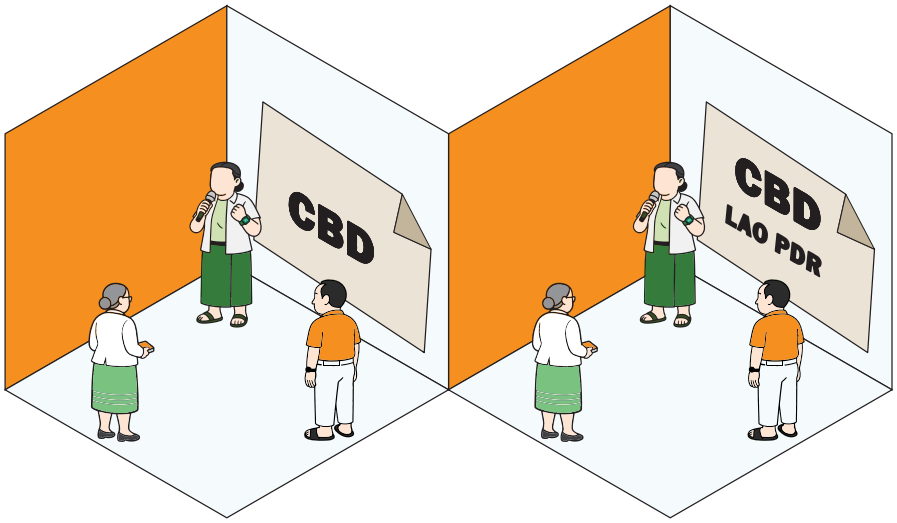
To help participants learn about the biodiversity and environment related conventions that Lao PDR has signed and is actively implementing.

Contents:

- The meaning and purpose of the Convention on Biological Diversity (CBD).
- Protocols under the Convention on Biological Diversity.
- How the CBD operates.
- How the CBD is implemented in Laos.
- Other multilateral environmental agreements (MEAs) related to the CBD.

Method:

- The CBD Journey Game: The trainer will have cards showing various events that occurred during the establishment and development of the Convention on Biological Diversity (CBD) between 1987 and 1996. Participants will be divided into two groups and will compete to correctly and quickly match each event to its corresponding year. Each group will have 15 minutes to discuss and decide the timeline of events.
- Poster Presentation on CBD: After learning about the CBD process at both the international and Lao levels, the trainer will present an overview of the Convention on Biological Diversity. This will include a CBD information poster covering the meaning and objectives of the Convention, its related protocols, other conventions linked to CBD, and the working mechanisms of CBD at the international level and within Lao PDR.



Material and Equipment :

- Annex 02: The CBD Journey Game Set.



- Annex 03: Poster on Global Emergence of the Convention on Biological Diversity (CBD).



- Annex 04: Poster on Emergence of the Convention on Biological Diversity in Laos.



- Annex 05: Poster on Overview of the Convention on Biological Diversity.



- Annex 06: Poster on International Working Mechanism of the CBD.



- Annex 07: Poster on Coordination Mechanism of the CBD in Lao PDR.



Time: 45 minutes

MODULE 05.

Understanding the Kunming-Montreal Global Biodiversity Framework (KM-GBF)

Objective:

To help participants understand the KM-Global Biodiversity Framework as a basis for contributing to the improvement of the next National Biodiversity Strategy and Action Plan.

Contents:

- What is the KM-Global Biodiversity Framework?
- Special focus on two targets of the KM-GBF.

What is the Global Biodiversity Framework?

officially known as the Kunming-Montreal Global Biodiversity Framework is a global strategy adopted in December 2022 under the United Nations Convention on Biological Diversity (CBD). It aims to guide countries and stakeholders in halting and reversing biodiversity loss by 2050, with specific goals and targets set for 2030.

Special focus on two targets of the KM-GBF:

Target 22:

Ensure the full, equitable, inclusive, effective and gender-responsive representation and participation in decision-making, and access to justice and information related to biodiversity by indigenous peoples and local communities, respecting their cultures and their rights over lands, territories, resources, and traditional knowledge, as well as by women and girls, children and youth, and persons with disabilities and ensure the full protection of environmental human rights defenders.

Target 23:

Ensure gender equality in the implementation of the framework through a gender-responsive approach where all women and girls have equal opportunity and capacity to contribute to the three objectives of the Convention, including by recognizing their equal rights and access to land and natural resources and their full, equitable, meaningful and informed participation and leadership at all levels of action, engagement, policy and decision-making related to biodiversity.

Disadvantaged groups-such as youth, women, people with disabilities, the elderly, ethnic groups and gender-diverse communities are specifically highlighted as key stakeholders in the revision and implementation of the NBSAPs. This is why consultations with these groups should be conducted.

Method:

1. Brainstorming: The trainer begins by asking: "What do you think the Global Biodiversity Framework is? And why do we need it?" Participant responses are collected and written on the board.

2. Presentation: The trainer presents an overview of the Global Biodiversity Framework using a large visual (e.g., a poster or chart).

3. Individual Reading: The trainer distributes printed each of 23 targets on the Kunming-Montreal Global Biodiversity Framework in the size of A4 paper for participants to review individually.

4. Role Assignment Activity: To deepen understanding of the 2030 Global goals and targets, participants engage in a role-play activity by selecting one of six identity-based "hats" representing vulnerable groups: 1) Youth, 2) Women, 3) People with disabilities, 4) Elderly, 5) LGBTQI+ / Diverse gender groups, and 6) Ethnic groups. The trainer asks participants to reflect on the characteristics and perspectives of their chosen group.

Example prompt: "What are the unique characteristics of young people?" (e.g. energetic, fast learners, underrepresented in policy, etc.)

5. 23-target Analysis: Each participant receives a Kunming-Montreal Global target paper (focusing on one of the GBF targets). They take 3 minutes to reflect on: What might happen to your group if this target is not achieved or is poorly implemented? Responses are written individually on the meta card, one answer per card.

6. Small Group Sharing (15 minutes): Participants regroup by their assigned identities (e.g., all "youth" together) to discuss:

    1. Which target each person receives.
    2. What potential impact they foresee on their group.

7. Large Group Reflection: Each group shares their general feelings and insights from their role and whether their group feels empowered or limited in contributing to achieving the GBF targets

8. Conclusion: The trainer summarizes key considerations for inclusive implementation of the GBF by writing and discussing a final reflection on a large sheet.

Material and Equipment :

- Annex 08: Poster on the Kunming-Montreal Global Biodiversity Framework.



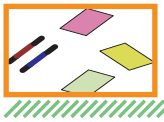
- 6-color paper hat.



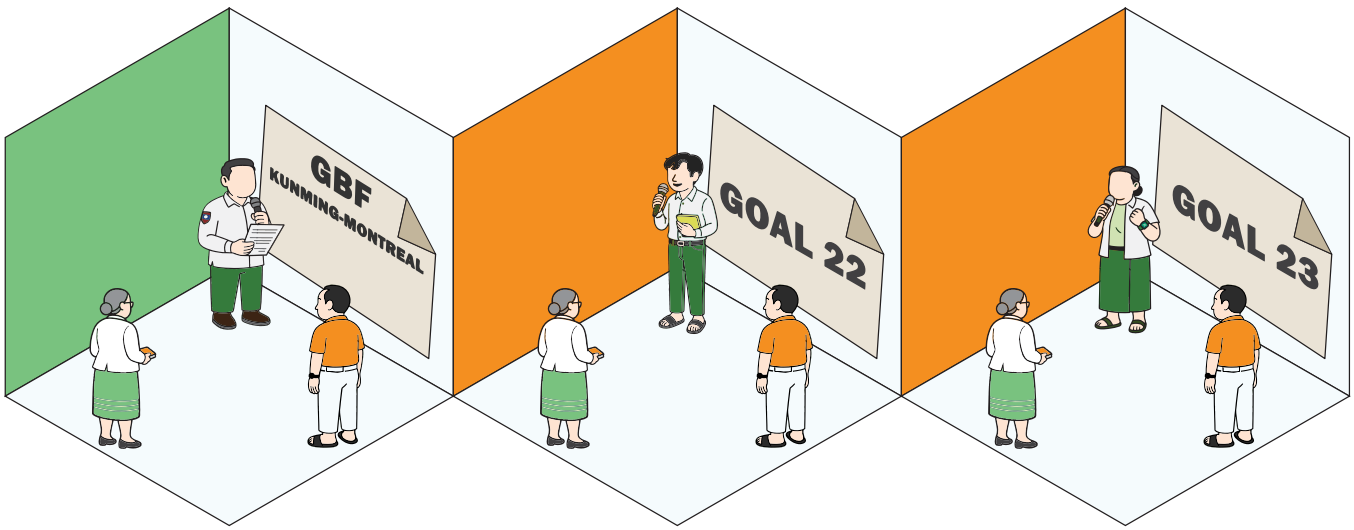
- Annex 09: A4 paper on each of 23 target of Kunming- Montreal Global Biodiversity Framework.



- Meta card paper, large pieces of paper



Time: 50 minutes



MODULE 06.

National Biodiversity Strategy and Action Plan (NBSAP)

Objective:

To engage participants in understanding the importance of strategic planning for biodiversity and to collaboratively develop a shared national biodiversity vision for 2050 as a foundation for the NBSAP and its Implementation Plan.

Contents:

- Explain that NBSAPs are national-level tools designed to implement the goals and commitments of the Convention on Biological Diversity within each country.
- Background information on the first and second Lao NBSAP.
- Vision, goals, objectives and strategies of the previous NBSAP 2016-2025.
- Develop a shared vision for 2030.

Method:

- The trainer begins by asking participants two key questions for discussion:
  - What is a strategic plan?;
  - Why is a strategic plan important?
- Participants are encouraged to share their thoughts within a limited time. An assistant records the responses on the board. The trainer then summarizes the discussion to build a shared understanding of strategic planning and its importance for national biodiversity. Then the trainer summarizes and shows how important it is to create a strategic and action plan for national biodiversity.
- Next, the trainer presents the connection between NBSAPs and the Convention on Biological Diversity (CBD), focusing on Article 6, which calls on Parties to develop national strategies, plans, or programs for the conservation and sustainable use of biodiversity, and to integrate these into relevant sectoral or cross-sectoral plans, programs, and policies. This is illustrated using a general information poster. Key contents of NBSAP 1 and NBSAP 2-including the vision, goals, objectives, and five strategic points-are also briefly explained.
- To engage participants in contributing to the revision and implementation of the 3rd National Strategy and Action Plan, the facilitator organizes a group exercise to develop a shared Biodiversity Vision for 2030 through the following steps:

Round 1:	Small group of 3-4 people (totaling 8-9 groups).
Round 2:	Merge into groups of 6-7 people (4-5 groups).
Round 3:	Groups are merged again until only 2 final groups remain.

- Afterwards, each group presents, shares opinions, and collectively synthesizes their ideas into a unified vision.

Material and Equipment :

- Annex 10: Poster on General Information about Lao NBSAPs.



- Annex 11: Five Key Strategies of the Lao NBSAP 2016-2025.



- Large pieces paper, crayon, paper tape.



Time: 60 minutes

Notes for Facilitators:

- Time management is crucial at each discussion and group consolidation round.
- Ensure inclusive participation by encouraging quieter participants to share their views.
- Utilize visual tools (posters, flipcharts) to capture and display evolving ideas throughout the session.

MODULE 07.

Your Role in Biodiversity Conservation

Objective:

To mobilize the participation of young people and women in biodiversity conservation efforts, particularly to gather their inputs and recommendations for improving the National Biodiversity Strategy and Action Plan (NBSAP).

