

Trainer's Toolkit

A Holistic Approach to Communicating Human-Wildlife Conflict Mitigation

For Media Trainers and Faculty Members



Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



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About the Trainer's Toolkit

The Trainer's Toolkit is useful for the faculty members and experts of media training institutes, as well as media professionals, facilitating workshop/training sessions. This kit contains all the modules, the learning journal and a trainer's guide

Why develop a curriculum on human-wildlife conflict mitigation for the media?

'HWC mitigation' refers to the interventions carried out to reduce the negative impacts of human-wildlife interactions on humans or their resources and on wildlife or habitats. It includes strategies to address the drivers and pressures of conflict, reduce the vulnerability of humans and wildlife and develop institutional capacity.

Effective and clear communication, adopting a holistic approach, is critical for ensuring overall success in HWC mitigation. A systematic plan for conducting training programmes and organising dialogues for practicing media professionals is critical in bringing change and ensuring community participation in HWC mitigation efforts.

Facilitating **media training institutions to integrate human-wildlife conflict mitigation** into their curricula and to equip the faculty members and trainers with the latest and **innovative training approaches and methodologies is a sustainable option.**

A holistic capacity development system needs to be implemented for addressing key competencies of relevant stakeholders, who are key to developing, implementing and communicating HWC mitigation measures in India.

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

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

Competency Framework for HWC Mitigation in India

The combination of knowledge, skills, experience and attributes that leads to consistently successful performance is known as 'competencies'. Competencies are demonstrated behaviours that lead to success. They are more enduring than job tasks and reflect the unique characteristics or behavioural attributes a person can bring to the job.

Competencies have been described in the National Training Policy (2012) of India to encompass the knowledge, skills and behaviour that are required in an individual for effectively performing the functions of a post. The policy stipulates that each government department/ministry classify each post with a clear job description and the competencies required and carry out competency mapping of all its employees.

The Indo-German project has made an attempt to define the professional competencies required for human-wildlife conflict mitigation for the forest service professionals in India and structure a competency framework. This competency framework is being used to conduct a training needs assessment that will guide the development of a curriculum and training material for training programmes related to human-wildlife conflict mitigation in India.

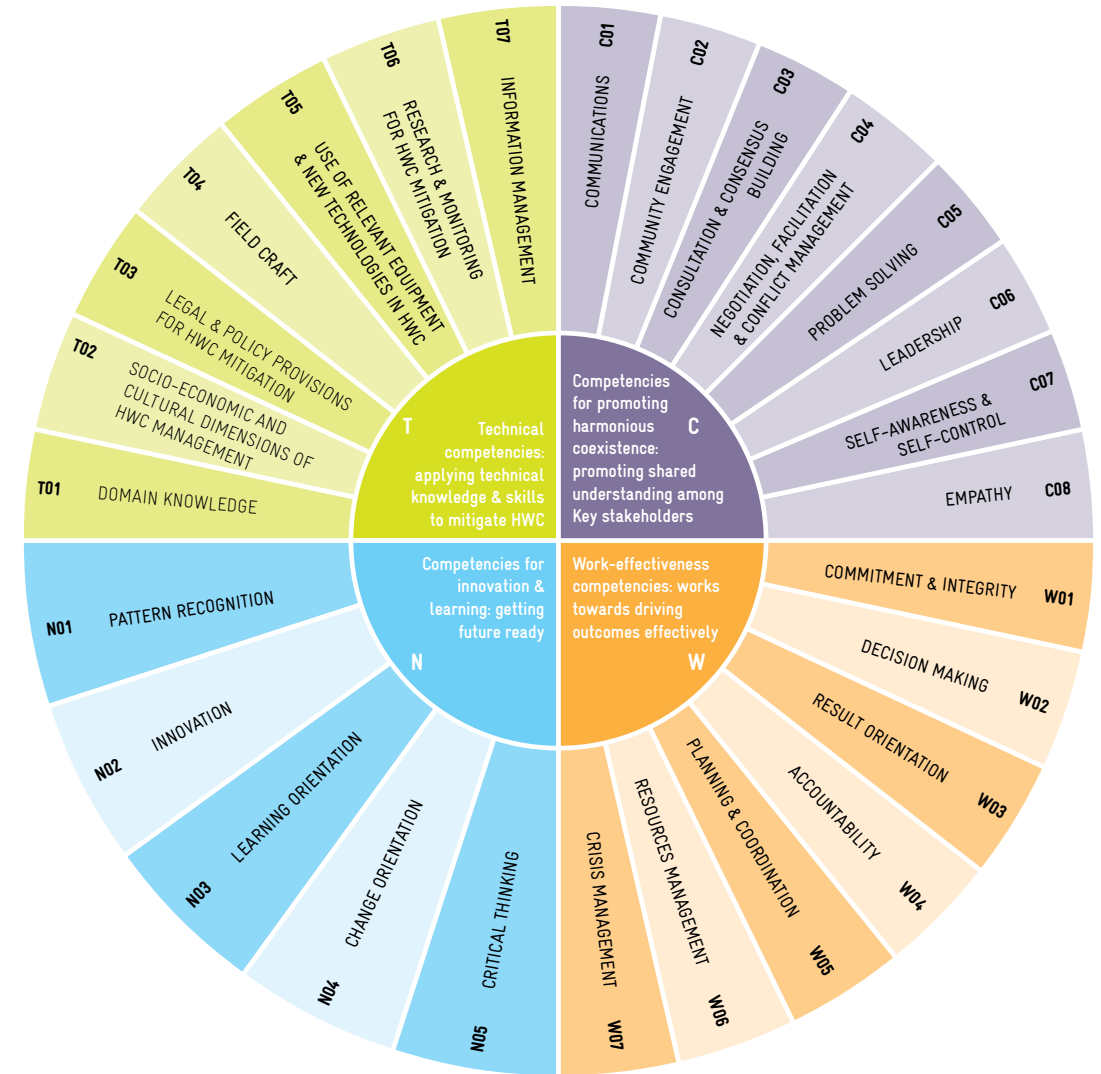
Specifically, in the context of HWC mitigation, competencies can facilitate the following processes:

