TRAINING CONSERVATION PRACTITIONERS IN LOCAL COMMUNITY ENGAGEMENT

A Guide for Trainers

Ajay Bijoor, Juliette Young, Stephen R. Redpath, Justine Shanti Alexander, and Charudutt Mishra

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PREFACE

Until recently, few guides or resources have existed to provide an inclusive framework for community-based conservation. Community engagement and the establishment of community-based interventions is often done by trial and error, on the job, and field teams often do not have access to formal training. At the Snow Leopard Trust, respecting the needs of local communities is built into the very fabric of our mission. In 2016, the Snow Leopard Trust published The PARTNERS Principles for Community Based Conservation, an open-access book of 'best practices' outlining ways to work with communities to develop long-term conservation solutions. The book was then adapted into a training program. This Guide for Trainers is an addition to the Community Engagement Toolkit for field implementers. It builds on and takes into action the PARTNERS Principles for community engagement.

The need

One of the biggest limitations in being able to effectively promote conservation is the limited number of practitioners who understand the nuances of working with local communities, or have the training to effectively and respectfully engage with them for conservation.

In 2017, the Global Snow Leopard Forum was held in Bishkek and chaired by the President of the Kyrgyz Republic. At this forum, the need to train 500 frontline practitioners in PARTNERS Principles for community-based conservation was adopted as a policy recommendation. This Guide has been developed in support of a new training program developed specifically for future trainers, who can, in addition to strengthening their own conservation capacity; help GSLEP meet its goal of training 500 frontline practitioners in the 12 snow leopard range countries.

How this guide can help

The focus of this Guide is to guide future trainers on how to conduct workshops for engaging local communities in conservation. Trainers are provided with a set of tools and approaches that draw on the PARTNERS principles, and that aim to help participants self-reflect on their work, discuss successes and shortcomings, and identify aspects to focus on, for the future. The Guide also aims to provide a framework for future trainers on how to foster open and constructive discussions throughout the course, centering on experiences of participants, in order to improve the adoption of the PARTNERS principles when engaging local communities in conservation.

Using the guide

This Guide for Trainers is a collection of suggested activities and practical activities organized around the PARTNERS Principles framework. These activities serve as entry points to conducting workshops for engaging local communities in conservation in a trainer's own community or social or professional network. The guide is a growing piece of work which will be updated based on feedback and experience of trainers. Trainers are encouraged to provide critical feedback on this guide which can help improve the workshop and toolkit over time.

PART 1: Introduction to the Guide for Trainers

1. Introduction

Conservation efforts in large parts of the world historically have been perceived to be discriminatory by local people. Top-down, state-imposed conservation remains a dominant approach towards protecting biodiversity across the globe, often seen or perceived as imposing policies and legislation onto communities with little consideration of their well-being. At the same time, in large parts of the world, the main costs of conservation continue to be borne by the relatively poor, from the cost of livestock depredation by big predators like the snow leopard to the cost of crop damage by prey species such as ibex and blue sheep. At its worst, the cost of conservation to local people may involve injuries, or even loss of human life, caused by accidents with wildlife.

The need for engagement with local communities is widely thought to be critical to the success of conservation efforts. Although this need is clear, as practitioners, we often have little or no formal training in how to engage with local communities. We have limited recognition of the pitfalls along the way as well as the opportunities provided by developing strong community partnerships. The practical challenges of achieving effective engagement are considerable and such forays are fraught with difficulties and ethical considerations. When carried out badly, conservation interventions can damage relationships and trust, lead to injustice to local people and cause setbacks for ecological outcomes.

Community-based engagement is then not just desirable but necessary for ensuring that conservation efforts are effective. Engaging communities is challenging and conservation practitioners often learn from trial and error. A set of principles and guidelines for community-based conservation, called the 'PARTNERS principles for community-based conservation'[1] has been developed based on extensive community-engagement experiences of the Snow Leopard Trust Partner Network in snow leopard landscapes of Central Asia. The book has been adopted into a set of workshops for training conservation practitioners. Based on the PARTNERS Principles, the present document is an instructional guide for trainers to conduct workshops for engaging local communities in conservation. Its objective is to provide trainers with the skills and confidence to lead workshops that are

1 **PARTNERS** stand for 8 principles: Presence, Aptness, Respect, Transparency, Negotiation, Empathy, Responsiveness, and Strategic Support

genuinely participatory, self-reflecting and constructive, where participants share their experiences of community-based engagement and, as a group, evaluate the successes and shortcomings and understand how to deal with conservation challenges.

Our target group of trainers consists of leaders and key staff of conservation-focused NGOs in snow leopard range countries. As a group they already have considerable reach and influence; they oversee frontline staff and often work closely with range country governments and wildlife officials. We expect future trainers to already have working knowledge of the PARTNERS Principles and to all have an interest in training others.

The workshop is structured around multiple group exercises. To gain the most out of this workshop, participants should be encouraged to be very open, respectful of others and constructive in their comments.

The role of the trainer(s) will be to encourage and foster open constructive discussions and to collect experiences from participants throughout the course. The workshop is structured around the following key themes:

Key theme	Purpose
Introductions and Ground Rules	Set the context and make participants comfortable
Sharing expectations and experiences	Set expectations for the workshop and encourage participants to share their experiences in community-based conservation
Understanding the general process of community-based engagement	Discuss the general process of community-based engagement
The importance of being part of a community	Discuss the principle of Presence
Who is a Local Champion?	Speak about local champions and local staff
The Trust Triangle	Discuss the importance of Trust in building lasting relationships
Understanding the context	Discuss the principle of Aptness
Communicating clearly	Discuss the principle of Transparency and Respect

Styles of Management	Self-reflection on our styles when working in conservation
Seeing the other points of view	Discuss the principle of Empathy
Are you being heard?	Introduction to active listening
Negotiating a solution	Discuss the principle of Negotiation
Strengthening our effort	Discuss the principles of Responsiveness and Strategic Support

The original workshop course on Community-based engagement was designed by Juliette Young (CEH), Charudutt Mishra (SLT), Ajay Bijoor (SLT), and Steve Redpath (University of Aberdeen), with input from the Snow Leopard Trust, Nature Conservation Foundation, and workshop participants. It was supported by the Darwin Initiative through UK government funding. This effort to strengthen conservation capacity in snow leopard range countries is supported by the Melkus Family Foundation and GEF-UNDP.

2. Preparing for the workshop

How do I prepare as a trainer?

If you are reading this guide, the chances are that you intend to train others in community-based conservation. Subsequent sections of this guide will help you through that process. We hope you find this guide useful. If you have any doubts, queries or suggestions, or if you'd like to share your experiences after conducting a workshop, do write to ajay@ncf-india.org

We would love your feedback and we hope you have a great session. All the best!

Preparatory reading before the workshop

Familiarising yourself to the general principles of engaging communities in conservation is a prerequisite for carrying out the training and will be essential to you as a trainer. In this guide we have tried to recap some of the key points covered under the PARTNERS principles for community engagement that will be helpful to you while facilitating a workshop. However, you could benefit greatly from referring to the following documents for pre-reading when you prepare for the workshop:

1. Building partnerships with communities for biodiversity conservation: lessons from Asian mountains – an article in the Journal of Applied Ecology (2017) provides a background to the PARTNERS principles and briefly elaborates on each principle.

2. 'The PARTNERS principles for Community-based Conservation' published by the Snow Leopard Trust (2016) details each of the principles along with anecdotes and experiences shared by the Snow Leopard Trust Partner Network from working with local communities in snow leopard landscapes over the past two decades. While reading the entire book before every workshop may be challenging, the book can be used as a useful reference by trainers to revisit and to refresh their memory on a specific principle or topic.

Both these resources are being provided as soft copies in the trainer's toolkit.

Focus of the workshop

Based on this guide, you will be aiming to train a wide range of potential stakeholders: frontline conservation practitioners, local community champions, members from local youth associations, participants in ongoing conservation programs, government frontline staff, and other local and global conservation agencies.

Each of these groups (and individuals within them) can have very different perspectives and interests in conservation. As a result, their expectations from the workshops could vary. It will be useful during the planning phase to reflect and clarify some of the key aspects of the workshop:

1. What is the main purpose of the workshop?

   To share good practices while engaging communities for conservation. The workshop will facilitate discussions on successes and challenges; and, through discussion and debate, eventually arrive at a set of guiding principles for community-based engagement (the PARTNERS Principles).

2. How do we select and invite participants to the workshop?

   The ideal group size for this workshop is **up to 10 participants.** This excludes the trainer and interpreter (if any).

   When planning the session for a local community, first decide on the expected goal of the training. What do you expect participants to do after the training or what skills are you trying to transfer? Second, consider what criteria you are looking for in participants in order to meet this goal. For example, experience in community conservation, experience working in the community, education, livelihood etc. and based on these ideas highlight the characteristics of your target group.

   Try and ensure representation – for example, if you asked a community leader or a particular individual who you are acquainted with to nominate candidates, you may only attract nominations from their friends or from individuals who align with your acquaintance. It may work best to ask the community as a whole to decide who attends, as they may have their own rules and want to be fair – in such instances spell out the criteria that the candidate should fulfil.

   An important point to consider is the composition of the group for the workshop. This workshop is suitable for a wide audience as listed above. However, remember that there can be situations that may cause inhibitions among a particular group of participants: for example, in some settings, female participants may not feel as free to express themselves if men dominate the group, or young people may be uncomfortable to express themselves before older or more experienced persons who are in the same group. Make sure there is a balance of each group, and consider that some groups may need alternative workshop settings where they have more opportunities to express themselves. For example, in cases where it may be difficult to have a mixed gender group of participants, plan a separate session for women. Typically it is good to have more than one participant from the community so as to ensure that skills are more transferable to the entire community. In any event, remain very aware of group dynamics and make sure that everyone gets the opportunity to participate fully in the workshop.

It is useful to gather the profiles of participants in advance. Before arranging the workshop discuss with key informants in the local setting to try and understand local realities and community structures. Ask questions such as: Who are the people in the community who are most affected by large carnivore conservation activities? Who are those who are currently engaged in conservation activities? Who are the key decision makers in the community on conservation issues? Are there people whose views must absolutely be heard? You can then discuss with the local partner on what category of participants should be targeted for each session.

3. What do we expect from the participant?

   To actively share personal experiences of working with communities – the challenges, the successes, and the lessons learnt.

4. What do we hope to achieve from the workshop?

   Equip trainees with skills to better engage communities in conservation, and strengthen their ability to reflect on the challenges faced in community-based conservation, and figure out how these can be addressed.

5. How and where will the workshop take place?

   Gather required information on the participants to ensure adequate logistic requirements for the workshop.

6. What do I do if the audience is multi-lingual?

   This is a very important point given that we may be trying to cover a diverse audience. If you are expecting a multi-lingual audience then you should consider the need for an interpreter to help throughout the workshop. If an interpreter is needed, it is important for the facilitator to have spent time with the interpreter discussing the workshop, its objectives and the mode of delivery. This must be done prior to the start of the workshop—ideally at least a day before. Ensuring an early and shared understanding and alignment on these topics can go a long way in ensuring that the workshop is effective and well received by the participants. In addition you may want to remember some important issues relating to multi-lingual audiences.

a. The need for an interpreter also implies that the time needed for the workshop will be much greater. It may be safe to assume that it could take as much as twice the time required for a regular session.

b. If only some of the participants require help with interpretation, you may want to set the seating arrangement in a manner such that this group gets seated separately so that it is comfortable for them to participate without disturbing the other participants. Make this known to all participants at the outset.

c. Since the session requires active participation of participants, including those who require help with interpretation, it may be useful to give extra time to all participants to think before seeking their views on a discussion that you may be initiating. This way you can ensure that all the participants remain part of the conversation and receive equal opportunity to express their views without feeling left out.

Share some of the relevant information mentioned above with the participants at least five days before the workshop. A sample of the course announcement is included in **Appendix 1**. It might be useful to share a questionnaire (including questions listed above) asking about participant expectations and then collating these to help shape the content of the workshop.

Material required for the workshop

- Post-It sticky notes
- White board and coloured markers
- Flip charts
- Coloured pens
- Stationery for participants (Notepad and pen)
- Printouts of workshop material
- LCD projector (Optional)

Keeping it fun and relevant

Flipcharts are effective in capturing interesting points that come up through the course of our discussions. For example three flipchart can be displayed in **three** areas of the room, each of them recording different kinds of feedback:

1. Big ideas: This sheet is where any interesting ideas that will need to be discussed later in the workshop are listed. These ideas may emerge through the course of the discussions and be noted by the facilitator. Equally, participants can be encouraged to share and list out new ideas which could benefit fellow participants. The facilitator is then reminded to come back to these ideas later during the workshop.

2. Resources: This sheet is where the participants or facilitator list out resources that needs to be prepared/shared within the group as a follow up from the session. This helps ensure that the process of imbibing the principles of community-based conservation and applying them in our conservation efforts can happen on an ongoing basis.

3. Mood meter: Three faces are drawn on the sheet: happy; sad and neutral. Participants can write comments/suggestions on post-it strips that are pasted on the appropriate faces. The mood meter is particularly useful for the facilitator to gauge the mood of the participants at intervals during the workshop and modify their delivery accordingly. For example a mood meter may indicate that the discussions are too long, which is a cue for the facilitator that they need to introduce a few more 'fun activities' (Section 8 of PART 3 of this guide) to keep the participants interest in the session.

You can revisit these flipcharts at the start and end of each day to take note of the points that were brought up by the participants.

Seating can be circular in a manner that participants and the facilitator(s) face each other so as to facilitate discussion within the group. Alternatively groups can be separated into tables with the facilitator moving between them and the screen/board. The idea is to engage participants in discussion and encourage group work.

