

Increasing African Capacity in Access and Benefit Sharing from the Utilisation of Genetic Resources and Associated Traditional Knowledge

IMPLEMENTING THE BIODIVERSITY CONVENTION

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THE **ABS**
CAPACITY
DEVELOPMENT
INITIATIVE



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Acronyms and Abbreviations

ABS	Access and Benefit Sharing
CBO	Community Based Organisation
EEU	Environmental Evaluation Unit
GIZ	German Agency for International Cooperation
MRC	Medical Research Council
UCT	University of Cape Town

1. INTRODUCTION

The multi-donor ABS Capacity Development Initiative for Africa was founded in 2006, in response to challenges faced by African nations in terms of establishing access and benefit-sharing (ABS) frameworks. The Initiative's original aims pertained to bringing different ABS stakeholders together for the purpose of negotiating agreements and for supporting them in developing the capacities and skills necessary to achieve mutually satisfactory outcomes. In 2008, Dr Rachel Wynberg, at the time deputy director of the Environmental Evaluation Unit (EEU) at the University of Cape Town (UCT), approached Dr Andreas Drews with the concept of developing a course focused on ABS. The intention was to have a short course directed towards Africans already involved in this arena, but requiring further capacity development. In 2009, the Initiative contracted Dr Wynberg to conceptualise, develop and direct – in conjunction with the Initiative – an annual training course on ABS for participants from around the African continent. In this early phase both Dr Wynberg and Dr Drews played a significant role in designing a course tailored to meet the needs of its intended audience.

The first course was held in South Africa, with 36 participants drawn from various stakeholder groups involved or affected by ABS, attending. The course programme included sessions on subjects such as differentiating between bioprospecting and biotrade, the value of traditional knowledge, understanding intellectual property rights, and developing negotiation skills – each presented by experts in their particular fields. In addition to presentations, the course programme had a strong focus on participatory activities which fostered peer-to-peer learning among participants. The first course was very well received, leading to a series of courses presented annually in different parts of the continent.

Over the years the core team of presenters varied slightly, however, the organisational team from UCT remained the same. This report provides an analysis of the five ABS training courses developed and presented between 2010 and 2015. It includes a brief description of each of the courses, tracks the evolution of the courses over the five-year time period, outlines successes achieved, and provides suggestions for possible future courses.

2. THE COURSES

Course 1: 2010

The first course was held from 25 to 29 January 2010, at the University of Cape Town's Graduate School of Business, based in Cape Town's Waterfront. Trainees and lecturers were accommodated in the adjoining Breakwater Lodge. Participants from southern African countries were invited to apply for the course. Fahdelah Hartley and Jaci van Niekerk from UCT, under the direction of Dr Rachel Wynberg, were respectively responsible for logistics and coordinating the production of training materials. The core team consisted of Dr Rachel Wynberg from UCT; Dr Andreas Drews from the Initiative; Peter Munyi from the International Centre of Insect Physiology and Ecology, Kenya; Dr Regine Andersen from the Frijtdhof Nansen Institute in Norway; and Associate Professor Dominique Byarugaba from Mbarara University of Science and Technology, Uganda. Drs Wynberg and Drews acted as facilitators throughout the course. Five guest presenters were invited, namely, Roger Chennells in his capacity as legal representative of the San peoples; Drs Loretta Feris and Debbie Collier from the law faculty at UCT; Gus le Breton from PhytoTrade Africa; and Kabir Bavikatte from the NGO Natural Justice. A total of 20 sessions were presented in 2010, and two social functions – a course dinner and cocktail event were held. The field trip, held mid-week, comprised a panel discussion on the bioprospecting programme of the Medical Research Council (MRC) at their premises in Cape Town; followed by a tour of the laboratory and medicinal nursery, with an opportunity to meet with local traditional healers, at the MRC's Delft facility.



Participants from the first course photographed in Kirstenbosch Gardens, South Africa

Course 2: 2011

The second course, held from 10 to 14 October 2011 in Nairobi, Kenya, followed a different approach. Responsibilities for organising the course were shared with the Executive Legal Education Programme at Strathmore University, led by Professor Patricia Kameri-Mbote. Participants were mainly drawn from east African countries. The team at Strathmore was responsible for inviting local speakers, identifying a suitable field trip excursion, and making logistical arrangements. Dr Wynberg and Jaci van Niekerk from UCT developed the material for the manual and designed complementary group work activities. Peter Munyi was a member of the core team once more, and the Initiative was represented by Dr Susanne Reyes-Knoche of GIZ. Five local guest speakers - Lucy Mulenkei from the Indigenous Information Network; Dr Robert-Lewis Lettington from Kenyatta University; Professor Moni Wekesa from Mount Kenya University; Dr Evans Sikinyi from the Seed Trade Association of Kenya; and Fredrick Otswong'o from the Kenya Industrial Property Institute – presented, as well as Gus le Breton from Katavi Botanicals, Zimbabwe. A total of 20 sessions were presented, and the field trip comprised a combination of a panel discussion and a tour of the facilities of the Kenya Medical Research Institute.



The 2011 group at Strathmore University in Nairobi

Course 3: 2013

The third course took place in 2013, in Gaborone, Botswana, from 4 to 8 February. Participants from Anglophone west and southern African nations were invited to apply. The team from UCT (Dr Wynberg, Jaci van Niekerk and Fahdelah Hartley) took full responsibility for organising the course, and the Department of Environmental Affairs acted as local hosts – assisting with coordinating the field trip, identifying local speakers, and lending a formal presence to the cocktail evening and certificate handout ceremony. The core team consisted of Dr Wynberg and Peter Munyi, assisted by Roger Chennells who was contracted as both presenter and facilitator. Gus le Breton from Zimbabwe was again invited to present, and Gaborone-based Nancy Kgengwenyane, an environmental climate change manager at the Environment and Climate Change Component Coordination Group, was the sole 'external'

presenter. The field trip combined a visit to the processing facility of WildFoods in Gabane with an opportunity to meet and speak to marula (*Sclerocarya birrea*) fruit harvesters at the village of Ramaphatle - where participants were treated to a lunch of traditional foods prepared by local villagers. Whilst both a cocktail function and course dinner (a 'braai' or barbecue) were held, the course sessions were reduced to 17.



Participants on the field trip to Ramaphatle village, Botswana

Course 4: 2014

The 2014 course was held from 5 to 9 May on Zanzibar Island, Tanzania. With a special focus on marine genetic resources (in the context of ABS), participants from coastal African nations were invited to attend. The UCT team took care of most arrangements, with the National Environment Management Council acting as local hosts. At this course, core team members Dr Wynberg, Peter Munyi, and Roger Chennells were joined by Valérie Normand representing the Initiative. Jean-Dominique Wahiche from the National Natural History Museum in Paris attended as both a presenter and observer – as he was considering becoming involved in future ABS courses for Francophone African countries. Two individuals based in Europe also attended the course as both invited lecturers and participants: Katie Beckett from PhytoTrade Africa, United Kingdom and Ariane Andres from Nestlé, Switzerland joined. The field trip was organised by Dr Narriman Jiddawi from the Institute of Marine Sciences, affiliated to the University of Dar es Salaam. On the field trip participants toured a spice farm, lunched in a local village, and met with members of a women's cooperative involved in bivalve and pearl farming. The course programme included 21 sessions, and social events were limited to a cocktail event on the Monday evening.



Group photo taken during the 2014 field trip on Zanzibar Island, Tanzania

Course 5: 2015

The fifth and final course, held in Harare, Zimbabwe from 1 to 5 June 2015, welcomed back Dr Drews as representative of the Initiative and member of the core team. As before, the other core team members were Rachel Wynberg (now 'Associate Professor'), Roger Chennells (now 'Dr'), and Peter Munyi. Gus le Breton from Katavi Botanicals was invited once more, and his team provided extensive input into the field trip, which was very well received by the group. On the field trip participants met with resurrection bush (*Myrothamnus flabellifolia*) harvesters – scaling giant rocks to see the plants *in situ*, enjoyed a lunch of local foods at a permaculture centre, and toured a facility which manufactures cosmetic, medicinal and food industry products. This course was open to participants from all around the continent, and local support was provided by the Ministry of Environment, Water and Climate. A total of 19 sessions were presented, and an opening ceremony was held on the Monday night.



