



United Nations
Environment Programme

UNEP-GEF Project for Capacity Building for the Effective
Participation in the Biosafety Clearing House (BCH)



Global Environment
Facility

15, Chemin des Anémones, 1219 Châtelaine, Geneva, Switzerland

First Meeting of BCH Regional Advisors

**New Delhi, India
23-28 April, 2007**

Meeting Report

Prepared by
Denny Hamilton, Lead Facilitator

Narrative Summary of Meeting Proceedings

Introduction

This meeting of Regional Advisors was planned as part of the overall implementation strategy of the BCH Project. It brought together nearly all of the regional advisors, who had been engaged in the project since two years. Three new advisors had been added to the advisory team in the past year and all were in attendance. In addition, for the first time, several representatives of national stakeholders from BCH countries participated.

The objectives of the meeting were: to enhance the training skills, especially of the new RAs; to share and build upon the experiences the RAs and the BCH team over the past year; and to review and update the tools and procedures that support BCH work in the field.

A variety of methodologies were used throughout the week. Group discussions in regional, gender specific and mixed groups generated issues and ideas that were then shared and further discussed in plenary. Presentations were made on specific topics and followed by plenary discussions. Role-plays were used to stimulate awareness of some circumstances the BCH Team and RAs experience as they prepare for and conduct and conclude missions. Brainstorming sessions were also conducted to generate ideas during the meeting.

Based on feedback from the closing evaluation, the meeting was considered a success by all the participants.

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Acknowledgements

The first words of appreciation go to the national representatives who joined this meeting and provided invaluable insights that raised awareness and generated specific outputs that will lead to improved performance and improved interaction and collaboration at the field level.

I would like to express my appreciation to the participants and particularly to the BCH Regional Advisors, old and new, whose enthusiastic and professional involvement in this meeting helped move the BCH project steps forward.

On behalf of all the participants in the meeting, I would like to express our appreciation to Maxine Olsen, the UN Resident Coordinator for India for opening the meeting and for her support as during the run up to the meeting

The members of the Biosafety Unit and the Biosafety Clearing House team did a fine job of pulling the event together and providing quality inputs and facilitation throughout the week. A special thanks to Yenny for the documentation support she provided.

The meeting was blessed by the participation of three special people. Charles Gbedemah who has moved over from the Biosafety Unit to the SCBD continued, as usual, to provide valuable inputs and insights. Philippe Leblond demonstrated once again, his on-going commitment to the BCH process. He prepared and presented two new software packages that will support interface with the BCH central portal. Julian Kinderlerer, one of the most senior and most experienced authorities on biodiversity and biosafety attended throughout the week as part of his current evaluation mission. While his participation was limited, by his own decision, he was persuaded on some occasions to engage with the others. His insights were especially helpful in increasing the collective understanding of the broader context within which the efforts of the BCH project are taking place.

Nader Ibrahim of MKI managed the logistics and other arrangements with a high standard of professionalism.

How to Use This Report

The report is divided into two parts: a narrative summary of the proceeding and five annexes. The annexes are: 1 – the agenda for the workshop; 2 the list of participants; 3 – 4 the materials presented and the outputs produced; and 5 – a report on the two day training skills session for new RAs.

Some of the materials used during the workshop, for example, group work assignments, are found in the text of the report. When electronic materials were presented as part of a session, they are identified in the text with an identifying code: for example, D1-S3-M1 would be the first materials presented or used on day one, in session three—Day 1, Session 3, Material 1. Outputs produced during the sessions are numbered in a similar fashion. For example, “D-S2-O1 – Expectations”, is the identifying code for Day 1, Session 2, Output 1 – participant expectations. The numbering code for the outputs is consecutive. Each time an output is produced, it is noted by its number in the sequence of outputs. (D4-S1-O7 - TM/RA Task List) refers to the seventh output produced in the workshop, which was a draft task list for task managers and regional advisors. By moving to annex 3-4 one can find the outputs of the workshop presented in the order they were produced.

Glossary of Terms

BCH	Biosafety Clearing House
CBD	Convention on Biological Diversity
CEE	Central and Eastern Europe
CNA	Competent National Authority
COP	Conference of the Parties (to the CBD)
CPB	Cartegena Protocol on Biosafety
FP	Focal Point
GEF	Global Environmental Facility
IT	Information Technology
GMO	Genetically Modified Organism
LAM	Latin America
LMO	Living Modified Organism
MDG	Millennium Development Goal(s)
MEA	Multi-party Environmental Agreement
MOP	Meeting of the Parties (of the CPB)
MOU	Memorandum of Understanding
NBF	National Biosafety Framework
NCC	National Coordinating Committee
NFP	National Focal Point
RA	Regional Advisor
SCBD	Secretariat for the Convention on Biological Diversity
SIDS	Small Island Developing States
TF	Task Force
TM	Task Manager
TOT	Training of Trainers
UNDP	United Nations Development Program
UNEP	United Nations Environmental Program
UNRC	United Nations Resident Coordinator

Day One – Monday, 23 April

Opening

Jyoti opened the meeting with a welcome to all the participants. She expressed her appreciation to everyone for his or her sustained commitment to the BCH effort. She introduced Dr. Maxine Olson, the UN Resident Coordinator for India.

The Resident Coordinator welcomed the participants to India. She emphasized the importance of the RA network and suggested that it was setting an example of the kinds of things the UN should strive to do more of. She described the RAs as the “arms and legs” of the BCH – because the RAs are out there on the ground making things happen.

She emphasized the role of the UN Family and the joint efforts we must make to achieve the MDGs. “ It seems clear that unless there is a major change, many of the MDGs will not be achieved in India or elsewhere,” She commented.

She also noted that Biotechnology is of growing importance in India and there is increasing importance on addressing the “brown issues”. Advocacy related to biotechnology issues and biotech solutions is important, because some biotech solutions are not people friendly or environmentally friendly. She concluded with a suggestion that there may be ways that Biotechnology could help them make progress towards achieving the MDGs. She also emphasized the point that the UN Resident Coordinators in the countries where the BCH program is working can serve as a conduit to other agencies.

Chris thanked Maxine for launching the RA meeting and also expressed his appreciation for the support provided by UNDP. He said that the week was a special one for him because 24 years ago he came to India for the first time. He expressed his appreciation for the energy and commitment and efforts of the RAs and said that he was looking forward to this opportunity to share experiences and learn from each other.

Charles added his welcome and said that he was now wearing a different hat. He is working with the SCBD in Montreal. He transmitted the best wishes of the SCBD Director who he said was especially was of the view that time be invested to explore how the RA network and the services it provides can be sustained.

Workshop Expectations

Denny welcomed all of the participants and said how great it was to be back with this family of extraordinary people. He reminded them of the guidelines for writing on cards and then asked everyone to write their name and country across the top of a card, then to write one expectation they had of the workshop. Each participant then stood up and introduced him/herself and shared their expectations. Nearly all of the expectations expressed related to sharing experiences and learning from each other. ([D1-S2-O1 - Expectations](#)).

Workshop Overview

Fred assisted by Prakash then began the presentation of the workshop schedule by indicating that the schedule would be on cards and be posted on the wall during the workshop and that we would refer to that schedule at the start of each day. While Prakash read the schedules of

sessions, Fred placed cards on flipcharts one for each day of the workshop, with a brief description of the session.

Training Review

Ernesto presented a brief overview of the sessions during the workshop that would deal with training.

Feedback on RA Recommendations

Ingo then made a presentation about the Biosafety Unit's responses to the recommendations that had been received in the last six months by the RAs. These are summarized in the table below.

MOU	A reference and a working document for interacting with NBCH TFs and conducting workshops
Training packages	Slow pace of translations and difficulties experienced in translation Adaptation to the country situation – a number of challenges have been encountered and the creative problem solving skills and the flexibility of the RAs has been outstanding The point was made that the training packages go into the BCH without providing an adequate introduction to the CPB
Workshops	Preparation time is not adequate – international travel in Africa is often very difficult – limited number flights, cancelled flights. RAs should not be in a situation where they arrive at the airport and go directly into meetings or workshops – there needs to be some in-country prep time. Conflict between the in-country agenda and the time required for workshops Hands-on training delivery Collaboration between IT and CPB RAs – where possible it is best for two to go into a country together – there are limitations on the time available (total of 15 RA days / country) – so the budget limits our capacity to send in teams.
BCH Training Site	When we are conducting a training course and internet connectivity is a problem – we are limited to the Offline version and thus can use the search functions only A number of countries have trained personnel, but there is a lack of registering and entering data from some countries
BCH <->NBF Implementation	What should our answer be to the question of the BCH – NBF Implementation? How are the two related? How can we move toward sustainability of the BCH at the country level and of the RA network beyond the end of the BCH project. A concern was expressed that the BCH will end next year before the 11 NBF Implementation projects are properly underway and we will lose the link.