Figure 1: The setting for a typical PARTNERS workshop can be simple and informal allowing participants to share and exchange their conservation experiences

Figure 2: It is great to have some of the discussion outdoors, if your venue offers you that opportunity

3. Refresher of Partners Principles

The Partners Principles refer to eight key principles for effectively taking forward community-based conservation programs. In the following sections, each of the principles is described through interactive activities and group exercises.

On the first day we focus on the principles of 'Presence', 'Aptness', 'Respect', and 'Transparency'. These four principles form the basis for setting up any community-based conservation programme. They emphasize the need for and importance of building relationships through a sustained and long-term presence in the community, of tackling critical conservation challenges in ways that also address community needs and opportunities of engaging with the community as equal partners in this endeavour, of ensuring respect for their views and of maintaining a high level of transparency in our communications.

On the second day we focus on the principles of Negotiation, Empathy, Responsiveness and Strategic Support. Any community-based conservation intervention requires negotiations to arrive at robust joint agreements and to increase community ownership. It is critical that conservationists conduct these negotiations in an integrative, respectful, meaningful and inclusive manner with all key community-based stakeholders. This requires conservationists to build empathy and trust to adaptively improve the programs to address emerging problems and opportunities with a high degree of responsiveness and creativity. Finally, we speak about the importance of building strategic support to increase the resilience and reach of community-based conservation efforts through partnerships with government agencies.

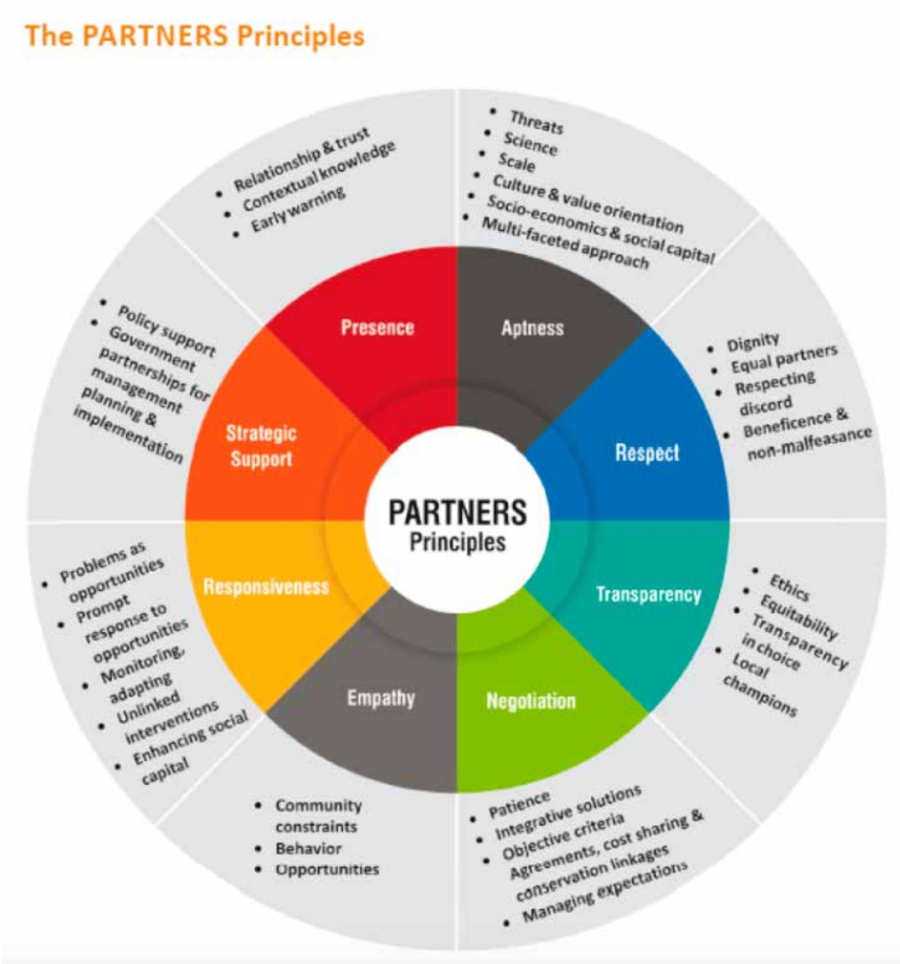


Figure 3: A detailed visual representation of the eight PARTNERS Principles for effective and respectful community-based conservation.

PART 2: Day one of the partners principle workshop

1. Introductions, Ground Rules & Sharing Expectations

Introductions

The introduction sets the scene for the entire workshop. It is also a good opportunity to get participants to interact and relax before the workshop gets going – and for the trainer to get to know the participants (and vice versa!). The introduction activity should be dynamic and allow participants to interact and build confidence. Below is an example of the kind of activity that could spark conversations.

Exercise 1 – Introductions (30–40 min)

Pair participants randomly and give 10 minutes for members of each pair to talk to each other and find out interesting things about their partner. At the end of the 10 minutes, ask each participant to, very briefly, introduce their partner, talking about their partner's most interesting aspects, and highlighting a new thing about their partner that they learned.

Point(s) to remember – The group may comprise of participants from diverse backgrounds. Participants may not necessarily be aware of their fellow participants. Try pairing people who don't know each other well, and belong to diverse backgrounds. Be sensitive in pairing male and female participants, based on their level of comfort and cultural sensitivity. It may be useful to orient the group with examples of questions of how you would like the participants to introduce their partner, such as: *My partner's name is Kuban and he is Director of the Snow Leopard Foundation in Kyrgyzstan. Kuban loves to do fieldwork and setup camera traps. He does all his field work with Pajero. By the way, Pajero is the name of Kuban's favourite horse!* You can also give participants an example of the kind of questions they can try and find out about their partners (e.g. where they live, what their job entails and what they prefer about it, what their hobbies are, what good book they read recently etc).

You could make this activity even more exciting and fun, by modifying the activity above and calling it *Electing Our Next President!* Each participant would aim to present their partner in a way that convinces the room to vote for the person during the next Presidential elections; with enthusiasm, charisma and highlighting their best features. Not only did we get to know very interesting points about the participants in the room, but it also lightened up the mood before we could start the session.

A few alternative ways one can lead this exercise:

1. Introduce yourself by sharing your name and 3 words to define yourself – Each participant is given 5 minutes to think of exactly three words which they think define them. After 5 minutes, each participant mentions their name and the three words that define them. Several interesting words may come up. Allow time for participants to ask questions and get to know more about their fellow participants.
2. Share your name, profession and then something fun about yourself – this is simple, yet effective way to let a participant introduce themselves to their fellow participants.
3. Put your name and something about you in 140 characters – your *tweets* – if your participants are social media savvy, ask them how they would introduce themselves if they were asked to do so by tweeting about it.

Ground Rules

After finishing introductions, take a few minutes to set ground rules for the workshop. The ground rules are a set of instructions that you collectively arrive at with your participants and encourage everyone to follow over the two days of the workshop. The ground rules are meant to reassure all participants that all experiences they share will be seen in a constructive manner so that we can reflect collectively as a group, without judgment. You can go back to the ground rules during the course if any issues come up and remind participants of the shared ground rules. It is therefore useful to display the ground rules visually in the room so that one can refer to them whenever necessary.

Exercise 2- Ground Rules for the workshop

Participants can be encouraged to suggest a set of ground rules and reach consensus on what is important for the group.

Take a fresh flipchart and ask your participants to share some rules that they would like to set for the workshop. Some points may be agreeable to all the participants which can be written out on the flipchart. If there are any points which require some discussion and deliberation, try to do so and arrive at a compromise which the group agrees with.

You may want to list a few to get your participants going with suggestion. Ensure that the rules are arrived at in a participatory manner. Here are a few examples:

- Avoid distractions (laptops and cell phones are put away and not used)
- Listen actively and attentively
- Share your views, even if they are different from everyone in your group
- Ask for clarification if you are confused
- Do not interrupt one another
- Challenge one another, but do so respectfully
- Critique ideas, not people
- No idea is too trivial, no question is stupid
- Language should not be a barrier
- No sleeping
- Have activities that allow movement
- Don't feel stuck in your group and feel free to change groups
- All are expected to attend the workshop, except if you let us know beforehand
- Build on one another's comments; work toward shared understanding
- If you are offended by anything said during discussion, acknowledge it immediately
- Feel free to share examples that you think will add value to the conversations. If you would like to keep any information confidential within this group, feel free to request it
- Respect any requests of confidentiality made by fellow participants during the course of the workshop
- Add sufficient breaks
- Be constructive – even in criticism

After capturing the rules that are suggested by the group, pin up the sheet in a place such that it is visible to all participants. As a facilitator, it is important that you remind participants of the ground rules and ensure that they are followed, so that the sessions can be truly participative.

Sharing what participants can bring to, and take from, the course

Every group will have different expectations of what they hope to gain from and contribute to the workshop. Allowing participants to express these expectations will help you shape or adapt the sessions accordingly – and will allow participants to see the course as a two-way process where they will learn from but also contribute to the discussions. Articulating expectations as a group is also important for later assessing whether the workshop achieved its goals. It is good practice to write them up as a list that can be revisited in the course of the workshop and at the end.

The next exercise presents a group activity to understand and set joint expectations among participants of the workshop.

Exercise 3 – Expectations from the course: what participants can take from, the course (15-30 min)

Give out 'post-it' notes to each participant and ask them to list/think of what they think they would like to learn from the workshop (their expectation). After about 5 minutes read out the expectations of the participants. For example, a participant may want to learn more about handling negotiations while working in community-based conservation. You can then start compiling a list of the expectations that can be revisited at the end of each day to see which have been addressed. It is useful for the trainer to go through all expectations thereby acknowledging the input of all participants. If participants have not yet been involved in community-based engagement, ask them to list their apprehensions or reservations about community-based engagement if any. The list of expectations can also form a basis on which to evaluate the course at the end.

Point(s) to remember – Participant expectations may not always be aligned with the scope of the workshop. If you recognize a mismatch while expectations are being listed out, state it at the outset – whilst still thanking the participants for their input. It is better to clarify these points initially, rather than at the end. There may be occasions when expectations are very specific – for e.g. a participant may want to know how to deal with a particular member of the community who they felt was troublesome in engaging with. While this might not be suitable as a specific objective, one can discuss it during the course of the workshop and direct participants to some of the broad principles that could help them find solutions. It is also useful to engage with such participants in one-on-one discussions during breaks or free-time to get a deeper sense of their challenge and help them find solutions.

Remember to revisit the expectations at intervals during the training and at the end of the training to make sure that expectations were addressed through the course of the workshop.

2. Understanding the general process of community-based engagement

Sharing personal experiences of community-based engagement

Participants will come from varied cultural and socio-economic backgrounds. The group and individuals in it will have unique experiences and understanding of community engagement processes around conservation issues. For example, some participants may recall an instance in which a community was engaged in very directive or authoritarian way, which did not adequately take into account the community's particular circumstances or needs. A shared understanding of the participants' experiences and views of community-based engagement will guide later discussions about Partner Principles and about approaches to ensure the success of community-based engagement processes.

Group exercises 4, 5 & 6 can be used as interactive exercises to help participants describe their experiences and articulate their understanding of community-based engagement.

Exercise 4 – Role Play (45 min)

- Start with a quick role play in which participants are asked to enact a live conservation instance involving an interaction with the local community in a conflict situation that they may encounter.
- Split the participants in two groups: one representing the local community and the second a group of conservationists and/or government officials. Tell them that you will be providing them a situation that they will have to re-enact as it would play out in their field situation
    - **The situation:** An angry community has trapped and kept a snow leopard in captivity and a team of conservationists and forest department staff is trying to persuade, even threaten them, to release the animal.
- Feel free to modify the situation to suit your local setting/participants.
- Allow the participants 10 min to prepare and then 15 min for the role play.
- At the end of the role play, thank all participants for their active participation. The purpose of the role play is to remind us of the conservation challenges that we face regularly.
- Observe the role play carefully. As a trainer this exercise will also give you a depiction of how your participants engage with communities in a live situation. After thanking the participants for their active participation you could ask them how they felt. Had the conservationists faced a similar situation while they've worked in their areas? This is likely to start a healthy exchange of incidents and anecdotes. Finally, before moving forward, you may speak of the reason behind doing the role play: that while being a new way to interact it puts us in situations that are close to real world situations, provides an opportunity to see the other side of the argument, practice thinking swiftly and working in a conflict situation.

- When the activity is taking place the trainer can observe and take note of the following:
    - You may be able to see participants in a different way – observe how each of them act when they plan their strategy and when they do the role play. For example, who is quieter, who is more confident?
    - As trainer you can see how you will need to manage different types of participants.
    - Check the level of enthusiasm of the group. Is it different from that at beginning of the workshop?
    - If some participants are not ready for the role play, either you need to give more time for trust to build or need to adapt the group exercises.
- We are all set to start the conversation! Allow sufficient time to discuss the role with participants afterwards. We would suggest about 20-25 minutes. Questions to allow discussion of the role play can include:
- As a local community member, how did the role play make you feel?
- As a conservationist/official, how did the situation make you feel?
- What worked well in the discussion? What didn't work so well? Why?
- How realistic was the role play?
- What did you learn from the role play?
- What would do differently next time?

Exercise 5 – Experiences of community-based engagement (30 min)

- Divide participants into 2 to 4 groups, and give them 10 minutes to discuss experiences in community based engagement. Encourage sharing within groups of examples from their work in which a conservation objective involving local communities was met with and/or one in which they faced a challenge or fell short on their intended outcome.
- You can provide them with a list of questions (examples below) to think about while articulating their examples.
- Invite each group to share one example from their group.

Example questions to encourage discussion:

- Why the particular conservation effort succeeded/did not succeed? Can you list two key reasons for the success/failure?
- What challenges did you face in implementing the efforts? How were these challenges overcome?
- What was the most difficult part in ensuring community participation and how did you manage it?
- What was the outcome of the efforts and who played a role in ensuring success?

