Good Practices in Biodiversity Conservation in the ASEAN Region Information Capture Template

Part I. About the Reference	
Element	**Description**
Title of the reference	Title of the document that will be used to extract the Good Practices information below.
	Conduct of a Training of Trainers (ToT) on Value Chain Data Organization Management and Report Preparation for BBP Project Implementers 16-20 July 2018, Hoang Lien, Viet Nam - A Workshop Report
Author(s)	Author or authors of the reference
	Ms. Lilibeth Cabebe, ACB Staff and BBP Consultant
Date	Publication date of the reference
	2018
Source	Where did you get a copy of this reference? It may be a library, a printed conference proceeding, or a website url.
	BBP Project archives in BIM, ACB

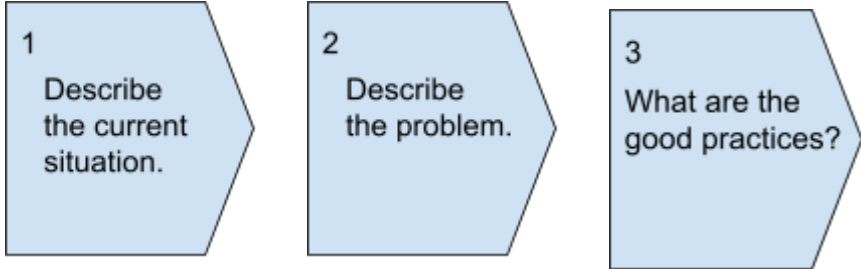| Part II. About the Good Practices	
Element	**Description**
Title of the good practices	Short title to describe the good practices What practices were conducted that led to the successful outcome?

	Training of Project Implementers on Data Organization and Management, and Report Preparation for a Sound Biodiversity Conservation Project Management
Geographical Location	Where were the good practices implemented? In which country, region or province?
	Hoang Lien, Viet Nam
Actors and Stakeholders	- Who are the financial partners? - Who are the implementing partners?
	GIZ ASEAN Centre for Biodiversity (ACB) GFA Consulting Group
Target Beneficiaries	- Who are the target beneficiaries (direct, indirect) of the practice? - How many are they? (sex and/or age disaggregated data).
	BBP Project Implementers in the CLV Region
Context / Implementation of the practice	This should provide the context of and justification for the practice, and address the following issues: - What was the initial situation before this initiative? - What was the problem / what were the problems that needed to be addressed? - How did the problem/problems impact the target beneficiaries?
	Results of the TNA identified gaps in the BBP field-based project implementers skills and capacities in processing and analyzing value chain data and translating these into project reports, case studies and news articles were used to develop a training of trainers (ToT) program on value chain data organization and management and report preparation. Lack of skills in these areas resulted in a delay in complying to project reporting and disorganization in data handling. This had an impact on the ability to comprehensively

	assess the status of each project component and implement a timely solution.
Objective	● What is the aim of the good practices? ● Which objectives were achieved?
	Enhance the skills of BBP field-based project implementers and VC stakeholders to: ● organize, process and analyze VC information on existing biodiversity-based products supported by BBP; ● prepare project reports, case studies, and news articles on lessons learned, experiences and milestones in the implementation of the BBP project in their respective areas; ● upload and populate the BBP website with stories and reports from the field; and Explore the possibility of establishing a network of contributors of information and stories to populate the BBP website.
Methods / Implementation of the Practice	● What were the main activities carried out? ● If possible, specify the implementation cost for each activity. ● Who were the key implementers and collaborators?
	A Training Needs Assessment (TNA) was conducted for the BBP Project Implementers that: ● identified gaps in their skills and capacities to generate stories to populate the BBP website and ● addressed these gaps through the implementation of a training program on value chain data organization and management and report preparation. Activities included: - Pre-testing of TNA questionnaires to field-based project implementers, representatives from the Viet Nam

	Environment Agency and BBP Office, Viet Nam - TNA orientation and surveyin Ba Be National Park, Viet Nam participated by participants of the TNA pre-testing and, BBP Lao PDR and Cambodia project coordinators and staff - TNA survey in Vientiane, Lao PDR participated by traders and technical advisers of bamboo handicrafts and furniture. Conduct of A Training of Trainers (ToT) on Value Chain (VC) Data Organization and Management and Report Preparation in Hoang Lien, Sapa, Viet Nam. Key implementers are the ACB staff, BBP consultant Participated by the BBP CLV Project implementers and staff
Results of the practice - outputs and outcomes	What are the results/ outputs of these practices?