There was a substantial discussion about the problems of translating the training packages. Some of the issues raised were: Some translators have changed the official translation of the CPB, which is absolutely not permitted. Some translators are not familiar with the CPB and do not make proper translations. All translations have to be checked against the CPB to assure accuracy – While there may be disagreement with the way it was translated, the official version

must be used. It was agreed that there is a need to harmonize the NBF – BCH terminology and to improve coordination among the translators.

Sharing of Experiences with Training/Facilitation, Consultation and Coaching

Denny introduced Chantal and Kouassi Charles who had volunteered to assist with the delivery of the session. He explained that others would have a chance to practice during the week if they wished. Chantal introduced the session objectives and then Kouassi invited the participants to break into groups. He began by asking which of the RAs had had some kind of coaching experience in the past year. One group was formed to discuss coaching. Three more groups were formed to discuss training and facilitation and a final group worked on consultation skills. Copies of the group work assignment were distributed and Chantal provided an overview of the task. The questions for each group were as follows:

Coaching Experiences

1. Generate a list on the kinds of clients you have coached
2. Give some specific examples of how coaching relationships were initiated – how did you become a coach?
3. Discuss and generate a list of examples of the client needs that were addressed by coaching – what was the focus of the coaching effort?
4. Discuss the nature of the coaching interventions and list the things that went well with the coaching event and those things that could be improved. Remember this exercise will benefit the entire group of RAs. List both those things that went well and those things that could have been done better.
5. Finally, reflect on the coaching experiences you have had and list the lessons you have learned from these experiences – again the lessons can be either positive or negative – “our effort here is to learn from each other!!!”

Training and Facilitation Experiences

1. Discuss and list as many different examples as you can of the kinds of training events and facilitation experiences you have had.
2. Discuss and list how training needs of participants were assessed – how did you know what the training should cover?
3. Training workshops had to be designed – discuss your training design experience and list what went well and what can be improved about the process.
4. Discuss your experiences and list what went well and what can be improved about the training you delivered and the events you facilitated. Be specific – if there are skills that need to be improved, for example, now is the time to share.
5. Discuss the results of the training e.g. what the impact has been and list what went well about the outcomes and what can be improved.
6. Finally, generate a list of specific lessons learned from you training and facilitation experience. The lessons learned can be either positive or negative – “our effort here is to learn from each other.”

Consultation Experiences

1. Discuss and list those things that went well and those things that can be improved about the preparation for the consulting mission.
2. Discuss and list examples of the kinds of consultation experiences or consulting relationships you have had.

3. Discuss and list the things that went well with your entry into the client's environment and the things that could be improved about entry.
4. Discuss the nature of the consulting relationships you have had in the past year and identify and list things that went well and things that could be improved about the consulting relationships.
5. Finally, share and discuss the lessons you have learned from you consulting experiences over the past year. Please note that lessons learned can be either positive or negative – any lessons you have learned may be of value to your colleagues so do not hesitate to share negative as well as positive lessons.

Each group had 30 minutes to discuss and prepare the outputs of the discussion on the flip charts and cards available. However, the discussions were quite intensive and took more time than had been anticipated so, the session had to be extended. The participants worked until lunchtime and then returned for the group presentations. Chantal and Kouassi facilitated the presentation of reports by the groups. Time was allowed for questions after each group's presentation. The main focus of the exercise was to generate specific lessons learned. The outputs were collected for documentation ([D1-S3-O2, Training Experiences](#)). Kouassi closed the session and referred to the next session on regional experiences to later in the week when some of these lessons learned would be discussed.

Regional Experiences with BCH

The second experience sharing session of the day was co-facilitated by Ileana and Anurag. Denny introduced the topic and explained that we would be working in regional groups. He acknowledged that we were running a bit late due to the time consumed in the previous session and that we might have to work through our coffee break to complete the session within reasonable time. Participants were asked to sit in regional groups and assigned to work stations before the assignment was presented with a PowerPoint slide and the copies made available to each workstation. The Groups were then asked to discuss and agree on four responses to each of the four following questions:

1. What missions (kinds of missions) have RAs been involved in thus far?
2. What are the main issues RAs have been facing in the region? – Be Specific!
3. How have the RAs interacted with the BCH Task Forces? – Specific statements that describe the kinds of interaction.
4. How have the services provided by the RAs been of help and assistance to the countries? – Be specific!
5. Suggestions for improving the RA services to the countries.
6. What lessons have been learned thus far? Lessons learned can be either positive or negative.

Because of the time constraint, Denny suggested and the participants agreed to have a working coffee break. The groups concluded their work at 4:15 and group presentations began at that time.

Anurag facilitated the presentations by the regional groups. As the main issues and lessons learned were completed, Ileana collected the flip charts and posted them together the room. When all of the presentations were completed, she drew the attention of the group to the list of main issues and lessons learned and highlighted issues and lessons learned that were common to the regions. All of the outputs of this session were documented ([D1-S4-O3 – Regional Experiences](#)).

Workshop Navigation Meeting

At the conclusion of the day, Denny invited participants to meet in regional groups to discuss and provide feedback on the first day of the meeting. Denny emphasized that all topics were open for feedback, venue, meals, topics, methodology, workshop management, etc. “ We are interested in what participants thought went well and what could be improved as well as any suggestions you may have,” He emphasized. Each group was invited to identify a rapporteur who would take notes and represent the group in the navigation meeting with the workshop team. The feedback was documented ([D1-S5-O4 – Workshop Navigation Meeting](#))

Day Two – Tuesday, 24 April 24

Opening

Denny welcomed the participants to the second day of the workshop. The outcomes of the navigation meeting the evening before were presented and discussed. It was noted that we had not developed a set of workshop ground rules on the first morning. Had we, a couple of the negative interactions that took place during the presentations on day one may have been avoided. Denny facilitated the generation of a list of ground rules, one of which was respect for the opinions of others. The ground rules are listed below. The schedule for Day Two was reviewed.

RA Meeting Ground Rules

1. Cell phones off or on “vibrate”
2. Side conversations are just fine – but only when they take place outside the room.
3. When we present outputs of our group work, we should present what the group has agreed
4. One person speaking at a time in plenary
5. Respect each other’s opinions
6. Manage time effectively, e.g. make short, concise verbal interventions and be punctual.

Good Practices

Denny introduced his two co-facilitation colleagues for the session, Catalina and Elsa. He then presented an overview of what is a good practice and some steps to arrive at good practices.