Contents:

- Contributions of youth and women to the future of biodiversity in Laos
- Key biodiversity targets for Laos
- Initiatives, activities, and projects that youth and women wish to lead themselves
- Potential and capacity-building needs for youth and women to fully engage in biodiversity work

Method:

The World Cafe is a participatory method designed to generate ideas and foster meaningful discussions through the active engagement of participants. It encourages collaborative learning, knowledge-sharing, and the development of collective recommendations in an inclusive setting.

- **General Process Overview of the World Cafe approach:**
  1. Define the Main Topic or Issue
     » Identify the key topic or thematic issues for discussion and learning.
  2. Assign Table Facilitators
     » Select 1-2 facilitators per discussion group.
     » These facilitators remain at their respective tables to guide conversations, capture key points, and summarize each round's outcomes for the rotating participants.
  3. Group Rotations
     » The remaining participants rotate between groups, moving from one topic table to another after each round.
  4. Discussion Rounds
     » Each round lasts approximately 20-30 minutes, allowing participants to engage deeply with the topic before moving to the next group.
  5. Harvesting Results
     » After all rounds are complete, the facilitators (or selected group representatives) from each table will present a summary of their group's findings and key ideas to the entire assembly.
  6. Final Reflection and Open Feedback
     » Participants will be invited to offer additional comments, address unresolved issues, or share suggestions to ensure all perspectives are considered.
- **Brainstorming before the World Cafe:** The trainer presents KM-GBF Target 22 (Youth) and Target 23 (Women) to initiate a brainstorming session on how to adapt these global targets into national ones. Participants are asked to discuss which aspects of Targets 22 and 23 should be reviewed and updated in line with the Kunming-Montreal Global Biodiversity Framework. The trainer then compiles participants' inputs and facilitates the formulation of joint national targets.

- **Discussion Group Themes and Guiding Questions for the NBSAP revision**
  - The idea generation session will be organized into two groups, rotating through two rounds of discussion. Please note: Target 22 applies specifically to youth, while Target 23 applies specifically to women. Each target will be discussed according to the composition of the group (i.e., youth or women)
  - Group 1: Developing Actions to Achieve National Targets
    - » Using the updated Targets 22 and 23 and agreed vision from Module 6 to discuss:
    - » What type of implementation plan should Lao PDR develop to successfully achieve its vision to 2050 and targets by 2030?
    - » Identify key actions, strategies, and mechanisms for effective implementation.
  - Group 2: Strengthening Women and Youth Networks for Biodiversity
    - » Reflect on the strengths, gaps, and development needs of organizations, offices, or networks working on women's and youth issues in Lao PDR.
- **Presentation of Results**
  - After all discussion rounds are completed, each group will select a representative to present their group's brainstorming outcomes to the larger assembly.
  - Each group will have a maximum of 15 minutes to present their key findings, ideas, and recommendations.

Material and Equipment :

- Annex 12: World Cafe Process Instructions.



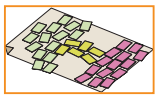
- Annex 13: A4 paper on Draft Biodiversity National Target 2030 of Lao PDR.



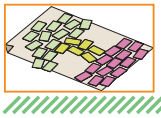
- Annex 14: Action Plan Template.



- AO poster presenting the agreed national biodiversity vision (resulting from Module 6).



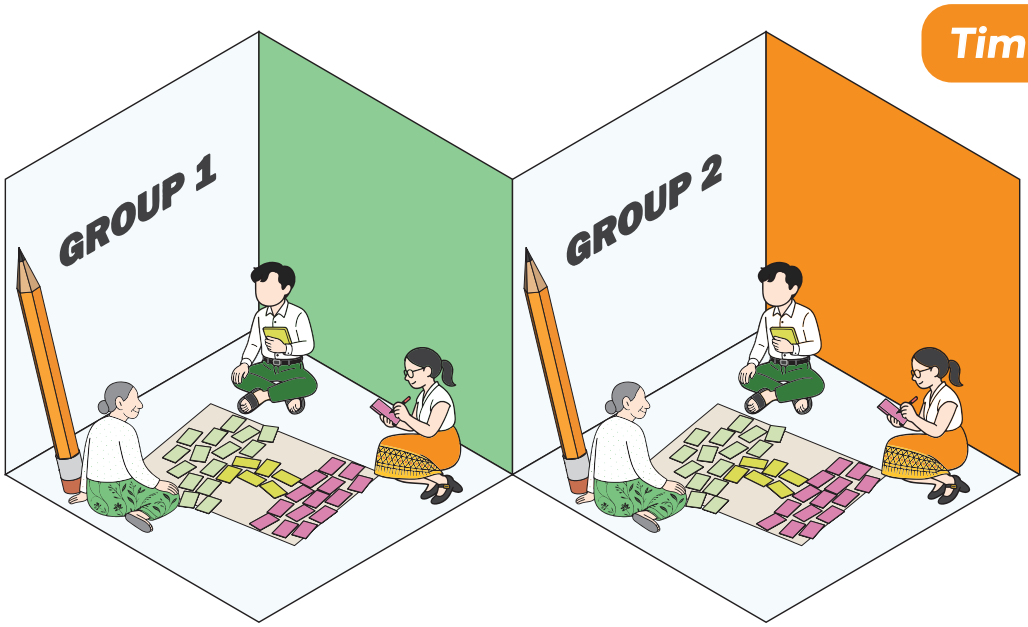
- AO poster presenting the updated targets (Target 22 on youth and Target 23 on women).



- AO size paper, makers, meta card.



Time: 120 minutes



MODULE 08.

What Have We Learned? (Post-Assessment)

Objective:

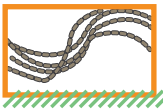
To evaluate participants' awareness and understanding after the training.

Contents:

- Self-assessment of awareness and understanding of CBD, KM-GBF and NBSAP

Material and Equipment :

- rope.



- paper tape.



Time: 15 minutes

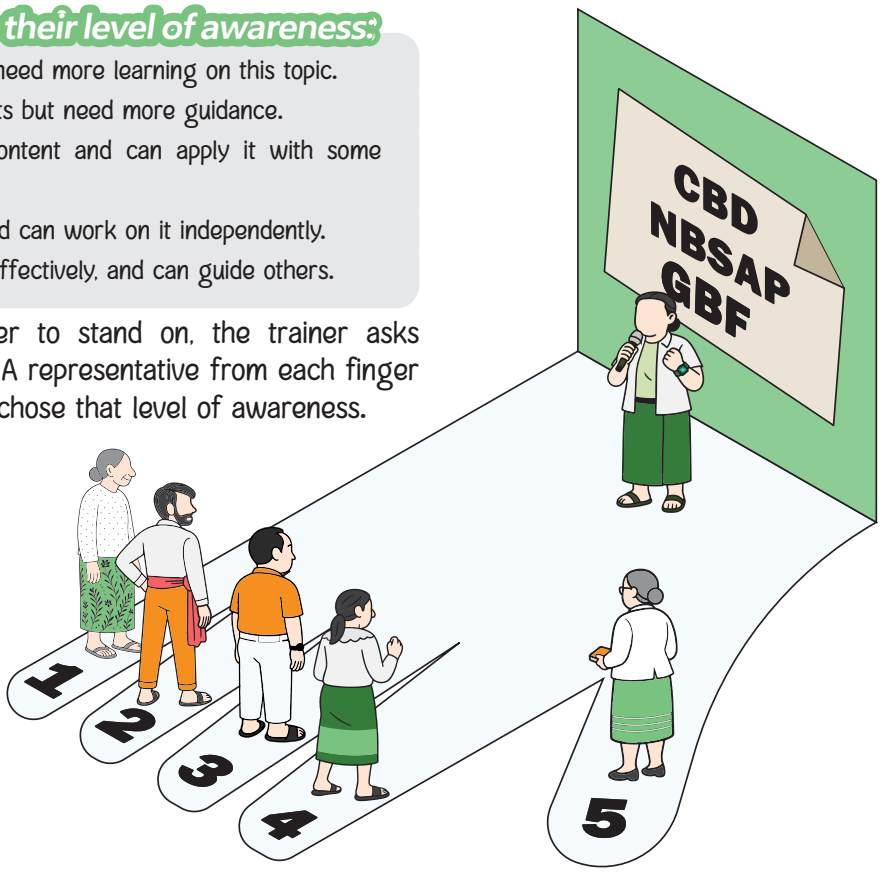
Method:

- Conduct the post-test training assessment in the same format as the pre-test training assessment
- The trainer draws a large hand with five fingers on the floor (using paper or tape) so that each finger is big enough for people to stand in. The trainer then instructs the participants to evaluate their own awareness of the Convention on Biological Diversity, the Kunming-Montreal Global Biodiversity Framework (KM-GBF), and the National Biodiversity Strategy and Action Plan by completing three rounds, one for each topic. Participants choose which finger to stand on according to their level of awareness as follows:

the 5 fingers according to their level of awareness:

1. Little finger: I still feel unsure and need more learning on this topic.
2. Ring finger: I understand some parts but need more guidance.
3. Middle finger: I understand the content and can apply it with some support.
4. Point finger: I understand it well and can work on it independently.
5. Thumb: I'm confident, can apply it effectively, and can guide others.

- After participants choose a finger to stand on, the trainer asks questions to encourage reflection. A representative from each finger may be invited to share why they chose that level of awareness.
- Trainers record post-training assessment results and may take photos for documentation.



Additional online

consultation

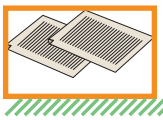
Additional online consultation with Youth representatives: Youth Online Perception Survey on Lao Biodiversity

Objective:

- *To explore the views, experiences, and recommendations of young people regarding the conservation of Lao biodiversity, and to use their inputs to support the revision of the NBSAP.*
- *To provide an additional channel for receiving contributions from youth, complementing in-person consultations, as young people are particularly well reachable through digital platforms.*

Material and Equipment :

- Questionnaire.



Time: 5 days

5 days online questionnaires are required.

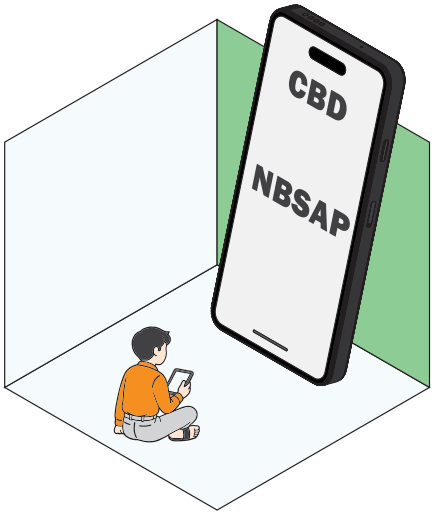
Contents:

A set of survey questions covering the following topics:
- General information of respondents (age, gender, location, etc.).
- Awareness and understanding of the term "biodiversity"
- Observations and concerns regarding Lao biodiversity
- Youth-proposed actions and solutions for biodiversity conservation.
- Youth roles and contributions to the National Biodiversity Strategy and Action Plan.

Method:

1. Designing the questionnaire
   - » A structured questionnaire was developed, divided into five thematic sections, each containing specific questions aligned with this training guideline' s structure.
2. Digital survey platform
   - » The questionnaire was uploaded to an online survey tool (Kobo Collect) to facilitate easy access and response from youth across the country.
3. Survey distribution
   - » The online survey link was shared through youth networks and social media platforms to reach a diverse range of young people nationwide.
   - » The survey remained open for five (5) days to allow ample time for responses.
4. Data collection and reporting
   - » After the survey period, all responses were compiled and analyzed.
   - » A summary report was prepared highlighting key findings, youth insights, and actionable recommendations.

The collected data and youth feedback were then incorporated into the consultation process for revising the NBSAP.



Community and Ethnic Group Consultation Modules



This section draws on lessons learned from local capacity-building and consultation workshops conducted across three distinct regions of Laos, each characterized by unique ethnic compositions, geographic features, lifestyles, and concerns-for example, mountainous communities in the north, forest-dependent populations in the central Annamite Range, and riverine communities along the Mekong River in the south.