The 2015 group with resurrection bush harvesters in Domboshawa, Zimbabwe

3. ABS COURSE EVOLUTION: 2010 - 2015

Immediately after each course a core team meeting was held, providing a space to analyse strengths and weaknesses - thus the content and format was continuously updated and improved. For example, after the 2011 course it was decided to shorten the week by limiting the Wednesday to a field trip, as it was found that including lectures on this day too was very tiring. The following summarises a number of the modifications implemented as the courses evolved.

A dedicated team from one institution works more effectively than partnering

The 2011 course was held in conjunction with another university, however, the model was thereafter abandoned, as it was felt that better control, and hence better outcomes, could be achieved when a single entity took responsibility for all tasks.

Schedule courses outside of major vacations and significant ABS meetings

The first and third courses were both held very early in the calendar year. This was mainly scheduled in order to avoid overlap with significant ABS meetings. Unfortunately the preparation period for these early courses coincided with major summer vacations in the southern hemisphere, adding undue pressure to project timelines. As a result, courses 4 and 5 were held in May and June respectively.

A pre-course assignment prepares participants and helps focus attention

Once the selected participants had confirmed their attendance, they were asked to complete a short preparatory assignment. The assignment included key readings and a short write-up of the trainee's organisation's involvement in ABS. This exercise was not only useful to prepare participants for the course (which would be fairly intensive and fast-paced), but also allowed the core team insight into the level of ABS-related involvement and insight of the group.

Adapt and update course content

As the courses progressed, and indeed the ABS world itself advanced, the training programme was adjusted, and resources updated to reflect realities faced by participants. The 2014 course included sessions related to ABS in the marine environment, for example, and in 2015 it was decided to include a new session on *ex-situ* access to genetic resources. Through careful observation and by noting participants' wishes, valuable practical sessions such as 'Tools to Engage in the ABS Process' were gradually given prominence and longer time slots.

Limit social events

Initially, two social events – a cocktail on the Monday evening and a course dinner on the Thursday night were arranged. By year 2014 the course dinner was discontinued as it was not always practical to arrange, and it was felt that participants had ample opportunity to network during the course of the week. The cocktail, or opening ceremony, was continued as it provided an opportunity to invite local dignitaries, officials and members of civil society – thereby raising the profile of the course and spreading awareness about ABS.

Multiple choice tests replaced the course assignment

During the first two courses, participants were given an in-course assignment to complete, individually or in groups, in the evenings. Many participants found this to be challenging, in

no small part due to the limited free time available. From 2013 it was thus decided to introduce a multiple choice test called the ‘ABS Race’, to be completed individually at the end of each day. Although this resulted in more work for the presenters who were asked to prepare a set of questions and answers based on their sessions, marking these tests daily provided an opportunity to gauge participants’ progress – both for the team and participants themselves. Having this test also seemed to increase learning and attention during the sessions.

Re-think panel discussions

During the first two courses, considerable effort was made to organise panel discussions, where, it was hoped, participants could be exposed to different views regarding ABS. Aside from the difficulties posed by assembling an experienced, yet balanced panel, the arising discussions did not attain high scores in participant evaluations, leading to the cancellation of the panels as their usefulness was drawn into question.

Arrange field trips which are relevant, and as far as possible benefit local people

Field trips – an excellent opportunity to showcase ‘ABS in practice’ as well as providing a well-earned respite from the classroom, also evolved over the years. Visits to research centres – which potentially interested only a select few participants – were replaced with opportunities to engage with local community members – be they harvesters or traditional knowledge holders themselves. Where possible, arrangements were made for lunches and refreshments served during field trips to be provided by local villagers, rather than commercial establishments. On the whole, these visits were regarded by many as a highlight of the week.

4. A ROUNDUP OF STATISTICS

Overall, 179¹ participants from 27 African countries attended the five courses; 40% of whom were female. During the selection process a gender balance was sought, however this was not always possible to achieve. As seen in Figure 1, male participants outnumbered females at most of the courses, although the 2013 and 2015 courses came close to achieving an equilibrium.



Figure 1. Gender representation of trainees

¹ This figure represents the total number of participants confirmed to attend the five courses. It does not include the small number of trainees based in Europe (who were responsible for their own expenses), and does not reflect the number of participants who cancelled their attendance at the last minute.

Figure 2 depicts the breakdown of African participants per country of residence. The nation with the most participants was South Africa (34 participants, approximately 19%); followed by Kenya with 22 participants (12%). Most trainees were from southern or eastern African nations, with Cameroon (9 participants) being the most represented west African nation. Benin; Lesotho; Madagascar; Morocco; Mozambique; South Sudan; and Swaziland each had a single participant.

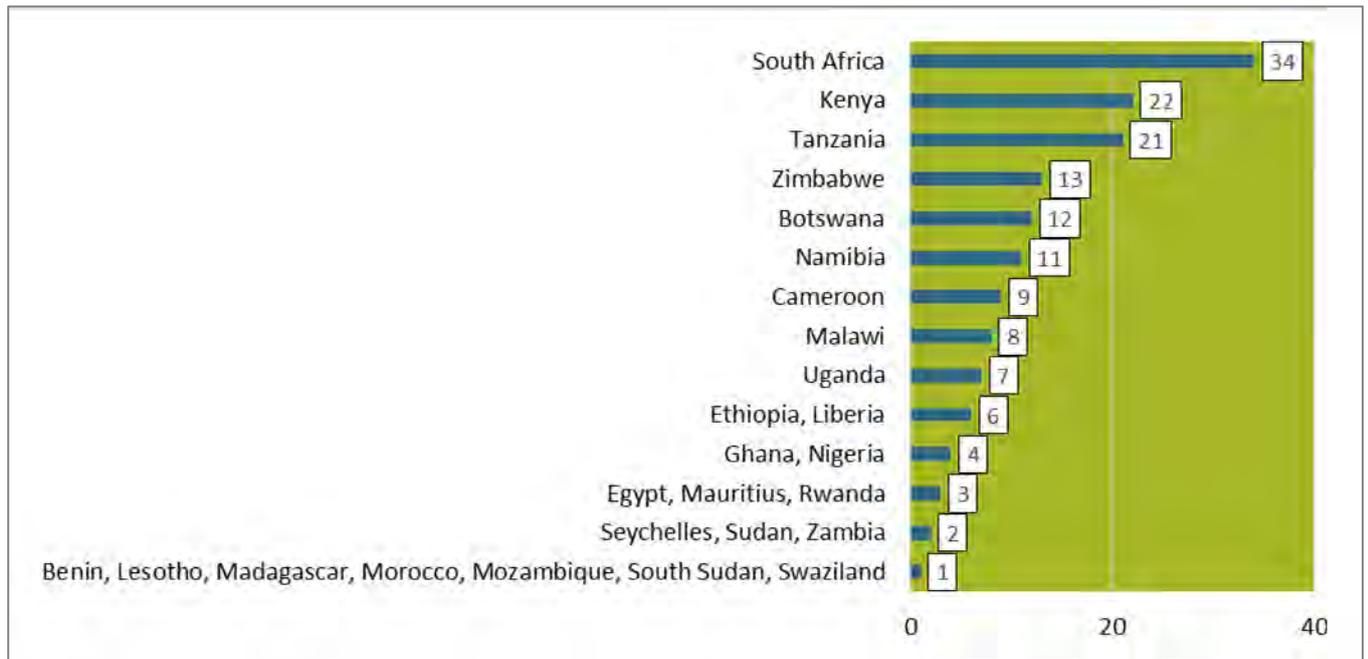


Figure 2. Breakdown of African participants per country

The nature of implementing ABS determines that government officials are likely the most involved sector, and Figure 3 attests thereto. Over the five courses more than half (55%) of the participants were drawn from government departments - largely from environmental conservation agencies, but also from agricultural and plant genetic resource divisions, trade and industry departments, and legal authorities such as the Ministry of Justice, among others.