- How long did it take for you to implement this specific effort in the community? How long had you been working with this community?

Exercise 6 – What are meaningful and successful approaches to community engagement? (20 min)

Based on the results of the two previous exercises, work with the participants to identify the lessons learned from their collective experiences so far, and what they think are the critical steps to building meaningful and successful community engagement around conservation issues.

This discussion can allow you to lead the participants in arriving at the broad process to community-based conservation:

The process:

- Building relationships
- Understanding the context
- Negotiating interventions
- Monitoring interventions

It may be useful to list these out on a whiteboard as you discuss and arrive at them.

3. Partners Principle: Presence

A discussion of 'Presence' (60 min)

Community-based conservation cannot be done effectively from a distance. It is founded on resilient relationships between local communities and conservationists, which require the practitioner's sustained field presence. Inadequate field presence and participation of conservation organizations is perhaps a larger constraint for effective community-based engagement, compared to the extent of participation of local communities.

Sustained presence in the field and participation in the way of life of local communities is critical for building these relationships. This also gives practitioners the opportunity to understand the social structure and dynamics within the community, and the challenges people face, which are critical before attempting to start working with individuals, household members or the community. This also helps identify potential opportunities and problems for conservation.

When community-based engagement relies only on periodic structured meetings and workshops as a means to form a relationship with the community, it is hard to build lasting resilient relationships. Insufficient and infrequent local presence of conservationists allows only a limited and even flawed understanding of the threats that need to be addressed, leading to misdiagnosis of conservation problems, and, therefore, continuing decline in the status of biodiversity.

While it is neither possible nor necessary to be present in each community, being based in a relatively larger community in the focal conservation landscape, with periodic visits to others, is useful in building strong relationships with local people, and generating current and contextual knowledge. This is perhaps the most neglected principle of community engagement.

Based on the experiences shared during the previous group exercises we can now delve deeper into discussing the first Partners Principle 'presence'. Participants may have already touched upon how 'presence' facilitated (or otherwise) their conservation engagement. The importance of 'presence' can be further emphasized through the Group discussions 7 and 8, which focus on the process of building a strong relationship with the community.

Exercise 7 – How do we build relationships with local communities? (30 min)

This links to the first principle of PARTNERS – Presence. Discuss with the participants: How do we build relationships with local communities?

> Example: A participant shared an example of a dramatic transformation they witnessed while working with a community in Misgar valley, in the Gilgit region of Pakistan. Initially the team found it difficult to work in the area and was even not allowed to enter the region. However over time the team managed to build a trusting relationship with the community, based on mutual respect, and is now seen as their partner. This transformation took 6 years of engagement, from 2012–2018.
>
> When asked what led to this positive transformation, the participant shared how the local community had some negative experiences of working with other organisations. This led to the lack of trust in their organization. They therefore spent the initial years building trust and respect by for example building an understanding of the cultural history of the community and attending community gathers and festivals. They also initially engaged with the youth of the community in order to understand the context before approaching the community

leaders. Eventually they were allowed to start small research projects such as livestock depredation surveys which focused on the monetary compensation assessment rather than having a conservation focus. *"We had to make friends in the community while we continued our field work and before we could speak of conservation."* The team also had support and understanding from the funding and management bodies that building relationships takes time.

This example was great to start our discussion of the principle: Presence.

As a facilitator, your participants may share similar experiences. Keep a record of those. Anchoring your discussions of the principle(s) around such examples, makes it easy for the participants to relate to the principles without letting them become too theoretical or complex.

Exercise 8 – What are the other benefits of maintaining presence? (30 min)

Presence can have a range of benefits for community-based engagement. During the discussions above you may want to touch upon and discuss the following benefits listed below. You may also want to discuss the trade-offs or major dilemmas of 'presence'.

- Long-term and sustained presence within the community allows the creation and delivery of long-term conservation programs. Sustained field presence also serves as an early warning system when new threats to conservation emerge, or when there are societal developments that can damage conservation efforts unless they are adapted appropriately to the changing situation.
- Constant interaction with local people as fellow human beings improves the ability of the conservationist to understand the community's constraints and outlooks, and the hardships they face. It better enables the conservationist to relate to community members in an equal and respectful way, rather than viewing them as, like is often the case, just another stakeholder in conservation, or a recipient of conservation aid. Or, at worst, as the "other side", the root cause of conservation problems.
- Hiring individuals drawn from the local communities can really help strengthen local presence, bring immense knowledge, and add value to the team. Over time, such individuals must be supported and empowered to be able to run community-based conservation programs on their own.
- This discussion often leaves us with a question that as conservationists should we be living in the community? Or is it ok to be visiting

periodically? While living in the community is often beneficial, this may not always be possible and perhaps the next best thing is periodic visits and/or use technology to keep dialogue between visits. While there is not a simple answer to the question, the key is for us to see the community as equals with whom we can build lasting relationships. Relationships that are respectful of each other's interests and are not founded merely on the success or failure of our project goals.

- While this may sometimes seem overwhelming, remember that building presence and developing relations is an ongoing process while our work may continue in parallel.

Who is a local champion?

How can we promote presence within a community? One approach may be promoting local champions or hiring local field staff.

Exercise 9 – The importance and benefits of building a local team (30 min)

Spend a few minutes to discuss the importance and benefits of building a local team. It is also important to differentiate two roles: local champions and local field staff. With inputs from the participants, try listing out the difference between members in these roles and how they support community-based conservation.

Local Champions are individuals from local communities who are respected by fellow community members and often play a significant role in promoting conservation. They may associate themselves with your work out of a sense of a greater good that can benefit their community, and out of a desire for any personal gain, especially financial. They are thought of as leaders whose opinions matter to the community and may often bear a positive influence on an outcome. They are seen to be apolitical and just by their community. There is often a temptation to hire such individuals. This is certainly a convenient short-term arrangement, and might sometimes be useful, but is not always a good idea. The potential positive influence of local champions on the community for conservation or other pursuits tends to erode when financial rewards get involved, even if they are entirely legitimate. Rather it may be more beneficial to invest in building their capacity and providing them the opportunity to speak about their work through multiple platforms. Such opportunity of exposure can be a far greater incentive than financial rewards. In situations where political settings may make it challenging to identify individual, other approaches might be useful like working with existing structures like the local youth group or the local women's group – a broader set of people from the landscape. For examples, these groups could be encouraged to manage an advocacy campaign. You may also refer to toolkits prepared for local champions and local field staff for further guidance.

Local Field Staff are hired by conservation agencies to assist with various aspects of research and conservation interventions. In addition to their specific roles, they can serve as a bridge between the community and the conservationist, and help in ensuring transparent and equitable distribution of opportunities or benefits among the participating families. They maintain continuous interaction (or preferably at least once a month on average) with conservation practitioners to ensure resilience and efficiency of the conservation effort. They also maintain periodic communication with the local community in formal or informal settings to discuss any issues, or progress on the efforts. They help in monitoring outcomes of community-based engagement.

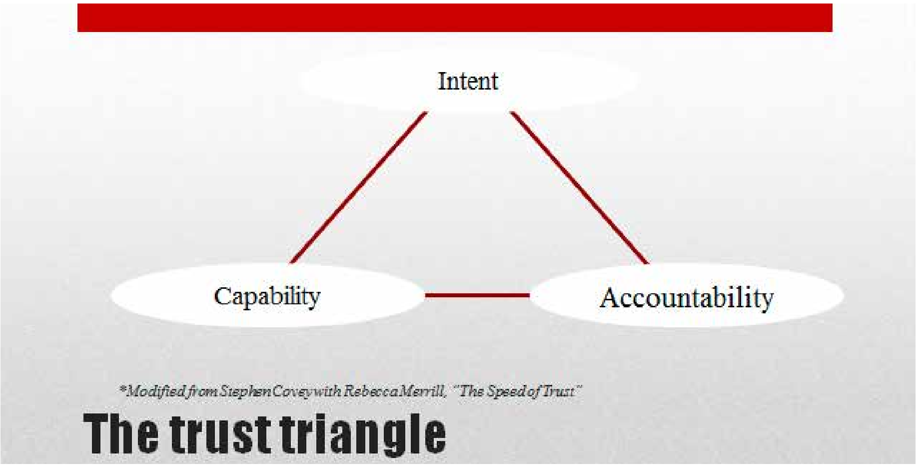
Ask participants if they can think of any local champions in their settings. Chances are that participants may already know such individuals who support their work. For example, in one of our previous sessions participants from China shared an example of an individual who led an anti-poaching initiative within their community.

Local champions can be encouraged through non-monetary means; for example through exchange trips or by creating support structures. Developing a toolkit for local champions may be a useful resource to develop for participants. Some examples can be shared at the end of the workshop.

The Trust Triangle

The presence of the practitioner in the community can help set a foundation of trust between the local community and the conservation agency. However, this is a continuous process which improves with time – there are no shortcuts to building trust between the local community and conservationists.

Trust between the conservationist and the community members is influenced by three critical components: intent, capacity and accountability. The lack of any of these will affect trust between them.[i]



Exercise 10 – The Trust Triangle – (15 min)

At this point introduce participants to the concept of the Trust Triangle.

Use examples to elaborate on this point: You may want to save a particular species or habitat (intent), but if you do not have the capability (human or financial) then there is little one can do, and talking about conservation without the ability to follow up with the required action (accountability) will lead to lack of trust. Assume one had both the intent and capability, but lacked accountability. For example, not having the capacity to follow up with communities on time might make it hard to build trust within the community where we work. Intent, capacity and accountability are all necessary in the process of trust building.

4. Partners Principle: Aptness

Understanding the context to set up an intervention

Snow leopards are distributed across 13 different countries of Central and South Asia. Each of these countries and regions within countries will have different cultural and socio-economic situations, threats and conservation opportunities. We are often tempted to replicate an intervention that has proven effective elsewhere, say in another community or neighbouring valley. Replication also seems attractive because we are often looking to expand the impact of our work by scaling up our efforts. However, if it is important to emphasise on the why before the what. It is also important to note that aptness may change over time; as communities and threats evolve.

The aptness of any intervention requires us to understand the context, which can be assessed in multiple ways:

- Is the intervention designed to address the main threats to biodiversity in the area? Research plays a key role in developing this understanding. Often a single intervention may not be able to address the multiple threats to biodiversity, or may positively affect only a sub-set of the community members. Hence it is important to consider a combination of interventions that can allow us to achieve the scale and the impact that is desirable.
- Is the intervention apt to the local socio-economic situation?

  It is important to build an understanding of the socio-economic situation, through the co-creation of knowledge with the community. For example a community in Spiti was keen to start an insurance program based on a similar program that was started within their neighbouring community. While discussing the details of insurance program they realized that depredation of livestock was very low. This was because they were herding in a different manner. That is when the community thought this program did not apply fully to their requirement. Later the community discussed other possibilities and eventually set up a grazing-free reserve which was far more appropriate for them.
- Is the intervention culturally appropriate? How well does it align with local values?

  This helps us to be sensitive to the local context and cultural sensitivities while designing the interventions.
- Is the intervention in agreement with universally accepted values?

  This helps us to ensure that the interventions are ethical, just, and equitable, and reduce the chances of negative consequences for the community.
- Is there a role identified for the entire community or its representative in the intervention portfolio? This allows us to reach out beyond individual families to the community as a whole, and helps assess the scale at which the intervention needs to be planned.
- Is the intervention designed keeping in mind the local socio-economy, social capital and skill sets? (i.e. trust in community, support networks within the community, history of trust and cooperation within in community)

  This increases the relevance, efficiency and effectiveness of interventions by increasing the chance of their acceptance and adoption by the local community.

Exercise 11 – Understanding the context – (30 min)

Follow this up with a discussion on the second point in the process: **understanding the context. What do we mean when we say understanding the context?** This links to the second principle of PARTNERS.

> Example: Trophy hunting has proved to be a successful conservation intervention in some snow leopard range countries. A single hunt could fetch US $80,000-100,000 and up to 80% of this amount would go to the local community. People had started protecting the *game* animals, given the monetary value they could fetch. This had led to an increase in the number of animals; from hundreds to thousands.
>
> We then asked participants if such an intervention would work in their landscape, which was largely comprised of a Buddhist population. After a fair bit of hesitation, our participants suggested that such an intervention would be unacceptable in their landscape as it would be in violation of one of Buddhism's basic tenets of non-violence and compassion towards all sentient beings.
>
> This example allowed us to reinforce the point that there are many things to consider when starting a conservation program. In terms of local culture, how well do our interventions align with the local values? Trophy hunting is an extreme example as it is emotional and there are many different values, but this example allows us to bring out some of the inherent complexities when designing an intervention.

Trying to negotiate

Exercise 12 – The magic apple (see Appendix 3) – (60 min)

A group exercise on negotiation

The exercise can be modified to make it relevant to the local context.

Form two groups by randomly splitting the participants. Seat these two groups in two separate rooms (if possible), or in such a manner that the groups do not communicate directly with each other. Provide the role sheets to each group – make a few copies of each role sheet so that each of the group members can read their roles clearly. Explain the roles in the groups, if required. Allow the groups 10 min to discuss and identify a strategy. Take the role sheets back at the end of 10 minutes.

Now make pairs between members of both groups (such that each pair has one member from each of the two groups) and ask them to negotiate the terms as described in the role play. Allow each pair up to 10 min to negotiate – all the pairs must negotiate simultaneously so that each arrives at their own solution. Pairs cannot discuss amongst each other. If they do arrive at a solution ask them to write their solution on a piece of paper which can be handed over to the facilitator.

At the end of the exercise discuss the outcome achieved by each of the respective pairs.

Point(s) to remember: Who came to what outcome?! And the importance of the process of negotiation.

