

# Training Resource Material

## Communicating Coastal and Marine Biodiversity and Protected Area Management through the Media

For Media Professionals, Students and Trainers



**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH

On behalf of:



of the Federal Republic of Germany

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## FOREWORD

Indian media has played a pivotal role in creating higher levels of awareness and support for environmental and biodiversity conservation. The focus has largely been on the terrestrial issues, with very less coverage of the coastal and marine conservation issues. Media has a vast potential of taking the message of coastal and marine biodiversity conservation to the masses and key stakeholders. Understandably, media professionals need specific and customized resource material to further their own knowledge on the issue.

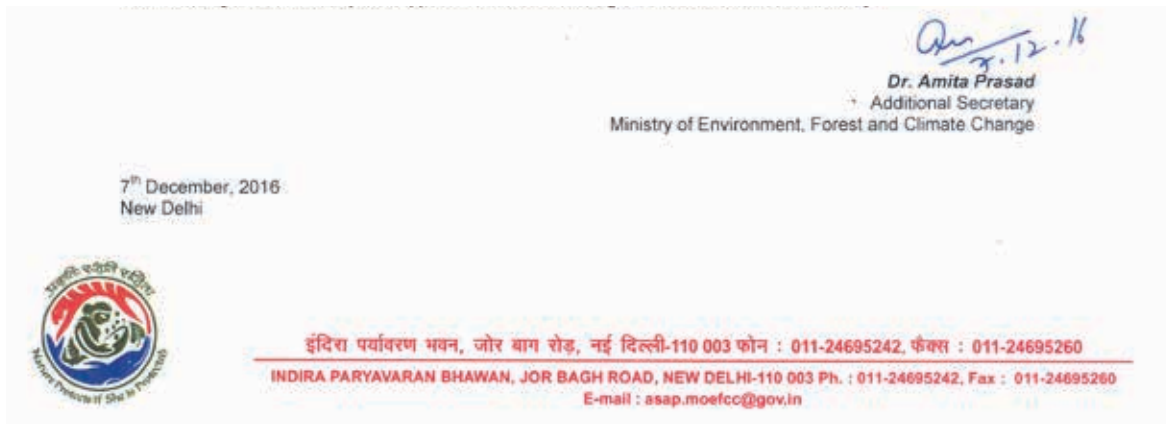
I am pleased to present the training resource material on 'Communicating Coastal and Marine Biodiversity Conservation and Management through the Media'. This competence-based training material for media professionals, students and trainers has been conceptualized and realized under an Indo-German technical cooperation project entitled 'Conservation and Sustainable Management of Coastal and Marine Protected Areas (CMPA)' and is being jointly implemented by the Ministry of Environment, Forest and Climate Change (MoEFCC) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB).

This material has been developed to address the gaps in knowledge, skills and appreciation pertaining to coastal and marine biodiversity. It is also an important step in India's march towards achieving Aichi

Biodiversity Target 19 relating to increasing knowledge and promoting science-based technologies relating to biodiversity.

I congratulate all those who were involved in this challenging assignment, especially the lead coordinators and editors Dr. Neeraj Khera, GIZ, Dr. K Sivakumar, Wildlife Institute of India, Mr. Luke Mendes, Media Trainer, Mumbai, Mr. S. Gopikrishna Warriar, PANOS South Asia, Mr. Darryl D'Monte, Forum of Environmental Journalists of India, and Mr. Dirk Asendorpf, Journalist and Media Trainer, Germany. I also place on record the guidance by Shri Hem Pande, former Special Secretary, Mr. Edgar Endrukaitis, former Programme Director, Mr. Konrad Uebelhoer, Programme Director, Indo-German Biodiversity Programme, GIZ, Dr V B Mathur, Director, Wildlife Institute of India, and Dr. J. R. Bhatt, Scientist-G MoEFCC in this endeavour.