- Developing capacity development approaches
- Developing training HWC curricula for national and state-level institutions
- Identifying personnel with the required expertise to be placed in relevant positions to drive HWC mitigation goals
- Efficient engagement of stakeholders, including local community members, NGO personnel, volunteers and private landowners
- Motivating staff members of forest departments and other practitioners.

A competency framework is essentially a structured compilation of competencies that are relevant for successful performance in an organisation. It defines behaviours that are required to effectively manage both current and emerging work challenges in the organisation.

The competency framework developed for HWC in India follows.

The competencies identified for HWC mitigation



Khera, Neeraj, Ahlawat Pankaj, Varma, Paayal (2023). A Competency Framework for personnel working towards human-Wildlife Conflict Mitigation in India. GIZ-Dale Carnegie India, New Delhi

The process of curriculum development

The project has developed a competency framework on the basis of which training needs were identified for key stakeholders of HWC mitigation in India.

Following the first results of the competency framework, pilot testing of the training needs assessment framework was conducted in June 2018. After this, the project facilitated the process of consolidating and prioritising the training needs of key stakeholders during a national workshop on curriculum development held in September 2018. The workshop resulted in a modular curriculum framework for key stakeholders from the forest and veterinary sectors, from the media and from civil society. Three writing workshops were organised, at Haridwar, Kodagu and north Bengal, during November 20–30, 2018 to develop the modularised curriculum further.

There was active participation at the five workshops, with 92 international and national experts. They represented the fields of capacity development, wildlife and veterinary science, the media and communications and the social sciences.

The workshops were facilitated using participatory facilitation methods dedicated to receiving inputs from all participants and to reaching joint agreements. The last three workshops also included field visits to selected HWC hotspots for developing a common understanding of the training needs and identifying specific topics/cases/methods for the curriculum through discussions with field-level officers.

Competencies-based curriculum for the media

The overall framework is based on a competencies-based curriculum with a strong emphasis on hands-on exercises. Participatory methods of training and learning are used. The training material has been developed by a competent team of experts drawn from the forest, wildlife, veterinary, agriculture and media sectors, who bring in a truly cross-sector perspective to the whole process of capacity development.

The use of a competencies-based curriculum is a way of approaching professional training that primarily emphasises facilitating the participants to develop the competencies that are required by them for performing their jobs more efficiently and effectively. It aims to prepare people more effectively for real workplaces.



