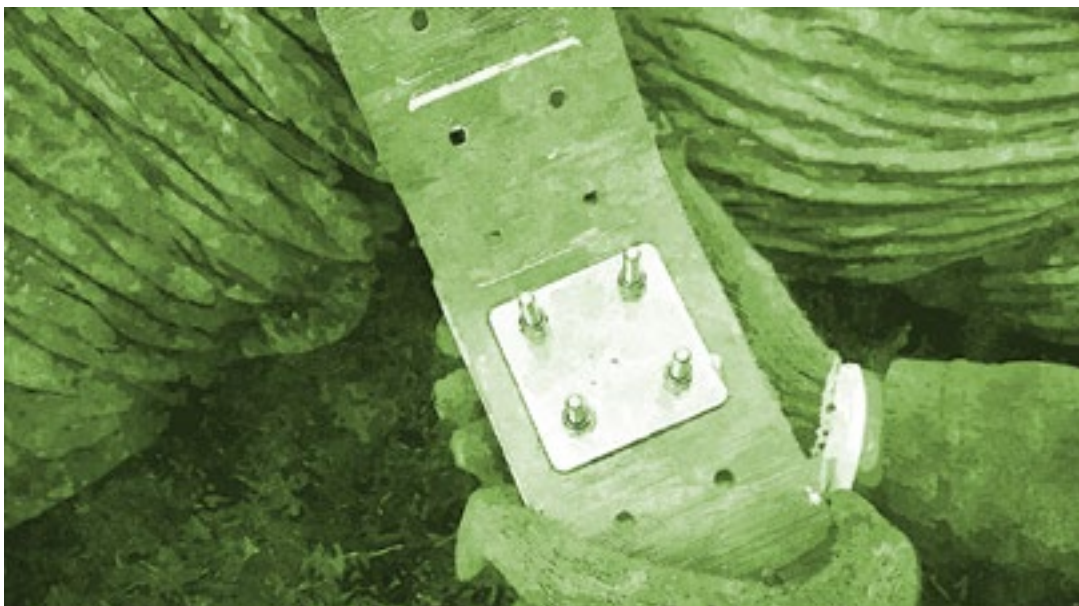


Trainer's Toolkit

# Holistic Approach to Human-Wildlife Conflict Mitigation in India

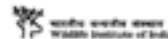
For Rapid Response Teams and other Frontline Officers



Implemented by  
**giz** GLOBAL INFRASTRUCTURE ZENTRUM



Directorate of Forest Education  
Ministry of Environment, Forest and Climate Change, Government of India





## About the Trainer's Toolkit:

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

## Capacity Development for Sustainable and Effective Mitigation of Human-Wildlife Conflict

Mitigation of human-wildlife conflict is becoming a key area of concern for not only wildlife managers and local communities but also for district and state administration. There is a need to create an enabling environment to address human-wildlife conflict holistically, with participation from all key stakeholders and sectors.

One of the most effective and efficient ways of addressing the issue is to invest in developing the capacities of human-wildlife conflict mitigation response teams at the division, range and village/ward levels, with a strong inter-agency cooperation mechanism.

The types of response team, functions, roles, compositions, and competencies-development strategies are being standardised across all states in the country via the National HWC Mitigation Strategy and Action Plan (HWC-NAP). This is to facilitate effective policy support and for overall assessment and monitoring. The formation and capacity development of division- and range-level Rapid Response Teams (Division RRTs and Range RRTs) at HWC hotspots is expected to improve the first response mechanism, enhance community support for wildlife conservation through reduced retaliation and especially play a crucial role in crowd management in HWC situations.

A holistic capacity development system has been designed under the Indo-German Project 'Human Wildlife Conflict Mitigation in India (HWC), for addressing key competencies of relevant stakeholders from the forest sector, including rapid response teams, in-service and probationary Indian Forest Service officers, in-service and probationary State Forest Service officers and decision makers at the national and state levels, who are crucial in developing and implementing 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 used 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 a job.