I wish every success to India's media training institutions in using this learning resource for taking forward the issues of coastal and marine biodiversity conservation into the mainstream media. I am confident that this material will help media professionals and students in advancing their knowledge and will encourage them to do their best to generate the required appreciation for conserving coastal and marine biodiversity.



*Capacity development is the process of developing capacities of individuals and shaping joint learning processes so that the individuals are enabled to achieve sustainable results within their own system of reference.*

*Capacity development facilitates change among people in three dimensions: knowledge, skills and values/attitudes. A combination of traditional and innovative capacity development measures is required to achieve the objective.*



## Why develop a curriculum on coastal and marine biodiversity for the media?

In the coastal areas, a major determinant of the well-being and livelihood security is availability of marine and coastal biodiversity resources and access to these resources. Consequences of biodiversity loss and resulting **loss of ecosystem services, therefore, has far reaching impacts on livelihoods** and the overall well-being of coastal communities.

Effective engagement of media is one of the important factors to achieve higher levels of public awareness and support for managing coastal and marine biodiversity. Facilitating **holistic and sustainable capacity development measures for media** professionals as well as students, is key to ensure community participation in conservation efforts.

One of the most sustainable ways to implement capacity development for media on coastal and marine biodiversity is to develop an institutional system where the media training organizations integrate coastal and marine modules as part of their regular curriculum to deliver long term courses and short terms trainings for media professionals and students; the media institutes avail the thematic expertise from a nation-wide network of scientific experts as well as MPA managers; trainers and faculty implementing these courses and trainings are also equipped with and use participatory training approach and methods; and the participants are facilitated to undergo experiential learning via expeditions and development of media products on coastal and marine themes.

# The process of curriculum development

## Capacity needs assessment

The first step in facilitating capacity-development is to assess what key capacities already exist with the key stakeholders and what additional capacities might be required by specific stakeholders to contribute to the project objectives.

The process of capacity needs assessment CNA was therefore carried out in a truly **participatory and cross-sector manner, with the involvement of institutions and experts from the forest, fisheries and media sectors**. CNA was conducted as series of workshops, group discussions, meetings and individual consultations. At the individual level, competencies were assessed in the knowledge, skills and values dimensions. A special focus of this assessment process was identifying capacity needs for enhancing cross-sector and cross-stakeholder cooperation.

The process established that there is an immediate **need to enhance the competence of existing and future media professionals in communicating coastal and marine issues within their areas of function**. This can be achieved by through integrating the concepts and issues relevant to coastal and marine biodiversity into the existing curriculum of media students, and also by conducting training programmes for the media faculty and trainers as well as practicing media professionals.



## Curriculum development Process

To develop a competence-based curriculum and training material for media students and practitioners and to identify suitable partners to deliver the course sustainably, the project organized two curriculum development workshops during 2014 in Mumbai and Chennai. The participants represented a good mix of coastal and marine experts, fisheries experts, protected area managers, media professionals, media trainers, science faculty, forest department representatives, NGOs and capacity development experts.



The curriculum development group developed a curriculum framework, with seven modules and a trainer's guide, suitable for the media students, faculty and media professionals. A core team of authors and editors was identified to elaborate the curriculum. It took five months for putting together the contents and structure, several rounds of review, editing, re-writing and then special editing to ensure cross-sector linkages. Special efforts were taken to work on the language of the scientific inputs to make it suitable for the media students. The first draft was then ready in December 2014 to be pilot tested.

## Pilot testing at Xavier Institute of Communications (XIC), Mumbai

The project partnered with the Xavier Institute of Communication (XIC) Mumbai for pilot testing of all the training resource material with the post-graduation students of the course “Communication for Development (C4D)” during December 2014- May 2015.

The pilot testing received a very positive response from the students as well as trainers, who found the training extremely beneficial in developing a strong knowledge base about coastal and marine biodiversity, leading to greater appreciation of the need for conservation.