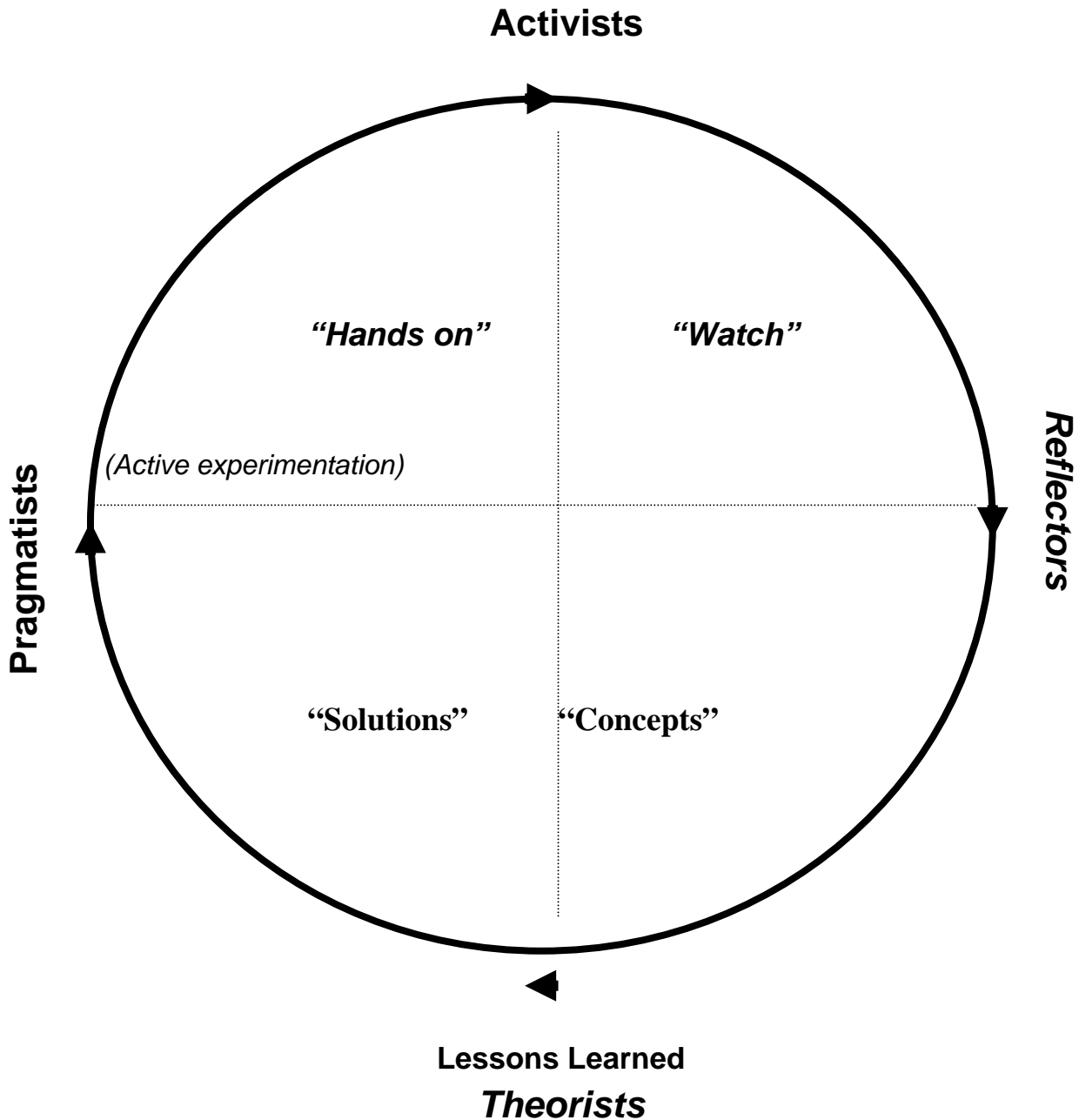
Good Practices -- begin with Lessons Learned

To be of value, lessons learned must be based on specific experiences.

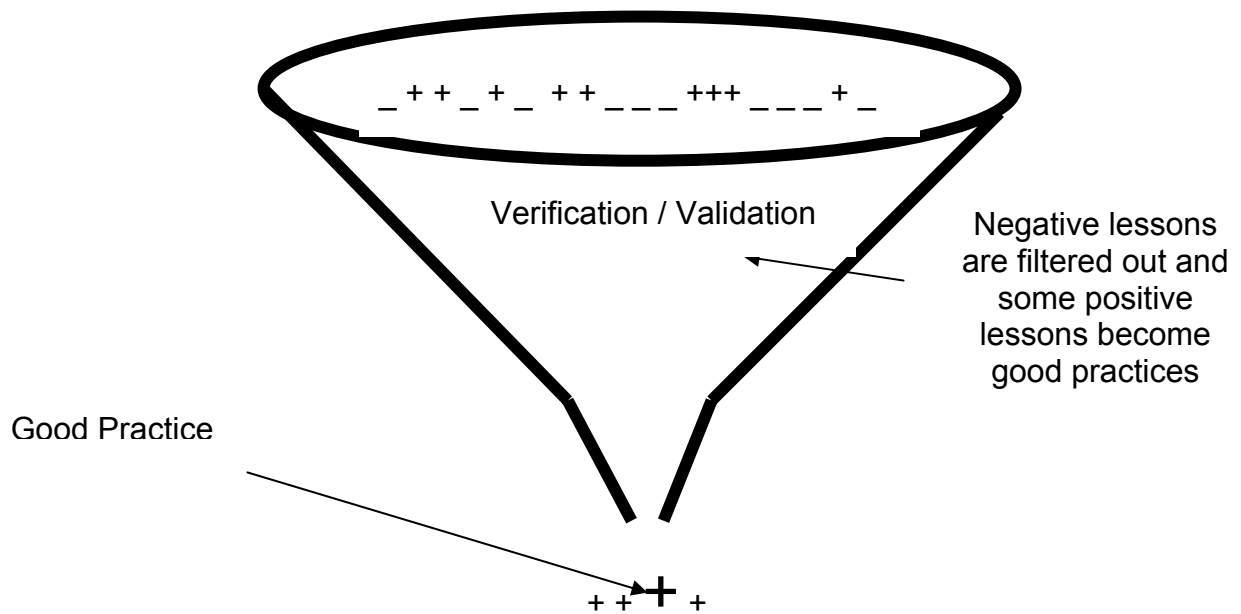
To generate lessons learned, we need to keep track of our experiences, the issues and/or challenges that arise during our work.

If we recall the adult learning cycle

The Adult Learning Cycle*



He used the illustration below to illustrate the process of arriving at good practices. The + signs represent positive lessons learned and the (-) signs negative lessons learned. To arrive at lessons learned that can become good practices, we have to filter out the negative lessons we have learned. Negative lessons are very important, but we want to build good practices on positive lessons and positive experiences. Personal verification and validation screens out negative lessons as well as lessons learned that are not likely to become good practices because they are too personal or arise from unique circumstances.



The “Experience” in the Adult Learning Cycle diagram above can be a new experience --an interaction, an event, an issue or challenge we encounter.

We “process” that experience and attempt to understand it – what is it, what does it mean, what caused it?

“Processing” leads to a conclusion, just like in a scientific experiment – when I do “X”, in a specific context, then “Z” is the result. “Z” is the lesson learned. The lesson can be positive or negative.

We then attempt to apply what we have learned. We actively experiment with the new concept or lesson we have developed.

The active experimentation can lead to a new and different experience or to a validation of the initial experience and of the lesson we learned.

Good Practices are derived from positive lessons we have learned that have been documented, tested and validated by peers. If it is a good practice, we should, if circumstances in a new situation are similar, be able to replicate it.

Steps in developing Good Practices

1. Specific experience we have had or an issue, challenge or circumstance encountered in our work. “Experience”
2. Identification of possible options – ways of responding to the issue or circumstance
3. Establishment of criteria for selecting an option / OR / a concise justification for the response
4. Concept developed -- Lesson Learned

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5. Planning – how to implement the response
 6. Implementation – of the selected response
- } Application – testing and verification
7. Personal verification – The outcome was positive – e.g. When I or when we do these “X” things, in this context, “Z” is the result.
 8. Presentation to and validation by peers. = > Good Practice
 9. Documentation – dissemination.

Following the introduction, participants were divided into eight groups, and asked to select a lesson learned and proceed through the first four steps leading to the specification of a lesson learned. They were then asked to outline several steps that could be taken to begin the process of testing and verification that would lead to the development of a good practice. The co-facilitators then assisted representatives of each group to present their lessons learned and implementation steps in plenary. The main issues and lessons learned thus generated were documented as ([D2-S1-O5 – Main Issues and Lessons Learned](#)).

SCBD, The Protocol and Regional Advisors

Charles then presented a session on the Secretariat for the Convention on Bio Diversity. His presentation was supported by a power point slide ([D2-S2-M1 – SCBD Presentation](#)). During the presentation and the discussion that followed, several points were raised. The points listed below reflect some of the points made during discussion as well as some of my own thoughts on the topic.

Some thoughts on points raised during the presentation:

1. How do we assure countries are requesting our services instead of our selling them on BCH?
2. How to assure we are perceived as being Biosafety advisors e.g. interested in Biosafety and not in promoting ourselves as consultants?
3. How can we facilitate linkages at the country level between focal points of different conventions and different ministries as part of our RA work?
4. How do we maintain our independence and neutrality as RAs with respect to country level agencies and actors – e.g. how do we avoid be caught in an internal conflict or struggle between some of the actors we have to work with?

We should ground our work in the articles presented in the CPB.

Capacity building should continue to be our focus. Funding may come directly from donors or indirectly from the countries, which get it form donors or from internal funds.

BCH efforts will only be sustained if they are country driven.

CPB Compliance procedures are being developed for approval by COP-MOP.

Experts Roster will soon be developed into four groups – Scientists / Legal / Regulatory / Generalists

RAs must know, follow and disseminate to countries the decisions of the COP-MOP.

RAs should meet and establish relationships with the MOP representatives in the countries where they conduct missions.

RAs should consider organizing side-events at the COP-MOP.

We could be a better job of documenting and publicizing our capacity building outcomes.

We should generate a list 5-6 pieces of information that should be sent in to the BCH by countries. RAs can help countries begin to input basic information into the BCH.

We need to remember that we are at the leading edge of the Biosafety wave. The innovations have not been commercialized as yet, but they will have to be in the future.