The training was held in 3 locations:

1. Boualapha District, Khammouane Province,
2. Khong District, Champasak Province,
3. Xon District, Houaphan Province.



MODULE 01.

Introduce yourself

Objective:

For participants and the training team to get to know each other through group discussions.

Material and Equipment :

- Large piece of paper to write out the Sa Bai Dee Song lyrics.



Time: 20 minutes

Contents:

- Welcome activity: Gather participants for a short mindfulness moment using music.
- Icebreaker: ສະບາຍດີ Sa Bai Dee ("Hello Song") to create a friendly and open atmosphere

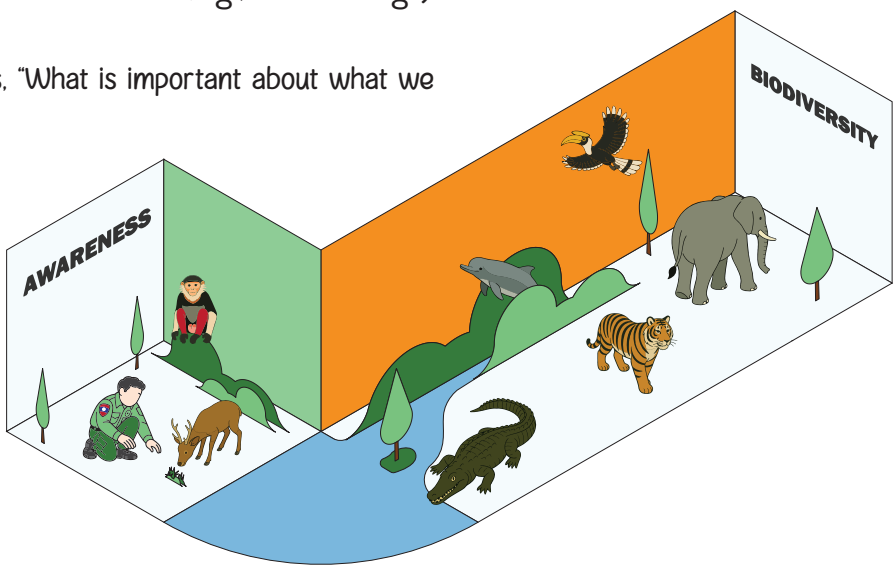
Sa Bai Dee (Hello Song)

ສະບາຍດີ	ວັນນີ້ມາພົບກັນ
ແສນສຸກສັນ	ສຳລານກັນທ໋ອໜ້າ
ສຸດດີໃຈ	ວັນນີ້ທີ່ໄດ້ມາ
ພັດທະນາ	ຊຸມຊົນໃຫ້ກ້າວໄປ
ລາໆ ລາໆ	ລັນໆ ລາ (ຊ້ຳ 3 ເທື່ອ)

Our contribution to biodiversity and natural resources by connecting personal identity to the theme

Method:

- Hello Song: The trainer leads participants in singing the Sa Bai Dee song.
- Self-introduction: Participants share their name (full name or nickname).
- Nature comparison: Each participant says what element of biodiversity or natural resources they compare themselves to (e.g., "Chanthalangsy is like a river").
- Group reflection: The trainer asks, "What is important about what we compare ourselves to?"
- Brainstorm & link: Collect a few answers, then connect them to the training's theme of valuing and protecting biodiversity.



MODULE 02.

Basic understanding of biodiversity, natural resources and risks

Objective:

To provide participants with a foundational understanding of biodiversity, natural resources, and the factors contributing to extinction risk.

Contents:

- Definition and importance of biodiversity to human livelihood.
- Factors that cause the risk of extinction of biodiversity.

Definition and importance of biodiversity to human livelihood:

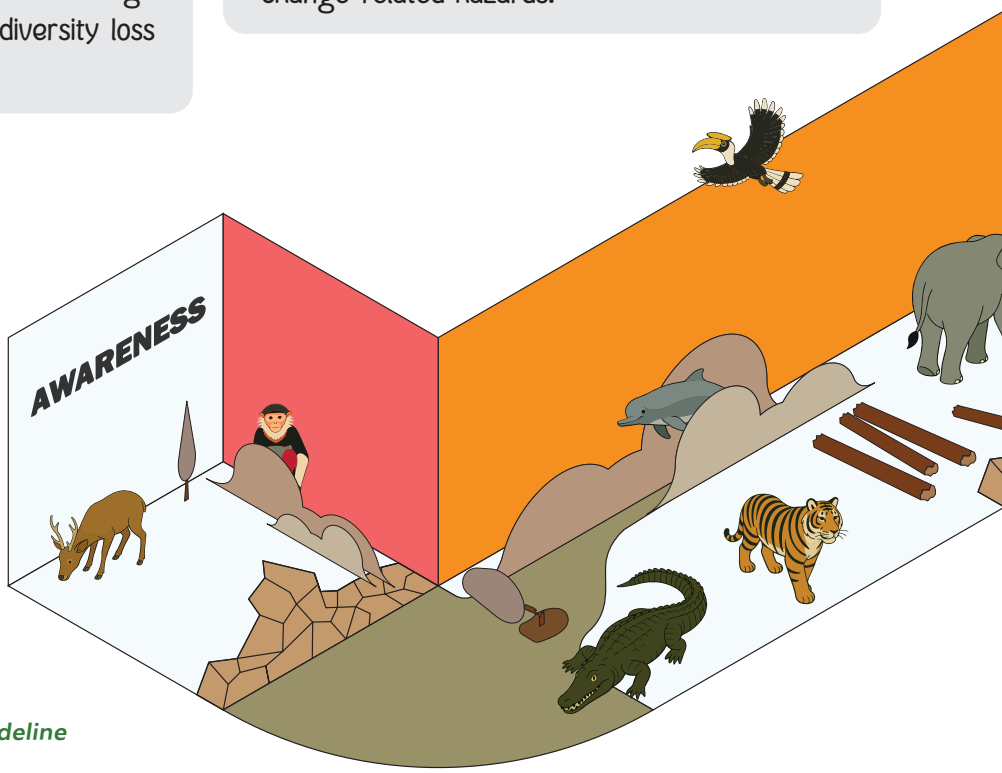
Biodiversity: The variety of life on Earth, including different plants, animals, insects, microorganisms, their genes, and the environments they live in. Biodiversity is important because it keeps nature healthy and in balance.

Natural resources: Elements that support human life, including water, air, land, trees, sunlight, and minerals. These resources are used for food, shelter, and energy.

Factors that contribute to the risk of biodiversity extinction

- Globally, wildlife populations have declined by about 70% over the past 50 years. Scientists estimate that hundreds to several thousand species may be going extinct each year, although the exact number is uncertain. Biodiversity loss is also rising in Lao PDR.

- Causes include reckless hunting, forest clearing, habitat destruction, overexploitation of natural resources, natural disasters, and climate change-related hazards.



Method:

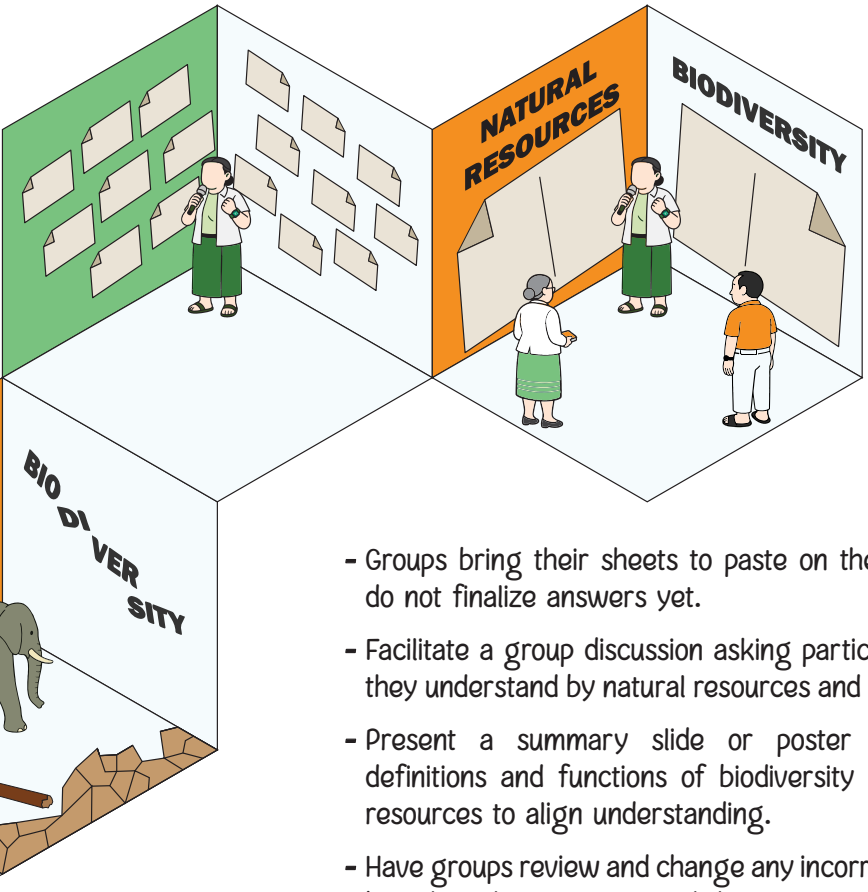
- Post prepared pictures of biodiversity and natural resources on the wall.

Prepare images including:

Biodiversity images: bees, flowers, birds, fish, earthworms, elephants, water buffalo, monkeys, deer, tigers, squirrels, ants, beetles, crickets, frogs, mushrooms.

Natural resource images: water, rocks, trees, sand, sunlight, fuel, air, groundwater, well water, freshwater, streams, farmland, rice fields, gold ore, iron ore, copper ore, bamboo.

- Divide participants into 6 groups by counting off from 1 to 6.
- Write each group's name on a large sheet of paper according to the prepared chart.
- Ask each participant to choose 2 pictures:
  - » 1 biodiversity picture.
  - » 1 natural resource picture.
- They paste these on their group's paper.
- Once everyone finishes, groups discuss whether their picture choices are correct.



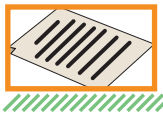
- Groups bring their sheets to paste on the board but do not finalize answers yet.
- Facilitate a group discussion asking participants what they understand by natural resources and biodiversity.
- Present a summary slide or poster with clear definitions and functions of biodiversity and natural resources to align understanding.
- Have groups review and change any incorrect pictures based on the summary and discuss any questions.
- Present the key factors contributing to extinction risks and discuss with the participants.

Material and Equipment :

- Annex 01: Poster on biodiversity definition and risk factors.



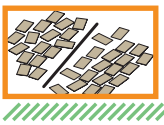
- Large sheet of paper with the game instructions ("Picture Box").



- Large sheets of paper for each group's pictures.



- Prepared picture cards (biodiversity and natural resources).



Time: 60 minutes

MODULE 03.

Convention on Biological Diversity (CBD), Kunming-Montreal Global Biodiversity Framework(KM-GBF) and National Biodiversity Strategy and Action Plan (NBSAP)

Objective:

To build participants' understanding of the Convention on Biological Diversity, the Kunming-Montreal Global Biodiversity Framework, and Lao PDR's National Biodiversity Strategy and Action Plan, and how these three are connected.

Contents:

- Convention on Biological Diversity (CBD):
- Kunming-Montreal Global Biodiversity Framework (KM-GBF)
- National Biodiversity Strategy and Action Plan (NBSAP).