## Training of Trainers, to support training institutions in effective delivery of the curriculum

Six Training of Trainers (ToT) workshops were conducted during 2014 -16, to facilitate a pool of trainers, who are in agreement with the course approach and are willing to deliver the contents using participatory training methods. As a result of these ToTs, and facilitating the trained trainers in actual delivery of the modules at the partner institutes, the project has developed a pool of about 45 trainers, with cross-sector expertise.



## About the Curriculum

This curriculum is suitable for undergraduate and postgraduate media students at Indian media training organizations and universities, and for the media professionals.

This curriculum is designed to be a stand-alone course to be delivered over a semester or as an intensive 3-day training for the media professionals. Because of its modular structure and participatory training methods, it provides enough flexibility and can be customized for delivery as a module within an existing course at a training Institutes or as a dedicated session at a Media training workshop as well. The curriculum is also suitable for a field training expedition for the media professionals.

The curriculum is intended to develop a strong knowledge base about coastal and marine biodiversity and appreciation for conservation among media professionals.

## Competencies-based curriculum for the Media

The overall framework is based on a competencies-based curriculum with strong emphasis on hands-on exercises using participatory methods of training and learning. The training material is developed by a competent team of experts drawn from forest, fisheries and media sectors, bringing in a truly cross-sector perspective to the whole process of capacity development.

*Competencies-based curriculum is a way of approaching professional training that places primary emphasis on facilitating the participants in further developing their competencies, which are required to enable them in performing their jobs more efficiently and effectively. It aims at preparing people more effectively for real workplaces.*



# Possible learning outcomes of the courses based on this curriculum

## Media Professionals

By the end of the course, the participants are able to:

- Interpret and appreciate the ecological basis of managing coastal and marine ecosystems
- Appraise the issues related to managing coastal and marine biodiversity and ecosystems
- Use and organize scientific information from different sources for developing media products on coastal and marine issues.
- Appreciate the educational role that the media plays in raising awareness and bringing policy change towards effective management of coastal and marine biodiversity and protected areas.
- Develop a concrete action plan to bring coastal and marine issues to the forefront of their respective work domains

## Postgraduate students

By the end of the course, the participants are able to:

- Analyse concepts and issues related to managing coastal and marine biodiversity.
- Use and organize scientific information from different sources for developing media products on coastal and marine issues.
- Appreciate the role that the media plays in raising awareness and bringing policy change towards effective management of coastal and marine biodiversity and protected areas.

## Senior-level undergraduate media students

By the end of the course, the participants are able to:

- Describe concepts and issues related to managing coastal and marine biodiversity.
- Use and organize scientific information from different sources for developing media products on coastal and marine issues.
- Appreciate the role that the media plays in raising awareness and bringing policy change towards effective management of coastal and marine biodiversity and protected areas.



## Entry-level undergraduate media students

By the end of the course, the participants are able to:

- Outline concepts and issues related to managing coastal and marine biodiversity.
- Appreciate the role that the media plays in raising awareness and bringing policy change towards effective management of coastal and marine biodiversity and protected areas.



## Training Approach and Methodology

The curriculum permits a mix of field-based and classroom training sessions to be used, in almost equal proportions, to facilitate the participants in applying theoretical information learnt in classroom sessions in field conditions and to absorb the experience of local ecological and human communities.

The course uses participatory training methods for classroom sessions and field exercises. Learning through the active involvement of the trainees is facilitated, and it is they who develop the answers.

The following are some examples of such methods:

- group work and presentations
- dialogue and brainstorming
- knowledge café
- role play
- simulation (case study simulation/video simulation)
- online games and mind maps
- case studies
- fishbowl
- icebreakers, energizers and team-building exercises
- nature walks and contemplation
- field excursions.

# An overview of the curriculum

## MODULE 1

### Introduction to Biodiversity and Ecosystem Services

This module provides the basic introduction to the concept of biodiversity and the interconnectedness of human beings and biodiversity. Concept of ecosystems services is the central focus of this module. The module provides details of different facets of the concept of biodiversity and different examples of coastal and marine habitats and species. The module also touches upon the concept of conservation shortcuts such as keystone species, knowledge of which is a must for media professionals.