At the end of the round, participants are usually curious to know who among them came to what outcome. One of the key objectives from the exercise is to highlight that both groups did not necessarily have conflicting interests and could have arrived at a solution by working together. However, they may have also arrived at different ways in which to work together. There is no correct answer. Rather, each pair may have arrived at their own solution and they may be happy with it – it's often a matter of perception. The key is for the participants to reflect on how they conducted the negotiation. This leads us to the next two principles: Transparency and Respect.

5. Partners Principles: Transparency & Respect

Discussing 'Transparency' and 'Respect'

Communicating clearly

As partners it is essential that we ensure full transparency while engaging with the community:

- Have we been clear in disclosing and communicating our conservation goals to the community?
- Are we transparent in making choices – for e.g. identifying the households for a pilot intervention, or hiring community members as staff?
- Do we communicate with the community as a whole or is our interaction limited to a set of leaders and/or influential members?

Our choices of the manner in which we disclose information, or withhold it, affect our long-term relations with the partner community.

Exercise 13 – Transparency – (20-30 min)

Begin the session by letting participants reflect on the previous group exercise – were they fully transparent during the discussion with their partner? Let them share their thoughts.

This will allow you to discuss the importance of transparency while engaging with partner communities.

Lead the discussion further.

In terms of community perspectives; how do we want communities to benefit?

- Improve their livelihoods
- Enhance capacity
- Empower them to take action
- Reduce conflict with wildlife.

What risks should we be mindful of when working with communities.

- Causing unhealthy competition
- Harming the local culture
- Deepening any existing divisions
- Promoting corruption
- Giving in to any unreasonable requests/demands
- Setting unreal expectations

All our efforts are aimed at benefiting the community and we do not want to cause harm to them in any way. Often the interventions we develop can have the potential to cause divisions within the community. These points have to be thought through and interventions have to be designed bearing these points in mind.

A community may have their own systems of decision making that are equitable (but not always). It helps to use these existing systems, rather than creating new structures, to ensure that decisions are transparent and in an inclusive manner.

This is the principle of beneficence and non-malfeasance.

Treating community members with respect is a fundamental principle guiding community-based conservation. Conservation agencies have to be very cautious of not seeing ourselves as the donors and the community as recipients. Some of ways to avoid this is by checking:

- Are we aspiring to create an equal partnership with the community?
- Is our communication open and honest?
- Are we misguiding our efforts by trying to use societal division and individual differences to further our agenda for conservation?

Exercise 14 – Respect – (20-30 min)

Another important aspect to discuss is that of mutual respect between the partner community and the conservation agency.

Here are some important points to discuss regarding this principle:

- Working with communities can put us in settings that are new to us. It is important to be sensitive of the new environment and be respectful of it. It is especially important to ensure that our actions do not cause any harm to the cultural beliefs and sensitivities of the community. This may require us to be aware, to keep our ears and eyes open.
- While engaging with the community and community members, they may share information in good faith. It is important to be sensitive of this fact, especially when sharing these stories with others in the community or through broader platforms. Any requests for confidentiality should be duly respected.
- A community can comprise of participants who take part in conservation interventions. The community will also comprise of people who do not participate or support such conservation interventions. It is important to maintain equal partnerships with all people; participants and non-participants.
- A community may have their own systems and mechanisms to choose a leader. This could be based on local context and sensitivities. Sometimes this could also be based on the local political situations. Regardless of these facts, always respect the community leader and try to keep them on-board with your efforts.
- A community may often have trust and faith in your ability to support conservation. In this process they may discuss problems hoping for a solution. While solutions to conservation challenges can take time to implement, keep the community updated of your efforts at all times and regularly. This can help them appreciate the process and your efforts. This point is also discussed in detail in the principle of responsiveness.
- Both respect and transparency are deeply associated and linked principles.

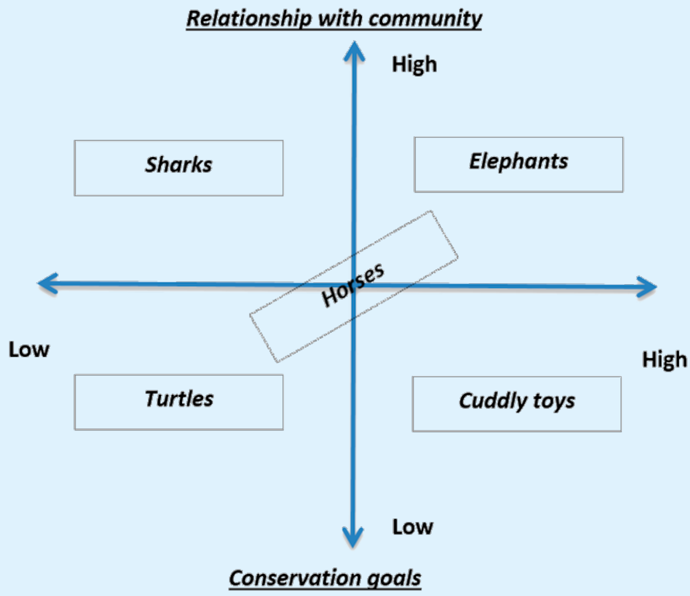
6. Self-reflection: Styles of Management

By the end of the first day you will have a much more fine-tuned understanding of the group dynamics among the participants and their understanding of community-based conservation. This is a good time to encourage the participants to reflect on their management approaches or styles. For example some participants may be inclined to focus primarily on the social outcomes of community conservation rather than the biodiversity outcomes. The following exercise will help facilitate this reflection.

Exercise 15 – Self-reflection: Styles of conflict management – (30 min)

Draw two axes on a white board – one represents **relationship with the community** and the other represents **conservation goals**.

Ask participants to reflect on how they value these two (as shown in the image below). Get them to mark where they think they see themselves on this scale. Then read out the different styles of management. This will allow you to discuss the different styles of management allowing participants to relate to why they opt for certain styles of management.



The explanation for each style of management is provided in *Explanation Sheet for Exercise 15 – Styles of Management* in **Appendix 4**.

The key message from this exercise:

- We may have more than one style of management that we may adopt depending on the situation and the circumstance.
- There is no ***perfect*** style of management – each situation may demand a different response.

In some cases, participants may feel uncomfortable being identified as having a particular style of management. In such a case you can make the activity less personal by not having them mark their style, but rather just sharing the different styles of management and asking them to reflect on where they see themselves, without necessarily sharing the details.

You can also modify the activity by getting participants to discuss the pros and cons of the different styles of management.

7. Wrap Up for Day one

Wrap Up – (15 min)

With this we come to the end of Day one of the workshop. Open the floor for discussions on any of the topics that the participants may like to share or discuss. This is unstructured time that you can use based on your audience and their interests. We might not have time to cover all issues raised, but try and make time on Day two to address any emerging issues. Finally revisit the expectations that were listed at the start of the day. Tick-off those that were covered and remember those that are yet to be addressed – this will help everyone to remain on track

This is also a good time to run the mood-meter. Give your participants a post-it and ask them to share their mood at the end of the day. They can stick their post-it strips on the mood meter chart. If it's happy they can state why they think it is so, what part of the day they enjoyed the most etc. If they are tired at the end of the day, they can mention what they found most tiring. If there are any sad faces, try to understand why that is, and invite suggestions from participants on what could be done to improve these aspects of the course. This exercise can be a very useful lead as a trainer to ascertain on what worked well and what didn't. You can then consider modifying your plan for the second day, in line with these inputs.

PART 3: Day Two of the Partners Principle Workshop

1. Refreshing our memory

Refresher of Day one – (30 min)

Before starting the second day it might be good to revise the first four partner principles of Presence, Aptness, Respect, and Transparency. The exercise below offers suggestions on how to do this. The rest of day two will be discussions on the principles of Empathy, Negotiation, Responsiveness and Strategic Support.

Exercise 16 – Refresher of Day one

Hand out a small piece of paper to each of the participants and ask them to write about two topics: one which they remembered the best from day one and another which they would like more clarity on or wish to discuss further. Collect the papers and read each one-by-one. Encourage the participants to elaborate on the points that you read out, based on what they remember from the previous day. Build on their responses, wherever required.

Once you've read through all the responses, check if there was any topic from the previous day that did not find a mention. Discuss it briefly before starting off with the objectives of topics to be covered on day two. Another way of doing this is to group participants, give them time to discuss and then speak about one principle from the first day. Other participant groups can build on this by adding more points. This way you can get each group to revisit one of the four principles that you covered on day one.

2. Partners Principles: Empathy

Introduction to Empathy

Developing empathy

The importance of empathy in conservation cannot be overstated. Empathy is our ability to think like another person, to understand their ideas and their emotions from their perspective. It's the most critical emotion that conservationists must have:

- Empathy is important for the conservation practitioner to assess the idea and the costs of conservation and conservation interventions from the perspective of local people.
- While conservation may be our primary pursuit, it may be a minor concern for a community member dealing with economic hardship and other issues.
- Empathy allows the practitioner to be more accommodating towards local people and more appreciative of their conservation efforts.
- Empathy is a skill that can be enhanced with practice. Some techniques that can help enhance empathy are:
  - Through presence/immersion and by spending time with the community at periodic intervals and engaging in the local way of life can help enhance the ability to connect with people at a personal level.
  - By being mindful of the community and the surroundings.
  - By practicing active listening.
  - By questioning and challenging our own assumptions regularly and adapting our conservation strategies and interventions to change depending on the situation and requirement.

How can empathy help with our efforts in conservation?

- Improving communication.
- Putting you in other people's shoes.
- Understanding behaviour and emotional triggers.
- Identifying needs.
- Helping us predict challenges we will face for conservation.
- Sensitivity helps us act on things. A fundamental component of sensitivity is empathy.

Example: A participant from Mongolia shared a personal example from the field when they were conducting household surveys. They had just arrived at a household when the man of the house yelled at them and said that he was not interested and that they should go away. He let his dogs go and attack them. After making a dash for their car and getting back in safely they wondered why the man had been so rude. However they realised that they did not know his life story and there may sure have been some reason for him to act in the manner that he did. Without empathy they might never have been able to get over the incident.

In another example from India; a snow leopard entered a corral and killed 30 livestock. The herder shut the corral door and would not let the snow leopard escape. Many people from the village came to see the snow leopard as they had never seen a snow leopard before. One of our conservation coordinators went to *the area and spent 3 days there. The herder who lost the livestock said that many people came to check on the animal, but that the conservation coordinator had been the first person to come and ask what he was going through. Everyone else only cared about the snow leopard. Eventually they realized that it was only the door of the corral that needed to be replaced. The repair was small but he had not done it in the past. The lesson is that there are many things in our lives that we could do but haven't done. Sometimes empathy helps provide a nudge to create these small changes.*

Exercise 17, 4-word build game, is an exercise we use to introduce the principle of Empathy – as it can engender discussions on how people make assumptions that everyone will think in the same way as themselves.

Exercise 17 – The 4-word build game – (30 min)

Choose a word, idea or concept that you want the participants to explore as a group. Anything relevant you can think of. E.g. 'Wildlife', 'Conflict', 'Snow Leopard', etc…

The exercise:

- Ask each participant to write down four different words that come to their mind when they think of the issue or concept being explored. If they seem hesitant, point out that there are no 'right' or 'wrong' words, just their own ideas.
- Next, ask the participants to form pairs, with people they have not worked with before.
- In the pairs, there will now be two people with eight words between them which represent, for them, the word being explored. Ask them to agree on four words to retain from their eight original words, and eliminate four words.
    - This can lead to a lot of discussion about the words and the reasons why they chose them. Through doing so they will come to understand each other's reasons for the words they chose and how each one understood the original word or concept. Their decision to keep or eliminate a word will need some form of decision making and the means by which this happens can, in itself, be of interest later in the exercise.
- Each pair will now have 'their' four words for the word or concept being explored.
- Next ask each pair to join with another pair and do exactly the same thing.
    - That is, there will be groups of 4 people discussing 8 words and they will need to reduce the 8 words down to 4.
- Once this has been completed, review the entire activity.

Exercise 18 – Discussion on empathy

- Get the participants to share their reflections from the exercise.
- What did they learn from the exercise?
- The group will already have had a rich discussion of the word or concept the exercise is exploring, but now they can see where they got to as a group. This is likely to have led to various insights and learnings for many of them and sharing them in the group is likely to increase this.
- End by steering the discussion on whether this helped them with empathy towards with their fellow participants and their opinions.

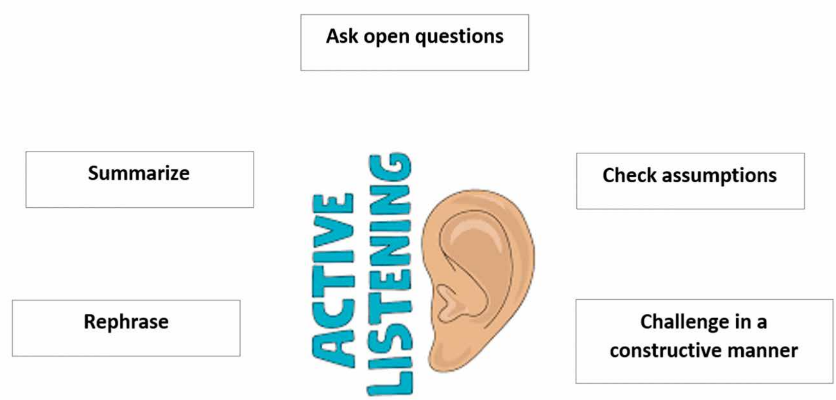
Are you being heard?

Active listening

When working with people, our ability to listen attentively can go a long way in comforting them to speak openly, even on sensitive issues. However, this is easier said than done. Active listening is a skill that can help participants practice empathy. Active listening requires concentration, practice and reflection. In order to really understand and empathise with others it is essential to really listen to what they are saying, without distraction, without hearing what you think they are saying, and without immediately jumping to conclusions or thinking about what you will reply.