Convention on Biological Diversity (CBD):

- Definition and purpose.
- How the CBD operates how it is implemented in Laos

Kunming-Montreal Global Biodiversity Framework (KM-GBF):

- A shared work plan with agreed goals and timelines under the CBD (Kunming-Montreal GBF).
- Vision 2050 - "Living in harmony with nature."
- Focus on Target 22 - Ensuring full representation, visibility, participation, and gender-responsiveness in biodiversity-related decision-making, protecting the rights, knowledge, and cultures of ethnic peoples, local communities, women, girls, youth, and persons with disabilities, while safeguarding human rights and environmental rights.

National Biodiversity Strategy and Action Plan (NBSAP):

- Relationship between Lao PDR's NBSAP and the CBD/GBF.
- Overview of Lao PDR's current NBSAP and its alignment with global commitments.

Method:

1. Brainstorming: Ask participants, "What is a convention?" to build a shared understanding.
2. Present a poster on the history of the CBD (1987-1996).
3. Share background information on the CBD using visual posters.
4. Present the implementation of the CBD in Lao PDR.
5. Introduce the KM-Global Biodiversity Framework, highlighting key elements and Target 22.
6. Explain the link between the CBD, KM-GBF, and Lao PDR's NBSAP.

Material and Equipment :

- Annex 03: Poster on Global Emergence of the Convention on Biological Diversity (CBD)



- Annex 04: Poster on Emergence of the Convention on Biological Diversity in Laos



- Annex 05: Poster on Overview of the Convention on Biological Diversity



- Annex 06: Poster on International Working Mechanism of the CBD



- Annex 08: Poster on the Kunming-Montreal Global Biodiversity Framework



- Annex 10: Poster on General Information about Lao NBSAP.



Time: 30 minutes

MODULE 04.

Local Wisdom and Community Vision

Objective:

To encourage participants to reflect on and share their community's wisdom, lifestyle, traditions, culture, and beliefs related to nature, and to collectively develop a vision for the future of the community's biodiversity.

Contents:

- Local wisdom, traditions, culture, and beliefs connected to nature and biodiversity.
- Behaviors and lifestyles of ethnic groups and local communities in relation to the environment.
- Collaborative vision-setting for biodiversity conservation and sustainable natural resource use.

Material and Equipment :

- large sheet of paper with a pre-drawn tree (roots, trunk, and branches), one per group



- Meta card or sticky notes, Markers.



Time: 60 minutes

Note: Keep this vision tree notepad for future use in the discussion on day 2.

Method:

Group formation

- Divide participants into 4 groups: 2 women's groups and 2 men's groups.

Vision Tree activity

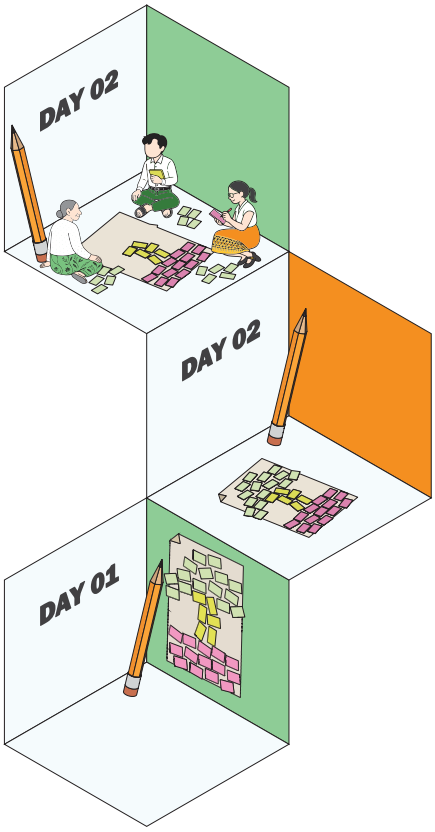
- Step 1 - Roots (Past & Present):
  - Draw a large tree on a big sheet of paper with visible roots, trunk, and branches.
  - Each group discusses the "roots" - community activities, local knowledge, traditions, cultural practices, and beliefs that are connected to nature and biodiversity.
  - Write each idea on a meta card or sticky note and attach it to the roots of the tree.
- Step 2 - Branches (Future Vision):
  - Ask: "What would you like to see in the 10-year future for your community's natural resources and biodiversity?"
  - Brainstorm and write future visions on sticky notes, then attach them to the branches of the tree.
- Step 3 - Trunk (Priority Actions):
  - Each group reviews their "branches" and selects two priority issues or actions they believe should be addressed first.
  - Rewrite the selected priorities and attach them to the trunk of the tree.

Sharing & discussion

- Each group facilitator summarizes their group's results.
- Groups select 1-2 representatives to present their vision tree to the larger group.
- In the plenary session, all groups present their outcomes and discuss similarities, differences, and shared priorities.

Acknowledgement

- Trainer thanks all groups for their contributions and expresses appreciation for their care and concern for nature.



MODULE 05.

The rights and participation of communities and ethnic groups in the conservation of biodiversity and natural resources

Objective:

To enable participants to understand the basic rights of Lao citizens and to recognize the importance of community participation, particularly among ethnic groups, in conserving biodiversity and natural resources.

Contents:

- Basic rights and duties of Lao citizens (as outlined in the Constitution and Land Law).
- Community participation in biodiversity and natural resource conservation.

Basic rights and duties of Lao citizens according to the Constitution and Land Law

Constitution

Article 19, paragraph 2 : All organizations and citizens must protect and conserve biodiversity and use natural resources sustainably.

Article 34, paragraph 2 : The State recognizes , respects , protects and guarantees human rights and fundamental rights of citizens in accordance with the law.

Article 35: Lao citizens, without distinction of gender , social status , level of education , religion, or ethnic group, are equal by the law.

Article 37: Lao citizens, both men women, have equal political, economic, cultural, social and family rights.

Land law

Article 3, paragraph 2 : The State grants land use rights to Lao citizens, including legal entities, groups and organizations that are Lao citizens, for long-term and sustainable use.

Article 4, Clause 8: The right to use land of individuals refers to the right to use land of Lao citizens who have a valid land title.

(Example: Show a short video illustrating equal rights of women and men in land ownership). Video link here: https://www.youtube.com/watch?v=wDxxBkSvR2o (LIWG, 2023)

Community participation in biodiversity and natural resource conservation

Evolution of community participation:

Overview of how communities have contributed to conservation efforts in the past and present.

Levels of community participation: Ranging from

1. passive participation,
2. participation by consultation,
3. bought participation,
4. functional participation,
5. interactive participation.
6. self-mobilization.

[Pretty and Smith, 2004].

Method:

Game "Little Ducks and Islands"

- Each participant stands on a large sheet of paper representing an "island." One sheet remains empty-this is the target island a duck tries to occupy.
- The duck walks at a normal pace toward the empty island. Meanwhile, other participants move or run between islands to prevent the duck from occupying the empty island.
- Rules:
  - No hitting, pushing, or physically blocking the duck.
  - One person cannot occupy two islands at the same time.
  - Movement must be quick but safe.
- The goal is to protect the empty island from the duck for as long as possible in each round.
- The game is played over 5 rounds. After each round, the timer stops when the duck successfully occupies the empty island, and the recorder notes the time and the name of participant responsible for allowing the duck to take the island.

Post-game reflection questions:

- How did those who lost their "island" feel?
- Who moved the most, and why?
- Was there anyone who moved very little or not at all? Why?

Key take way of this game

- All Lao citizens have equal rights and duties under the Constitution and Land Law, including the right to use land and the responsibility to protect biodiversity and natural resources-regardless of gender, status, or ethnic group.
- Community participation is essential for conservation, moving from just receiving information to being consulted, making joint decisions, and even taking leadership roles in protecting biodiversity and natural resources.

Linking to the Lesson:

- The trainer leads a discussion: "Who is considered a Lao citizen? What are their basic rights?"
- Present and explain the basic rights and duties of Lao citizens according to the Constitution and Land Law.
- Introduce the concept of community participation in biodiversity and natural resource conservation, explaining the different levels of participation.

Material and Equipment :

- Write the basic rights and duties of Lao citizens (Constitution and Land Law) on AO paper



- Write the levels of community participation on AO paper



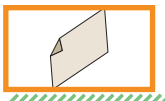
- Instruction sheet for the "Little Ducks and Islands" game



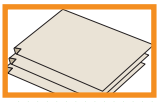
- Stopwatch



- Paper to record the time and name of participant responsible for allowing the duck to take the island



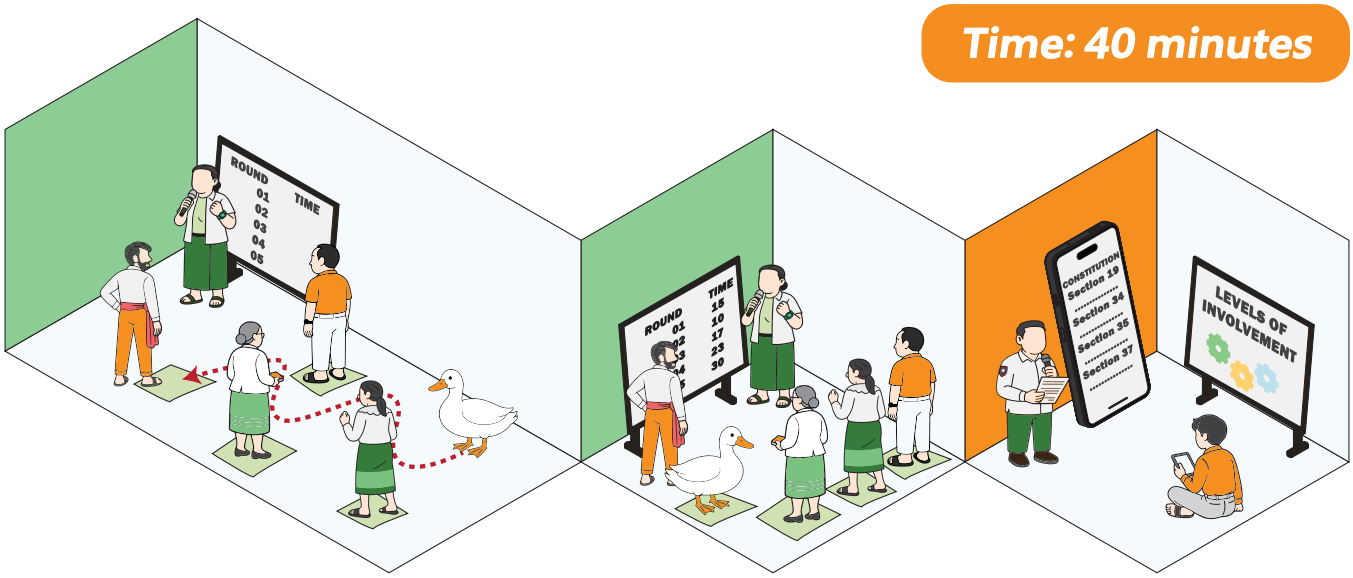
- Large sheet of paper (one per participant, plus one extra)



- Bell



Time: 40 minutes



MODULE 06.

Community and ethnic group consultation on contributions to local and national biodiversity activities

Objective:

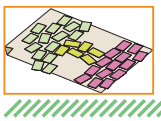
To mobilize the participation of communities and ethnic groups in biodiversity efforts, especially to gather information and recommendations for improving the National Biodiversity Strategy and Action Plan.

Contents:

- Review and build upon the community vision (vision trees) for biodiversity conservation.
- Emphasize the goal of involving communities and ethnic groups in local biodiversity conservation.
- Develop community and ethnic group biodiversity action plans aligned with their visions and priorities.

Material and Equipment :

- Vision Tree sheets from the previous session.



- Sample action plan table/template.



- Large sheets of paper, markers, and meta cards.