## MODULE 2

### Setting the context: Why are the coasts important?

This is the most comprehensive and time-intensive module of the course, and it sets the foundation of the issues of coastal and marine conservation for media. This module places the topic of coastal and marine biodiversity conservation into the overall development context, and looks into the interrelationship of conservation and economic development, the positive benefits that coastal and marine biodiversity brings to human societies via ecosystem services, the challenges in balancing conservation with the economic development, and a detailed understanding of the threats that the coastal and marine ecosystems are facing.



## MODULE 3

### **Coastal and Marine Protected Areas**

This module provides the much needed information on marine protected areas (MPAs), the differences between MPAs and terrestrial protected areas, the categories and types of MPA, as well as their management systems and also an overview of the element of management effectiveness. The module covers the key issues of fisheries and indigenous communities in the context of MPAs. Apart from providing information on different types of MPAs in India and their location, the module also elaborates on the benefits of and challenges for MPAs.

## MODULE 4

### **Governance, law and policy framework for coastal and marine biodiversity**

This module gives an outline and a brief history of the diverse governance, legal and policy frameworks for managing coastal and marine ecosystems, which have been presented in two sections. The first section deals with global conventions and guidelines that provide a framework to the maritime countries to draft national policies and legislation for conservation and management of coastal and marine habitats and species. The second section provides an overview of the major policies, law, rules and guidelines in India.

## MODULE 5

### **Why do we not hear more about the coast?**

This module will help media students and professionals in reflecting on the way media communicate coastal and marine conservation issues. Conservation is not in the media priority and therefore issues related to coastal and marine conservation come into news rarely and only when an event happens at the coast. The module will help the media professionals and students to understand how to integrate coastal and marine conservation issues into the mainstream media stories and products. The module is built around case studies, examples and information on successful cases where media has played a proactive and strong role in supporting coastal and marine biodiversity conservation.

## MODULE 6

### **Mainstreaming coastal and marine biodiversity conservation concerns into overall development and environmental planning**

This module provides the conceptual background and introduction of mainstreaming biodiversity. To ensure that biodiversity-related issues and concerns become a part of the larger development planning process in the country, there is a need to incorporate it into policies, strategies and action plan. There is also a need to use science-based tools to understand the impact that projects can have on the environment and ensure that spatial planning incorporates measures for conservation of coastal and marine biodiversity. This module provides the basic concepts and examples of such tools knowledge of which is useful for the media professionals while they work on related stories.

## MODULE 7

### **Interlinkages between coastal and marine biodiversity, climate change, natural disasters and coastal livelihoods**

This modules provides important information on the two most pressing issues of our times: climate change and natural disasters- their basic science, vulnerability and impacts, management and risk reduction options. The issues are accompanied by relevant case studies for better clarity. The module also focuses on a very important aspect of climate change and disaster management, i.e. their interlinkages with coastal and marine biodiversity and livelihoods of local communities. The module facilitates participants in exploring key synergies and trade-offs and possible way out to avoid the trade-offs.

### **Expedition Resource Material for Media: Field Learning Journal**

To facilitate learning on coastal and marine biodiversity, a field learning journal has been designed as a resource material for the media professionals and students. This learning journal helps them capture their observations and thoughts, and allows them to reflect on habitats, species, people and events in the coastal and marine environment. It facilitates them to link the coastal and marine biodiversity with their own work, interest areas and their own existence. This document provides a record of their coastal and marine experiences for them them to reflect even at a later date, and to use this information for developing effective media products on coastal and marine biodiversity conservation.