Introduction to active listening

Active listening requires for the listener to fully concentrate and understand what is being said. Remain sensitive while responding and then remembering what is being said.



We try to practise this through our next activity.

Exercise 19 – Greatest Impact – (30 min)

Make pairs among participants. For this exercise, one partner in the pair will ask the question while the other will respond. The challenge is for the person posing questions to practice active listening while they converse with their partner. Begin the discussion with the following question:

Who has had the greatest impact on your life?

Instruction to participant asking questions: You have 10 minutes. Your task is to get to the bottom of this question and understand this person's impact on your partner's life. You want the participant posing questions to emerge with a deepened and more complex understanding not only of the relationship, but also of its personal significance for your partner to whom you are listening.

Ground rules for the activity:

1. Try to be attentive. Create a positive atmosphere through nonverbal behaviour (eye contact, nod, face the speaker etc…)
2. Don't interrupt the speaker when they are speaking
3. Avoid taking the subject off in a different direction
4. Avoid internal distractions
5. Don't preach or give advice
6. Try and use the approaches above (open questions, summarising, rephrasing etc)

At the end of the exercise ask the participants to discuss the process.

Get the participants who responded to the questions to offer feedback on whether they felt comfortable through the process and if their partners listened actively – and, importantly – to provide constructive suggestions for even better active listening.

There are a few modifications to the exercise that can also be tried out as a facilitator.

Form pairs within participants, where each pair is expected to speak on a said topic (nothing too deep or personal) for 5 min. Get one member of each pair and give them a light-hearted topic on which they would need to speak with their partner – for e.g. the last vacation you took. The instruction to this partner is to provide as much detail as they possibly can and take questions from the partner with whom they are pairing up.

Get the other partners in another group and tell them what their partners are likely to do – to share details about the last vacation they took. However, the special instruction to this group is to be bad listeners! They have to remain distracted throughout the exercise, while their partners struggle to strike a conversation.

After 5 minutes of this exercise, get the participants back together and ask them about their experience. Chances are that one set of participants ended up exasperated trying to communicate with their partners.

You can restart the exercise but this time, get the participants to try and be attentive and listen actively. After 5 minutes check how it went.

Participants may see the importance of listening actively!

3. Partners Principle: Negotiations with Communities

Negotiation with communities (continued)

Negotiations to develop agreements on community-based conservation programs need to be based on mutual trust. They are best achieved in an integrative manner – rather than through positional bargaining – based on sharing of information and interests, use of objective standards, and building incentives and tangible stakes in the interventions for the community. Unlike the market, where we have the option of shopping elsewhere if we don't like a deal, walking away is not an option in community-based conservation of landscape species such as the snow leopard. If negotiations do not progress, greater investment in communication and relationship building is recommended, as is third party mediation, a concept that local communities are usually familiar with. Agreements, once reached, must be formalized in the form of signed working documents that record program details and the roles and responsibilities of various stakeholders.

Exercise 20 – Negotiation role plays – (60 min)

Negotiations form an important part of working with communities. Finalising a conservation intervention involves negotiating the roles and responsibilities of the conservation agency and the community. These can be complex interactions. Through role plays we try to bring out and discuss some of these complexities with our participants. We try to conduct two role plays among the participants, so that each of them can participate in this exercise.

Form four groups among participants at random. Two groups will participate in one role play. While the first role play takes place, the second group will have to share observations and provide constructive feedback to the participants at the end of the role play.

An example for a role play is provided in **Appendix 5**. In this role play there are two groups: local villagers and conservationists. Request the two groups who will participate in the role play to be seated separately in a manner that they do not communicate directly among groups. Once they are seated separately, provide each group with their respective role – one group takes on the role of villagers, the other one that of conservationists. Explain the roles to them and clarify any doubts. Provide them 10 minutes to discuss and formulate their strategies.

Once both groups are ready, provide them up to 15 minutes to have an open dialogue just as they might have, had they been meeting an actual community. Observe how the negotiation goes. At the end of 15 minutes end the role play and invite feedback from the participants.

The second role play can be conducted similarly after a break.

Point(s) to remember – Role plays are an extremely engaging and fun exercise. They keep the mood lively (sometimes even funny) while bringing out some of the subtle challenges faced by conservationists in the field. Some role plays, however, can turn quite realistic, quite quickly – so it is important for the trainer to keep a close eye on the dynamics and intervene if needed, reminding participants of the ground rules. Some points can help us make this exercise even better:

1. The case study provided in **Appendix 5** is an example. You may choose to use it. But do try to create two role plays specifically for your participants that are relevant to the context in which they work. Based on Day 1 of the session you might have heard some of the challenges shared by the participants – use some of those case studies to create specific role plays, if possible.
2. The role play will encourage both groups to take strong positions so that negotiation is required to avoid a deadlock and reach a decision that both parties can agree with. You may want to write up the situations for the roles accordingly.
3. Encourage all participants to take part actively. Encourage them to draw on their experience to participate – especially those playing the role of the community members. This is an exercise in which some of the less expressive participants may also speak up!

4. At the end of the role play, acknowledge the participants for their active participation and invite feedback from the participants and the observers. Take the time to debrief fully after a role play. Participants often have lots to say after a role play and can get frustrated if the feedback session is cut short.

Points to build your discussion around negotiations – It may be easier for participants to appreciate the points under negotiations, if we compared how one typically goes about when purchasing a product:

The buyer's tactics are:

- Offer half the price
- Say you have other options.
- You walk away, and wait to be called back
- Take a strong position
- Question quality, find flaws
- Show off knowledge

What are the seller tactics:

- Give additional incentives
- Use sentimental value
- Already giving a deal
- Supply is low
- Quality guarantee/special justifications
- Set higher initial price
- Decoy that says this is good. And tell buyer this is the last one

In such negotiations someone loses or someone wins; for someone to benefit someone else has to lose. The important thing is that this is based on **positions**. You take a position and you try shifting someone's position. If you cannot shift the position you walk away.

When we work with communities in conservation do we have the option to walk away?

- In long term relationships you can't walk away.
- Hard to go back if walk away
- The ethics are more pronounced, in conservation
- Never be in a hurry to close a deal. Critical thing is timing. Things take time and even if you spend a lot of effort to get to the field do not rush to make a deal.

An example from India: We approached a community and were asked, hire 5 people and we will work with you. In a typical situation, this could have led to the community sticking to their position, and we trying to negotiate as different position. Would that have led to a solution? Maybe. Or maybe not.

The demand by the community was not misplaced. They were willing to participate in this effort with us (the conservation agency) and hoping that some local people would get trained and find work in the process. Through discussion, they also agreed that it would take time for these locals to learn the work and gain the confidence to lead field work independently.

The solution we both arrived at was that we would start working jointly. During this process we would hire locally and train them in the work. This could take a few years. But once that was done we would encourage the local team to lead all field work in the region. This was an agreeable arrangement which mutualized our concerns and helped us work on a common goal.

Exercise 20 – (continued) – Negotiation role plays

Before you initiate the second role play, it may help to revisit some of the aspects that were covered earlier in the workshop and reflect on whether participants were mindful of these while participating in negotiations in the role play:

1. What levels of respect did both groups show towards each other?
2. How transparent was the conservation agency transparent in sharing information with the community?
3. How empathetic was the conservation agency with the community and vice-versa? How did the conservationists deal with the community when they stuck to their stand?
4. To what degree did the participants practise active listening?
5. What were the styles of management displayed by both groups? Did they evolve during the negotiation?
6. How trusting was both groups towards each other (Trust Triangle)?
7. Was the negotiation worth it? Are the threats and the interventions still relevant?

This can help you put a lot of the aspects previously discussed through the workshop in perspective.

The following important aspects of negotiation can be helpful to practitioners:

- A negotiation is typically the culmination of a process of multiple discussions with the community over a fairly long period of time. It helps to know the power dynamic at play and the sensitivity of the people coming into the negotiation. It is therefore useful to have met and spoken with the community at large, and not just focus on the decision-makers, when coming into these discussions so that everyone's perspective can be kept in mind.
- Try engaging in an integrative negotiation which focuses on the interests of both groups rather than the positions taken by individual groups.
- Try to use objective criteria and fair standards in negotiations with communities. It is the responsibility of the conservation agency to have thought about it and bring this up in the conversation, if that has not happened.
- Third-party mediation can be helpful in case negotiations hit a deadlock. Identify some mediators who are well respected by the community, who will be fair and just in guiding the process if they are requested to mediate. You yourself could act as that person.
- Involve community members in the design of an intervention. Discuss potential conservation interventions individually with community members before formal negotiations with the entire community. This can help bring greater ownership in the management of interventions.
- Record details and nuances of community-based interventions through written agreements.
- Ensure mechanisms to allow the community and the conservation agency to revisit and make changes to signed agreements.
- Build incentives and tangible stakes against social dilemmas or violation of conservation agreements.
- Sometimes a negotiation may not lead to the intended outcome. This doesn't mean failure. If at all it only means that there is need to spend more time engaging with the community to work on a possible solution.

For example in India at a community meeting with the participants of a program with local women, one of the participants was very upset. She expressed her anger at the loss in her fields due to crop damage by blue sheep. She complained that our program to prevent crop damage was unsuccessful and that she would withdraw from the program for local women. It turned out that hiring of the crop damage guards had been delayed resulting in ineffective crop protection. The woman was justifiably unhappy about this. We heard her out.

When our team met her individually the next day, the woman acted very differently. She was calm and apologetic about having expressed her anger in the manner she did. The lesson for us: in a group they often don't speak with you, they speak to the other audience (the lady was addressing the 20 other women). So there is even more value to engage in one or one engagement, in addition to community meetings.

Start with individual meetings, to renew relationships. Community meetings are the culmination of this process.

Exercise 21 - Discussion on incorporating aspects into working with communities. (30 min)

In light of these discussions initiate the second role play. Encourage the participants of the second role play to see how they can incorporate all of these aspects into their manner of dealing with the community.

Allow some time for reflection and sharing among participants before you end the session.

Exercise 22 – Community agreements

Community agreements are an important way to document progress made from negotiations. Agreements allow us the collective opportunity to record what was agreed on, so that these can be revisited in future, if required. However, it is important to tone and tenor of these agreements. If written mindfully and honoured in spirit, community agreements are a great way to further deepen trust within a local community.

Some general tips to follow while drafting community agreements:

- Removing judgement
- Shifting focus from the people to the problem
- Shifting focus from past to future
- Removing accusation
- Introducing neutral language
- Shifting the focus from position to interests
- Shifting from a negative perception to a positive one
- Mutualising concerns

Take up examples of community agreement and ask the participants to see how it can be improved upon. An example of a community agreement is provided in **Appendix 6.**

4. Partners Principles: Responsiveness

Discussing 'Responsiveness'

How conservationists respond to situations requiring their attention forms an important part in sustaining mutual trust between the local community and the conservation agency. It is in these situations that practitioners are likely to be faced with difficult decisions.

Problems commonly arise while working on conservation interventions. However, they can also be indicative of new and emerging threats and/or of opportunities to extend conservation efforts.

How promptly we respond in these situations/opportunities is critical. Effective conservation is about timing, about creating or finding opportunities, and responding to them.

Exercise 23- Responsiveness discussion (15 min)

- Ask participants to think of any situations in which they faced a problem and how they responded to them. Encourage participants to share their experiences.

Responding to biodiversity-unrelated requests

The desire to conserve gets us to difficult places and situations. How can we discuss conservation when communities are, at times, struggling for survival? In such situations, should we (as conservationists) get involved in issues that concern the community at large?

For e.g. if the community we work with is grappling with an issue unlinked to biodiversity (e.g. the prevalence of a healthcare issue) would it be important to take up the issue?

Exercise 24- How to manage biodiversity-unrelated requests (15 min)

For e.g. if the community we work with is grappling with an issue unlinked to biodiversity (e.g. the prevalence of a healthcare issue) would it be important to take up the issue?

Invite views of participants on how such a situation can be handled.

Participants usually have mixed opinions; allow everyone to express themselves. Often, they may see non-linked interventions as a worthy to make as entry-point activity with communities.

Pose these questions to steer the discussion forward.

- If we choose to address the issue in lieu of the community's commitment to support biodiversity conservation, how do we deal with a situation if there is a violation of this commitment?
- Do we have the expertise to take up the issue and address it?

In conclusion acknowledge that these are extremely complicated situations and may require specific thinking. However, it is vital to set expectations with the community at the outset and this is best done through communication, information and biodiversity-related interventions rather than unrelated ones.

Monitoring your programs

Monitoring and Evaluation can help teams be more responsive to change. We perhaps wish that life was simple, where conservation programs had clear outcomes, as predicted. But life is not so easy and the process of how programs lead to the observed change is often unclear– this is called the missing middle. Conservation programs do not occur in isolation but work in a system: there are other ecological or economic processes that occur. This complexity makes it difficult to monitor our contribution towards the change and whether our conservation programs work. How do we know which change is happening and how? This is where a well-planned monitoring and evaluation approach comes in.

Monitoring is documenting the ongoing activities. Monitoring can help assess whether the program is effectively put in place. Monitoring forms an important part to ensuring that the program can be improved as necessary, to respond to changing threats and opportunities at the local level and to address any implementation problems. Monitoring means tracking the key elements of scheme implementation on a regular basis both in terms of inputs and outputs. Information on input and output indicators tend to be collected on a continuous basis whenever possible through program records. This information is summarised on a regular (i.e. no more than yearly) basis as an integral component of program management.

Examples:

- Inputs/process: Staff, time, money, other resources – e.g. number of training, numbers of vaccinations
- Outputs: Immediate results of project activities – e.g. numbers of agreements signed, mortality of livestock to disease, amount of compensation, number of households involved

Evaluation is the episodic assessment of the change observed and the contribution of the conservation program towards this change. An evaluation is usually conducted every 3-5 years, once program implementation is considered to have made sufficient progress to lead to changes in outcome and impact indicators. You would only do an evaluation when you expect some change to have happened. Note that evaluations will benefit from a baseline survey for comparative purposes (to compare changes in key indicators).