Time: 120 minutes

Method:

1. Continue working in the same 4 groups from the Vision Tree activity (see module 4).
2. Each group reviews the two priority issues identified on their Vision Tree and discusses why these were chosen.
3. The group facilitator guides participants to develop a concrete action plan for achieving these priorities, using an action plan table template.
4. Once groups complete their action plans, each group selects one representative to present their plan to the larger group.
5. While groups work, the training team summarizes the visions and goals from all four groups into a consolidated version, which is then presented to all participants at the end.



Note: While participants work on their action plans, the training team will consolidate the visions and goals from all four groups into a single summary. This combined summary will then be presented to the larger group at the conclusion of the session.

MODULE 07.

Assessing perceptions of the training (post-training evaluation)

Objective:

To allow participants to assess their own perceptions of the lessons after the training.

Contents:

- Participants will evaluate their knowledge and opinions.

Participants will evaluate their knowledge and opinions:

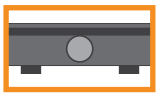
1. The understanding of the Convention on Biological Diversity, the KM-Global Biodiversity Framework, and the National Biodiversity Strategy and Action Plan (NBSAP)
2. Basic rights of Lao citizens, including gender equality, land rights, and their role in biodiversity conservation
3. Awareness of local wisdom and culture of communities and ethnic groups
4. The practicality and feasibility of the action plans developed in the Vision Tree activity for their communities
5. The relevance and usefulness of the training in supporting biodiversity conservation in their area
6. Their sense of inclusion and participation in the revision process of Lao's NBSAP

Material and Equipment :

- Annex 16: Post Assessment questionnaires form



- LCD monitor or projector



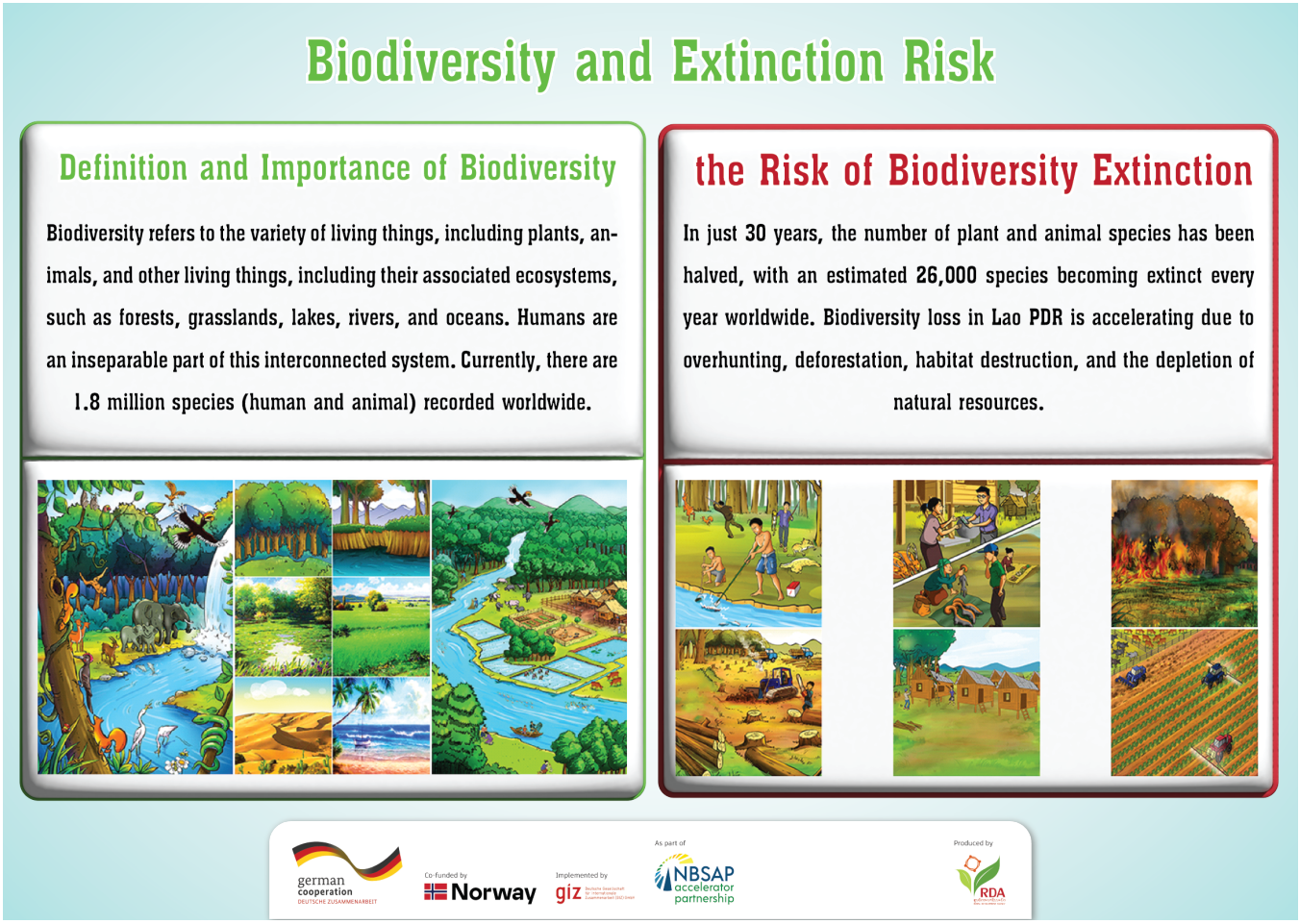
Time: 30 minutes

Method:

- The trainer distributes the questionnaire and explains how to complete it.
- Participants fill in their personal information.
- The trainer displays each question on an LCD monitor or projector, allowing participants time to think thoroughly and ask the trainer for clarification before answering each question one by one.
- This process continues until all questions are completed.

Annex 01:

Poster on Biodiversity Definition and Risk Factors.



Annex 02:

The CBD Journey Game Set.



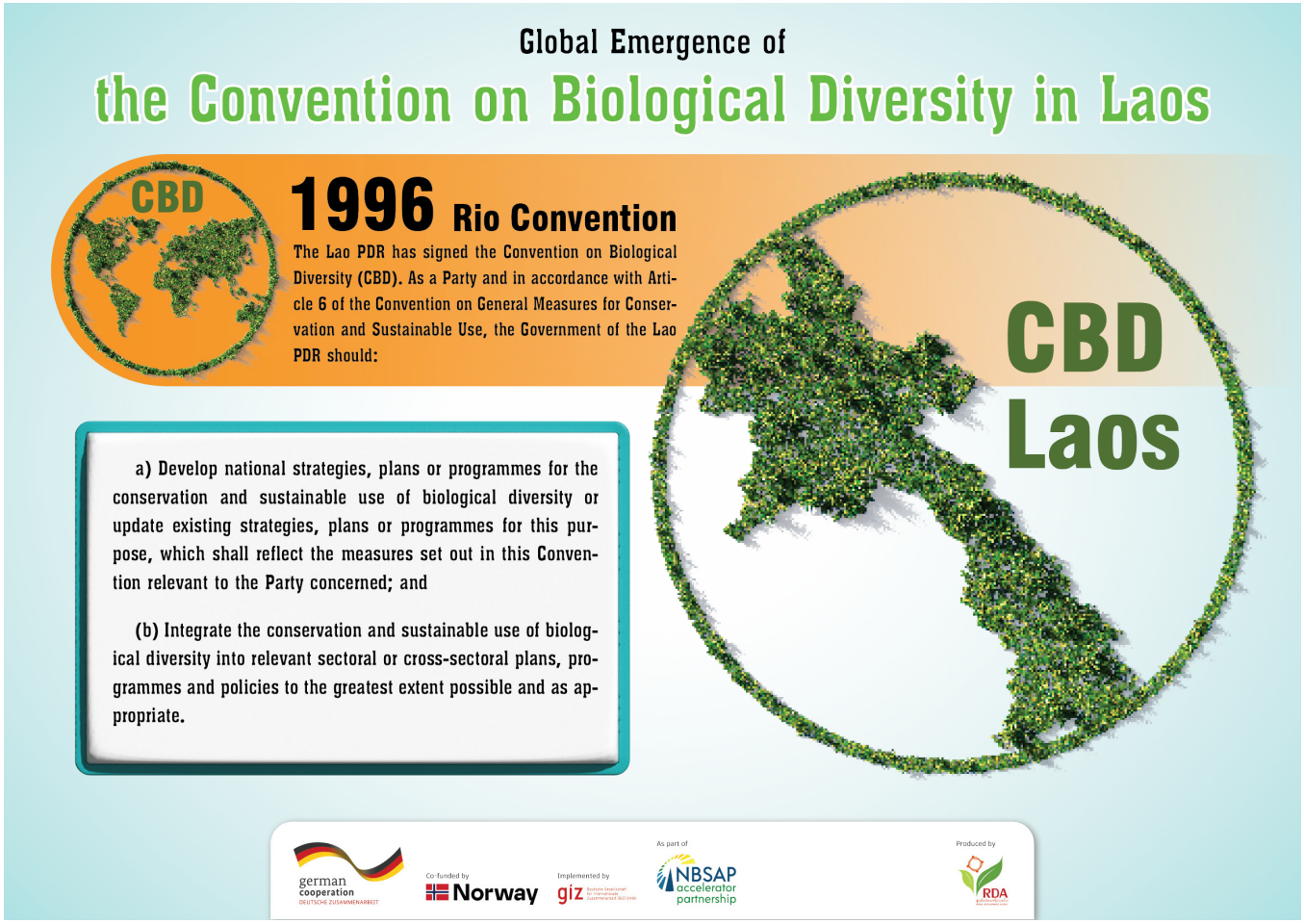
Annex 03:

Poster on Global Emergence of the Convention on Biological Diversity (CBD).



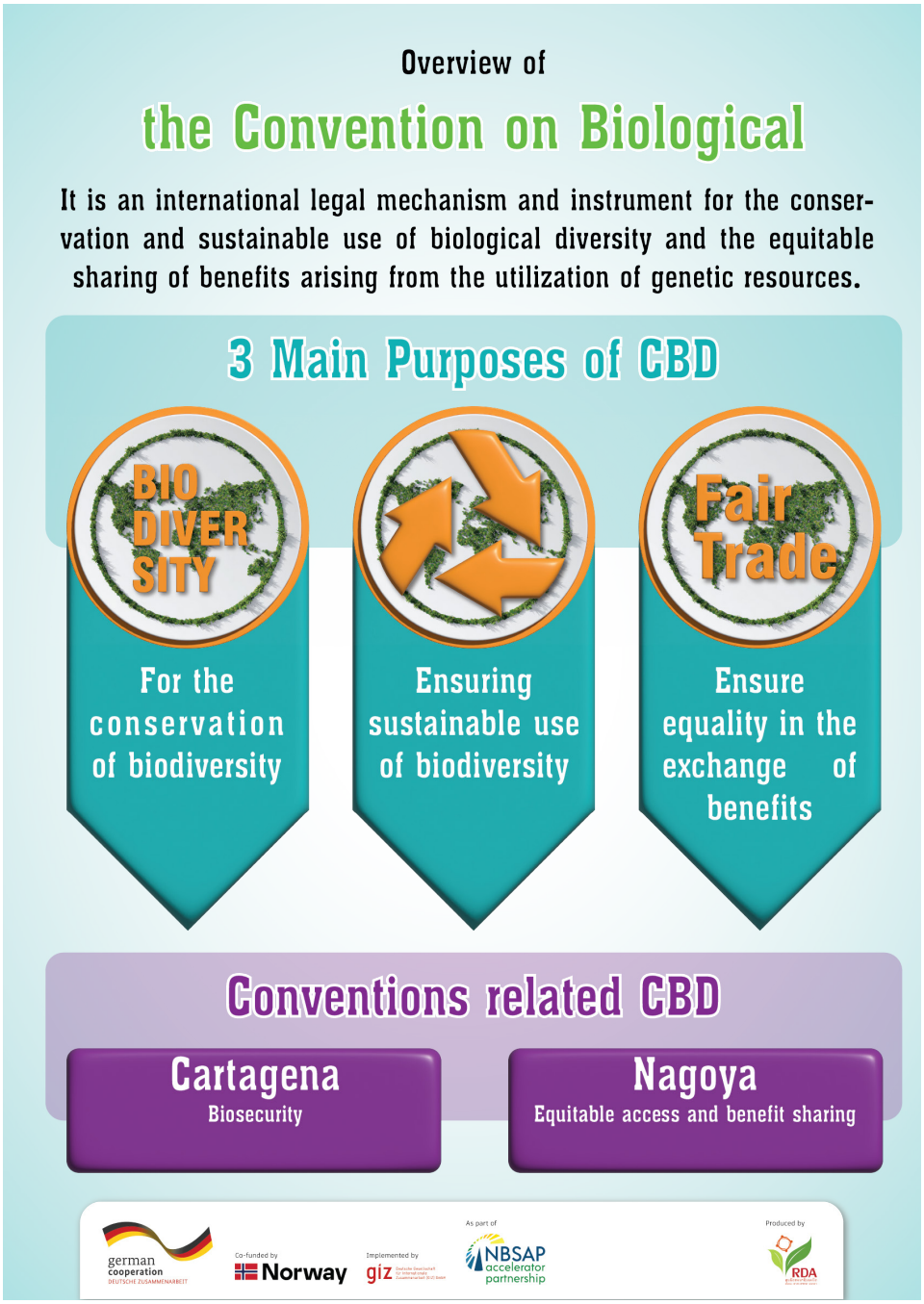
Annex 04:

Poster on Emergence of the Convention on Biological Diversity in Laos.