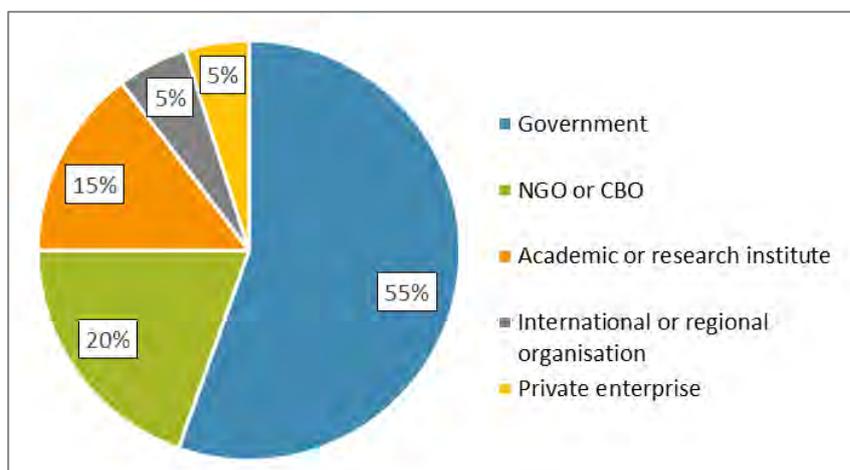


Figure 3. Different sectors represented

Efforts were made to include participants from other sectors too: such as NGOs and Community Based Organisations (CBOs) (e.g. various traditional healer organisations were represented); academic and other research institutions (e.g. the University of Botswana); international and regional organisations (e.g. the World Wildlife Fund); and private enterprises such as Biz-Innovation, Harare.

On the whole, participants gave very favourable feedback when asked to evaluate the course. As seen in Figure 4, four out of five courses were rated as ‘Excellent’ by 70% or more participants. The exception was the 2011 course in Kenya, where opinions were almost equally divided between ‘Good’ and ‘Excellent’. A minority of participants – one each in 2013 and 2015, felt that the course they attended was ‘Average’ or ‘Fair’.

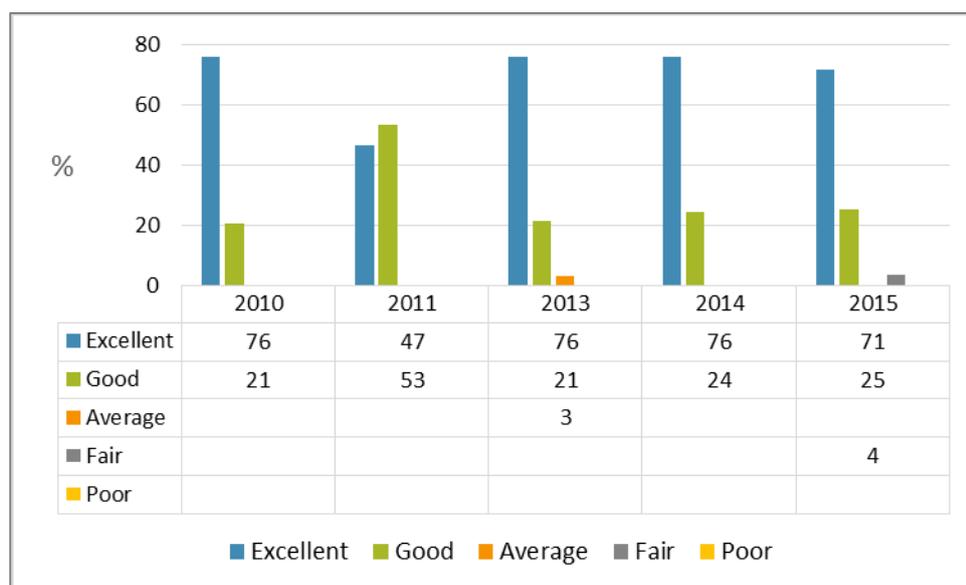


Figure 4. Responses to the question: In general, I would rate the training course as...

Asked about the **level of the information** presented, participants responded as follows:

The level of information presented was...	
Just right	84%
Too challenging	14%
Not challenging enough	2%

It is clear from the table above that most participants found the level and pace of training comfortable, with 84% describing it as ‘just right’. In terms of the level of difficulty or complexity of future courses, close to two thirds (59%) felt courses should be pitched at the same level; however more than a third (34%) called for more advanced courses in future.

Future courses should be...	
The same	59%
More advanced	34%
More basic	7%

5. SUCCESS FACTORS

Before the course

Practice judicious selection of participants

The composition of the participant group can ‘make or break’ a course, therefore careful attention was paid to the ‘quality’ of participants selected, with credentials checked for all those who were potential candidates. Applicants who were considered either too experienced, or too loosely involved in ABS issues were not selected to participate. Attention was also paid to restricting the number of participants from particular institutions and countries in order to give a wide, but balanced range of suitable applicants the opportunity to attend. And as described in the round-up of statistics, the selection process also sought to achieve a balance between genders and the different sectors involved in ABS.

Assemble an experienced and reliable core team

The success of the courses highlighted the importance of a core team of organisers and presenters who function well together, are approachable, responsive and reliable. A central ingredient for success was the stability of the team: the director (A/Prof Rachel Wynberg), coordinator (Jaci van Niekerk) and administrator (Fahdelah Hartley) remained consistent for all 5 courses, which enabled an extremely efficient and effective operation. The core lecturing team (A/Prof Rachel Wynberg, Peter Munyi, Dr Roger Chennells) also participated in all or most of the courses, and the presence of the ABS Capacity Development Initiative (represented by Dr Andreas Drews, Dr Susanne von Saint Andre, Tobias Dierks, Valerie Normand, and Dr Andreas Drews respectively for each of the courses) brought invaluable international expertise and capacity and added considerably to the experience and quality of the course.

Limit the numbers of external speakers

In terms of invited presenters, the ‘less is more’ principle paid off. In 2010 five external ‘guest lecturer’ speakers were invited, this number rose to six in 2011, but by 2015 was limited to one. Coordinating the inputs of a large number of speakers proved to be problematic, a situation which was amplified when the speakers were not known personally and/or professionally by members of the core team. Most importantly, the inclusion of external speakers took away from the cohesion of the course, as they frequently came in to the course for just one lecturing slot and thus did not have an adequate understanding of the ‘whole’ or of what had gone before and did not always pitch the content at an appropriate level.

Scoping visits facilitate local planning

The courses held from 2012-2015 in Gaborone, Zanzibar and Harare benefited from having course coordinator Jaci van Niekerk from UCT carry out brief scoping visits in advance. These visits presented an opportunity to evaluate conference and accommodation facilities, meet with potential local hosts, scout for field trip options (with the assistance of local contacts), and get a sense of the level of complexity of logistical arrangements.

Make use of equipment from local GIZ offices

Wherever possible, the team relied on local GIZ offices to supply equipment such as meta boards, extra flip charts, and ‘Bozz-boxes’ (filled with meta cards and useful stationery). By

hiring this equipment from GIZ rather than local suppliers, funds were saved, and peace of mind was ensured – invaluable when functioning under time pressure in a foreign environment.

Limit the number of course participants

Even though each course attracted large numbers of applications (about 100-150, growing over time as the course attained increased recognition), it was found that between 30 and 40 participants was most manageable. A group of this size could also network comfortably, and also easily be split into smaller groups for activities and break-away sessions.

During the course

A dedicated facilitator 'holds' the course together

After the second course it was felt that a dedicated process facilitator was needed in order to keep the course momentum going, as well as to assist presenters with activities when and where necessary. Various facilitators were considered, but in the end Roger Chennells was appointed as he could double up as both core team member and facilitator, due to his rich knowledge and deep experience in the field. Rachel Wynberg supported him in a co-facilitation role.

Employ a diversity of teaching methods

Much attention was paid to developing a programme which included a diversity of teaching methods. By keeping 'formal' lectures short and interspersing them with pair work, group work, and discussion time, attention levels were kept at their peak, and participants were given time to debate and question new concepts in the comparatively secure environment of a small group rather than plenary. In addition, feedback sessions in plenary were kept brief and concise, allowing for new ideas to be presented, but avoiding repetition.