Examples of indicators:

- Outcomes: Intermediate results achieved by outputs – e.g. change in attitudes, number of households involved as a proportion of the whole community
- Impact: Desired end goals of the project e.g. change in behaviour

Three broad dimensions are recommended to keep in mind when planning a monitoring and evaluation approach:

1. Keeping track of the nature and severity of the local threats to biodiversity
2. Process indicators that help assess how well the conservation interventions are being implemented
3. Impact indicators that help assess the contribution of conservation interventions towards the observed change

Often, the list of indicators can be very long and time consuming. Instead focus on collecting data of the key indicators, and make them easily measurable. There is value in gathering data, but there is no need to gather more data than is required to inform decision-making about the performance of a program and how it can be improved.

For more useful tips on Monitoring and Evaluations you can visit the following web link: https://www.betterevaluation.org/

Exercise 25 – Monitoring (20 min)

- Ask participants to list the difference between monitoring and evaluation.

	Monitoring	**Evaluation**
What it means	Monitoring refers to keeping track of routine processes within a conservation intervention that help us examine the activities and progress.	Evaluation is a periodic activity that is used to draw conclusions regarding the relevance and effectiveness of a conservation intervention – are we achieving the outcomes that we set out to achieve.

Is done at the	Operational level	Strategic level
Time required is	Low but over a regular period of time	High but could be a one-time effort
Focuses on	Improving efficiency	Improving effectiveness

- Ask participants to list out the measures that they monitor as part of their conservation interventions and its periodicity.
- Ask participants to then list any additional measures that they would like to measure, but which they are not currently.

It is important to discuss the difference between monitoring and evaluation because usually we tend to focus more on activities rather than the ultimate goal or change that we want to reach. Such an activity also allows us to discuss the unintended second-order effects of the interventions we make. This discussion can allow us to zoom out of the activities we are involved in and try to look at the overall goals that we may be trying to achieve through our efforts

5. Partners Principles: Strategic Support

Ultimately, the success of community-based interventions for conservation depends, to a large extent, on government support. Practitioners must work closely with governments in policy formulation, management planning, and implementation, and in catalysing multi-sectorial cooperation. This role requires a delicate balancing act where the practitioner must cooperate and partner with governments to develop conservation-friendly policies and take programs to scale, and at the same time challenge them when larger social or economic policies are detrimental to biodiversity conservation.

Exercise 26 – Government support

Ask participants to share their experience of working with governments. If the participants include any representatives from government institutions, request them to present their perspective of working with non-government institutions.

Based on these examples that participants share, you are likely to learn of examples including:

- How governments have managed to implement positive steps based on ground reports and inputs from non-government institutions.
- How governments may inadvertently create problems through omission or commission.

Ask participants what they have learnt from their experience of working with governments:

- What are the things to be mindful of while working with governments?
- What is the scope to work with them as partners?

Some of the clear benefits of working with government are that:

- Conservation agencies can scale conservation efforts by working as a bridge between local communities and wildlife managers.
- Conservationists can also act as an agency facilitating cooperation and communication between various government sectors.
- Conservation agencies may need to reconcile, even compromise at times, when working with governments. However, one must be prepared to oppose the government as well, if that is warranted.

Conservation practitioners, through working with governments, can play a big role in policy formulation, management planning and implementation.

However, in doing so there is room to disagree or oppose them when needed – one needs good diplomatic skills to tread this fine balance.

6. Wrapping Up

The Partners Principles, closing discussions, feedback and conclusion and a Group Photo!

The concluding session of the workshop is to introduce the participants to the PARTNERS principles.

Figure 3: A detailed visual representation of the eight PARTNERS Principles for effective and respectful community-based conservation.

The PARTNERS principles have been spoken about since the start of our workshop. Point to each of the principles and encourage participants to recap what they recollect from the discussions of the past two days.

Revisit the expectations stated by the participants (listed out in Group Exercise 2) and read through to see if all of these have been addressed.

Read and explain the Ethical Statement before formally ending the session.

Request the participants to fill out the feedback for the program.

End the session with a group photograph with the participants, which can be shared with them after the session.

7. Facilitation Tips for Trainers

- Get to know your group of participants – from their names to their personalities (e.g. whether they are likely to be quiet, loud, overbearing, discreet, joking about etc). The initial **introductions activity** will give you lots of insights!
- At the beginning of the course establish a few key features, namely the ground rules, the Parked Issues flipchart, a flipchart with the agenda, expectations etc. These can help you to redirect discussions or remind participants of agreements during the discussions.
- Share the agenda with participants and show them what you will cover. You can open this up to check that this fits with their expectations. If not, make changes to the agenda to reflect this – to the level you are confident with. If you are just starting in facilitation, be honest and explain that you will try your best to accommodate needs but may not be able to accommodate them all.
- Try to stick to general timings so that participants know where they are in the general agenda, and know how long they have discussing individual topics (e.g. "we will go through this quite quickly", or "for this discussion we'll go in-depth"). You can ask participants to help you with timekeeping (see tip on dealing with loud or overbearing participants).
- But, try and be flexible too – for example some things might take longer than planned if they are important for participants. Check in with participants "this seems like something you would like to spend more time on – is this the feeling from the group and if so, are you happy for us to spend more time on this, even if it means cutting time from later activities or discussions?"

- You can adapt activities to either stretch time (e.g. ask participants to reflect individually or in pairs or small groups, present to plenary and then discuss in plenary) or shrink it (discussion in plenary).
- Try and encourage all participants to engage in the course – some tips on dealing with challenges can be found below.
- Encourage openness and respect during the course. You will need to build trust with the participants. For example, if you make a mistake during your facilitation, acknowledge it, apologise, check there are no ill feelings and move on.
- Use all your **active listening skills and body language** (face the audience, use eye contact, move closer to the participant speaking, incline head, during your facilitation.

Facilitation challenges	What you can try	What you should avoid
Quiet people in the group	– Specify at the beginning that it's fine to have silences – it can be essential for some people to have a bit of time to gather their thoughts before they engage in discussions – Instead of asking very general questions, try and relate questions to a known experience. For example, instead of asking "who can tell me about issues that communities face", instead ask "Thinking back to the last time you met community leaders, what issues did they discuss with you?" – Once you have asked a question, distribute post-it notes and ask participants to note their answer, with their name on it on the Post-it, so that you can then ask them orally to elaborate on the points they made in writing. – When asking a question you can specify generally that you'd particularly like to hear from people who may not have had the opportunity to talk yet – or try more eye contact with those participants. – If you have any participants that remain very quiet, go and check discreetly with them during a break that everything is fine or if anything is preventing them from engaging. – Encourage different discussion formats (e.g. small group discussions, role plays, one to ones, writing or drawing etc) to allow them to engage in different ways.	– Avoid putting people on the spot "and what do you think?" – Avoid highlighting the fact they may not have spoken much "we haven't heard anything from you yet – can you engage more in the discussion?"

Facilitation challenges	What you can try	What you should avoid
Loud or overbearing people in the group	– When setting the ground rules, you can ask participants to add in some rules about how to encourage everyone to speak (see point above about encourage quiet participants), and how to self-regulate over-enthusiastic people. As a facilitator you can then point to the ground rules when dealing with loud or overbearing participants and remind them of the ground rules of keeping a little quieter if they have spoken lots, or on the contrary engaging more if they have been quiet for a while. – Encourage the others in the group to participate – see how to deal with quiet participants. – Give the overbearing or loud participant a role, for example taking minutes or helping with timekeeping or helping with an activity. – Have a quiet word during one of the breaks just to highlight that you are keen to hear others in the group and while you do not want to stop them engaging, could they reflect on their engagement to allow others in the group to take part. – Avoid direct eye contact with the louder participants.	– Dampening down their enthusiasm. – Making them feel bad about engaging in the discussions.
People starting to get distracted	– It may be time for a break or a fun activity! Perhaps the participants are becoming a little tired, or simply can't take more in. – If it is one particular pair or group of individuals disrupting the group, try to move people around after one of the breaks, perhaps as part of an activity.	

Facilitation challenges	What you can try	What you should avoid
Low participation of the group	– Again, it may be that participants are starting to get tired and need a change, either a break or a fun activity. – It may be that the setting for discussions is not working. Try a smaller discussion group format or even pairing people up to continue the discussion and then report back to the group. – Silence doesn't necessarily mean that participants are happy with the course or the way it is going. Try checking in with them after the break – either in an open discussion, or through a smiley face check-up (put up a flipchart with smiley face and sad face and ask people to write down on post-its what they are liking and not liking about the session – this could give you tips on what to change in the next session). – If there is no answer or discussion to a specific question, try rephrasing the question or an easier question before building up to the more complex discussion.	
Lots of discussions going on at the same time	It may be that participants want to talk about lots of issues and are finding it difficult to focus. This can be a really encouraging sign, but there are ways of managing this. – Try to summarise points made quite regularly and also maybe try to group topics together to make it all more manageable for you as the facilitator and for the participants to see more clearly. – Try and link the suggestions to the topic you are discussing.	– Don't force participants to follow one issue, especially if they are more interested in others, still related to what you need to discuss. – Don't ignore or dismiss issues suggested by participants.

Facilitation challenges	What you can try	What you should avoid
	– If topics suggested do not fit with the topic being discussed, acknowledge the issue raised and thank the participant and write the issue(s) down on a Parked Issues flipchart to show the participants they are not being dismissed but will come back to them later.	
Side conversations	– Discreetly go and stand near them to provide a hint that they are disrupting discussions. – Ask them in a non-confrontational manner whether they would like to share any of their discussions with the broader group. – Take a break and on their return, ask everyone to sit in a different place – If the individuals are being very disruptive, give the rest of the group a small activity, and take the individuals outside for a brief chat to explain the impact of their behaviour of your facilitation and the group dynamics and explore ways of continuing the course in a more productive manner.	
Negative behaviours from individuals	Some participants may be disruptive in a quiet, but still disruptive manner. This can include eye rolling, sighing, arm crossing etc. – Try and discuss with the participant during a break to explore what the problem might be and what you can do to address the problem.	
Language issues	– Establish with the participants before the course, the language the course will be held in, and whether anyone might have problems understanding or engaging. You can then try and find solutions (e.g. translators) that can help.	

Facilitation challenges	What you can try	What you should avoid
Language issues	– If translators are part of the course, make time before the course to discuss with them before the course to jointly organise the course. – If translators are being used, allow sufficient time for the translator to translate, and allow sufficient time for the participants to hear the translation and ask any questions or provide feedback in the discussions. – Re-configure the room if you feel that the translation is having an impact on the group dynamic. – Use alternatives during the course to encourage all participants, regardless of language, to engage, e.g. visual materials, drawings, notes etc. – Summarise all discussions on a flipcharts so that everyone can see the key points made. – Remember that language is not neutral and we may use the same terms but have different interpretations of it. Clarify with the group the understanding of terms, e.g. "I understand insurance as XXXX – is that the way you all understand it too? Because the feeling I am getting is that we might have different interpretations?" – remember that one interpretation is no better than the other but the differences need to be acknowledged and clarified so we can have better discussions.	

For more useful tips on facilitation you can visit the following web links:

https://www.ksl-training.co.uk/free-resources/

http://www.acphd.org/media/114415/facilitation_tips.pdf

https://www.hse.ie/eng/about/who/qid/other-quality-improvement-programmes/opendisclosure/opendiscfiles/guidetomanagingdifficultparticipants.pdf

https://www.seedsforchange.org.uk/facilitatingworkshops

https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main

8. Ideas for fun activities

1. "Vote for him for president" to introduce your partner

Time: 30 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: This is a great icebreaking game where we get to know new and great things about each member of the team.

Guidelines:

- Ask the group to make teams of two with someone they do not know
- Give groups 10 minutes to get to know each other and prepare a campaign "President of Kyrgyzstan" for their partner. The campaign should only be four sentences and should try and convince the rest of the group to vote for them as president.
- Each person then introduces their partner to the rest of the group in four sentences; with enthusiasm, clarity and energy.

2. The Knot game

Time: 10 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: Team building exercise where the group problem solves

Guidelines:

- Ask everyone to form a circle, shoulder-to-shoulder.
- Have each player extend their left hand and take the left hand of another player in the group. It helps to have players introduce themselves to the person whose hand they are holding.
- Then have each player extend their right hand and take a different person's hand. Have everyone introduce themselves to those whose hands they are holding.
- Explain to the players that they are not to let go of each other's hands while they remain in the circle and untangle themselves. Players may change their grip to be able to move comfortably, but they are not to unclasp and re-clasp their hands, because then the circle would be broken.
- Players must try and unknot the circle by working together.
- If the team unknots themselves quickly ask them to repeat the game.
- At the end ask the team to discuss how they solved the knot and what came up.

3. "Driving your car" to build trust

Time: 10 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: Trust building

Guidelines:

- Ask the group to pair up (groups of two)
- Ask one person from each team to stand behind their partner and put their hands on their partners shoulders (they are the driver). While the partner in front closes their eyes (they are the car).
- The 'driver' can then ask to drive his/her 'car' around the room slowly without talking but making instructions through the touch of the shoulders. The 'car' person must trust the 'driver' that they will not crash. Continue for 2 minutes.
- After 2 minutes ask the 'driver' to park their car somewhere fabulous. Once they are parked ask the 'car' to open their eyes.
- REPEAT for partner 2. This time have the 'driver' only touch the 'car' with one finger on the shoulder. Again the diver is not allowed to speak and they only can communicate through the touch of the finger. Here the 'car' must really listen to the touch and trust their driver. After 2 minutes ask the driver to park their car somewhere fabulous.