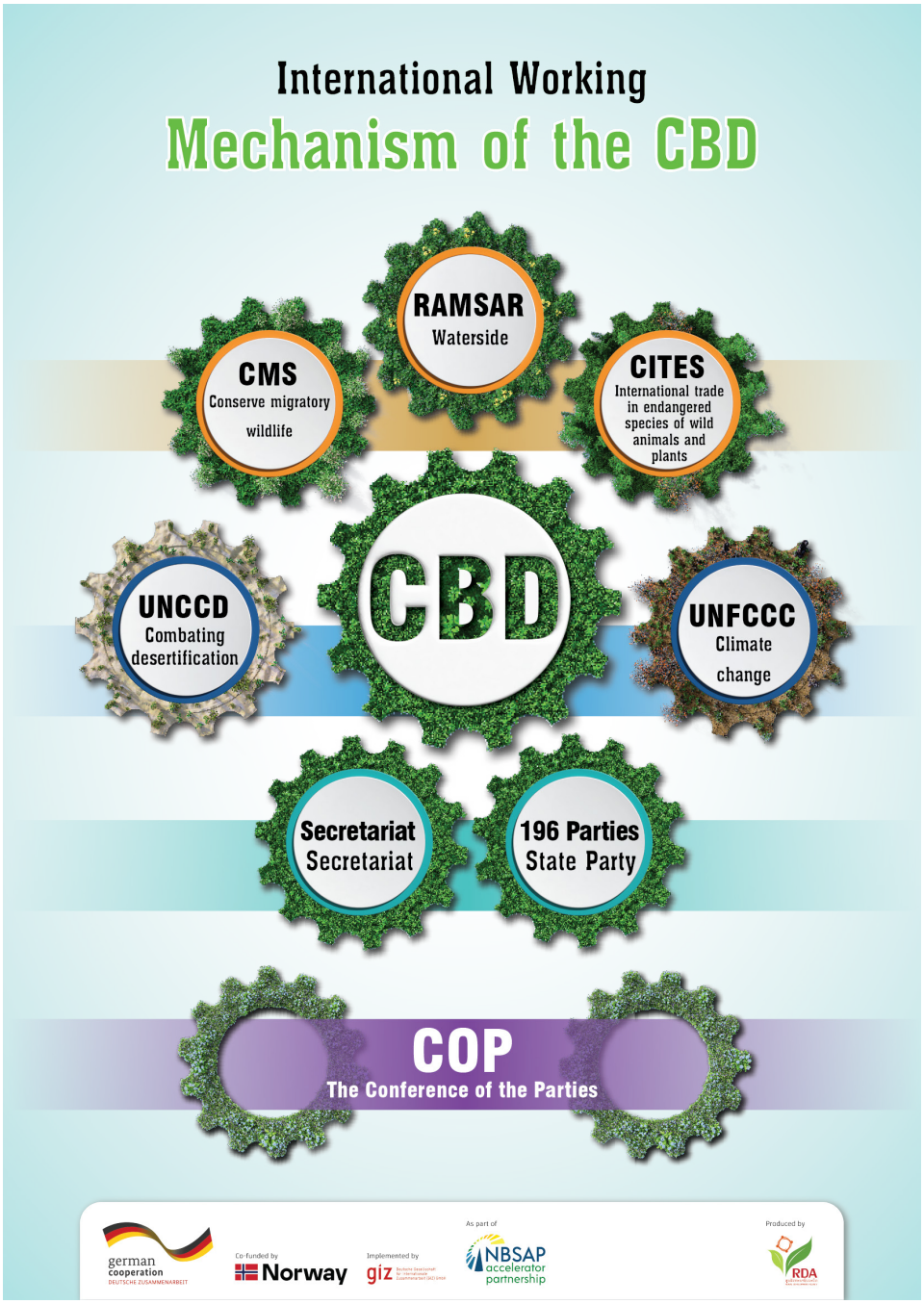
Annex 05:

Poster on Overview of the Convention on Biological Diversity.



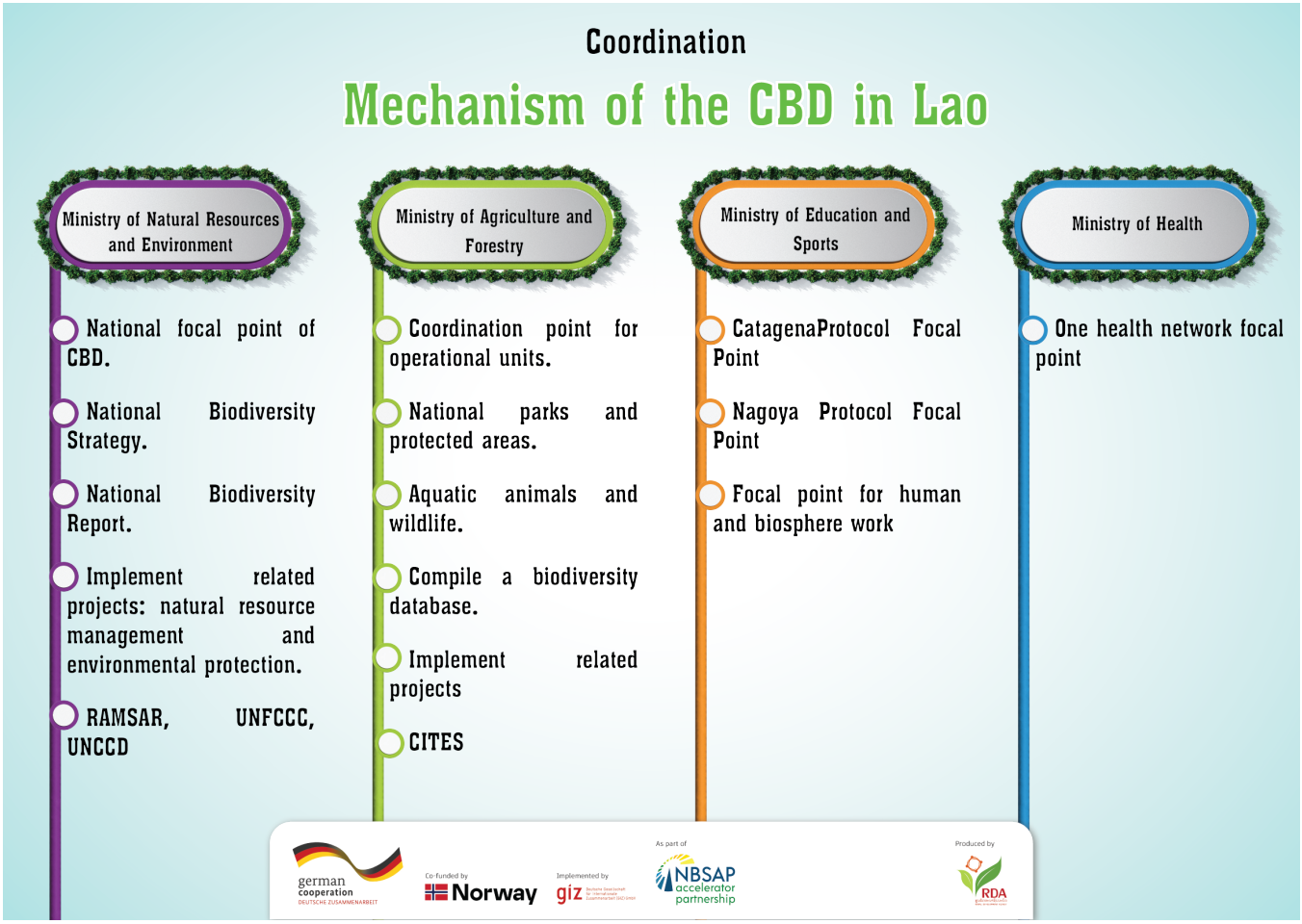
Annex 06:

Poster on International Working Mechanism of the CBD.



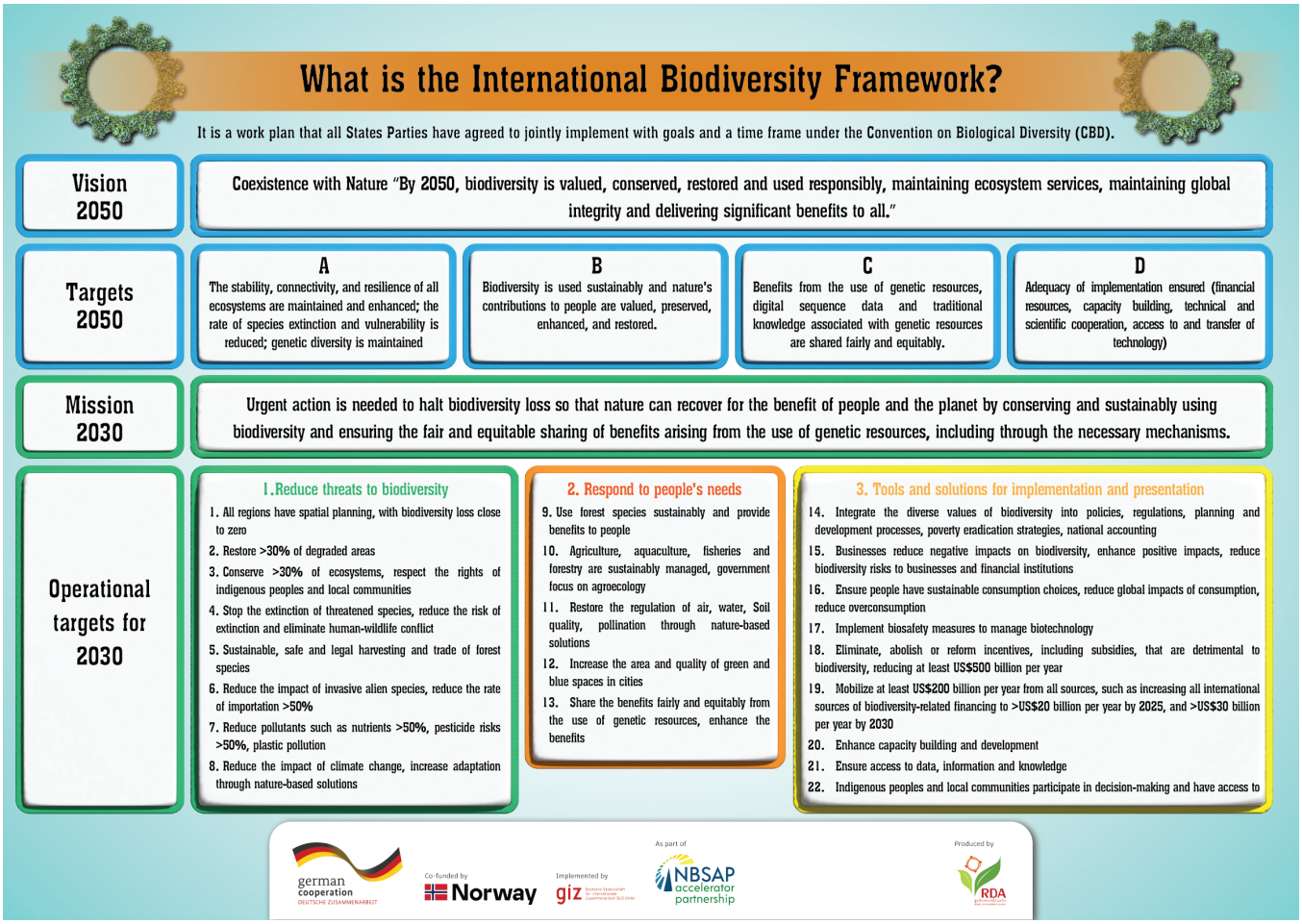
Annex 07:

Poster on Coordination Mechanism of the CBD in Lao PDR.