Pilot Testing of the Curriculum

Implementation of curriculum for students at St. Xavier's College (Mumbai)

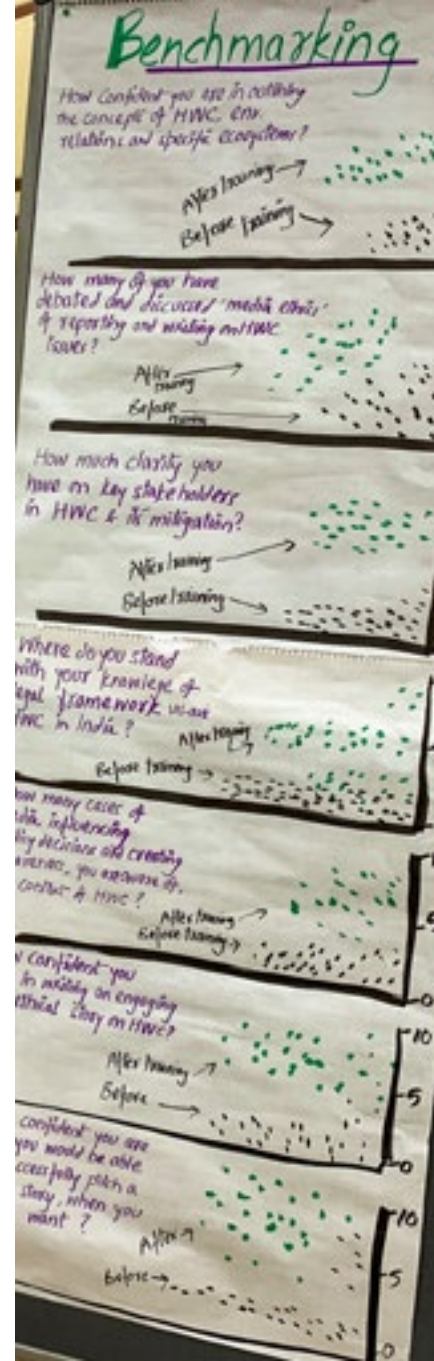
A four-day training programme titled 'Engaging Media for Effective and Efficient Human Wildlife Conflict Mitigation', for third-year undergraduate students of mass media courses, was organised at St. Xavier's College (Mumbai) from 22 to 25 July 2019. The feedback received from the implementation of this training was used to fine-tune the curriculum and training material.

Implementation of curriculum for post-graduate students at A.J.K. Mass Communication Research Centre (AJK MCRC), Jamia Millia Islamia, Delhi

The curriculum has been introduced into four post-graduate programmes, viz., Development Communication, Convergent Journalism, Mass Communication, and Visual Effect and Animation, at AJK MCRC, as a 12-week skill-based course under the Choice-Based Credit System (CBCS) in 2022. The course is implemented using state-of-the-art participatory training methods, including a field expedition to a HWC hotspot. The project implemented a GIZ–Dale Carnegie 'Training of Trainers' programme for three key faculty members from AJK MCRC, namely, Dr Krishna Kusuma, Dr Pragati Paul and Dr Danish Iqbal, in 2021 to ensure the sustainability of the measures.

Implementation of curriculum for media professionals

The project is implementing a cascading system of training programmes for media professionals in which a core group of media professionals is engaged in facilitating further training programmes and awareness measures for the local communities at key HWC hotspots in India. The project has partnered with *Deutsche Welle (DW) Akademie*, Germany for implementing selected programmes for media professionals. Selected media professionals will be facilitated in their training and outreach work through the GIZ–Dale Carnegie Training of Trainers Programme.



About the curriculum

The training programmes and courses based on this curriculum are intended to create a cadre of media professionals communicating holistically on human–wildlife conflict mitigation

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

This curriculum is designed to be a stand-alone course to be delivered over a semester for media students and as an intensive 3-day training programme for media professionals. Moreover, because of its modular structure and participatory training methods, it provides enough flexibility to be customized for delivery for longer/ shorter durations, e.g. a module within an existing course at a training institute or as a dedicated session at a media training workshop can be designed using this curriculum. The curriculum can also be used to design field training expeditions for media professionals.