- At the end ask the participants what feelings came up during the activity? Discuss how this activity allowed participants to embody the principle of trust and communication.

4. Mother guiding cub snow leopard

Time: 15 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: Trust and communication building

Guidelines:

- Ask the group to find a new partner; someone they do not know very much.
- Give the groups 5 minutes to develop a unique sound that distinguishes their group and they can use as an 'animal call'. Also ask the team to decide who is the 'mother' snow leopard and who is the 'cub' snow leopard.
- Ask the cub snow leopards to close their eyes. The mother snow leopard will then move the cub to an area in the center of the room. Make sure the cub keeps their eyes closed.
- The mother snow leopards will then go and stand somewhere new in the room.
- Ask mother snow leopards to use the unique 'animal call' sound to call their cubs towards them. Every mother will start making sounds and cubs may become confused. They will have to listen and walk towards the sound of their mother.
- Once the cub finds the mother they can open their eyes.
- REPEAT where the pairs switch roles
- At the end ask the participants what feelings came up during the activity?

5. Word smudging.

Time: 20 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: Communication

Guidelines:

- Ask the group to make groups of four with people they do not know very well.
- In the teams of four; 2 people will play the game while 2 people will act as the audience.
- The two people playing the game will sit facing each other.
- At the count of three they must say the first word that comes to their mind at the same time. They then repeat this with the goal of trying to say the same word as their partner. Teams try to say the same word in the smallest number of trials.
- Ask the audience what they noticed. Did one player never change the theme of their words to match the other play (dominant)? Did one player always change the theme to match their partner (follower)? Did one player say random words (unpredictable)?
- At the end ask the participants what feelings came up during the activity?

6. Draw back to back

Time: 20 minutes

Number of Participants: All participants of the training

Tools Needed: Paper and pen/pencils

Objectives: Communication

Guidelines:

- Ask the team to make groups of two with a person they do not know very well
- Each person will prepare two sets of paper and a pencil/pen.
- Have each partner sit back to back.
- Together the partners will have to draw on their paper the same drawing; a landscape, person or abstract drawing. The partners are back to back so cannot see what the other person is drawing.
- The goal is to communicate clearly and for drawings to be very similar.
- After 10 minutes have teams compare their drawings
- At the end ask the participants what feelings came up during the activity?

7. Snow Ball Game

Time: 20 minutes

Number of Participants: All participants of the training

Tools Needed: Paper and pen/pencils

Objectives: Ice breaker and motivator

Guidelines:

- Give each person a small piece of paper and ask them to write something 'fabulous' about themselves on the paper.
- Collect all the papers and scrunch them up to look like 'snowballs'
- Get the participants to throw the 'snowballs' at each other as if they were having a snowball fight. After two minutes have everyone stop.
- Ask each person to find one of the snow balls and open it up, read the description, and try and find the person that the paper belongs to. They must find out who the person is without using any of the words written on the paper.
- Once they find the person they link arms with their snow ball person.
- Eventually once everyone has found their snow ball person the team will automatically form a circle or two circles.
- At the end ask the participants what feelings came up during the activity?

8. Cheerleader rock paper scissors

Time: 15 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: Ice breaker and motivator

Guidelines:

- Ask everyone to find a partner and play rock, paper, scissors. This is where in groups of two each player simultaneously forms one of three shapes with an outstretched hand. These shapes are «rock» (a closed fist), «paper» (a flat hand), and «scissors» (a fist with the index finger and middle finger extended, forming a V).
- A player who decides to play rock will beat another player who has chosen scissors («rock crushes scissors»), but will lose to one who has played paper («paper covers rock»); a play of paper will lose to a play of scissors («scissors cuts paper»). If both players choose the same shape, the game is tied and is usually immediately replayed to break the tie.
- Ask each team to play rock, paper, scissors three times. The person who wins most games out of three is the winner. The loser becomes the winner's cheerleader and stands behind him/her cheering their name loudly.

- The winner (with the cheerleader behind them) then goes and finds a new player to play rock, paper, scissors. Again the loser of the game goes behind the winner to join the cheerleading crew. Winners will win all the cheerleaders of the loser's team.
- Eventually two people are left- and the final match takes place. By this time each person has many cheerleaders behind them cheering them on to win the final rock, paper, scissor match.

9. Guess what my 'other career' would be

Time: 20-30 minutes

Number of Participants: All participants of the training

Tools Needed: None

Objectives: Icebreaker and motivator

Guidelines:

- Ask everyone to brainstorm an alternative life where they would follow another career.
- Each person must then go in the middle of the room and act out their career. Everyone must then guess what career they are acting.
- This is a great game to get participants to get to know each other outside the theme of conservation.

APPENDIX

Appendix 1: What makes a "good" trainer?

Facilitating a session for a group of fellow conservationists/conservation champions to discuss the principles of conservation can be challenging, or even intimidating. While none can claim expertise on a subject as complicated as conservation, facilitating such a session can be a very fruitful exercise for the participants and the facilitator(s).

Facilitating a session is not easy, but can one learn with experience? Yes, the research suggests so.[ii]

Several studies have been carried out to evaluate what makes a trainer effective. Here we compile a list of characteristics, identified from these studies, which make a trainer exemplary.[iii iv v]

Enthusiasm/High Energy: A good trainer is able to intentionally create an up-beat climate for the participants. The most important aspect for them is their overall ability to prepare for the training. They place great emphasis on having thorough knowledge of the training content prior to conducting the training. They do so by committing time to educating themselves to become fully competent to deliver a training program. Many good trainers claim that they became experts on the content of their training while working on the training. What sets a good trainer apart though is their genuine enthusiasm to conduct the training.

Good communication skills: The essence of a good trainer's job is to get information across to others in a way that helps them learn. A good trainer is able to convey information clearly and concisely – and they know how to listen. They know when to speak, and when to remain silent, how to encourage others to speak, and how to end a discussion. They know when and how to ask questions. Remember communication skills can be learned and improved.

Sincerity/Honesty: A good trainer is able to demonstrate their true interest in delivering the training to the best of their ability. They see the importance of establishing a clear sense of direction during training to reduce participant anxiety. They also take every participant question seriously. They never pretend to have answers to questions when they do not and provide honest feedback when asked for.

Flexibility: Regardless of the amount of preparation prior to a training event, there may be occasions that call for some adjustments. A good trainer adapts to such situations by recognising the need to adjust, alter, or eliminate material during the training, based on the unique needs of the participants. A good trainer can instantaneously adjust the content of instruction to accommodate participants' unique needs. They may diverge from prescribed material, alter or eliminate less pertinent material, and explore new areas outside the outlined course material based on their level of comfort on the topic. Good trainers are less likely to be concerned with losing control of the classroom training. Instead they stimulate a pertinent discussion and determine the appropriate time to revert to the outlined course material. Pertinent discussion is seen by good trainers to exemplify a successful training event.

Responsiveness: A good trainer demonstrates their responsiveness by expressing interest in the individual learner, by listening, by accommodating individual differences, by establishing a rapport with participants, and by using relaxed mannerism during the training. Becoming involved with the participants is an important reason for their success at training. A good trainer is receptive to comments and questions and is eager to promote and generate a pertinent discussion. Such trainers will choose to discuss pertinent questions based on the dynamics of the group to which they are presenting. They know when and how to appropriately end a discussion. An average trainer on the other hand takes a mechanistic approach to instruction with emphasis placed on, and an apparent sense of pride in, accomplishing the instructional task at hand despite constraints such as limited amount of time and different backgrounds and characteristics of students.

Tolerance: A good trainer sees it as important to maintain a positive attitude and tolerate disruptions during training. They are unlikely to become angry or frustrated during training and therefore lose composure during the training event. A good trainer does not take participant criticism as a personal attack. Such a trainer is willing and able to accommodate different learning styles.

Humour: Good trainers claim to have a sense of humour! They try to make the training fun for participants. Such trainers may poke fun at themselves during training. They also look to incorporate humour in conjunction with personal, real life stories and examples during training to relax the participants and create an open environment.

A good trainer has a set of competencies that they develop with experience which contribute to their success. The following table lists some such competencies while also trying to suggest how we could build them ourselves as we set of as trainers:

Competencies of a “good” trainer/facilitator	How can we ensure this?
Sets goals and objectives for training	The goal of our session(s) is to discuss the principles of engaging local communities in conservation. We will also introduce participants to the PARTNERS principles which are a set of guiding principles that can be helpful while working with local communities on conservation. Ensure that you discuss the goal(s) of the session with participants at the outset.
Develops lesson plans	A guide for trainers facilitating the session is available as part of the trainers toolkit. Ensure that you read through the guide and make yourself comfortable with it. If you have any doubts or need clarifications, feel free to reach out to any of the other facilitators.
Keeps current and up-to-date	The module has been designed around a core set of principles. However, the mode of instruction may need to change considering the context and circumstance of the participants. The module encourages trainers to have the flexibility to adapt to such requirements, while continuing to guide them through the process.
Conducts needs assessment	It is useful to understand from the participants what they expect out of the session. In addition we also conduct a formal assessment at the end of each session to gather feedback of the participants. Both of these shall be used to keep the session current and relevant.
Designs instruction so it is easily understood	In our module, we discuss the principles of conservation through experiences sharing by participants. It may be very helpful to ensure that all the participants understand the context and remain part of the conversation.
Provides positive reinforcement	The session is an opportunity for participants to open up with their experiences in conservation – good or bad. Encourage them to share without judging them.

Competencies of a "good" trainer/facilitator	How can we ensure this?
Blends different training techniques	We try to use group activities and other methods through the module to make the module fun and interactive. But it always helps when you think through each of these and how you'd conduct for the group you are going to engage.
Uses questioning to involve participants	The session is only as good as the participation we are able to achieve. Use every opportunity to bring the participants to speak, share experiences and present their views. Without participation, the session could become very boring. Plan before the start of the session on how you will engage the participants and encourage them to speak actively.
Facilitates group learning activities	The module has eight group activities that have been built in to ensure participation within the group. This was done based on feedback from the initial set of participants who have taken part in these workshops. If you see the opportunity to include more group activities that are relevant and could improve the module from its current form do reach out to your co facilitators so that it can be made part of the guide for trainers.
Clearly explains concepts	Acquaint yourself with the general principles of engaging communities in conservation – a helpful list of resources on the topic is available as part of the toolkit. Make sure you are comfortable with them. Discuss them with other facilitators if required. Use your perspective when facilitating these session. It is possible that participants may come with differing views which provides us the opportunity to engage on the topic. We hope that through such opportunities, we will come back with a richer perspective on the topic which can benefit all.

Competencies of a "good" trainer/facilitator	How can we ensure this?
Presents training in a logical sequence	The module has been designed in a manner that begins from some of the basic principles and we continue to logically build on them.
Recognizes and attends to individual differences	Participants may include people with different perspectives and views. It is important to acknowledge this while trying to guide the discussion on the principles of engaging communities in conservation.
Explains complex ideas so they can be easily understood	In case there are concepts or ideas that are hard to explain, do encourage others to contribute – part of the objective is for the entire group to explore the subject through sharing.
Evaluates effects and impact of training	be administered by the trainer. The feedback from the evaluation will be used to build on the module to make it more effective.

Appendix 2: Sample workshop announcement

Here is a sample announcement that can be use while inviting participation for a workshop:

Dear colleague,

I hope you are doing very well. I am very pleased to announce a new workshop that we, as part of the Snow Leopard Trust Partner Network, would like to invite you to.

The Snow Leopard Trust and their country programmes have been working in snow leopard landscapes for over two decades. We try to protect snow leopards and their landscape while working closely with local communities that inhabit these regions. Local communities are our most important partners in conservation.

The need for engagement with local communities is widely seen as being critical to the success of conservation efforts. However, although this need is clear, as practitioners we often have little formal training in how we should engage with local communities and how we can recognize the pitfalls and opportunities provided by developing genuine partnerships.

A set of principles and guidelines for community-based conservation, called the ‘PARTNERS principles for community-based conservation has been created based on our extensive community-engagement experiences. This has now been developed into a workshop for training a wide range of potential stakeholders that includes frontline conservation practitioners, local community champions, members from local youth, participants in ongoing conservation programs, government frontline staff, and other local and global conservation agencies.

As someone who works so closely in conservation, it would be wonderful if you could participate in this workshop. We hope to use this opportunity to actively share our personal experiences of working with communities – the challenges, the successes, and the lessons learnt.

Workshop for engaging local communities in conservation Trainer’s training

Date: <<Specify the date>>

Time: 9:30 – 17:30

Location: <<Mention the location>>

Language: <<Mention language(s)>>

At the end of the two days we hope you will have further improved your skills to engage communities in conservation, and strengthened your ability to reflect on the challenges faced in community-based conservation, and figured out how these can be addressed.

If this sounds interesting, confirm your participation by <<enter date>>. We have limited seats.

Please write back if you have any questions regarding the workshop. Thank you.

Appendix 3: Sample workshop schedule

Day 1:

09.30 to 10.00 (30 min) – Introduction & Ground Rules
10.00 to 10.45 (45 min) – Sharing Expectations
10.45 to 11.00 (15 min) – Tea Break

11.00 to 12.00 (60 min) – Sharing personal experiences of community-based engagement
12.00 to 13.00 (60 min) – Exploring the principle of Presence
13.00 to 14.00 (60 min) – Lunch Break

14.00 to 14.45 (45 min) – How do we decide on an intervention?
14.45 to 15.45 (60 min) – Trying to negotiate
15.45 to 16.00 (15 min) – Tea Break
16.00 to 16.45 (45 min) – Discussing 'Transparency' and 'Respect'
16.45 to 17.15 (30 min) – Styles of management
17.15 to 17.30 (15 min) – Wrap Up

Day 2:

09.30 to 10.00 (30 min) – Refresher of Day one
10.00 to 11.00 (60 min) – Developing empathy
11.00 to 11.15 (15 min) – Tea Break
11.15 to 12.00 (45 min) – Active listening
12.00 to 13.00 (60 min) – Negotiations with communities
13.00 to 14.00 (60 min) – Lunch Break

14.00 to 15.00 (60 min) – Negotiations with communities (continued)
15.00 to 16.15 (75 min) – Discussing Responsiveness & Monitoring
16.15 to 16.30 (15 min) – Tea break

16.30 to 17.30 (60 min) – The Partners Principles, closing discussions, feedback and conclusion

Appendix 4: Role sheet for exercise 12

(Adapted from George Mason University Institute for Conflict Analysis and Resolution Fairfax, Virginia)

We have modified the role play to suit the local context for our audience but the principles remain the same.