Assure linkages at the country level between the GEF FP and the BCH FP

Schedule the next RA meeting prior to or on either side of the COP-MOP in Berlin. If we are there before, we can prepare or finalize some side-events. If we are there before and after we can prepare or finalize some side events, observe and interact with the participants and do our side-events, AND meet following COP-MOP to refine our strategy for sustaining the RA concept.

All 139 countries, which have signed the CPB, should be visited before the end of the project – we should meet the GEF, CPB and NB FPs.

Can we prepare a 20-30 minute video on the RA work at the country level for COP-MOP side event?

Countries are confused between theory and practice and it is often not until the first workshop that they begin to understand.

The role of the RA may change and expand if our linkages to the NBF are clarified.

Can we do a “marketing” strategy for the RA concept?

Strategic communication plan – do we have one?

At the start of the afternoon session, Denny announced that we need RAs to volunteer to test the new interactive modules in three languages. A sign-up sheet was posted on the wall. Ernesto requested that the tests of the modules be completed by noon Friday, so that there would be enough time to complete and make copies before the end of the meeting.

Thanks to Jyoti, a list of restaurants that could be of interest to the participants was presented and posted.

Denny also provided the directions to Chandini Chowk and the Red Fort for those who might be interested in going there on Wednesday evening.

Alex's Presentation on experiences with BCH and NBF

Alex provided a brief presentation (using powerpoint) of his experiences working with the development of the National BioSafety Framework and with the interface between the BCH and the NBF ([D2-S3-M1 – BCH-NBF Presentation](#)). There were a few questions asked and comments made by the other RAs during the presentation.

RA Experiences with the Implementation of the CPB vis-à-vis the BCH

Denny began the session by introducing Marydelene and Kouassi Patrick, who were the volunteer co-facilitators for the session. He explained that the session would be conducted using a methodology that was similar to but different from the approach used in the regional groups yesterday. The similarities were in the meeting and discussion of issues in regional groups. The differences would come in the presentation of outputs. Copies of the group task were distributed to each table (and subsequently projected on the screen). At his own request, Patrick, in the interest of practicing his English, read the seven questions that would be addressed by the groups. These are noted below.

1. How do countries understand their obligations regarding the BCH? Describe any gaps you have encountered in their understanding.
2. What are some reasons why countries are not inputting data in the BCH after the training has been completed?
3. Describe how you think countries understand the links between the BCH and the SCBD?
4. How are administrative structures for the BCH reflected in the NBFs? How can the existing structures be strengthened?
5. How can RAs and other actors help improve country level understanding of the linkages between the NBF and the BCH?
6. With regard to NCC / Implementation – and no implementation project – How can we establish and sustain Task Force involvement?
7. In light of the responses to the questions above, what should be our next steps?

Group's discussions continued until 3:45 PM. After the coffee break, Marydelene and Patrick managed the report back of the regional groups. This was done using a "Round Robin", in which one group was asked to share two of its responses to question #1. Each of the other groups was asked to share two of their own responses until a round of all five groups was completed. Marydelene then asked if there were any additional responses that were different from the ones already presented. These were added to the list of responses, which were then pasted on a flip chart. The responses to the other questions were handled in a similar manner. When the report back reached question seven on next steps, it sparked a lengthy discussion of

issues and potential forward steps. One of the RAs is also a senior government official who deals with the BCH and CPB in his own country and we had other country representatives present. The perspectives shared by these participants during the discussion were very interesting. The outcomes of the session and the key points raised during the “next steps” discussion were documented as ([D2-S3-O6 – Regional Experiences BCH-CPB](#))

Workshop Navigation Meeting.

At the conclusion of the day, Denny invited participants to meet in regional groups to discuss and provide feedback on this first day of the meeting. Denny emphasized that all topics are open for feedback, venue, meals, topics, methodology, workshop management, etc. He noted that the team is interested in what participants thought went well and what could be improved as well as any suggestions they may have. Each group was invited to identify a rapporteur who would take notes and represent the group in the navigation meeting with the workshop team. The feedback was documented ([D2-S4-O7 – Workshop Navigation Meetings](#))

Day Three – Wednesday, 25 April

Opening

Denny began the day with some stretching exercises to get blood circulating. A review of the feedback generated the previous evening in the navigation meeting was presented, as well as the schedule for the day. Emphasis during the navigation meeting was placed on continuing our efforts to be concise in plenary discussions. The Internet access issue was sorted out.

BCH Administration

This session involved the presentation and discussion of several administrative tools and processes. Fred made a presentation on an update on ANUBIS ([D3-S2-M1 – ANUBIS Presentation](#)). This was followed by an update by Ernesto on MOODLE, among other functions, is the tool used to share information among RAs. The point was made that there is a great deal of information available to RAs through the BCU website and through MOODLE, but many RAs are either not using these tools and resources at all or are not using them to their full potential. The discussion of the Training Package facilitated by Jyoti stimulated discussion of the translation issue and the need to regularly update any of the modules that are used in a country context. It was noted that countries could develop their own case studies for their internal use. These local case studies cannot be used by the project until they are peer reviewed and formalized as a part of the training package.

Ingo and Prakash presented information on the process for closure of the BCH project in a country. The requirements countries must fulfill to close the project, including the forms that must be submitted before the final 25% if the project funding can be released, were discussed. It was also noted that the release of the 25% carries with it some final reporting requirements. RAs need to be aware of these project closure procedures and, where possible, assist countries to complete these procedures. The outline of the presentation is found below.

BCH PROJECT CLOSURE

OH-Form 6

Equipment inventory

- Invoices and receipts attached
- Model names
- Serial No. & disposition

OH-Form 7

BCH Operational Test

- Full description of test procedure implemented
- Final BCH skills test - BCH TF!

OH-Form 8

Post-Training report

- To be checked against form 5!
- Training objectives met?
- Final RA performance assessment
- Total costs include venues & equipment

Sustainability! BCH sustainability strategy

- Beyond UNEP-GEF funding!!!
- With statement of accounts!!
→ how was money spent

=

Release of 25%

- Upon receipt of these documents, signed, dated and stamped.

Nader presented an update on the current hotel and conference situation, including the check out time, which was 6:00 PM on Saturday. He noted that MKI would assist any participants, who wished to change their return flight schedules. RAs who wanted to change wrote their names and the specific change on a paper and gave it to Nader.

Review of Discussion of Administrative Tools

Following the presentations and discussion of the administrative tools and procedures, participants were asked to select one of the following tools: ANUBIS, MOODLE or the Training Package and to form into three groups to review and discuss these tools. Each group was given the same three questions and was asked to generate responses to be presented later. The three questions were projected on a screen and also distributed as paper copies to each table:

1. In what ways does the product meet the objectives for which it was designed?
2. What are the best ways to use/deliver the product within a national / country context?
3. How can we improve the product so it is better able to meet our objectives, focus more on the product design and objectives and not on content flaws? Ideas or suggestions for other products or content that can be newly designed and then peer reviewed are encouraged.

Day Four – Thursday, 26 April

Opening

Denny welcomed the participants to day four and asked how the afternoon had been spent. A few participants shared what they had done on the free afternoon. Fred checked to make sure that everyone had the advanced security CD and distributed copies to those who had not received it.

Code of Conduct and BCH – Role Plays and Discussion

Denny noted that he and Diana and Mohammed had worked together to design the session and that the facilitation of the session would be done by these two colleagues. The co-facilitators divided the participants into six groups – two groups from the Biosafety Unit and four from the RAs with the RAs from each region evenly split among the four groups. Each group was given a slip of paper on which was written an assignment related to preparing a skit or role-play. These descriptions are listed below.

BSU 1

Discuss and prepare a humorous skit or role-play which illustrates some of the issues that arise and interactions that take place among the members of the BSU and between the BSU, and RAs before an RA mission to a country.

BSU 2

Discuss and prepare a humorous skit or role-play which illustrates some of the issues that arise and interactions that take place among the members of the BSU and between the BSU, the personnel in country and RAs after an RA mission to a country.

RA 1

Discuss and prepare a humorous skit or role play which illustrates what can go wrong -- a negative example of some of the issues that can arise, how these issues are dealt with, and interactions that take place between the BSU, including Task Mangers, the personnel in country (FPs, services providers, etc.) and RAs before an RA mission to a country.

RA 2

Discuss and prepare a humorous skit or role play which illustrates a positive example of some of the issues that arise, how these issues are dealt with, and interactions that take place between the BSU, including Task Managers, the personnel (e.g. FPs, participants, service providers) in a country and RAs before an RA mission in a country.