Possible learning outcomes of the courses based on this curriculum

Media professionals

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

- Illustrate the concepts of human–wildlife conflict, environmental relations and specific ecosystems
- Demonstrate how to evaluate of the importance/intensity of HWC situations/incidents
- Demonstrate how to deconstruct complexities in a simple manner
- Demonstrate the process of identifying experts and institutions for specific information
- Debate and discuss the ethics of reporting and writing on HWC by the media, in a constructive manner
- Empathise with all the stakeholders of HWC
- Outline the legal framework for HWC in India
- Demonstrate the importance of media interventions in creating awareness and policy changes
- Demonstrate engaging and ethical story writing competencies
- Demonstrate how to pitch/anchor of holistic HWC stories effectively
- Be open to different viewpoints on HWC



Media students

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

- Outline the concepts of human–wildlife conflict, environmental relations and specific ecosystems
- Debate and discuss the ethics of reporting and writing on HWC by the media, in a constructive manner
- Empathise with all the stakeholders of HWC
- Outline the legal framework for HWC in India
- Demonstrate the importance of media interventions in creating awareness and policy changes
- Outline key elements of successful pitching/anchoring of holistic HWC stories effectively
- Be open to different viewpoints on HWC

Training approach and methodology

The curriculum is modularised, with modules being delivered using different training methods over required time periods. The modularised structure provides flexibility to adapt the contents, methods and durations of different topics on the basis of the training needs of the participants. **Learning outcomes have been formulated for different groups of participants, and so the modules can be used in any combination and over different durations, for specific purposes and to fit specific training schedules.**

A unique feature of the curriculum is that it focuses on HWC using the "thematic triangle" of driver-prevention-damage reduction triangle.

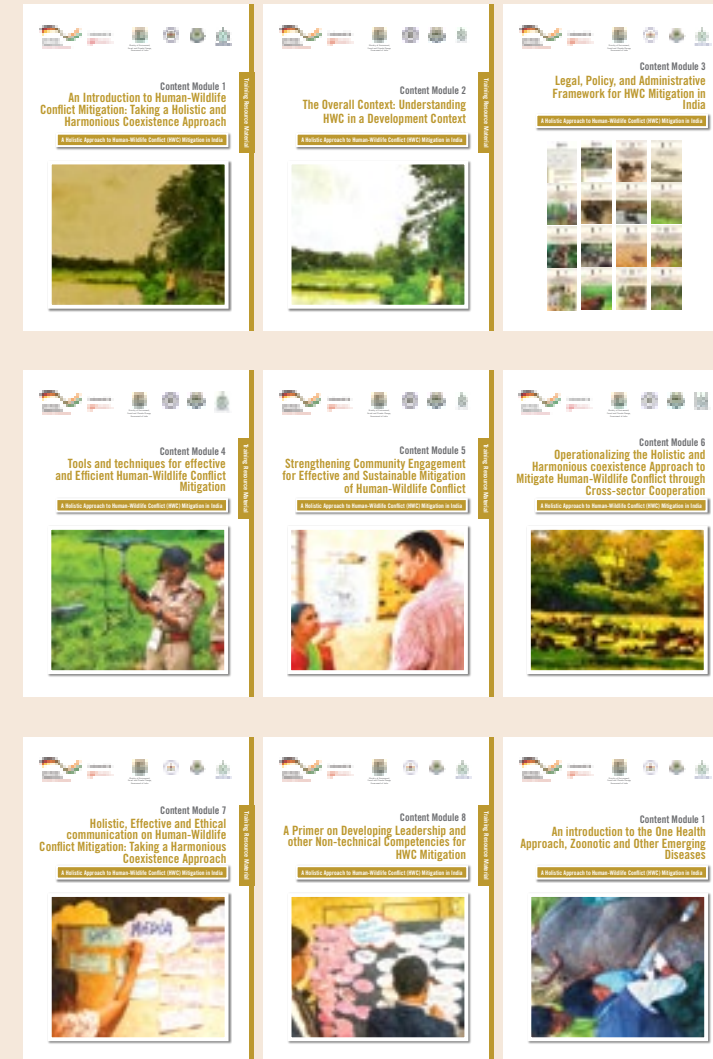
There are some common modules for all key stakeholders. These cover common issues and the basics of HWC. Specialised modules have been developed to deepen the understanding and skills of different training groups in their respective fields.