Annex 08:

Poster on the Kunming-Montreal Global Biodiversity Framework.



Annex 09:

A4 paper on each of 23 target of Kunming- Montreal Global Biodiversity Framework.

Target 1: **By 2030, Lao PDR will have an integrated biodiversity-inclusive spatial plan, with effective management to address land use changes, in particular to focus on reducing the loss of areas of high biodiversity importance, rare ecosystems, and other ecosystems with high ecological integrity, while respecting the rights of local communities and indigenous people.**
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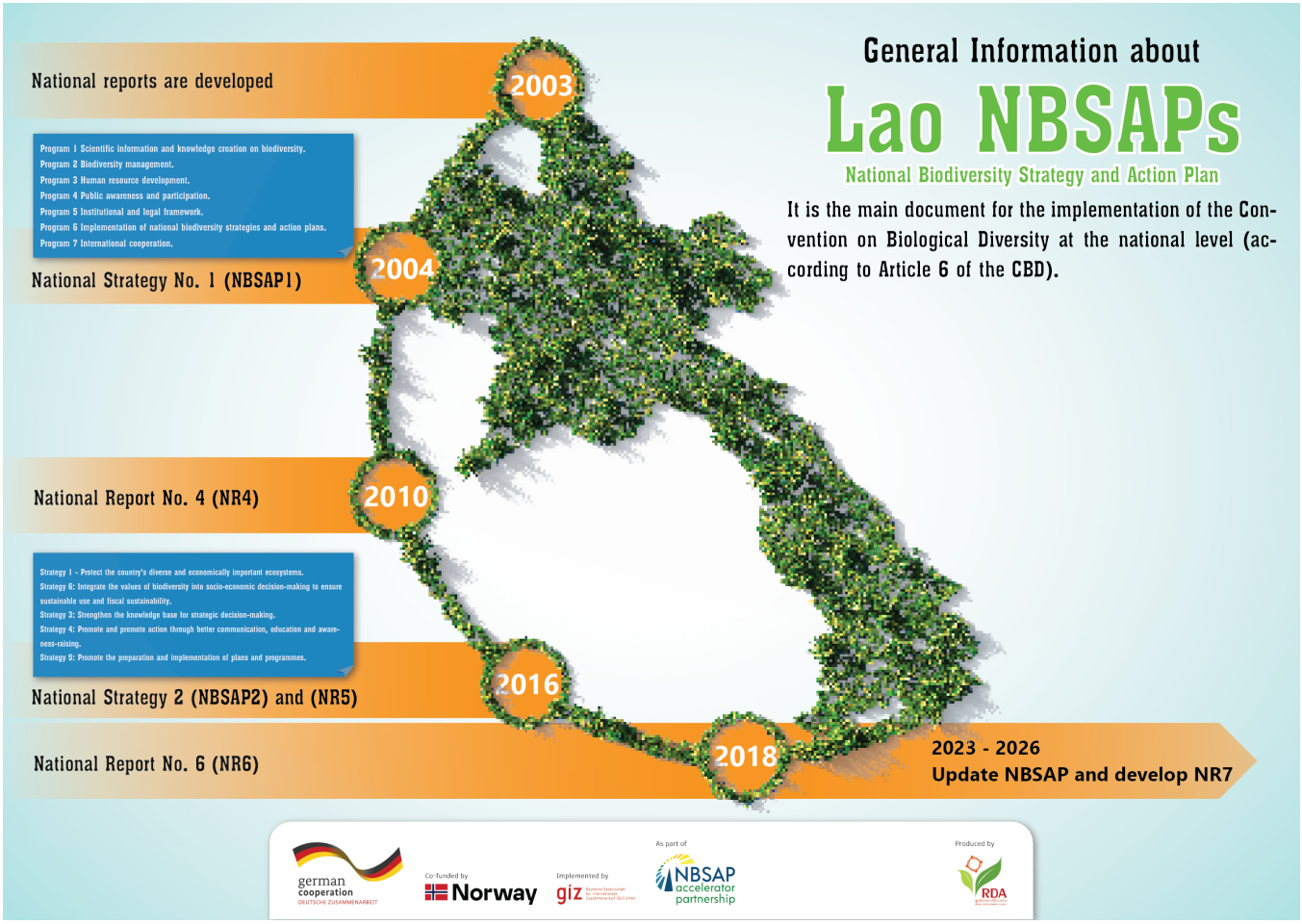
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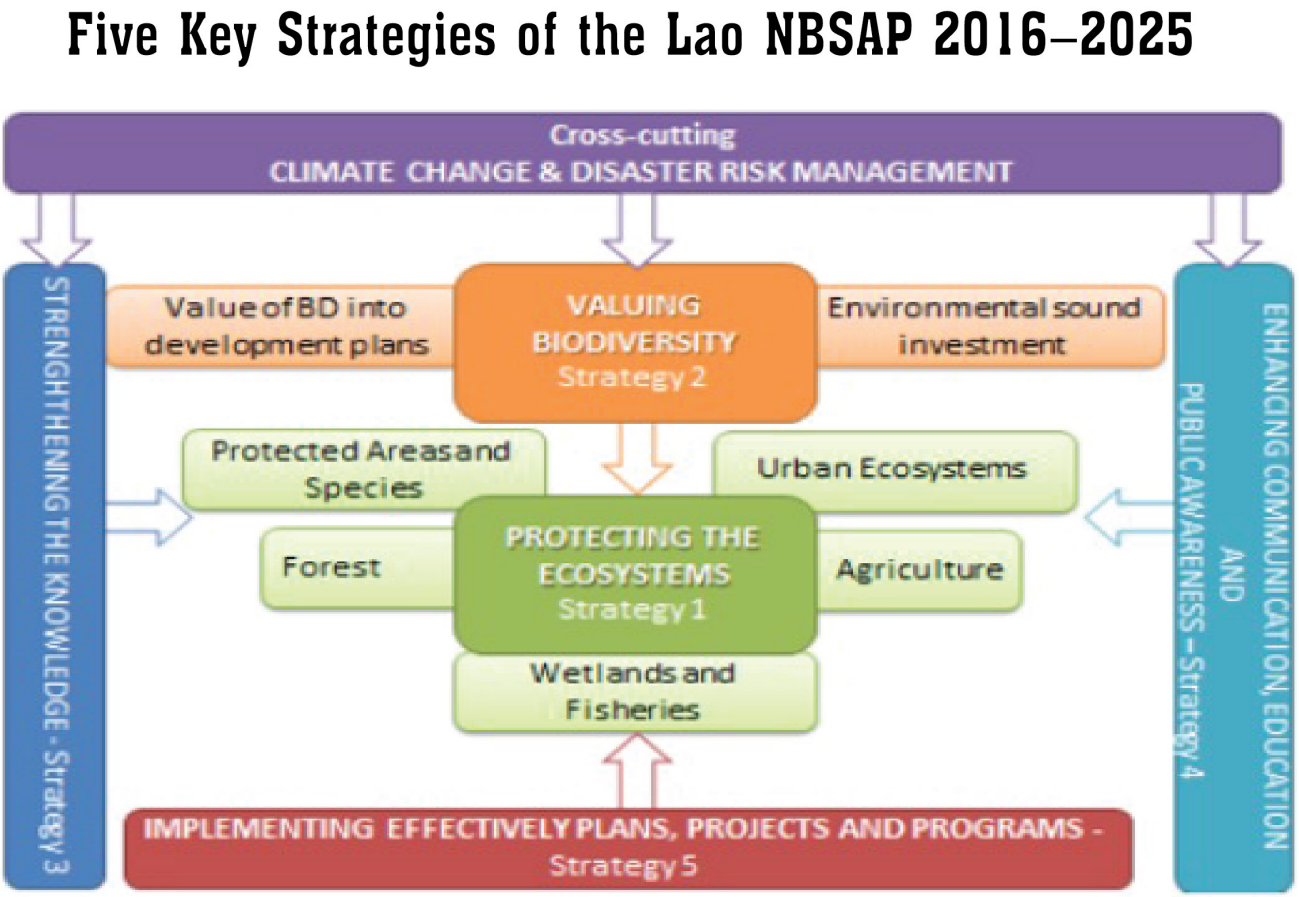
Annex 10:

Poster on General Information about Lao NBSAPs.



Annex 11:

Five Key Strategies of the Lao NBSAP 2016-2025.



Annex12:

World Cafe Process Instructions.



Annex 13:

A4 paper on Draft Biodiversity National Target 2030 of Lao PDR.

ສະບັບຮ່າງ: ເປົ້າໝາຍແຫ່ງຊາດດ້ານຊີວະນາໆພັນ ຮອດປີ 2030 ຂອງ ສປປ ລາວ ເພື່ອປະກອບເຂົ້າໃນ NBSAPs

ເປົ້າໝາຍ 1 (ການວາງແຜນພື້ນທີ່ເພື່ອຫຼຸດຜ່ອນການສູນເສຍຊີວະນາໆພັນ)

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ເປົ້າໝາຍ 2 (ຟື້ນຟູ ພື້ນທີ່ເສື່ອມໂຊມ ໃຫ້ໄດ້ 30%)

ຮອດປີ 2030 ຈະໄດ້ຮັບການສ້າງແຜນທີ່ ພື້ນທີ່ເສື່ອມໂຊມຂອງປ່າໄມ້, ເນື້ອທີ່ດິນກະສິກຳ, ນ້ຳໃນດິນ ແລະ ຫຼາຍກວ່າ 20% ຈະໄດ້ຮັບການຟື້ນຟູຄືນໃໝ່ເພື່ອປັບປຸງຊີວະນາໆພັນ, ມີການເຊື່ອມຕໍ່ ແລະ ຄວາມສົມບູນຂອງລະບົບນິເວດ.