RA 3

Discuss and prepare a humorous skit or role play which illustrates what can go wrong -- a negative example of some of the issues that arise and interactions that take place between the personnel (e.g. FPs, participants, service providers) in a country and RAs during an RA mission in a country.

RA 4

Discuss and prepare a humorous skit or role-play which illustrates a positive example of some of the issues that arise and interactions that take place between the personnel (e.g. FPs, participants, service providers) in a country and RAs during an RA mission in a country.

Each group was given one of the above role-play descriptions and was invited to take twenty minutes to develop a five-minute role-play to be presented in plenary.

As the role-plays were developed, Denny took notes on the highlights and at the end of each role-play the highlights were shared with the participants. The points raised in during the role plays were used to update that Pre-, During and Post-Workshop Task List for Task Managers and RAs (see document finalized on Day 6: [D6-S2-O11 - TM/RA Task List](#)).

Closing Comments from Chris

Chris was scheduled to leave the meeting at the end of the day and requested the opportunity to say a few words about the international and national roles of RAs. He emphasized that RAs and, hence, as UN representatives must maintain neutrality. The job of RAs is to assist countries to develop their Biosafety capacity and to develop a workable interface with the BCH. “When we are acting as citizens **of** our own country **in** our own country, what we do is our own personal business. This means that, when we are involved in our countries, we should not give the impression, that we are acting in our capacity as Regional Advisors,” he said.

Administrative Tools (Continued)

Building on the administrative tools session the previous afternoon, participants were invited to rotate to a new station e.g. those who had worked on MOODLE rotated to the Training Package station. The Training Package group rotated to the ANUBIS workstation and so on. One person who had been a part of each initial group, stayed behind to brief the new arrivals on what the first group had done. Once the briefing was completed, an additional question was assigned for the new group to explore. So, each new group had the opportunity to add to the work of the initial group as well as to add to the output by suggesting answers to the new question.

The additional questions were:

1. How can we re-structure MOODLE to be more useful?
2. Training Package: How can stakeholder modules be improved, deployed and used?
3. How can we assure that ANUBIS is the only means of official communication between the RAs and the TM?

After about 35 minutes a second rotation took place such that each group had the opportunity to work on each of the administrative tools. As was done with the first rotation, one person stayed behind to brief the new group and also each new group in the second rotation was given the opportunity to add to the work that had been done earlier and to answer a new question.

How can we deploy MOODLE to involve national /regional participation:
On issues? On Options, etc.

How can national workshops modules be re-designed to incorporate the stakeholder modules as well as the concept that these are “modules” from which we can choose and that not all modules have to be used?

ANUBIS: Is there any kinds of information missing from the system?

Work continued on these assignments until 1:00 PM. Denny informed the group that the outputs of the Administrative Tools sessions that were held on Day 3 and that day would be presented and discussed on Day 5. He announced that there would be one hour for lunch and that the extra session offered by Alexsej and Boris would be presented at 2:00 PM.

Presentation on Capacity Building Information on BCH : A Compendium of Biosafety Training Courses

Aleksej used PowerPoint slides to present an overview of the outcomes of the meeting in Kuala Lumpur earlier that month. The meeting was also attended by FeeChon, Else and Charles. The meeting dealt with Biosafety Training Courses that can be used to build local capacity related to Biosafety and to the BCH ([D4-S3-M1 – Biosafety Training Courses](#)).

Presentation on BCH Regulations

Boris presented a session in which he stimulated a discussion on BCH regulations. He presented one powerpoint slide and then raised a question about where in the existing documentation we can find a requirement for specific kinds of information to be provided to the BCH. The point he was attempting to make is that it is difficult to know where specific requirements are found. It was pointed out during the discussion that decisions made by the COP-MOP are official revisions, updates of the CBD.

National Applications

Ernesto facilitated a session on national applications. He introduced Philippe who began by presenting an overview of the two sessions he would present. Philippe went through the first presentation ([D4-S4-M1 – BCH Update](#)), which was an update on the BCH National Portal. Next, Pilar presented an overview of the application developed in Colombia ([D4-S4-M2 – Colombia Application](#)). She presented how the application was developed and what it can do and then shared some of the problems they have been working with as they developed the application. There were several questions and comments following the presentation.

As the third component of the session, Philip presented an overview of the Hermes application that has been developed by the SCBD ([D4-S4-M3 – Hermes](#)). He then conducted a live on-line demonstration of how to use the Hermes application. At the conclusion of the presentation, there were some questions. In response to one question, he noted that the BCH has not created a reverse page for using Arabic, but this will be done. Two users can enter Hermes at the same time, but they cannot simultaneously edit text.

The final presentation was of the Ajax Plug-in ([D4-S4-M4 – Ajax Plug-in](#)) that has been developed by the SCBD. This plug-in allows with 2 lines of HTML code, to import BCH queries into your own website. One can choose the country and language of query. He demonstrated how to use the plug-in.

At the conclusion of the presentations, a plenary discussion was held and several points were made. These are summarized below.

- Use of Hermes by a country does not require an MOU.
- Hermes may not be as easy as it sounds. In some countries, even to prepare a website requires official approval.

- Although the presenters have said that Hermes does not require a high level of computer literacy, it still needs an IT person to support people developing the capacity to use it.
- The Hermes and Ajax Plug-in will be released in the next week or two. Up to now it has been used in a few situations, but it has not been advertised.
- Any country – even those who are not signatories can use it.
- Country level understanding of these options is critical – we have seen that there have been many changes in the MOUs because country officials thought they could set up and managed a sophisticated system like Option 4 and they are finding that it is more complicated and more resource intensive than they had originally thought.
- Our job as RAs is to be neutral about what options a country will choose, but we must give straightforward answers to questions about advantages and disadvantages of the options. Some countries choose option 4 because it is a matter of national pride. Some choose 4, because they want to be recognized internationally with their website. A website is often used for public information and raising public awareness as well as interfacing with the BCH.
- We also have to keep in mind that sometimes the decision about which option to use is made by one person without any consultation with national colleagues. We have to pay attention to this and assure the options are understood as we negotiate the MOU.
- It would be interesting to know the bandwidth costs for Hermes.

Workshop Navigation Meeting

At the conclusion of the day, Denny invited participants to meet in regional groups to discuss and provide feedback on this first day of the meeting. Each group was invited to identify a rapporteur who would take notes and represent the group in the navigation meeting with the workshop team. The feedback was documented ([D4-S5-O9 – Workshop Navigation Meeting](#))

Day Five – Friday, 27 April

Opening

Denny welcomed everyone. He reviewed the feedback from the navigation meeting and highlighted some points about using role-plays as a methodology in the BCH country level workshops. Some of the thoughts that were shared about the role-plays are:

1. 20 minutes is all a group needs to prepare a role-play or skit like we did here. If you give more time, the spontaneity diminishes and people start making judgments about some of the creative ideas they have at the start.
2. The interactions that go on to prepare a role-play – you all heard the jokes and laughter during the prep – are as valuable as the role-plays themselves.
3. The role-play illustrated another methodology that should be considered in your in-country training programs. Hour after hour of computers and powerpoint is a killer. Mix it up!

He also facilitated a quick brainstorming of ideas for using role-plays in these workshops. Some of the ideas generated are listed below:

1. A role-play on line agency processes involved in the submission of data.
2. A role play of the relationships between NFPs and CNA.
3. Using a role-play to create new case studies.

4. Having participants use a role-play to give positive and negative feedback on Day One / Day Two of the workshop.
5. A role-play of a meeting of the Task Force.
6. A role-play of the participant's perception of the National Biosafety situation.
7. A role-play of an interaction between a produce importer and a NBF.

Jyoti and Nader distributed BCH T-shirts to all the participants.

The schedule for the day was reviewed.

Gender and the BCH Delivery In-Country

With the prior assistance of Jyoti, Marcia, Rachel and others, a gender session was prepared for the workshop. Denny began by asking the women to stand and count off by three. Then, he had the men count off by four. Once the groups were located at their assigned tables, Denny introduced the group assignment. He noted that in the discussions in preparation for this session, gender disparities or bias had never been an issue and this was a real credit to the professionalism of the RAs. He noted that the gender is a factor in some of the Millennium Development Goals and that the UN is interested in assuring that gender awareness is part of the work it does. With that in mind a session was prepared to stimulate discussion of the factors that may be important to keep in mind during our BCH work at the country level. The assignment for each of the groups was to share and discuss experiences with the delivery of BCH consultations and training at the country level as it relates to gender participation in the BCH process and to generate responses to two sets of factors:

Factors RAs should consider related to male participation in the BCH process; and, factors RAs should consider related to female participation in the BCH process. Groups were asked to prepare their responses on cards and be prepared to present them in plenary.