The curriculum uses a mix of conceptual and hands-on training sessions, in almost equal proportions, to facilitate the application of conceptual knowledge and skills to field conditions and the appreciation and understanding of the issue of HWC in a larger development context by the participants.

The following are examples of these methods:

- Group work and presentations
- Dialogue and brainstorming
- Knowledge Café
- Role play
- Simulation (case study simulation/video simulation)
- Online games and Mind Maps
- Case study analysis
- Fish Bowl
- Icebreakers, energisers and team-building exercises
- Simulated field exercises
- e-Learning
- Field excursions

An overview of the modularised course



Content Module HWC-01: An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach

This module facilitates comprehension of the basic concepts of biodiversity, wildlife and ecosystem services leading to a profound understanding of the fundamentals of human-wildlife conflict (HWC), its drivers and pressures, current state and trends, impacts and current response measures. At the same time, participants will be encouraged to think and discuss a holistic approach to HWC mitigation, i.e., the drivers, prevention and reduction of impacts, traditional and indigenous measures, and the relevant sectors and key stakeholders in India. The first section facilitates the participants in getting a deeper and more comprehensive understanding of the harmonious co-existence approach, holistic approach to mitigating human-wildlife conflict and One Health. Section two of the module provides an HWC profile of selected wildlife species-in-conflict, intended to prevent accidental encounters and to design effective and wildlife-friendly mitigation measures that are aligned with animal behaviour and ecology.

Content Module HWC-02:

The Overall Context: Understanding HWC in a Development Context

This module facilitates the participants in developing an understanding of human-wildlife conflict and its mitigation in the overall development context. The concepts and issues related to the holistic approach to HWC mitigation are presented using the DPSIR approach, i.e., drivers, pressures, state, impact and response. With this module, the participants explore the relevance of corridors and landscape connectivity as one of the HWC mitigation measures while appraising the impact of land-use change on HWC. The module facilitates discussions on the relevance and significance of cross-sector cooperation in addressing the issue of HWC. The training sessions will sensitise and equip the participants in designing holistic HWC mitigation measures, which also address the needs and requirements of the most vulnerable and socially disadvantaged groups.

Content Module HWC-03:

Legal, Policy, and Administrative Framework for HWC Mitigation in India

This module facilitates a discussion on the conservation ethos of India in relation to its legal framework. It presents an outline and brief history of international conventions and treaties relevant to the conservation of wildlife and, in particular, to HWC mitigation. The primary aim of this module is to serve as a compendium of key regulations, policies, customary rules, guidelines and SOPs related to HWC mitigation in India. The module also provides an analysis of some relevant HWC cases and specific learning points from these cases.

The module thus provides information and guiding questions to facilitate a discussion on the application of current legal provisions to the mitigation of HWC in India.

Content Module HWC-05:

Strengthening Community Engagement for Effective and Sustainable Mitigation of Human-Wildlife Conflict

The module elaborates on the interlinkages among biodiversity and wildlife conservation; livelihood needs taking a holistic approach to HWC mitigation. It appraises the participants of HWC issues from socio-economic, psychological, ecological and cultural angles. It introduces the concept of stakeholder analysis vis-à-vis HWC conflict mitigation and equips participants with the tools, methods and knowledge necessary to conduct stakeholder analysis at a micro level and eventually link it with the larger district-, state- and national-level planning and management activities for HWC. It highlights the significance of engaging with all key stakeholders and vulnerable sections of society (women and marginalised communities) and facilitates the participants to delineate the roles of various stakeholder groups, especially village-level institutions, their capacity development needs and stakeholder-specific engagement methods.

Content Module HWC-06:

Operationalizing the Holistic and Harmonious Coexistence Approach to Mitigate Human-Wildlife Conflict through Cross-sector Cooperation

This module provides the conceptual background and introduction to the 'why' and 'how' of facilitating

cross-sector cooperation and inter-agency coordination for effective HWC Mitigation. The module lays down a conceptual framework, using a systems thinking approach, to facilitate the participants in establishing the need for such cooperation and identifying key sectors and anchoring points for the required cross-sector and inter-agency coordination. The module facilitates the participants in discussing the institutional framework that enables effective and efficient cross-sector cooperation and possible areas of alignment with key sectors and stakeholders. The module takes the participants through examples of the National HWC Mitigation Strategy and Action Plan of India and 14 guidelines on HWC as key instruments to facilitate cross-sector and inter-agency coordination.