Execute training sessions in a 'friendly' style

From the start of each course, a friendly, approachable, yet professional style of training was employed. It was found that a good ice-breaker or introductory activity put everyone at ease right from the beginning; and it was useful to move participants around (by shuffling their name cards) on a daily basis – as this facilitated peer-to-peer learning and sharing of ideas.

Foster a good learning environment

If at all possible, both the training facilities and the accommodation should be in the same venue as this saves time and adds to maintaining cohesion within the group. Having a facilitator who enforced 'house rules' such as no laptops, no cell phone calls and no latecomers, with a set of 'fun' fines (such as singing a song for example) – made for more attentive and engaged groups of trainees. There was a marked difference in learning experiences between Courses 1 and 2 (which permitted cell-phones and laptops) and Courses 3-5 which did not.

Provide financial support to cover training costs

A conscious decision was made to cover all participants' direct expenses (flights, food, and accommodation) where possible, but not to pay *per diems*. Some participants funded their own expenses, and were supported by their own institutions, but this was not common.

Since the course is mainly targeted at LMIC governments and the non-profit sector it is hard to see how a different or self-funded model could work at this stage.

Conclude the course with plotting 'The Way Forward'

Each course ended with a short session whereby participants were asked to write down a number of concrete steps, showing how they would take what they had learned during the week forward. These forms were collected, the information captured and sent to participants around six months after the course as a reminder of their intentions, and to assist them with completing the post-course evaluation. Although the response rate to the post-course evaluation was not ideal (see the next section), it is/was hoped that the activity of planning practical steps to take the information gleaned at the course forward would result in pro-active progress towards attaining ABS goals.

Selected words of recommendation from participants:

This course and the content was excellent. One of the best courses [I] ever attended.

Overall the training was very good and useful. Planning well has enabled the learning become effective.

Good experience, also from other countries and sectors.

Generally well done overall, good selection of participants with experience in the field to share experiences and no 'unexpected' participants.

I would like to express my sincere gratitude to the sponsors and the organisers. The logistical arrangements supporting the activities this week was amazing and efficient. I am delighted with all the materials we have received - both for use during the course and the CD to take with us. Not only was the course challenging throughout the week but it has encouraged us to get the maximum benefit out of the presentations this week.

I would be glad if more such courses would be conducted in future. The team of trainers exhibited abundant knowledge and skill in their areas of specialty. They displayed a real determination to impart knowledge and skill and a keenness to inject and build enthusiasm in the trainees. This, I strongly believe they have managed to do. Please keep it up.

The core team was amazing, down to the last detail. I am returning with such positive energy and information and excellent networking opportunities.

6. ANY ROOM FOR IMPROVEMENT?

Overall, the courses improved year on year, arguably leaving little room for improvement by 2015; however, there is no such thing as 'perfection' and in retrospect, the following points might have been worth considering.

- Late cancellations by confirmed participants were in some cases unavoidable, but in a number of situations these resulted in unnecessary wastage of funding. By the final two courses, late cancellations were prevented to some degree by requiring

participants to apply for all the necessary visas (including transit visas) before paying for their flights.

- Ideally, the multiple choice questions for the daily ABS Race should have been completed in advance. Largely due to time constraints, this was not always the case – leading to some frantic preparations on the day of each race, possibly compromising the quality of the questions asked.
- The 6-month follow-up evaluation, despite numerous requests, never yielded more than a 30% response. Probable reasons for this are unclear, but could perhaps be related to frequent staff turnovers and restructuring – particularly among government employees in African ministries. Whatever the reason, consideration needs to be given to the value of this exercise in future.

A selection of ideas for improvement from participants:

- Reduce paper usage.
- Use a venue in a more 'natural' environment which is in tune with the topic.
- Provide more model answers for exercises to speed up the learning process.
- More case studies and practical application of ABS.
- There needs to be a platform where participants will interact to assist each other on what they have learned.

7. FUTURE COURSES

There are a number of ways in which the Initiative could build on the knowledge and experience gained during the past five courses.

- It will be important to consider how the course can be adapted for national level implementation of the Nagoya Protocol. Some of the core components will remain as is, but there will also be a need for the inclusion of more detailed consideration of national laws and institutions, and the practical navigation of ABS in specific countries. Some discussions have been held to consider such ideas, and a logical next step is to develop a detailed proposal in this regard.
- Consideration could also be given to the rollout of an online course, where participants engage in self-learning through a structured, time-bound and mentored mechanism. In time, it might also be useful to think of a certified course where participants secure formal recognition on successful completion. This could have international application, at least in Anglophone countries to begin with. This too would require a detailed feasibility study as a first step.
- Numerous requests were received by French speaking Africans for similar training as well as from Latin America. It will be important to prepare a strategy for rollout elsewhere, but perhaps focused at national level.

8. IN CONCLUSION

Without a doubt, the series of five ABS courses were a resounding success. Participants left enthused, inspired and empowered with an understanding of ABS they did not have prior to participating in the course. They also developed strong networks amongst themselves, which will strengthen ABS implementation in Africa and elsewhere. In some cases participants have engaged in further studies, with ABS as the focus, which also bodes well for capacity development in this arena. The courses not only provided formal training but also allowed for a space of engagement, where participants had the time to benefit from the group's collective expertise, from the views of different sectors, and to discuss issues of common concern or confusion.

It was an incredibly rewarding and exciting process to be part of and we would like to express our sincere thanks to the Initiative for making it possible to execute these courses, and for their unfailing support along the way. It was a privilege to be able to travel to such diverse African countries and meet and interact with such engaged, optimistic and energetic participants. Not only have we expanded our own ABS network in this way, but we have also gained valuable experience in organising short training courses, a skill we hope to be able to hone in the future as we move towards national implementation of the Nagoya Protocol.

Appendix 1: List of Participants

SURNAME	NAME	DESIGNATION	ORGANISATION and COUNTRY
Abdel-Kawy	Ossama	Science Advisor: Nature Conservation Centre	Environmental Affairs Agency, Egypt
Abiyot	Berhanu	Botanist	Institute of Biodiversity Conservation, Ethiopia
Adel	Tag Eldin	Manager: Medicinal Plants Project	Environmental Affairs Agency, Egypt
Adokorach	Joyce	Research Officer	National Agricultural Research Organisation, Uganda
Akullo	Monique	Project Officer	National Environment Management Authority, Uganda
Andriamahazo	Michelle	National Focal Point of the ITPGRFA	Ministry of Agriculture, Madagascar
Baatuuwie	Bernard	Lecturer	University for Development Studies, Ghana
Bareetseng	Sechaba	Manager: Indigenous Knowledge Systems and Biodiversity Management	Council for Scientific and Industrial Research, South Africa
Bather	Kone	Head: Earth and Life Sciences Unit	Department of Human Resources Science and Technology, Ethiopia
Bebe	Bockline	Associate Professor: Livestock Production, Animal Sciences Department	Egerton University, Kenya
Befekadu	Refera	NGO Programme Coordinator	Movement for Ecological Learning and Community Action, Ethiopia
Bissessur	Dhuneeroy	Research Officer/NGO Director	Sugar Industry Research Institute/ Biodiversity Action Group, Mauritius
Blama	Nathaniel	Project Manager: Protected Areas Project/Media Relations Officer	Environmental Protection Agency, Liberia
Bogale	Anteneh Tamirat	Assistant Researcher	Ethiopian Institute of Biodiversity, Ethiopia
Broli	Alessandra	Project Manager	Bio Innovation, Zimbabwe
Businei	Wilson	Senior Programme Officer	National Environment Management Authority, Kenya
Byamukama	Robert	Lecturer	Makerere University, Uganda
Chauka	Leonard	Lecturer	Institute of Marine Sciences, Tanzania
Chilima	Clement	Deputy Director: Forestry Research	Forestry Research Institute, Malawi
Chimwamurombe	Percy	Senior Lecturer	University of Namibia
Chipfunde	Onismus	Research Officer	Genetic Resources and Biotechnology Institute, Zimbabwe
Chooneea	Mahindra	Technical Officer	National Parks and Conservation Service, Mauritius
Cocchiaro	Gino	Legal Researcher	International Development Law Organisation, Italy
Cole	Francinah	Senior Coordinator: Communal Resources	Ministry of Local Government and Rural Development, Botswana