Groups were given twenty minutes to discuss and generate ideas and then each of the seven groups presented their outputs. Following the presentations ([D5-S1-O9 – BCH and Gender](#)), a plenary discussion was held to discuss the outputs produced. The main points of the discussion are listed below.

- RAs should find ways to involve both genders in the process.
- We should be sure to acknowledge the contributions made by both men and women participants.
- Use the card and chart technique as a way to generate input and therefore participation of all workshop participants.
- Keep in mind that in some cultures, men are often competitive and many need to be right – their idea is the right idea, their answer the right answer. Women are often not so interested in being right, but rather in interested in finding a harmonious solution.
- We should attempt to use our observation skills – very often there are clues in the behavior of our participants that can help us to decide what the appropriate approach or activity might be.
- It often helps to identify a “cultural informant” – someone from the local culture who you have developed a relationship with and from whom you can get suggestions for how to conduct certain activities. For example, in the Philippines, people love to sing and dance – so warm-up exercises where people get the chance sing are great.
- Be aware of the additional familial responsibilities of women as well as security issues when scheduling workshop activities.

Tools, Priorities, Plans

ANUBIS

The session began with a brief overview of how the next sessions would proceed. Denny explained that there would be representatives of the three groups that worked on ANUBIS to share the contributions they made to the output. After the presentations, one of the Biosafety team members will facilitate a discussion of priorities and we will develop a plan for how the modifications will be done. The three presenters for ANUBIS were Else, Marydelene and Aleksej. Fred facilitated the prioritization and planning process and Prakash documented the planning outputs.

MOODLE

Vida, Ileana and Jo Jo presented the results of the group work on MOODLE. Ernesto facilitated the plenary discussion and Prakash documented the planning outputs.

Training Package

Catalina, Fernando and Rohit presented the outputs of the group discussions on the Training Package. Jyoti facilitated the plenary discussion and Prakash documented the planning outputs.

All of the planning outputs were combined into one document ([D5-S2-O10 – ANUBIS, MOODLE, Training Package Plans](#)).

Regional Meetings

The final session of the day was dedicated to regional meetings or RAs with Task Managers. The purpose of these meetings was to update everyone on the events that were planned and/or pending in each region. Latin America met with Ernesto, Central and Eastern Europe and Asia met with Prakash, Small Island Developing States met with Jyoti, and the Africa Region RAs met with Ingo.

Group photos were taken at the conclusion of the regional meetings. The entire group went out to dinner at Wazwan, a traditional Kashmiri Restaurant in Delhi.

Day Six – Saturday, 28 April

Opening

Denny welcomed everyone to the final day of the workshop. He announced that he would be conducting an advanced Training of Trainers in Washington State later this year or earlier next year. He asked the group which month would be good for them, if they were able to attend. Because there will be regional meetings going on from September to December, it was suggested that the best time was January or February. Denny thanked the participants for the input and said it would be scheduled for February and he would send out information on MOODLE.

The room had been arranged so that four tables had been cleared of drinking water and glasses. Replacing these on each table was a stack of used flip chart paper. Denny had all of the participants count off by four and assigned one group to each table. Their first task was to

move the chairs away so they could stand close to the tables. Denny then explained that we were doing this next exercise for a couple of reasons: One was to make another use of all the paper we had used to share ideas during the workshop; and the second was to engage in a creative group activity. The stacks of paper were very close to the same for each group. In addition to the paper, each group was provided with a ½ meter long strip of tape. Using only these materials, each group was invited to construct a “free standing tower as tall as possible, but not touching the ceiling.” Groups were given 10 minutes to construct the towers and at the moment when he called “Stop” each group had a tower standing. One quickly collapsed. The other three remained standing for the next five minutes.

Denny asked the groups three questions. Had any groups made a plan or drawn a sketch of what they were going to build? One group had made a plan, the others not. It was noted that it only takes a small portion of the time available in an exercise like this or in a BCH workshop to stop for a few moments or a few hours and make a plan. Most groups jumped immediately into the task. How were decisions made? In one group, the person controlling the tape, gave instructions to the others. In the other three groups it was random – one person made a suggestion and others followed or not, then another suggestion was made and so on. Did any leaders emerge? In this exercise, none of the groups had an identified or acknowledged leader. It was noted that this exercise could be done a couple of different ways. With the same set up, (participants divided into groups each with the same material) the facilitator can say to the whole group that “with the materials available, your task is to build a free standing tower (peach arch, whatever) as tall as possible. Note that the difference is that in this case the instructions are given to the whole group and not to each group. Do the groups work together to build one tower or do they work independently? When using this approach, it is best to have the instructions written on a chart or projected on a screen, because sometimes participants will argue that they didn’t understand the assignment. A third approach is to give groups different kinds of materials that they will have to work together to succeed, e.g. some get lots of tape, others none; some get heavy paper, others only flip chart paper; some get large pieces, some get small, etc. Do they combine their resources?

Denny thanked the participants for their active engagement in the exercise and suggested they use this exercise themselves.

Task Assignment Checklist

Denny asked everyone to take out the RA – TM task assignment list which had been distributed on Thursday evening. He explained that Ato and others to improve the list, had made some suggestions and their suggestions had been incorporated. He asked if anyone in the group had additions or corrections for the list? There were a few more suggestions, related to the discussions we had had during the gender session the previous day and to security issues. These were incorporated in the final checklist ([D6-S2-O11 – TM, RA, NFP Task List](#)).

Frequently Asked Questions

Jyoti, with support from Julian, Charles and the Biosafety team facilitated a session on frequently asked questions. She presented the questions one at a time. They were discussed and answered. The main points were noted on flip charts ([D6-S3-O12 – FAQs](#)). This was a very informative and useful session that continued after the coffee break.

Evaluation and Closure

Denny distributed a sheet of paper to each participant and then presented seven items for them to respond to as a means of evaluating the workshop.

1. On a scale for 1 to 5, where 1 is low and 5 is high; please write the number that best represents the degree to which your personal expectation of the workshop (shared last Monday) was met.
2. ME – a statement that describes your own participation in the workshop.
3. WE – a statement that describes how you feel about the interaction and collaboration of all those involved in the workshop, e.g. participants, resource persons – everyone.
4. THEM – a statement that describes how you feel about the organizers or about the way the workshop was organized.
5. IT – A statement that describes how you feel about the workshop as a whole.
6. HIM – Feed back for Denny
7. VENUE – comments on the venue, hotel, location, etc.

Participants took about 15 minutes to complete the evaluation. It was collected and documented ([D6-S4-O13—Evaluation](#)).

When the evaluation questions were completed, Jyoti took the floor and thanked all of the participants for their contributions to the efforts of the past week. In particular, she thanked all of the RAs, the Country Representatives, Denny, Julian, Charles and Nader for their participation and support throughout the week. She emphasized that a lot of progress had been made that would make it possible to improve the quality of the work to be done in the coming year.

Annex One – Meeting Schedule

FINAL DRAFT AGENDA

First Regional Advisors Meeting

23 – 28 April 2007

Sessions: 09:00 – 10:30, 11:00 – 12:30, 14:00 – 15:30, and 16:00 – 18:00

Coffee: 10:30 – 11:00 and 15:30 – 16:00

Lunch: 12:30 – 14:00

Monday, 23 April 2007 - Sharing Experiences				
Time	Session Title	Presenter	Content	Tools required
09:00 .5 hrs	Workshop Opening	LF, UN RC, CG, Chris and Jyoti	Opening Remarks <i>Exceptionally coffee at 9:30 for half hour.</i>	Projector Screen PPTs Color Cards Markers Notepads and pencils
10:00 1 hr	Introductions / Expectations Ground Rules Update and status on the BCH project	LF, BCH Team	Intro / Expectations / Ground Rules Objectives of the workshop Why are the RA's here? What will they learn? Workshop Overview How will they learn? Evaluation Criteria Stats, MoU, RA missions Training Update RA Recommendations	
11:00 1.5 hrs	Experiences as a Trainer	LF	The session will focus on what the RAs learned in the previous two training workshops vis a vis being a trainer and what are the lessons that are emerging from being trainers. <i>Denny will pull out on a chart the emerging lessons and issues the RAs feel they need to focus more on in terms of training.</i> <i>This session will not cover the BCH content but will focus on experiences as a trainer</i>	Flipchart Color Cards Tape / Glue Markers Note-taking
Lunch				