Content Module HWC-07:

Holistic, Effective and Ethical Communication on Human-Wildlife Conflict Mitigation: Taking a Harmonious Coexistence Approach

This module sets the base by providing basic information on how media works, an indication of the challenges faced by the media and forest sector in cooperating with each other. The module further facilitates a constructive debate and discussion on holistic, effective and ethical communication on HWC mitigation among participants, in line with a harmonious coexistence approach. The module provides the required information and case examples for the participants, from the forest as well as from the media sector, to identify the right media for the right message and the right audience, questioning and breaking the stereotypes and clichés and pitching HWC mitigation stories effectively. The central focus of the module is the

ethical reporting and writing of the media regarding HWC and tools that aid ethical reporting and crisis communication.

Content Module OH-01:

An Introduction to the One Health Approach, Zoonotic and Other Emerging Diseases

This module brings conceptual, analytical and contextual clarity among participants on the One Health concept and approach in the overall development context. It highlights the relevance of the One Health approach in managing the protected areas and wildlife and mitigating the human-wildlife conflict. Additionally, the module provides a thorough explanation of some critical zoonotic and other emerging diseases, including their key drivers such as ecological changes, habitat loss, wildlife trade, the increased interface between human-animal, bushmeat hunting and consumption, animal husbandry practices, impacts and prevention measures. Participants will be introduced to basic concepts of cross-sector cooperation, international and national frameworks, policy and programmes on One Health.

Learning journal for media professionals

To facilitate the participant's learning during and after the training programme, a learning journal has been designed. It will help participants capture anything that is of any significance or value to them and may enhance their understanding of HWC mitigation. It is a place for participants to note their observations of habitats, species, people and events during the training programme.



Trainer's Guide

A Participatory Approach to Planning and Implementing Training on Human-Wildlife Conflict Mitigation in India

This Trainer's Guide facilitates the trainers and faculty members of training institutions such as those focused on forest-wildlife, agriculture-veterinary, public health, media, rural development and Panchayati Raj. It aims to aid in the planning, implementing and updating of the training on a holistic approach to HWC mitigation effectively through enhanced learning of the participants.

The Trainer's Guide is a comprehensive resource that includes notes on the competency framework, a competencies-based training curriculum for key actors and stakeholders, sample training plans for implementing the curriculum, and a detailed section to help facilitate the use of participatory training methods.

The guide also serves as a compendium of selected participatory training methods that are innovative and have been tested for their effectiveness and are easy to be implemented. The training methods can be customised to suit the learning objectives, audience, time availability, resource availability and other factors. It is also possible to include new case studies, relevant reading material or training activities as they become available.

This guide provides general notes on planning, implementing and evaluating participatory training on the 'holistic approach to HWC mitigation in India', and 'taking a One Health approach to HWC mitigation in India' and specific tools for target-group-specific training for participants from agriculture, media, community-institutions and field response teams.



Structure of the Trainer's Guide:

The Trainer's Guide consists of 10 sections:

Section I: Context and Background

This section provides an overview of the concept of human-wildlife conflict, the holistic and harmonious coexistence approach and the significance of capacity development as per the national HWC Mitigation Strategy and Action Plan of India, and an overview of the competency framework on HWC mitigation.

Section II: Development of the competencies-based curriculum on 'Holistic Approach to Human-Wildlife Conflict Mitigation' and 'Taking a One Health Approach to Human-Wildlife Conflict Mitigation.'

This section details the process that was implemented to develop the curriculum on HWC mitigation based on this competency framework, taking a participatory approach, and process of developing learning content, training approach and its pilot testing for participants from forest-wildlife, agriculture-veterinary, media, rural development and panchayat raj sectors.

Section III: The curriculum, trainer's notes and sample training plans for Implementing trainings focussed on Forest officers

This section provides an overview of the curriculum, including learning outcomes for different actors in the forest-wildlife sector, an overview of the learning content, delivery options, and sample training plans, along with brief notes for trainers.

