CURRICULUM ON
Communicating Coastal and Marine Biodiversity and Protected Area Management through the media
Capacity development is the process of developing capacities of individuals and shaping joint learning processes such 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 media?

In the coastal areas, a major determinant of the well-being and livelihood security is the availability of marine and coastal biodiversity resources and access to these resources. Consequences of the biodiversity loss and resulting loss of ecosystem services, therefore, have 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 via the media training institutions, therefore, is key to ensure community participation in conservation efforts.

One of the most sustainable ways to do so is to facilitate the media training institutions in integrating coastal and marine biodiversity and protected area management-relevant issues into the existing curriculum and to equip the faculty members and training experts with latest and innovative training approaches and methodologies.
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 a 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

Four Training of Trainers (ToT) workshops were conducted over a period of from August 2014 to June 2015, 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 31 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 at a training institute, or as an intensive 3-day training for the media professionals. However, 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 institute or as a dedicated session at a Media training workshop. 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

Postgraduate students

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

- Outline concepts and issues related to managing coastal and marine biodiversity and demonstrate the importance of communicating these issues by the media.
- Use and organize the scientific information available from different sources for developing media products and integrate coastal and marine biodiversity issues into mainstream issues.
- Appreciate the educational role of the media regarding coastal biodiversity management issues, challenges and conservation efforts.

Senior-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 and demonstrate the importance of communicating these issues by the media.
- Write and/or develop media products that reflect sound knowledge about coastal and marine biodiversity issues.
- Appreciate the educational role of the media regarding coastal biodiversity management issues, challenges and conservation efforts.

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 and demonstrate the importance of communicating these issues by the media.
- Appreciate the educational role of the media regarding coastal biodiversity management issues, challenges and conservation efforts.
Media Professionals

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

- Outline concepts and issues related to managing coastal and marine biodiversity and demonstrate the importance of communicating these issues by the media.
- Use and organize the scientific information available from different sources for developing media products and integrate coastal and marine biodiversity issues into mainstream issues.
- Appreciate the educational role of the media regarding coastal biodiversity management issues, challenges and conservation efforts.
- Develop a concrete action plan to bring coastal marine issues to the forefront of their respective work domains.
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 to apply 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:

1. group work and presentations
2. dialogue and brainstorming
3. knowledge café
4. role play
5. simulation (case study simulation/video simulation)
6. online games and mind maps
7. case studies
8. fishbowl
9. icebreakers, energizers and team-building exercises
10. nature walks and contemplation
11. 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 processionals.

MODULE 2

Setting the context: Why are the coasts important?

This is the most comprehensive and time-intensive module of the course, and in a way 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. To make the learning
easy for participants, this module comprises of two very interesting training methods- ecological footprint game, and a simulation game on a fictitious country- Bakul.

**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. The governance, policies and laws 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. Since conservation is not in the media priority and 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 conservation.

MODULE 6

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

This module provides the conceptual background and introduces the tool for 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**

**Coasts, climate change, natural disasters and coastal livelihoods**

This module 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 and some case studies. 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 ecosystem services. The module facilitates participants in exploring various synergies and trade-offs and possible way out to avoid the trade-offs.
Trainer’s kit

A special "Trainer’s Kit" is useful for the faculty and experts of the media training institutes, as well as the media professionals facilitating workshop/ training sessions. This kit contains all the seven modules, and two trainer's guides:

Trainer’s Guide

*Communicating Coastal and Marine Biodiversity Conservation and Management Through the Media Using participatory training methods*

This guide is specific to the media trainers and provide details on delivery schedule and training methods of the media curriculum. It consists of the following sections:

**Section 1: About the curriculum and training resource material**

This section provides an overview of the concept of capacity development as understood by the team that facilitated this curriculum development, a brief history of the developments of the curriculum and training material and the pilot testing, an understanding of the expected learning outcomes for different target groups, and possible schedules of the training and trainers’ profile.
Section 2: Overview of the modules and session delivery

This section provides an overview of the seven modules with their learning outcomes, summaries, key messages and key words. A session-wise presentation of the modules contents and descriptions of the most appropriate training methods are provided.

Section 3: Tools and handouts

This section includes a comprehensive glossary, detailed case studies, handouts, simulation material, references and other material. The trainers can customize and take printouts for their own use or for the participants, as the case may be.
Trainer’s Guide

Participatory Methods of Training for Effective Content Delivery for the trainers of forest, fisheries and media sectors

This trainer’s guide has been designed to facilitate trainers and experts of forest, fisheries and media sectors in delivering their courses and sessions effectively through the use of participatory methods. This guide serves as a compendium of selected participatory training methods, which are innovative, have been tested for their effectiveness, and are easy to be applied.

The guide consists of four sections:

Section 1: Capacity Development and Participatory Training Methods

This section provides an overview of the concept of capacity development and the philosophy behind developing a guide for facilitating trainers in delivery the contents of their training using participatory training methods.

Section 2: Fundamental concepts of training and learning and the role of the trainer

This section provides an overview of the concepts of learning, characteristics of adult learners, framing learning outcomes and an insight into the need to use more participatory methods while delivering the contents of this curriculum.

Section 3: A journey through a selection of training methods

This section provides a comprehensive list and an overview of various training methods that can be used by the trainers— to suit the specific group of participants. There is an attempt to elaborate a few selected training methods and approaches in this section.

Section 4: Planning, organizing and implementing coastal expeditions

This section, which has been developed in partnership with the Earthwatch Institute India, serves as a guide to planning and organizing coastal and marine expeditions.
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

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

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

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

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
About the project

CMPA project

The Government of India and the Government of Germany are jointly implementing a technical cooperation project titled ‘Conservation and Sustainable Management of Existing and Potential Coastal and Marine Protected Areas.’ The project is supported by the Federal Ministry of Environment, Nature Conservation, Building and Nuclear Safety (BMUB), Government of Germany and implemented by GIZ, India in partnership with the Ministry of Environment, Forest and Climate Change (MoEFCC), Government of India.

The project aims to contribute to the conservation of biodiversity through participatory approaches in the management of existing and potential coastal and marine protected areas (CMPAs) in India.