2:00 1.5 hrs	Regional Experiences	LF	<p>Regional Advisors, country representatives and TMs/RCs will be divided into regional groups and asked the following questions. This will be done in the context of entry into country, during mission and delivery, and taking into account lessons.</p> <ul style="list-style-type: none"> • What are the types of missions the RAs have so far been involved in • What are the main issues RAs are facing in the region • How have the RAs interacted with the BCH TFs • Has the regional advisor service been of help and assistance to the countries • Are there any suggestions for improving the RA service to countries • What are the emerging lessons and experiences <p><i>This session will not cover administrative issues</i></p>	<p>Flipchart Color Cards Tape / Glue Markers Note-taking</p>
4:00 1.5 hrs	Regional Experiences (cont)	LF	<p>Report back and discussion from the 5 small groups:</p> <ul style="list-style-type: none"> • Africa • Asia • CEE • SIDS • LAM <p><i>Denny will pull out on a chart the emerging lessons and issues from the report back session</i></p>	<p>Flipchart Color Cards Tape / Glue Markers</p>
5:30	Workshop Navigation Meeting	LF / Biosafety team / Group Reps	Review and feedback on the day	
Evening -- Informal Social Event				

Tuesday, 24 April 2007 – Biosafety and the BCH				
Time	Session Title	Presenter	Content	Tools required
09:00 .15 hrs	Opening	LF / Group Reps	WNM Report / Announcements / Agenda for the day	
09:15 1.15 hrs	Good Practices	LF	How to develop lessons and practices and their validation	
11:00 1.5 hrs	SCBD, the Protocol and RAs	CG	Presentation and discussion	Flipchart Color Cards Glue Markers Note-taking
Lunch				
2:00 1.5 hrs	Regional Experiences in the implementation of the CPB vis-à- vis the BCH	LF Alex (short presentation)	Regional Groups with the same format as the previous day, will focus on the following questions: <ul style="list-style-type: none"> • Do countries understand their obligations regarding the BCH; • Why are countries not inputting data in the BCH after the training has been completed; • Do countries understand the links to SCBD? • Are the administrative structures for the BCH reflected strongly in the NBFs; • What can we do to better to ensure countries understand better the linkages between the NBF and the BCH; • NCC / Implementation – and no imp project – how do we get the Task Force continuously involved in TF etc; • What do we need to do now? 	Flipchart Color Cards Glue Markers Note-taking

4:00 1.5 hrs	Regional Experiences in the implementation of the CPB vis-à-vis the BCH (cont)	LF	Report back and discussion from the 5 small groups Africa <ul style="list-style-type: none"> • Asia • CEE • SIDS • LAM <i>Denny will pull out on a chart the emerging lessons and issues from the report back session</i>	
5:30	Workshop Navigation Meeting	LF / Biosafety team / Group Reps	Review and feedback on the day	

Wednesday, 25 April 2007 – BCH Project Administration				
Time	Session Title	Presenter	Content	Tools required
09:00 .15 hrs	Opening	LF / Group Reps	WNM Report / Announcements / Agenda for the day	
09:15 1.0 hrs	Administration related to the BCH project	FV EO IP and FV and PB JMF IP and NI PB and IP	5 minute update on each of the following, focusing on changes: ANUBIS MOODLE Closure of Project in-country Training Package MKI – travel process (including Security clearance) Communication amongst RAs and TMs/RCs.	PPT Computer Lab
11:00 1.5 hrs	Administrative Tools	LF Jyoti to start session with overview of how a product is developed	Participants will be requested to break into 5 groups of their own choosing. Each group will be assigned one topic from above (There will be no group on the MOU). Each group will be required to look at the product assigned to them and comment on the following: <ul style="list-style-type: none"> • Does the product meet the objectives for what it was designed; • What is the best way to use/deliver the product within a national / country perspective; • How can we improve the product to better meet its objectives, focus more on the product design and objectives and only on content flaws (since all the products have been peer reviewed already, content is not open for discussion, however ideas for other products/content may emerge that can be newly designed and then peer reviewed). 	Flipchart Color Cards Glue Markers Note-taking
AFTERNOON OFF				

Thursday, 26 April 2007 – National Applications				
Time	Session Title	Presenter	Content	Tools required
09:00 1.5 hrs	Training Session – how do RAs behave during workshops Tor for cpc and it RA's – task list to be shared	LF	Role plays	
11:00 1.5 hrs	Administrative Tools (cont)		Report back and discussion from the 5 groups from the previous day. <i>Denny will pull out on a chart the emerging lessons and issues from the report back session</i>	Flipchart Color Cards Glue Markers Note-taking
Lunch				
2:00 1.5 hrs	National Applications	Lead – Ernesto: Marcus Pilar Fred V Rohit Prakash	Discussion on pros and cons of all national applications, including: Issues related to Options 3 and 4 Hands-on Canadian application with a presentation on the pros and cons of using this application abd BCH offline application etc. <i>Ernesto will develop this session further with all involved.</i>	Computer lab
4:00 1.5 hrs	National Applications	Philippe and Fernando	Hands on SCBD application with a presentation on the pros and cons of using this application	Computer Lab
5:30	Workshop Navigation Meeting	LF / Biosafety team / Group Reps	Review and feedback on the day	

Friday, 27 April 2007 – Training Package				
Time	Session Title	Presenter	Content	Tools required
09:00 .15 hrs	Opening	LF / Group Reps	WNM Report / Announcements / Agenda for the day	
09:15 1.0 hrs	Gender Session	LF	Role Playing	
11:00 1.5 hrs	Training Package	LF	<p>Participants will be requested to break into 4 groups randomly. Each group will be assigned the questions from below:</p> <ul style="list-style-type: none"> • How can we improve and deploy MOODLE as a knowledge sharing tool; • How can the stakeholder modules be improved, deployed and used; • How can the national workshop module be re-designed to incorporate the stakeholder modules and the also the concept that it is modular and that not all modules have to be used at the same time (pick and choose); • Is there a need to develop other modules, if so on what topics? <p><i>Assign a focal point in each group that would continue to work with the BCH Team to continue the work.</i></p>	Flipchart Color Cards Glue Markers Note-taking
Lunch				
2:00 1.0 hr	Training Package (cont)	LF	Continued from above.	Flipchart Color Cards Glue Markers Note-taking

3:00 .5 hrs	Training Package	LF	Group report back on rotation answering one question first with other groups building on the last group's work. <i>Denny will pull out on a chart the emerging lessons and issues from the report back session</i>	Flipchart Color Cards Glue Markers Note-taking
4:00 1.5 hrs	Training Package	LF	Group report back and discussion <i>Denny will pull out on a chart the emerging lessons and issues from the report back session</i>	Flipchart Color Cards Glue Markers Note-taking
5:30	Workshop Navigation Meeting	LF / Biosafety team / Group Reps	Review and feedback on the day	
Informal Event – Kashmiri Wazwan				

Saturday, 28 April 2007 – Country-level implementation				
Time	Session Title	Presenter	Content	Tools required
09:00 .15 hrs	Opening	LF / Group Reps	WNM Report / Announcements / Agenda for the day	
09:15 1.0 hrs	Implementation of MOUs	LF Ingo to make a brief presentation	4 Open Groups looking at emerging lessons	
11:00 1.5 hrs	Implementation of MOUs	LF	Report back from the 4 groups <i>Denny will pull out on a chart the emerging lessons and issues from the report back session</i>	
Lunch				
2:00 1.0 hr	Evaluation and close of workshop	LF		

Annex Two – List of Participants

LIST OF PARTICIPANTS BCH Regional Advisors Meeting 1

New Delhi, India, 23-27 April 2007

CARTAGENA PROTOCOL ON BIOSAFETY

- | | | | |
|----------|--|----------|--|
| 1 | Ms. Lilian Munyah Nfor
PO Box 7548
Yaounde
Cameroon | 2 | Ms. Rachel Muyonga Shibalira
Post Box 16451 00100
GPO Nairobi
Kenya |
| 3 | Ms. Chantal Andrianarivo
Chargé de la Recherche et de la
Biodiversité
Ministère de l'Environnement, des
Eaux et Forêts
Association Nationale pour la
Gestion des Aires Protégées
(ANGAP)
BP 1424
101 Antananarivo
Madagascar | 4 | Mr. Mohamed Elyes Kchouk
Unit Head
Unité Plantes Aromatiques &
Médicinales
Centre de Biotechnologie, Technopole
de Borj Cedria
BP 901. Hammam-Lif 2050. Tunisia. |
| 5 | Dr. David Hafashimana
National Forestry Resources
Research Institute
PO Box 1752, Kampala
Uganda | 6 | Ms. Elsa Sattout
PO Box 158
Jounieh
Lebanon |