Section IV: The curriculum, trainer's notes and sample training plans for Implementing training focussed on Rapid Response Teams and other front-line officers

This section provides an overview of the curriculum, including learning outcomes for RRTs and other front-line officers, an overview of the learning content, delivery options and sample training plans, along with brief notes for trainers.

Section – V: The curriculum, trainer's notes and sample training plans for Implementing training focussed on Panchayats and Community PRTs

This section provides an overview of the curriculum, including learning outcomes for community PRTs and members of Panchayats and other community-based institutions, an overview of the learning content, delivery options, and sample training plans, along with brief notes for trainers.

Section – VI: The curriculum, trainer's notes and sample training plans for Implementing trainings for media professionals and students

This section provides an overview of the curriculum, including learning outcomes for media professionals and media students, an overview of the learning content, delivery options and sample training plans, along with brief notes for trainers.

Section – VII: The curriculum, trainer's notes and sample training plans for implementing training for agriculture sector experts and students

This section provides an overview of the curriculum, including learning outcomes for agriculture sector professionals and students, an overview of the learning content, delivery options and sample training plans, along with brief notes for trainers.



Section– VIII: The curriculum, trainer’s notes and sample training plans for implementing trainings on One Health

This section provides an overview of the curriculum, including learning outcomes for modules on One Health, and its use for all participants, an overview of the learning content, delivery options, and sample training plans, along with brief notes for trainers.

Section – IX: Trainer’s notes for planning, implementing and evaluating training using participatory training methods

This section provides an overview of the concept of capacity development and the philosophy behind developing a guide for facilitating trainers in delivering their training programmes using a participatory approach. This section provides interesting reading on various training and learning concepts that will serve as a quick refresher for the trainers. The purpose of this section is to draw close linkages between the concepts and their practical implications, such as training needs assessment, customising learning outcomes for specialised courses, choosing the participatory training methods and evaluating trainings for their long-term impact.


Section X: A journey through a selection of training methods

This section takes the trainers deeper into the participatory methods and provides a comprehensive list and an overview of various training methods that can be used by the trainers—either in the original form or after adaptation as necessary to suit a specific group of participants. There is an attempt to elaborate on a few selected training methods and approaches in this section. These methods were not only effective in delivering the contents of the HWC mitigation curriculum but also brought in a change of perspective and attitude among the participants. Among these methods are baselining expectations, knowledge café, fish-bowl, simulation games, role play and field expeditions. Sketches, photos from the pilot testing and video clips (in the online version of this guide) will help the trainers simulate the overall training programme.




Our partners


DW Akademie, Germany

 DW Akademie is Deutsche Welle's centre for international media development, journalism training and knowledge transfer. DW Akademie is active in approximately 50 developing countries and emerging economies worldwide. It is funded by the German Ministry for Economic Development (BMZ), Germany's Foreign Office, the EU or others. It has decades of expertise, since the late 1960s onwards, in training media professionals in South Asia, including India, in long-term and short-term interventions.

A.J.K. Mass Communication Research Centre (AJK MCRC), Jamia Milia Islamia, Delhi

 A.J.K. Mass Communication Research Centre is a premier media institution in India. The MCRC offers post-graduate courses in the art, craft and technology of modern media. The centre continues to work within this broad mandate even as it updates its courses regularly to meet the growing challenges of contemporary media. To provide international exposure and expertise to students, the centre has also forged collaborative ties with the University of York, Toronto (Canada), University of Westminster, London(UK) and Sciences Po, Paris (France).

BMM Department, St. Xavier's College, Mumbai

 St. Xavier's College is one of the most prestigious liberal arts colleges in India. The BMM Department was established in 2002. The Bachelor in Media Studies, a programme begun by the University of Mumbai in 1999, is being run by St. Xavier's College under the system of academic autonomy. While it is an applied course that seeks to provide industry with qualified media personnel, St. Xavier's believes that an academic grounding is very essential for forming young people for the crucial job of communications.
www.xaviers.edu

This material has been developed under the Indo-German project Human–Wildlife Conflict Mitigation in India, implemented (2017-2023) by the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Ministry of Environment, Forest and Climate Change (MoEFCC), Government of India with the Indian states of Karnataka, West Bengal and Uttarakhand.