	The training workshop achieved the following outcomes:
	
	1. BBP project implementers
	   ● gained new skills in organizing and managing VC data as well as
	   ● generated reports, case studies and news articles
	   ● trained trainers re-echoed what they learned during the 5-day workshop.
	
	2. The BBP website was updated with new information.
	
	3. A network of contributors was identified and organized to generate content (contributions of data and reports) for the BBP website.

Lessons Learned / Impact	● What worked really well – what facilitated this? ● How were the results evaluated? ● What did not work – why did it not work?

	1. In every training design involving project implementers, a training needs assessment should be conducted to ensure that the modules developed and implemented are appropriate and match the identified needs of target participants.
	2. Ideally, a working knowledge on the English language should be one of the criteria for identifying target participants for a training workshop. But in cases where most participants are non-English speaking, it pays to invest in interpreters/translators and associated technology to ensure that the topics discussed are widely understood and appreciated
	3. ACB should explore apps and devices where:
	    a. simultaneous translations from local language to English and vice versa can be conducted during the implementation of the workshop; and
	    b. follow-up workshops can be conducted remotely through webinars for which projects requiring such can invest in online facilities such as 'goto meeting' (https://www.gotomeeting.com/).

Success factors	What are the conditions (institutional, economic, social and environmental) needed for the practice to be successful?
	The workshop exercises and other activities were designed with appropriate level of difficulty and adequate number of hours which stimulated the participants' learning. Training modules were provided and enhanced the participants' skills and improved their understanding on data research, gathering and analysis; and writing technical reports, case studies and news articles. The workshop venue was conducive for learning and food selection was excellent.

Challenges	What constraints/challenges were encountered when implementing the practice? How were they addressed?
	- Over one-third, (35%) of the participants were not satisfied with the facilities of the training venue which could be attributed to the intermittent and poor internet connection. - Not all the participants can fully speak the English language. - Staff from the Thai Nguyen University of Agriculture and Forestry (TUAF) and the BBP Project Coordinator from Lao PDR assisted as interpreter/translators for participants from Viet Nam and Lao PDR, respectively.
Sustainability	- To what extent the practice is sustainable institutionally, socially, economically and environmentally? - What are the key elements to put in place for these practices to be institutionally, socially, economically and environmentally sustainable?
	Conducting training for capacity building of biodiversity conservation project implementers needs to be designed according to their needs. This involves identifying training needs (as what was done in TNA activities), developing training resources tailored specifically to the group, testing the training resources and modifying them accordingly. Budget for training including materiasl printing, travels and personnel costs must be allocated. Following up on the project implementers regarding their progress and support needed to apply the new skills must also be considered to ensure the success of the trainings provided.
Replicability and upscaling	Has this practice been replicated, in the same context? In different contexts?

	• What are the required conditions to replicate and adapt the practice in another context/geographical area? • What are the required conditions to replicate the practice at a larger scale (national, regional, international)?
	Yes, this process has been replicated in other ACB / GIZ Projects. However, information is not available in the workshop report.
Testimony	Collect stakeholders' testimony and use this anecdotal evidence of a man or a woman to show the benefit of the practice (with name and dates).
Related resources	List of references about the practice (Training manuals, guidelines, pictures, video, websites, etc.)
	https://bbp.aseanbiodiversity.org/index.php/en/ BBP Help Desk https://bbp.aseanbiodiversity.org/index.php/en/help-desk
Contact Information	Person to be contacted for more information (name, email).
	ASEAN Centre for Biodiversity BIODIVERSITY-BASED PRODUCTS +6349 536-2865 / +6349 536-3989 bbp@aseanbiodiversity.org
Summary 	

4

What are the results of the good practices?

5

Describe the final situation.

1

There are gaps in the BBP field-based project implementers skills and capacities in processing and analyzing value chain data and translating these into project reports, case studies and news articles.

2

- delay in complying to project reporting and disorganization in data handling
- impact on the ability to comprehensively assess the status of each project component and implement a timely solution

3

Training of Project Implementers on Data Organization and Management, and Report Preparation for a Sound Biodiversity Conservation Project Management

4

The training workshop achieved the following outcomes:
BBP project implementers
- gained new skills in organizing and managing VC data as well as
- generated reports, case studies and news articles
- trained trainers re-echoed what they learned during the 5-day workshop.

5

The training provided modules, teaching, exercises and coaching. These enhanced the participants' skills and improved their understanding of data research, gathering and analysis; and writing technical reports, case studies and news articles. These skills equipped them in contributing to the Data Information Management component of the BBP Project.