- 7** Mrs. Anastasia Idrisova
Naberejnaya street 14
Dushanbe 734003
Tajikistan
- 8** Mr. Boris Anoshenko
National Co-ordination Biosafety
Centre
Institute of Genetics and Cytology
27, Akademicheskaya Str.
Minsk, Belarus
- 9** Mr. Manoranjan Hota
S-52, HUDCO Place
Andrews Ganj
New Delhi-110 049
India
- 10** Mr. Aleksej Tarasjev, PhD
University of Belgrade
Department of Evolutionary Biology
Institute for Biological Research
Despota Stefana 142
11000 Belgrade
Serbia
- 11** Ms. Diana Ponce-Nava
Paseo de la Hacienda 85 - 503
Paseos de Taxqueña
Coyoacán, D.F.
México, CP 04250
- 12** Ms. Ileana Catalina Lopez
Advisor
Km. 15.8 Carretera a El Salvador
Condominio la Alhambra
Casa No. 7
Santa Catarina Pinula, Guatemala
City
Guatemala
- 13** Mr. Malachy Pilgrim Dottin, Ph.D
Biotechnologist, Director of Research
and Biotechnology Laboratory
Ministry of Agriculture
Ministerial Complex
Botanical Gardens
St George's Grenada W.I.

INFORMATION TECHNOLOGY

- 14** Ms. Rudo (Mike) Sagomba
6 Tullamore Court
153 J. Chinamano Ave.
Harare
Zimbabwe
- 15** Mr. Charles Aubin Kouassi
IT Consultant
23 BP
4173 Abidjan 23
Côte d'Ivoire
- 16** Mr. Lamine Sano
BP 1340 Cidex 1
Abidjan 06
Côte d'Ivoire
- 17** Mr. Kouadio Hervé Patrick Kouassi
IT Advisor Specialist
BP 202
Bingerville
Côte d'Ivoire
- 18** Mr. Maclaud Mafaiti
34 Old Mazowe Road
Westgate
Harare
Zimbabwe
- 19** Mr. Hope Webber, Ph.D
IT Advisor
Current address:
Bentismaheerd 203. 9736 EL
Groningen, The Netherlands
Permanent address:
De Vriesstraat 36
2593 XJ The Hague
The Netherlands
- 20** Mr. Rohit Khanna
PO Box 761, Victoria
Seychelles
- 21** Mr. Ruel Maningas Ph.D
c/o 3181 Anos, Los Baños, Laguna
Philippines
- 22** Mr. Edmund Revilla
Advisor
E. Javier corner
Malaya Sts. Jubilee Ville
Masaya, Bay, Laguna
Philippines
- 23** Mr. Damir Amirov
Yangi Zamon str., dom 2, kv. 21
Tashkent 100105
Uzbekistan

24 Ms. Vida Marolt Parabucki
Advisor
Puhova 14, 1000 Ljubljana
Slovenia

26 Ms. Catalina Fellegi
Obligado 1377, apto 1004
Montevideo, Uruguay

28 Ms. Marydelene Vasquez
PO Box 371
Belize City
Belize

25 Mr. Srdjan Mihaljevic
Kralja Nikole 202, 81000, Podgorica
Montenegro

27 Dr. Fernando Machado, Ph.D
Duvimioso Terra 2217
11800 Montevideo
Uruguay

29 Mr. Anurag Sinha
Prime Minister's Ministry
Botanical Gardens
Tanteen, St. George's
Grenada, W. I.



United Nations
Environment Programme

UNEP-GEF Project for Capacity Building for the Effective Participation in the Biosafety Clearing House (BCH)



Global Environment
Facility

15, Chemin des Anémones, 1219 Châtelaine, Geneva, Switzerland

RESOURCE PERSONS

- 30** Mr. Charles Gbedemah
Senior Programme Officer
SCBD
Montreal, Canada
- 31** Mr. Philippe Leblond
Computer Information Systems Officer
SCBD
Montreal, Canada
- 32** Ms. Angela Lozan
Biosafety National Project
Coordinator, Ministry of Ecology and
Natural Resources, Cosmonautilor str.
9, Chisinau, MD 2005, Republic of
Moldova.
- 33** Mr. Ato Lewis
Senior Environment Officer
Environment Division (NEA)
Antigua & Barbuda
- 34** Dr. Enrique Fernandez-Northcote
Unidad de Biodiversidad y
Bioseguridad
Consejo Nacional del Ambiente
(CONAM)
Lima, Peru
- 35** Dr. Shabaan Mwinjaka, Ph.D
National Project Coordinator (NPC) – NBF
Vice President's Office
Division of Environment
Dar es Salaam, Tanzania
- 36** Ms. Pilar Galindo G.
Development Engineer of the
Colombian's BCH
Alexander von Humboldt Institute
Office's address: Cra 13 No. 28-01
Piso 7, Instituto Humboldt
Botoga, Colombia
- 37** Mr. Julian Kinderlerer
Professor of Intellectual Property Law,
University of Cape Town
Professor of Biotechnology & Society,
University of Technology,
Delft, The Netherlands
Member, European Group on Ethics
Chair, Task Group on Public Perception of
Biotechnology, European
Federation of Biotechnology
Former Director, Sheffield Institute of
Biotechnology Law and Ethics
Honorary Professor of Biotechnology Law,
School of Law, University of Sheffield
- 38** Mr. Denny Hamilton (Facilitator)
381 N.E. Tiger Way E.
Belfair, WA. 98528 USA

UNEP-GEF

- 39** Mr. Christopher Briggs
Global Programme Manager
UNEP-GEF Biosafety Unit
Geneva, Switzerland
- 40** Mrs. FeeChon Low
Implementation Projects Manager
UNEP-GEF Biosafety Unit
Geneva, Switzerland
- 41** Ms. Jyoti Mathur-Filipp
BCH Project Manager
UNEP-GEF Biosafety Unit
Geneva, Switzerland
- 42** Mr. Ingo Piegeler
BCH Task Manager for Africa
UNEP-GEF Biosafety Unit
Geneva, Switzerland
- 43** Mr. Prakash Bista
BCH Task Manager for Asia and
CEE
UNEP-GEF Biosafety Unit
Geneva, Switzerland
- 44** Mr. Frédéric Vogel
BCH IT Specialist
UNEP-GEF Biosafety Unit
Geneva, Switzerland
- 45** Ms. Tea Garcia-Huidobro
Regional Coordinator for
Latinamerica
UNEP-GEF Biosafety Unit
Regional Office for Latinamerica &
the Caribbean (ROLAC)
Ciudad de Panama, Panama
- 46** Mr. Alex Owusu-Biney
Regional Coordinator for Africa
Biosafety Division of GEF Coordination
- 47** Mr. Ernesto Ocampo
Regional Specialist
UNEP-GEF Biosafety Unit
Uruguay
- 48** Ms. Yenny Ezquerro
Administrative Assistant
UNEP-GEF Biosafety Unit
Geneva, Switzerland

Annex Three -- Materials

[D1-S3-M1 – Task Assignment – Training Experiences](#)

[D2-S2-M1 – SCBD Presentation](#)

[D2-S3-M1 – BCH-NBF Presentation](#)

[D3-S2-M1 – ANUBIS Presentation](#)

D4-S1-M1 - TM/RA Task List (c.f [D6-S2-O11 – TM, RA, NFP Task List](#))

[D4-S3-M1 – Biosafety Training Courses](#)

[D4-S4-M1 – BCH Update or PPTX 2007 version](#)

[D4-S4-M2 – Colombia Application](#)

[D4-S4-M3 – Hermes](#)

[D4-S4-M4 – Ajax Plug-in](#)

Annex Four – Workshop Outputs

[D1-S2-O1 – Expectations](#)

[D1-S3-O2 – Training Experiences](#)

[D1-S4-O3 – Regional Experiences](#)

[D1-S5-O4 – Workshop Navigation Meeting](#)

[D2-S1-O5 – Lessons Learned](#)

[D2-S3-O6 – Regional Experiences BCH-CPB](#)

[D2-S4-O7 – Workshop Navigation Meetings](#)

[D4-S5-O8 – Workshop Navigation Meeting](#)

[D5-S1-O9 – BCH and Gender](#)

[D5-S2-O10 – ANUBIS, MOODLE, Training Package-Planning](#)

[D6-S2-O11 – TM/RA/NFP Task List](#)

[D6-S3-O12- FAQs](#)

[D6-S4-O13 – Evaluation](#)

Annex Five – Training Skills Workshop Report



TOT Training
Skills Handouts .d