<https://indo-germanbiodiversity.com/projects-human+wildlife+conflict+mitigation.html>

Click the module thumbnail to download the PDF or scan the QR code:



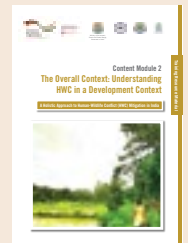
Content Module HWC-01: An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach



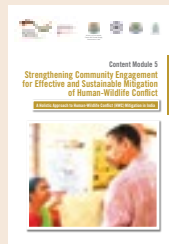
Content Module HWC-03: Legal, Policy, and Administrative Framework for HWC Mitigation in India



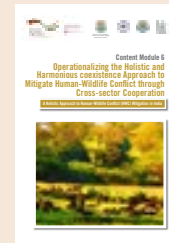
Content Module HWC-04: Tools and Techniques for Effective and Efficient Human-Wildlife Conflict Mitigation



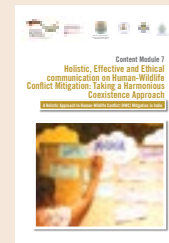
Content Module HWC-02: The Overall Context: Understanding HWC in a Development Context



Content Module HWC-05: Strengthening Community Engagement for Effective and Sustainable Mitigation of Human-Wildlife Conflict



Content Module HWC-06: Operationalising the Holistic and Harmonious coexistence Approach to Mitigate Human-Wildlife Conflict through Cross-sector Cooperation



Content Module HWC-07: Holistic, Effective and Ethical Communication on Human-Wildlife Conflict Mitigation: Taking a Harmonious Coexistence Approach



Content Module HWC-08: A Primer on Developing Leadership and other Non-technical Competencies for HWC Mitigation



Content Module OH-01: An introduction to the One Health Approach, Zoonotic and Other Emerging Diseases



Learning Journal for Media Professionals



Trainer's Guide: A Participatory Approach to Planning and Implementing Training on Human-Wildlife Conflict Mitigation in India"



<https://indo-germanbiodiversity.com/training-materials.html>

Human Wildlife Conflict

What is HWC

- Destruction of natural habitat by human activities is known to us as HWC.

HWC is overlapping territory of both human and wild animals.

The damage due to

HWC - An integrated loss for man, animal, wild life & environment/ecosystem.

CONFRONTATION OF HUMAN AND WILDLIFE FOR THEIR EXISTENCE

Intervention of human in wildlife area without restoration of vegetation.

Drivers

1. Increasing Population of both human beings & wild animals.
2. Fragmented landscape for wild animals.

Habitat fragmentation

- * Urbanization due to overpopulation.
- * Overexploitation of natural resources.

DRIVERS

- 1) Shortage of food & habitat area
- 2) Movement of different construction work near forest area.

1. Degradation of their natural habitat.
2. Involvement of human being.

Impact on Humans

Impact

- 1) Decrease of Bio-diversity

Loss of life.

Socio-economic damage

Panic

Ecological Imbalance

Impacts on Wildlife

Threat to survival.

Loss of Biodiversity

Mass extinction of wildlife in future

Disruption of animal behaviour

Loss of Species Population

Response

1. To decrease HWC mitigation measures being taken up.
2. Awareness drives are regularly organised.

Response

There is no any sufficient response from the forest people as well as the administration.

Generation of awareness by activities & association with wildlife protection

1. Habitat Restoration
2. Awareness Drive

- 1) Generating awareness about HWC
- 2) Actions to be taken to minimize HWC.

What more needs to be done

- 1) ... among the students ...
- 2) The implementation of wildlife protection Act - 1972 must be practical.

1. Go corridors for movement of animals to be maintained/developed.
2. Deforestation to be stopped and afforestation effort should be taken periodically.

1. Execution of laws strictly
2. Precisely monitoring animal movements.

* Strict Legislation for the restoration of wildlife habitat.
* Forestation.

- Corridor for fragmented habitat
- Improving socio-economic condition of forest village.

Published by:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH Registered offices Bonn and Eschborn Indo-German Biodiversity Programme A-2/18, Safdarjung Enclave New Delhi - 110029, India T +91-11-4949 5353 E biodiv.india@giz.de W www.indo-germanbiodiversity.com
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Design:	Aspire Design, New Delhi
Author:	Dr Neeraj Khera, GIZ
Photo credits:	GIZ/Dr Neeraj Khera
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