Damte	Tedla	Director: Department of Copyright, Genetic Resources, Traditional Knowledge, Folklore	Intellectual Property Office, Ethiopia
Dias	Ashley	Conservation Ranger	Environment Department, Seychelles
Ditlhogo	Marks	Chair: Botswana National Biodiversity Authority	University of Botswana, Botswana
Ditshoke	Bridgette Neo	Intern	Department of Environmental Affairs, South Africa
Dube	Irene	Coordinator	Marula Zimbabwe, Zimbabwe
Dunlop	Scott	Communications Consultant	Natural Justice, South Africa
Ebenya	Samuel	Chief Technology Officer	National Office for Technology Acquisition and Promotion, Nigeria
Ethel	Monda	Deputy Director: Intellectual Property Rights	Kenyatta University, Kenya
Faschina	Nadine	Technical Adviser	Department of Environment/GIZ, Namibia
Galloway	Fiona Bonnie	NGO Facilitator/Student	Integrated Rural Development and Nature Conservation, Namibia/UCT, South Africa
Gambo	Aminatu Samiratu	Women's Coordinator	Lelewal Foundation, Cameroon
Gapara	Vusomuzi	Magistrate	Ministry of Justice and Legal Affairs, Zimbabwe
Gaye	Emmanuel	Secretary	National Traditional Council, Liberia
Geldenhuis	Conrad	Conservation Scientist	Northern Cape Province Department of Environment, South Africa
George	Derick	Researcher	Department of Agricultural Research, Botswana
Githaiga	Cicilia	Senior Legal Officer	National Environment Management Authority, Kenya
Goda	Mashaer	Research Scientist	Agricultural Research Cooperation, Sudan
Gomah	Sehgran	Communications and Media Officer	Environment Protection Agency, Liberia
Gonmadje	Christelle	Researcher	National Herbarium, Cameroon
Greene	Lawrence	Technical Manager: Department of Community Forestry	Forestry Development Authority, Liberia
Gwali	Samson	Research Officer	National Forestry Resources Institute, Uganda
Heremimana	Nzambwita Paul	Lecturer and Research Program Coordinator	Higher Institute of Agriculture and Animal Husbandry, Rwanda
Hoda	Yacoub	Senior Environmental Researcher	Wadi Allaqi Biosphere Reserve, Egypt
Ibrahim	Jemilat	Research Fellow: Plant Taxonomy, Ethnobotany	National Institute for Pharmaceutical Research and Development, Nigeria
Imende	Joyce Oliver	Desk Officer	National Environment Management Authority, Kenya
Innocent	Esther	Director and Research Fellow	Institute of Traditional Medicine, Tanzania
Jacquet	Caroline	Project Manager	Bio-Innovation Zimbabwe, Zimbabwe
Javu	Mirranda	Senior Researcher	Medical Research Council, South Africa
Kalemba	Mphatso	Environmental Officer: Biodiversity	Environmental Affairs Department, Malawi

Kamara	Jangar	Technical Manager: Commercial Forestry Department	Forestry Development Authority, Liberia
Kapora	Ivy	Sales and Marketing Manager	Speciality Foods of Africa, Zimbabwe
Karanja	Robert	Research Officer	Kenya Medical Research Institute, Kenya
Kehrer	Daniel	Junior Professional: GTZ Natural Resources Management	Department of Environmental Affairs, Namibia
Keige	Esther	Legal Officer	National Museums of Kenya, Kenya
Kekana	Isaac	Chairman	South African National Traditional Healer's Forum, South Africa
Kenembeni	Arlette Charline	Senior Technician: Department of Standards and Control	Ministry of Environment, Protection of Nature and Sustainable Development, Cameroon
Khairy	Yasir	Legal Advisor	Ministry of Justice, Sudan
Kihupi	Caroline Shem	Head: Quality Assurance and Control	National Institute for Medical Research, Tanzania
Kika	Delphine Tizie	Taskforce Team Member of ABS Protocol, Environmental Inspection Officer	Ministry of Environment , Protection of Nature and Sustainable Development, Cameroon
Kisimbo	Seleman	Principal Environmental Officer	Vice President's Office; Environment Division, Tanzania
Kozanayi	Witness	Regional Natural Resource Management Officer/PhD Student	Southern Alliance for Indigenous Resources, Zimbabwe/UCT, South Africa
Kusena	Kudzai	Curator	National Genebank of Zimbabwe, Zimbabwe
Kyallo	Victoria	Manager	Kenya Livestock Breeders Association, Kenya
Lembulung	Ole Kosyando	Programme Coordinator	NAADUTARO (Pastoralists' Survival Options), Tanzania
Lester	Ntsikelelo	Ecologist	North West Province, Department of Environment, South Africa
Ludik	Paul	Director	The National Forensic Science Institute, Namibia
Lupupa	Thandie	Senior Programme Manager: In-Situ/On-Farm Conservation	SADC Plant Genetic Resources Centre, Zambia
Lyaruu	Adeline	Senior Research Officer	Tanzania Commission for Science and Technology, Tanzania
Mabeba	Mokgalapa Gerald	Assistant Director	The Department of Trade and Industry, South Africa
Machumi	Francis	Research Fellow	Muhimbili University of Health and Allied Sciences, Tanzania
Mahenda	Obed	Project Manager	Vijana Vision Tanzania, Tanzania
Maina	Simon	Head: Seed Certification and Plant Variety Protection	Kenya Plant Health Inspectorate Service, Kenya
Mambwe	Hope	Natural Resources Management Officer	Ministry of Lands, Natural Resources and Environmental Protection, Zambia
Manuel	Laureen	Office Manager	Natural Justice, South Africa
Mapitse	Renameditswe	Senior Lecturer and Head of Department	University of Botswana, Botswana

Mapunda	Lourance Njopilai David	Documentation and Collection Officer	National Plant Genetic Resources Centre, Tanzania
Maseko	Phephsile Yolanda	National Coordinator	Traditional Healers Organisation, South Africa
Masinde	Godfrey Linonyi	Program Manager	African Conservation Centre, Kenya
Masupayi	Patricia	Chief Forestry Officer	Department of Forestry, Malawi
Matsau	Patrick	Manager: Directorate of Sustainable Resource Management	Gauteng Department of Agriculture, Conservation and Environment, South Africa
Matsebula	Sipho Nana	Ecologist	Swaziland Environment Authority, Swaziland
Mawenda	John	Environmental Inspector	Environmental Affairs Department, Malawi
Mayekiso	Makhosazana	Assistant Director	Department of Trade and Industry, South Africa
Mbaka	Royford	Assistant Administrator: Microbial Project	Kenya Wildlife Service, Kenya
Mbihayeimaana	Joseph	Science Officer	Uganda National Council for Science and Technology, Uganda
Mburu	Kinyagia Benson	Principal Science Secretary	National Council of Science and Technology, Kenya
Mekembom	Yves Nathan	Technical Officer	Limbe Botanic Garden, Cameroon
Mocuba	Jeremias	Lecturer and Researcher	Eduardo Mondlane University: School of Marine and Coastal Sciences, Mozambique
Moeng	Tukiso	Conservation Scientist	Limpopo Economic Development, Environment and Tourism, South Africa
Mogashoa	Mary	Lecturer	University of Limpopo, South Africa
Mogodu	Keikabile	Executive Director and CBD Desk Officer	Botswana Khwedom Council, Botswana
Mokobocho	Christopher	Legal Officer	Ministry of Tourism, Environment and Culture, Lesotho
Mollel	Margaret	Curator	National Plant Genetic Resources Centre, Tanzania
Monipher	Musasa	ABS Focal Point and Environmental Officer	Department of Environmental Affairs, Malawi
Mosana	Phillemon	Environmental Officer	Department of Environmental Affairs and Tourism, South Africa
Mosetlhi	Bothepha	Lecturer: Environmental Science Department	University of Botswana, Botswana
Motjotji	Lisebo, Monica	Student	TRAFFIC and the University of the Witwatersrand, South Africa
Motsumi	Agang Vincent	Natural Resource Officer	Department of Environmental Affairs, Botswana
Moyo	Tshenolo	Principal State Counsel	Attorney General's Chambers
Mukasa	Vera Matsepo	Assistant Director: Community-based Natural Resource Management	Department of Environmental Affairs and Development, South Africa
Mungwashu	Shamiso	Community Project Coordinator	Kaite Trust, Zimbabwe
Murimi	Juliet	Senior Legal Advisor	National Environment Management Authority, Kenya