Role 1: Dr. Ali

You are Dr. Ali. You are a famous researcher in a medical company. Your company is working to prepare a new medicine for livestock. Some parts of your country have reported a new disease that is killing sheep and goat. The exact reason of this disease is not known. Once infected the animal stops taking any food and dies within a week. The meat of the animal is also considered unfit for consumption. This disease seems to spread slowly to other sheep and goat sharing the same corral. Many deaths of sheep and goat have been reported due to this mysterious disease.

You have developed a new injection that saves sheep and goat from this disease. Animals injected by this new medicine were not affected by the disease. One of the key ingredients used in making this injection is the seed of the Tabo apple: an apple that grows in a remote valley named Tabo. Unfortunately, there were only 4000 Tabo apples produced this season.

You have been informed that Tanzin, a farmer who grows fruits, has 3000 of these Tabo apples. This will provide you sufficient apple seeds to supply injections for one year. You also know that the seeds are in good condition.

In addition, you have been informed that Dr. Miji is also trying to purchase Tabo apples and she is aware of Tanzin's 3000 apples. Dr. Miji works for another large medicine company. Competition between your companies is intense.

Your company has authorised you to approach Tanzin to purchase the 3000 Tabo apples. You have been told he will sell them to the highest bidder. Your company has authorised you to bid as high as 250,000 SOM to obtain the seed of the apples.

Before approaching Tanzin, you have decided to talk to Dr. Miji to influence her so that she will not prevent you from purchasing the apples. But you need to be careful, because if Dr. Miji figures out how valuable this deal is, it might get more complicated for you. Try to make sure that you can arrange to buy at least some of the apples from Tanzin within your budget even if that means that you have to withhold some vital information while negotiating with Dr. Miji.

(Adapted from George Mason University Institute for Conflict Analysis and Resolution Fairfax, Virginia)

We have modified the role play to match the local context for our audience but the principles remain the same.

Role 2: Dr. Miji

You are Dr. Miji. You are a renowned researcher in a medical company. Your company has prepared a medicine that prevents altitude sickness. Your region receives a very high number of tourists. However, more than half the tourists arriving to this region suffer signs of altitude sickness due to which they have to cancel part of their trip. As a result of this the number of tourists arriving to this region has gone down in the past 3 years.

The medicine your company has prepared is showing very good results to prevent altitude sickness. Tourist completing a course of 6 tablets reported no complains of altitude sickness. This medicine can help bring back the tourism industry on track. One of the key ingredients used in making this injection is the peel of the Tabo apple: an apple that grows in a remote valley named Tabo. Unfortunately, there were only 4000 Tabo apples produced this season. No additional Tabo apples will be available till the next season.

Unfortunately, the present solution was just identified and your company is now looking to manufacture and sell this medicine aggressively. It can earn a very high profit for your company and you could also receive a big reward from the company.

You have been informed that Tanzin, a farmer who grows fruits, has 3000 of these Tabo apples. This will provide you sufficient apple peel to manufacture tables for one year. You also know that the apples are in good condition.

In addition, you have been informed that Dr. Ali is also trying to purchase Tabo apples and he is aware of Tanzin's 3000 apples. Dr. Ali works for another large medicine company. Competition between your companies is intense.

Your company has authorised you to approach Tanzin to purchase the 3000 Tabo apples. You have been told he will sell them to the highest bidder. Your company has authorised you to bid as high as 300,000 SOM to obtain the peel of the apples.

Before approaching Tanzin, you have decided to talk to Dr. Ali to influence him so that he will not prevent you from purchasing the apples. But you need to be careful, because if Dr. Ali figures out how valuable this deal is, it might get more complicated for you. Try to make sure that you can arrange to buy at least some of the apples from Tanzin within your budget even if that means that you have to withhold some vital information while negotiating with Dr. Miji.

Analysing the exercise

The most important factor in this role play is that one person is seeking the peel of the apples and the other person is seeking the seed of the apples. Usually the participants will begin the role play perceiving themselves to be in competition over the whole apple. How the role play proceeds depends on how soon (if ever) the participants realize that their needs are not necessarily mutually exclusive.

Two factors affecting the negotiation are how transparent and trusting, participants perceive their partner to be (which you can influence in the way you set the exercise up, what instructions you give).

You can vary the way you use this exercise according to the situation and your purpose for using it. One common variation is to have a third participant observe the role play and give feedback and analysis afterwards. Another is to have the roles of Dr. Ali and Dr. Miji played by teams of two or three individuals and to require a consensus decision of the group. This variation has the added complexity of forcing participants to agree with the other members of their team as well as competing with an «adversary». Competition is often more intense in this situation.

Appendix 5: Explanation sheet for exercise 15

Horses (compromising)*: Horses are moderately concerned with their own goals and relationships with others. Horses seek to give up part of their goals, and persuade the other person to give up part of theirs – a compromise. They seek the middle ground in a conflict. They are willing to sacrifice part of their own goals and relationships in order to find agreement for the common good.

Sharks (forcing): Sharks try to overpower opponents by forcing them to accept their solution to a conflict. Their goals are highly important to them and relationships of minor importance. They are not concerned with the needs of others and seek to achieve their goals at all costs. Sharks assume that conflicts are settled by one side winning and the other losing. They want to be the winner. Winning gives them a sense of pride and achievement. Loosing gives them a sense of weakness, inadequacy and failure. They try to win by attacking, overpowering, overwhelming and intimidating others.

* We concur that this classification and selection of animals is based on certain stereotypes. They are to be treated lightly, and we don't mean to give any further meaning to or reinforce these false stereotypes about animals.

Turtles (withdrawing): Turtles withdraw into their shells to avoid conflict. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people with whom they are in conflict. Turtles feel helpless.

Cuddly toys (smoothing): Cuddly toys' relationships are of great importance and their goals of little importance. They want to be accepted and liked by others. They think that conflicts should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that will ruin the relationship. They give up their goals to preserve the relationship. Cuddly toys try to smooth over the conflict for fear of harming the relationship.

Elephants (confronting): Elephants highly value their own goals and relationships. They view a conflict as a problem to be solved and seek a solution that achieves their own goals and the goals of the other person. They see conflicts as ways of improving relationships by reducing tension. By seeking resolutions that satisfy themselves and the other side, elephants maintain the relationship. They are not satisfied until solutions are found, and the tensions and negative feelings have been resolved.

Appendix 6: An example of negotiation role plays for exercise 20

Community/Villagers:

You are part of a conservation-linked handicrafts programme called **Snow Leopard Organisation**. You are one of the oldest participants of the programme and have completed four years. The team from the conservation agency running the programme is visiting you to finalise the agreement for the fifth year. In the past four years, there have been no cases of hunting or poaching around your village and attitude towards wildlife has been very positive. You are hopeful that this year, all the participants will be taken on an exposure visit to the capital as a reward for being part of the programme for so long. You also hope that the prices for work you do this year will at least be raised by 20%.

Conservationists:

You are running a conservation-linked handicrafts programme in a several villages. You are visiting your oldest participating village that have been part of this programme for the past 4 years. You are here to make an agreement for the fifth year. Due to unexpected problems with funding, you are not in a position to increase the number of orders you will place with the participants of this village or the price you pay for their efforts, for this year. You are hoping to convince your participants to continue at the same rates for the coming year.

Appendix 7: An example of community agreements for exercise 22

Here are two examples of a community agreement drawn up for a similar intervention. Which of these would you prefer to take up? Why?

Community agreement

This agreement is with the local villagers of village Yaksha and is being signed on 5 November 2008. Last summer a local resident (Mr. Sonam) of this village had killed a snow leopard in retaliation after the animal had entered his corral and killed 40 of his livestock. Despite this being prohibited under the law, no action was taken against Mr. Sonam or the other villagers.

In order to prevent such incidents in future, the Snow Leopard Protection Foundation graciously agrees to help the villagers reinforce their corrals. Under this agreement the Foundation will provide Rs 10,000/- to each family of the village to repair their corrals. Each recipient should complete this work within 2 weeks of receiving this amount. In case this is not done, the Foundation is entitled to claim a refund.

The villagers of Yaksha agree that they will not cause harm to snow leopards in the future. If they do not do so, the Foundation shall discontinue working with the community and shall immediately report the incident to the local government department.

This agreement shall be reviewed and revised annually by the Snow Leopard Protection Foundatio.

Community agreement

This agreement is between the local community in the village of Yaksha, represented by the village council, and the Snow Leopard Protection Foundation. Both groups have been working closely to conserve local wildlife by setting up interventions to prevent conflict between local herders and wild carnivores.

One of the main causes of conflict is from surplus killing of livestock by snow leopards. Based on a survey conducted recently as a joint exercise in the village, we identified that several of the corrals that had faced an attack had large openings through which snow leopards entered them easily. Such attacks could be prevented by sealing the large openings of such vulnerable corrals using metallic grilles.

Both groups have agreed to work together to:

1. Form a joint team of the village council and the Snow Leopard Protection Foundation who will make a list of vulnerable corrals in Yaksha village. Measurements will be taken for all corrals that need metallic grilles.

2. This team will order the grilles as per the measurements taken by them at the village. Snow Leopard Protection Foundation shall provide monetary support for the costs incurred in the process. The joint team shall work with individual herders to ensure that the metallic grilles are installed on the vulnerable corrals.

3. The joint team aims to execute this project within one month of the signing of this agreement.

The villagers of Yaksha agree to renew their commitment of protecting local wildlife around their village. In case of any further conflict from wildlife, the villagers commit to work with the Snow Leopard Protection Foundation team to identify and implement suitable interventions.

Appendix 8: Workshop Evaluation Form for participants

We'd appreciate five minutes of your time to complete the questionnaire. All data will be anonymised and will help us to improve future training.

Name (will be kept confidential): ....

Some information about you:

Q1. What is your discipline and/or area of expertise? ....
....
....

Q2. Which organisation do you work for? ....

Your views about the training course arrangements:

Q3. Please rate the arrangements for the meeting:

	Strongly Dislike					Strongly Like
Agenda	❖	◆	☒	⍓	⌘	❁
Comfort & layout of the training room	❖	◆	☒	⍓	⌘	❁
Catering	❖	◆	☒	⍓	⌘	❁

Q4. How effective were the agenda and activities for stimulating learning and discussion?

☐ Not effective ☐ Marginally ☐ Quite ☐ Effective ☐ Very effective

How could they be improved in future training courses?

....
....
....
....

Q5. What were the aspects of the training you enjoyed most, and why?

Enjoyed Most ....
....
Why? ....
....

Q6. What were the aspects of the training you enjoyed least, and why?

Enjoyed Least ....
....
Why? ....
....

Q7. How useful was the supporting material, namely the toolkit, and why?

☐ Very useful ☐ Somewhat useful ☐ Not useful

Why? ....
....
....
....

Q8. How did the training course impact on building your skills, knowledge and confidence?

☐ Building confidence ☐ Learning new skills ☐ Building knowledge

How? ....
....
....
....
....

Q9. How will you share or apply what you have learned in the training course?

....
....
....
....
....

Q10. How could the toolkit and/or training course be improved in the future?

....
....
....
....
....

Thank you very much for your time and participation! We hope you have enjoyed your training course. Please do not hesitate to contact us directly to discuss any aspects of the toolkit and training: Ajay Bijoor (ajay@ncf-india.org**), Justine Shanti (**justine@snowleopard.org**) and Juliette Young** (jyo@ceh.ac.uk)

Appendix 9: List of contributing participants

The first workshop of potential trainers was conducted in Bishkek, Kyrgyzstan in October 2019. The participants of this workshop contributed with their ideas and suggestions for the improvement of this toolkit. The current version incorporates their suggestion.

We would like to thank all of these participants and acknowledge their contribution in revision the original workshop toolkit

Name	Organisation
Bayarabayarjargal Agvaansteren	Snow Leopard Conservation Foundation, Mongolia
Daniar Libragimov	UNDP, Kyrgyzstan
Devika Rathore	Nature Conservation Foundation, India
He Haiyan	Shan Shui Conservation Center, China
Hussain Ali	Snow Leopard Foundation, Pakistan
Jennifer Snell Rullman	Snow Leopard Trust, USA
Kalzang Gurmet	Nature Conservation Foundation, India
Koustubh Sharma	Snow Leopard Trust, USA
Kuban Zhumabai	Snow Leopard Foundation, Kyrgyzstan
Li Peiyun	Shan Shui Conservation Center, China
Liu Xinnong	Shan Shui Conservation Center, China
Mushtaq Ahmad Khan	Snow Leopard Foundation, Pakistan
Omurbek Musakeev	Snow Leopard Foundation, Kyrgyzstan
Shafiqullah Khan	Snow Leopard Foundation, Pakistan
Tanzin Thinley	Nature Conservation Foundation, India
Tserennadmid Nadia Mijiddorj	Snow Leopard Conservation Foundation, Mongolia
Unurzul Dashzeveg	Snow Leopard Conservation Foundation, Mongolia
Venera Amankul	Snow Leopard Foundation, Kyrgyzstan

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