ເປົ້າໝາຍ 3 (ອະນຸລັກ ທີ່ດິນ, ນ້ຳ ແລະ ທະເລ ໃຫ້ໄດ້ 30%)

ຮອດປີ 2030, ຢ່າງໜ້ອຍ 30%% ຂອງພື້ນທີ່ລະບົບນິເວດດິນ ແລະ ນ້ຳໃນດິນ, ໂດຍສະເພາະ ເຂດທີ່ມີຄວາມສຳຄັນທາງດ້ານຊີວະນາໆພັນ ແລະ ການບໍລິການຂອງລະບົບນິເວດ, ຈະຕ້ອງໄດ້ຮັບການກຳນົດ, ອະນຸລັກຢ່າງມີປະສິດທິຜົນ ແລະ ຄຸ້ມຄອງຜ່ານລະບົບຕົວແທນດ້ານນິເວດວິທະຍາ, ເຊື່ອມໂຍງເຂົ້າກັນຢ່າງດີ ແລະ ມີລະບົບຄຸ້ມຄອງປ່າສະຫງວນ ຢ່າງເທົ່າທຽມກັນ ແລະ ມີມາດຕະການອະນຸລັກຕາມພື້ນທີ່ ທີ່ມີປະສິດທິຜົນອື່ນໆ, ໃນຂະນະທີ່ຮັບປະກັນວ່າການນຳໃຊ້ໃຫ້ເກີດປະໂຫຍດຢ່າງຍືນຍົງນັ້ນ ສອດຄ່ອງກັບຜົນໄດ້ຮັບຂອງການອະນຸລັກຢ່າງເຕັມສ່ວນ ໂດຍຮັບຮູ້ ແລະ ເຄົາລົບສິດຂອງຊຸມຊົນທ້ອງຖິ່ນ.

ເປົ້າໝາຍ 4 (ຢຸດຢັ້ງການສູນພັນຂອງຊະນິດພັນ, ປົກປ້ອງຄວາມຫຼາກຫຼາຍທາງພັນທຸກຳ ແລະ ແກ້ໄຂຂໍ້ຂັດແຍ່ງຂອງມະນຸດ-ສັດປ່າ)

ຮອດປີ 2030, ບັນຊີແດງແຫ່ງຊາດ ແລະ ຂະບວນການກຳນົດຊະນິດພັນທີ່ຖືກຄຸກຄາມຈະສຳເລັດ; ຈະສຳເລັດແຜນການຟື້ນຟູສຳລັບຊະນິດພັນທີ່ເປັນບຸລິມະສິດທີ່ລະບຸໄວ້ວ່າ ເປັນສັດປ່າທີ່ໃກ້ຈະສູນພັນ ຫຼື ໃກ້ຈະສູນພັນທີ່ສຸດ; ຈະມີຄວາມເຂົ້າໃຈທີ່ດີຂຶ້ນກ່ຽວກັບຄວາມຂັດແຍ່ງລະຫວ່າງມະນຸດ-ສັດປ່າ ແລະ ຄວາມຂັດແຍ່ງເຫຼົ່ານີ້ຈະຫຼຸດລົງ 50%.

ເປົ້າໝາຍ 5 ແລະ 9 ຮວມເຂົ້າກັນ (ຮັບປະກັນການລ່າ, ນຳໃຊ້ ແລະ ການຄ້າສັດປ່າ ແບບຍືນຍົງ, ປອດໄພ ແລະ ຖືກກົດໝາຍ)

ຮອດປີ 2030, ກົດໝາຍ, ລະບຽບການ, ການຕິດຕາມສັດປ່າ ແລະ ຜືດປ່າຕ່າງໆ ຈະໄດ້ຮັບການຈັດຕັ້ງປະຕິບັດຢ່າງພຽງພໍ ເພື່ອຮັບປະກັນ ການຊົມໃຊ້ແບບຍືນຍົງ ດ້ວຍການວາງແຜນການ ຄຸ້ມຄອງຢ່າງມີປະສິດທິຜົນ, ໂດຍສະເພາະທາງດ້ານການຄ້າ ໂດຍຜ່ານການປຶກສາຫາລືກັບຊຸມຊົນທ້ອງຖິ່ນ ແລະ ຊົນເຜົ່າ.

ເປົ້າໝາຍ 6 (ຫຼຸດຜ່ອນການນຳເຂົ້າ ແລະ ໄພຄຸກຄາມຂອງສາຍພັນຕ່າງຖິ່ນ ລົງ 50%)

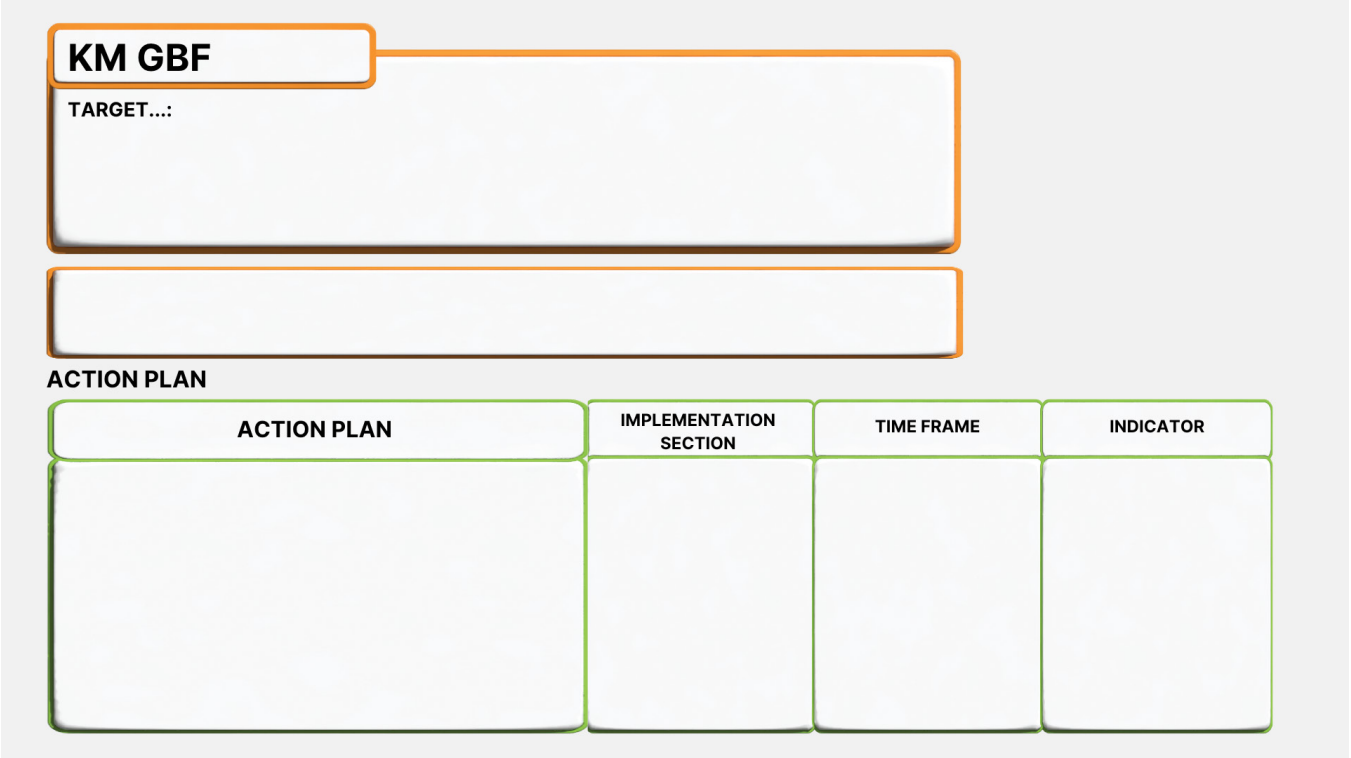
ຮອດປີ 2030, ພັນພືດ ແລະ ສັດປ່າຕ່າງຖິ່ນໃນ ສປປ ລາວ ຈະຖືກປະເມີນໂດຍຜ່ານການສຳຫຼວດ, ມີແຜນທີ່ການແຜ່ຂະຫຍາຍພັນ, ປະເມີນຜົນກະທົບ ແລະ ຄຸ້ມຄອງເພື່ອຫຼຸດຜ່ອນໄພຄຸກຄາມຕໍ່ຊະນິດພັນພື້ນເມືອງ ແລະ ລະບົບນິເວດພື້ນເມືອງ ແລະ ຈະມີການຄວບຄຸມ ເສັ້ນທາງທີ່ຮູ້ຈັກແຜ່ຫຼ່ງທີ່ມາ ເພື່ອຫຼຸດຜ່ອນໄພຄຸກຄາມຕໍ່ຊະນິດພັນພື້ນເມືອງ ແລະ ລະບົບນິເວດທຳມະຊາດ.

ເປົ້າໝາຍ 7 (ຫຼຸດຜ່ອນມົນລະພິດໃນລະດັບທີ່ບໍ່ເປັນອັນຕະລາຍຕໍ່ຊີວະນາໆພັນ)

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Annex 14:

Action Plan Template.



Annex 15:

Questionnaire for Youth Online Perception Survey.

Survey: Understanding Youth Perspectives on Biodiversity in Laos

Laos is a country rich in natural resources—forests, rivers, wildlife, and ecosystems that are vital for health and sustainable development.

Currently, the Lao government is updating its National Biodiversity Strategy and Action Plan (NBSAP), which outlines how the country will conserve nature, protect biodiversity, and share its benefits fairly. Your input will help shape this important plan.

We invite youth voices to contribute:

"Youth perspectives are essential for environmental protection, shaping ideas and actions that influence future plans and community outcomes."

This short survey (5–10 minutes) asks for your thoughts on biodiversity and nature conservation.

I. General Information

- a. Province
- b. Gender
- c. Age
- d. Status (e.g., student, employed)
- e. Education level
- f. Ethnicity

II. Awareness and Understanding

1. Have you heard the word "biodiversity" before?
    - ☐ Yes
    - ☐ No
    - ☐ Not sure
2. What does "biodiversity" mean to you? *(Open-ended)*
3. How important is protecting nature and biodiversity in Laos to you? Why?
    - ☐ Very important
    - ☐ Moderately important
    - ☐ Not important
    - *(Open-ended: Why?)*

III. Observations and Concerns

4. What environmental problems do you see in your area? *(Select all that apply)*
    - ☐ Deforestation
    - ☐ River pollution
    - ☐ Wildlife hunting or trafficking
    - ☐ Waste/litter
    - ☐ Climate change (hotter weather, irregular rains)
    - ☐ Loss of local plants or animals
    - ☐ Other: _____
5. In your opinion, what are the biggest threats to nature in Laos? *(Open-ended)*

IV. Actions and Solutions

6. What actions can you take as a youth to help protect the environment? *(Select all that apply)*
    - ☐ Plant trees
    - ☐ Reduce plastic use
    - ☐ Learn about nature
    - ☐ Raise awareness

Annex 16:

Post Assessment questionnaires form.

Training Self-Assessment Form

Treaty on Biodiversity and the National Biodiversity Strategy and Action Plan

For communities and ethnic groups

Suggestions for Scoring Methods in Answering Worksheets

Training Self-Assessment Form:

Explanation	Explanation
You are most confident or agreeable (highest)	5
You have confidence or approval (high)	4
You have confidence or approval (high)	3
You are not confident or disagree (Low)	2
You never know or disagree with (lowest)	1

In grading, you mark ✓ the grade that you think best suits you

PART 1. Personal Information

First and Last Name:..... Age..... Year,

Ethnicity:.....

Responsibilities..... From home.....

Part 2. Trained

	Topic	Score				
		1	2	3	4	5
1	I am aware of the International Biological Convention					
2	I am aware of the International Biodiversity Framework.					
3	I recognize the National Biodiversity Strategy and Action Plan.					
4	I recognize my right to be a citizen					
5	I recognize my right to be a citizen					
6	I know the local geography/traditions of my community and tribe very well					
7	The map in the Vision Tree is actionable by the community					
8	This training is perfect for my home's biodiversity work					
9	In this exercise, I participated in the presentation of ideasinto community and national biodiversity strategies					

What topics in this training do you think are most important to you:

……

……

Other comments or suggestions for this training:

……

Post Test Form (Community NBSAP) p1

Digital access to Annexes



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