Mushongahande	Member	Research Coordinator	Forestry Commission, Zimbabwe
Mutisya	Priscillar	Research Scientist: Bioprospecting	Kenya Wildlife Service, Kenya
Muumin	Hashim Chande	Aquaculturist	Ministry of Livestock and Fisheries, Tanzania
Mwainunu	Emmanuel Japhet	Research Officer	Tanzania Forestry Research Institute, Tanzania
Mwaisumo	William Nathan	Program Coordinator	Community Economic Empowerment and Legal Support, Tanzania
Mwalongo	Henrick	Environmental Management Officer	National Environment Management Council, Tanzania
Mwamodenyi	James	Senior Assistant Director/Head Biodiversity Management	Kenya Forest Service, Kenya
Mwenechanya	Jarvis	Environmental Inspector	Environmental Affairs Department, Malawi
Mweru	Kariuki Peris	Researcher	National Museums of Kenya, Kenya
Naicker	Preshanthie	Project Administrator: UNEP ABS Project	Department of Environmental Affairs, South Africa
Nakamhela	Uda	Senior Partner	Nakamhela Attorneys, Namibia
Nancy	Keven	Principal Officer: Research and Development	Seychelles Agricultural Agency, Seychelles
Ngari	Alex	Conservation Programme Manager	Nature Kenya, Kenya
Ngeh Asaha	Stella	Coordinator/Social Development Officer	Forests, Resources and People, Cameroon
Ngumuya	Lionel	Senior Anthropologist	Ministry of Tourism, Wildlife and Culture, Malawi
Ng'wigulu	Kwilasa Lushanga	Environmental Management Officer	National Environment Management Council, Tanzania
Njovana	Tinashe	Principal Environmental Administrative Officer	Ministry of Environment and Natural Resources Management, Zimbabwe
Nkembi	Louis	Executive Director	Environment and Rural Development Foundation, Cameroon
Nott	Karen	Coordinator: High Value Plants	Integrated Rural Development and Nature Conservation, Namibia
Ntandu	John Elia	Acting Head, National Herbarium of Tanzania	Tropical Pesticides Research Institute, Tanzania
Ntoipo	Martha	Founder and Executive Director	Pastoralist Information and Development Organization, Tanzania
Ntsatsi	Tebogo	Natural Resources Officer	Department of Environmental Affairs, Botswana
Nuno	Gytha	Executive Director	Environcare Wagon, Ghana
Nyamwaya	Edwin Mecha	Plant Examiner	Kenya Plant Health Inspectorate Services, Kenya
Nyirigira	Antoine	Biometrician and Genebank Staff	Rwanda Agriculture Board, Rwanda
Ogboi	Dora	Assistant Director: Women Development and Empowerment	West Africa Coalition for Indigenous Peoples' Rights, Nigeria
Oitsile	Dineo Dinah	Desk Officer: CBD and ABS /Natural Resources Officer	Department of Environmental Affairs, Botswana
Okot	Francis	Research Officer/Plant Breeder	Victoria Seeds Ltd, Uganda
Olivier	Jana	Professor	University of South Africa, South Africa

Opati	Linda	Legal Advisor	International Livestock Research Institute, Kenya
Osei-Hwere	Dennis	Manager: Legal Affairs	Forestry Commission, Ghana
Otieno	Edwardina Ndhine	Senior Science Secretary	National Council for Science and Technology, Kenya
Owusu	Erasmus	Senior Lecturer: Conservation Science	University of Ghana, Ghana
Pallangyo	Manase Elisa	Park Ecologist	Tanzania National Parks Authority, Tanzania
Pienaar	Christine	Ecologist	Department of Environment and Nature Conservation, South Africa
Ramdoo	Chiranjiv	Member	Biodiversity Action Group, Mauritius
Rapoo	Vincent	Director	Phuthadikobo Museum, Botswana
Ruka	Mandy Brenda	Programme Officer: Special Projects	Zvishavane Water Projects, Zimbabwe
Rutatina	Fidelis	Executive Director	Novel Development Tanzania Limited, Tanzania
Rutert	Britta	Researcher	Free University Berlin, Germany
Sagbo	Patrice	Sacred Forest Coordinator	Nature Tropicale, Benin
Samuel	Kamoto	Director: Environmental Education and Community Programmes	Wildlife and Environmental Society of Malawi, Malawi
Schlemmer	Andre	Chief Nature Conservator/ Environmental Management Inspector	Free State Department Economic Development Tourism and Environmental Affairs, South Africa
Schroder	Betty Kauna	Project Coordinator	Department of Environmental Affairs, Namibia
Seroka	Seth	Traditional Medical Practitioner	National Traditional Healers Committee, South Africa
Seydou	Frances	Supervisor: Environmental Unit /ABS Focal Point	Environmental Protection Agency, Liberia
Shakalela	Elize	Environmental Legal Officer	GIZ, Namibia
Shigwedha	Frederika	Project Officer	Centre for Research Information Action in Africa, Namibia
Shongwe	Tholakele	Project Coordinator	Traditional Healers Organisation, South Africa
Simawo	Zolile	Community Livelihood Manager	CapeNature, South Africa
Sitati	Noah	Program Manager	World Wide Fund for Nature, Kenya
Snyders	Leana	Coordinator	South African San Council, South Africa
Sobiecki	Jean-Francois	Research Associate	Centre for Anthropological Research, University of Johannesburg, South Africa
Steyn	Tommie	Head Plant Unit	Mpumalanga Tourism and Parks Agency, South Africa
Street	Renee	Postdoctoral Research Fellow	University of KwaZulu-Natal, South Africa
Suuti	Mukwaya Samuel	Manager	Uganda Bio-Trade Alliance, Uganda

Swart	Elsabe	Acting Manager: Research and Development Support	Northern Cape Department of Environment and Nature Conservation, South Africa
Taleb	Mohammed Sghir	Professor	Scientific Institute, University Mohammed V Rabat, Morocco
Teklehaimanot	Haileselassie	Academic Staff	Addis Ababa University, Ethiopia
Temba	Richard	PhD Student/Agricultural Research Officer	Sokoine University of Agriculture/ Ministry of Agriculture, Food Security and Cooperatives, Tanzania
Tjiteere	Eben	Field Researcher	Integrated Rural Development and Nature Development, Namibia
Tona	Isibo	Senior Researcher	Rwanda Agriculture Board, Rwanda
Tshitwamulomoni	Lactitia	Assistant Director	Department of Environmental Affairs and Tourism, South Africa
Turner	Queen	Botanist/Principal Agricultural Scientific Officer	Department of Crop Production Ministry of Agriculture, Botswana
Unusa	Karimu	Community Lawyer/Legal Consultant	Mbororo Social and Cultural Development, Cameroon
Venter	Sarah	Managing Partner	EcoProducts, South Africa
Vutuza	Evelyne	Coordinator: Policy and Advocacy Programme	Community Technology Development Organisation, Zimbabwe
Wanyama	Jacob	Coordinator	Life Network Africa, Kenya
Warinwa	Fiesta	Program Implementer	African Wildlife Foundation, Kenya
Zajdermine	Sabine	Associate	Natural Justice, South Africa