The Trainer's Kit including -Training Resource material and Trainer's Guides, was **released by Dr. Amita Prasad, Additional Secretary, Ministry of Environment, Forest and Climate Change (MoEFCC), Government of India** and **Dr. Elsa Nickel, Director General, Ministry of Environment, Nature Conservation, Building and Nuclear Safety (BMUB), Germany**, in the presence of Dr. Vinod B. Mathur, Director- WII, Dr. Alok Saxena, PCCF- Government of Andaman and Nicobar Islands, India, Sh. N. Vasudevan, APCCF & Head of Mangrove Cell- Maharashtra Forest Department, and Dr Neeraj Khara, Senior Advisor- Biodiversity Programme, GIZ India on December 12, 2016 **at a side-event of the Thirteen Conference of the Parties to the Convention on Biological Diversity (CBD COP 13)** - "Innovative Approaches for Ensuring Effectiveness and Sustainability: Capacity Development Measures for Coastal and Marine Biodiversity Conservation" in Cancun, Mexico.  
<http://enb.iisd.org/biodiv/cop13/enbots/12dec.html>

# Our Partners



## **The Wildlife Institute of India (WII), Dehradun**

WII has a mandate to train Indian Forest Service officers, State Forest Service officers, as well as other key stakeholders such as the Coast Guard and Customs etc., and has recently initiated one-week refresher course exclusively addressing issues related to integrated management of coastal and marine biodiversity targeting senior forest officials.

[www.wii.gov.in](http://www.wii.gov.in)



## **Xavier Institute of Communications (XIC), Mumbai**

XIC is a professional media Centre which offers a variety of services in training and production. XIC is an autonomous educational unit of the Bombay St. Xavier's College Society Trust, which comprises St. Xavier's College, the Institute of Management, the Institute of Counseling and the Heras Institute of Indian History and Culture. XIC pilot tested the curriculum during December 2014- May 2015, and later decided to integrate the curriculum into its diploma course on Communication for Development (C4D)

[www.xaviercomm.org](http://www.xaviercomm.org)



## **BMM Department, ST. Xavier's College, Mumbai**

St. Xavier's College is one of the most prestigious liberal arts colleges in India. The BMM department was established in 2002. The Bachelor in Media Studies, a programme begun by the University of Mumbai in 1999, is being run by St. Xavier's College under the system of Academic Autonomy. While it is an applied course which seeks to provide Industry with qualified media professionals after graduation, St. Xavier's believes that an academic grounding is very essential to forming young people for this crucial job of communications.

[www.xaviers.edu](http://www.xaviers.edu)



## **St. Paul's Institute of Communication Education (SPICE), Mumbai**

St. Pauls Institute of Communication Education (SPICE) is a fast-growing media school in India, offering a comprehensive Post-Graduate Diploma in Journalism that trains students for a career in print journalism, television journalism and digital journalism. With top-notch media faculty and excellent infrastructure, SPICE is the go-to destination for Gen Next journalists.

[www.stpaulsice.com](http://www.stpaulsice.com)



## **Department of Communication, Journalism and Public Relations, Gujarat University**

Department of Communication, Journalism was established in 1987-88. The department played a vital role in providing media professionals and communication experts to various fields. There are two courses under the roof of Department of Communication, Journalism- Masters in Mass Communication and Journalism (MMCJ) and Masters in Development Communication (MDC).

[www.gujaratuniversity.org.in](http://www.gujaratuniversity.org.in)



This material has been developed under the Project –‘Conservation and Sustainable Management of Coastal and Marine Protected Areas (CMPA)’, which is a technical cooperation project jointly implemented by the Governments of India and Germany (2012-17). The Project is commissioned by the German Federal Ministry for Environment, Nature Conservation, Building and Nuclear Safety (BMUB) with funds provided under the International Climate Initiative (IKI), and jointly implemented by the Ministry of Environment, Forests and Climate Change (MoEFCC), Government of India, and the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) India on behalf of BMUB.

<http://www.indo-germanbiodiversity.com/>

## Scan the QR code to download the Training Material



<http://www.indo-germanbiodiversity.com/publications.html>

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### Designed

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