Appendix 2. Summary Evaluation of Objectives from Each Course

ABS Course 2010: Summary Evaluation of Objectives

Average rating on a scale of 1 (very low) to 5 (very high) based on 33 returned questionnaires (3-colour scale: red/yellow/green)	Usefulness	Methods	Material	Achieving Objectives	Average
Objective 1: Concepts and principles that underpin ABS	4.7	4.6	4.6	4.7	4.6
Objective 2: Understand how the CBD relates to other international frameworks	4.7	4.2	4.4	4.2	4.2
Objective 3: Map out the present status of ABS in Africa	4.6	4.5	4.4	4.3	4.4
Objective 4: The evolving ABS framework in selected African nations	4.4	4.2	4.2	4.2	4.2
Objective 5: Gain exposure to ABS instruments, tools and standards	4.8	4.6	4.6	4.4	4.6
Objective 6: Understand how to engage in ABS process	4.7	4.4	4.4	4.4	4.4
Objective 7: Provide an overview of industry trends in bioprospecting	4.7	4.3	4.2	4.2	4.3
Objective 8: Discuss the importance and relevance of traditional knowledge	4.6	4.4	4.3	4.2	4.2
Objective 9: Review different approaches to protecting traditional knowledge	4.7	4.4	4.4	4.3	4.5
Objective 10: Articulate the philosophy and significance of bio-cultural protocols	4.3	4.1	4.1	4.1	4.1
Objective 11: Provide an overview to IPRs and their linkages to ABS	4.8	4.2	4.4	4.3	4.3
Objective 12: Introduce patents and explore ways to challenge patents	4.7	4.3	4.2	4.2	4.3
Objective 13: Obtain exposure to a practical example of bioprospecting (MRC field trip)	4.3	4.2	4.0	4.0	4.0
Objective 14: Understand important aspects of negotiation in the ABS process	4.7	4.5	4.4	4.4	4.6
Objective 15: Explore different approaches to benefit sharing within biotrade	4.6	4.2	4.2	4.1	4.3
Objective 16: Increase understanding about specific ABS cases	4.6	4.2	4.1	4.3	4.2
Average	4.6	4.3	4.3	4.3	4.3

ABS Course 2011: Summary Evaluation of Objectives

Average rating on a scale of 1 (very low) to 5 (very high) based on 30 returned questionnaires (3-colour scale: red/yellow/green)	Usefulness	Methods	Material	Achieving Objectives	Average
Objective 1: Concepts and principles that underpin ABS	4.6	3.9	4.4	4.2	4.3
Objective 2: Understand the broader context of ABS	4.6	4.1	4.3	4.1	4.3
Objective 3: Introduce key provisions of the Nagoya Protocol	4.7	5.0	4.6	4.4	4.7
Objective 4: Interaction between the Nagoya Protocol and other international frameworks	4.5	4.0	4.1	4.0	4.2
Objective 5: Gain exposure to the Standard Material Transfer Agreement	4.4	3.9	4.2	4.0	4.1
Objective 6: Map out the present status of ABS legislation and policy in Africa	4.4	4.0	4.0	4.0	4.1
Objective 7: Study the evolving ABS framework in selected African nations	4.2	4.0	3.8	3.9	4.0
Objective 8: Explore ABS approaches within biotrade	4.4	4.3	4.2	4.3	4.3
Objective 9: Experience engaging in the ABS process	4.3	4.1	4.2	4.1	4.2
Objective 10: Provide an overview of industry trends in bioprospecting	4.0	3.8	3.9	3.7	3.9
Objective 11: Review different approaches in protecting traditional knowledge	4.5	4.0	4.1	4.1	4.2
Objective 12: Discuss the importance and relevance of traditional knowledge	4.6	4.2	4.3	4.3	4.4
Objective 13: Provide an overview of intellectual property rights	4.5	4.2	4.0	4.1	4.2
Objective 14: Understand private sector engagement with ABS	4.4	4.0	3.8	3.8	4.0
Objective 15: Discuss the concept of biopiracy	4.4	4.2	4.2	4.2	4.3
Average	4.4	4.1	4.1	4.1	4.2

ABS Course 2013: Summary Evaluation of Objectives

Average rating on a scale of 1 (very low) to 5 (very high) based on 33 returned questionnaires (3-colour scale: red/yellow/green)	Usefulness	Methods	Material	Achieving Objectives	Average
Objective 1: Introduce basic concepts related to ABS	4.0	4.0	4.0	4.2	4.1
Objective 2: Understand benefit sharing in contexts other than the CBD	4.3	4.2	4.2	4.1	4.2
Objective 3: Clarify ABS terminology used by the CBD	4.4	4.2	4.0	4.3	4.2
Objective 4: Introduce the principles which underpin ABS	4.3	4.2	4.2	4.0	4.2
Objective 5: Understand how international frameworks for ABS interact	4.3	3.8	3.9	3.8	4.0
Objective 6: Examine the relationship between the CBD and Nagoya	4.2	3.9	4.0	4.0	4.0
Objective 7: Introduce key provisions of the Nagoya Protocol	4.1	4.0	4.0	3.8	4.0
Objective 8: Review the evolving ABS framework in African nations	4.2	4.0	4.1	4.0	4.1
Objective 9: Understand the interface between agriculture and ABS	4.0	3.7	3.8	3.5	3.8
Objective 10: Gain basic knowledge of the ITPGRFA	4.0	3.6	3.9	3.6	3.8
Objective 11: Experience engaging in the ABS process	4.2	4.2	4.1	4.0	4.1
Objective 12: Explore practical examples of tools to engage in ABS	4.5	4.0	4.2	4.0	4.2
Objective 13: Understand the general principles of negotiation	4.7	4.5	4.5	4.4	4.5
Objective 14: Understand the bioprospecting process	4.6	4.3	4.2	4.1	4.3
Objective 15: Explore the industries which commercialise biodiversity	4.3	4.3	4.2	4.2	4.3
Objective 16: Explore ABS approaches within biotrade	4.5	4.5	4.0	4.3	4.3
Objective 17: Examine the relevance of traditional knowledge in ABS	4.5	4.4	4.4	4.2	4.4
Objective 18: Understand the basics of Farmers' Rights	4.1	3.8	3.8	3.7	3.9
Objective 19: Provide an overview of intellectual property rights	4.4	4.0	3.9	3.9	4.1
Objective 20: Introduce patents and the patent application process	4.4	4.2	4.0	4.0	4.2
Objective 21: Discuss the concept of biopiracy	4.5	4.2	4.1	4.2	4.3
Average	4.3	4.1	4.1	4.0	4.1

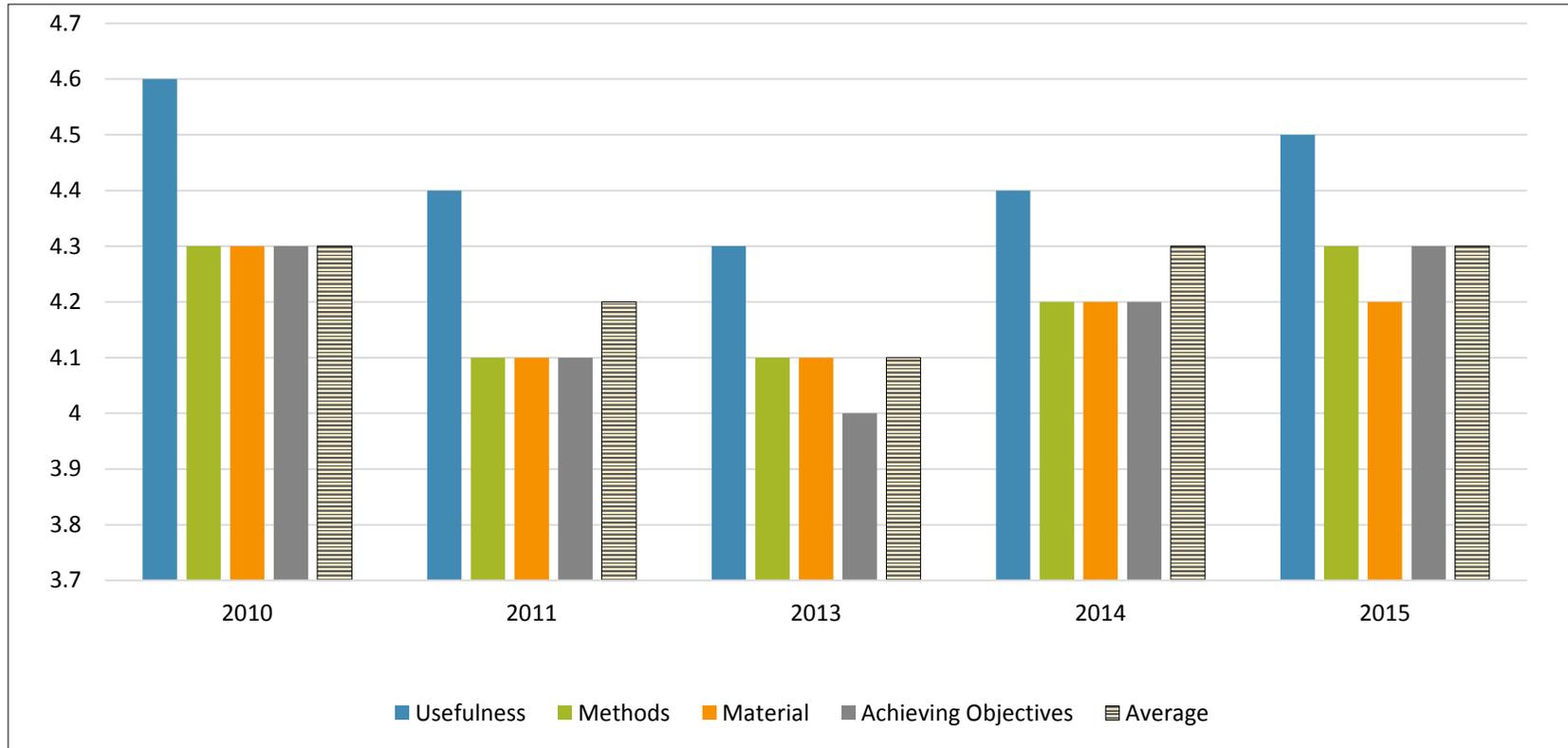
ABS Course 2014: Summary Evaluation of Objectives

Average rating on a scale of 1 (very low) to 5 (very high) based on 39 returned questionnaires (3-colour scale: red/yellow/green)	Usefulness	Methods	Material	Achieving Objectives	Average
Objective 1: Review basic ABS concepts, principles and terminology	4.5	4.2	4.2	4.4	4.3
Objective 2: Introduce international frameworks for ABS	4.4	3.9	4.1	4.1	4.1
Objective 3: Understand the influence of ABS on policies and laws	4.3	4.0	4.0	4.1	4.1
Objective 4: Understand key components of the Nagoya Protocol	4.5	4.3	4.5	4.3	4.4
Objective 5: Distinguish between biopiracy and legitimate use	4.4	4.1	4.1	4.2	4.2
Objective 6: Review the evolving ABS framework in African nations	4.3	4.0	4.0	4.0	4.1
Objective 7: Understand the bioprospecting process	4.5	4.2	4.3	4.3	4.3
Objective 8: Explore the industries which commercialise biodiversity	4.4	4.2	4.0	4.1	4.2
Objective 9: Understand bioprospecting in the marine environment	4.4	4.2	4.1	4.2	4.2
Objective 10: Clarify legal aspects of accessing marine genetic resources	4.3	4.1	4.2	4.2	4.2
Objective 11: Examine the relevance of traditional knowledge in ABS	4.6	4.4	4.3	4.4	4.4
Objective 12: Understand different ways of protecting traditional knowledge	4.4	4.1	4.2	4.2	4.2
Objective 13: Experience a practical example of biotrade	4.7	4.3	4.2	4.3	4.4
Objective 14: Gain basic knowledge of the ITPGRFA	4.4	4.3	4.4	4.3	4.4
Objective 15: Explore the integration of benefit sharing and biotrade	4.4	4.1	4.0	4.2	4.1
Objective 16: Better understand ABS in practice	4.4	4.1	4.1	4.2	4.2
Objective 17: Explore practical examples of tools to engage in ABS	4.4	4.3	4.3	4.2	4.3
Objective 18: Understand the general principles of negotiation	4.5	4.3	4.3	4.3	4.4
Objective 19: Provide an overview of intellectual property rights	4.4	4.3	4.2	4.3	4.3
Objective 20: Understand benefit sharing in contexts other than the CBD	4.5	4.4	4.4	4.3	4.4
Average	4.4	4.2	4.2	4.2	4.3

ABS Course 2015: Summary Evaluation of Objectives

Average rating on a scale of 1 (very low) to 5 (very high) based on 28 returned questionnaires (3-colour scale: red/yellow/green)	Usefulness	Methods	Material	Achieving Objectives	Average
Objective 1: Understanding the broader ABS context	4.3	4.2	4.2	4.2	4.2
Objective 2: Exploring basic ABS concepts and terminology	4.5	4.3	4.2	4.3	4.3
Objective 3: Introduce international frameworks for ABS	4.2	4.0	4.0	4.0	4.1
Objective 4: Understand key components of the Nagoya Protocol	4.6	4.5	4.4	4.3	4.4
Objective 5: Understand the influence of ABS on policies and laws	4.3	4.0	3.9	3.9	4.0
Objective 6: Provide an overview of intellectual property rights	4.5	4.3	4.3	4.4	4.4
Objective 7: Explore the integration of benefit sharing and biotrade	4.6	4.4	4.4	4.4	4.4
Objective 8: Examine the relevance of traditional knowledge in ABS	4.4	4.4	4.2	4.4	4.4
Objective 9: Introduce the concept of Farmers' Rights	4.2	4.0	3.9	4.0	4.0
Objective 10: Explore ABS in practice: Field Trip	4.9	4.8	4.6	4.8	4.8
Objective 11: Understand the bioprospecting process	4.5	4.2	4.2	4.3	4.3
Objective 12: Investigate the interface between agriculture and ABS	4.2	3.9	3.9	4.1	4.0
Objective 13: Examine the practicalities of ex-situ access	4.1	4.1	4.1	4.3	4.2
Objective 14: Distinguish between biopiracy and legitimate use	4.6	4.4	4.4	4.5	4.5
Objective 15: Explore practical examples of tools to engage in ABS	4.8	4.4	4.4	4.6	4.6
Objective 16: Understand the basic principles of negotiation	4.7	4.7	4.7	4.6	4.7
Average	4.5	4.3	4.2	4.3	4.3

Summary of Usefulness, Methods, Materials, and Achieving Objectives: 2010 – 2015



Appendix 3: Photo Collage

Building Capacity in Access and Benefit Sharing in Africa

**A photo-essay on five short courses presented by the
University of Cape Town in collaboration with
the ABS Capacity Development Initiative**

October 2011 Strathmore University, Nairobi, Kenya

The second course was held in Nairobi, Kenya, hosted by Strathmore University. There were 38 participants mainly from east African countries. The field trip comprised a panel discussion and a tour of the facilities of the Kenya Medical Research Institute (KEMRI).



February 2013

The Phakalane Hotel, Botswana

The third course took place in Gaborone, Botswana. There were 34 participants from Anglophone west and southern African nations. The field trip was a visit to the processing facility of WildFoods in Gabane and the village of Ramaphatle where participants enjoyed a lunch prepared by local villagers.



May 2014

The Ocean Paradise Hotel, Zanzibar

The fourth course was held in Zanzibar, Tanzania. There were 39 participants from coastal African nations. The field trip was a visit to a spice farm, lunch in a local village, and interaction with members of a women's cooperative involved in bivalve and pearl farming.



June 2015

The Bronte Hotel, Zimbabwe

The fifth and final course was held in Harare, Zimbabwe. There were 30 participants from all around the continent. The field trip was a visit to Domboshawa to witness resurrection bush harvesters in action, followed by lunch at a permaculture centre. The field trip ended with a tour of a facility which manufactures cosmetic, medicinal and food industry products.