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

The Indo-German project has made an attempt to define the professional competencies required for human-wildlife conflict mitigation in the forest service professionals in India and structure a competency framework. This competency framework is being used to conduct a training-needs assessment, which will be used in developing a curriculum and training material in relation 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 an HWC training curriculum for national and state-level institutions
- Identifying personnel with the required expertise for placement in relevant positions to drive HWC mitigation goals
- Efficient engagement of stakeholders, including local community members, NGO personnel, volunteers and private landowners
- Motivating members of forest staffs 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 mitigation in India is placed at the center of this booklet.

## 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 at 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 organized, 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, 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.

After a complete cycle of pilot testing of the curriculum based on the competency framework, the framework is further revised in 2022 with support from experts from Dale Carnegie India.

### Competencies-based curriculum for forest officers

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 at preparing people more effectively for real workplaces.*

## Implementation of Training Courses Using This Curriculum

### Two-Day Training Programme for RRTs, November 20-21, 2019, Haridwar, Uttarakhand

A two-day training programme titled 'Early Warning and Rapid Response for Effective HWC Mitigation' was implemented jointly by GIZ and the Uttarakhand Forest Department during November 20-21, 2019 at Hotel Regenta/Motichur Forest House, Haridwar, Uttarakhand for 37 RRT members from seven teams from the Haridwar-Rajaji-Haridwar-Pauri landscape.

The training focussed on brainstorming about the drivers, pressures, state, impact and response at the landscape, and role clarity was established among the RRTs of the landscape. Field simulations were conducted to train the participants in diagnosing the problem; tracking individual animals-in-conflict for capture; using technology as well as conventional methods; occupational health and safety; field implementation of plans; decision making systems within RRTs; coordination with community PRTs and other departments; engaging the media; and incident reporting and reflections for the guidelines being developed under the project.

Feedback was obtained from the participants to update the curriculum.



### Three-day training programme for the RRTs of the Gorumara landscape in West Bengal, November 20-22, 2019

A three days' training programme was organised for the Rapid Response Team (RRT)/Wildlife Rescue Squad members and other officials from the West Bengal Forest Department to facilitate their technical competencies, competencies for promoting harmonious coexistence and improving the operational effectiveness and efficiency in HWC mitigation, where hands-on exposure to various technological aspects to mitigate HWC was demonstrated. The event was organised by the Indo-German Project "Human Wildlife Conflict Mitigation (HWC) in India" in partnership with the West Bengal Forest Department during November 20-22, 2019 at Chalsa, North Bengal. Thirty-five participants from eight wildlife squads/RRTs and seven North Bengal divisions participated in this training programme.

Further information can be found here:

<https://indo-germanbiodiversity.com/project-details-212.html>

### Four-day training programme for the RRTs of the Kodagu landscape Kodagu Landscape, Karnataka, December 12-16, 2021

A four-day training programme titled on "Use and Maintenance of Drone: Basic and Advance Levels" was conducted jointly by GIZ and the Karnataka Forest Department for RRTs in the Kodagu landscape, Karnataka, during December 13-16, 2021 at Coorg Cliff Resort, Kodagu, Karnataka. There were 30 participants from RRTs from Kodagu Forest Circle and the adjoining landscape.



## About the Curriculum

The training programmes and courses based on this curriculum are intended to create a cadre of professional Rapid Response Teams that implement HWC mitigation with high effectiveness and efficiency.

This curriculum is suitable for in-service as well as probationary front-line officers in states, Indian Forest Service officers, veterinary and animal husbandry experts and frontline staff members of other line departments and agencies. The curriculum has been designed, field-tested and updated, in alignment with the Supplementary Framework to the National Human-Wildlife Conflict Mitigation Strategy and Action Plan (HWC-NAP) of India (2021-26) on "Establishment and Capacity Development of HWC Mitigation Response Teams", available from this link: <https://moef.gov.in/wp-content/uploads/2022/01/National-Human-Wildlife-Conflict-Mitigation-Strategy-and-Action-Plan-of-India-2.pdf>



Download HWC-NAP by scanning this QR code

This curriculum has been designed for a stand-alone intensive course of nine programmes, to be delivered to each RRT. However, because of its modular structure and participatory training methods, it can be delivered as a module in the regular training curriculum at national, state-level or other training institutions for longer durations, i.e. 15 days/one month, as well as in shorter field expeditions.

Eleven training sessions have been designed for RRTs.



SN	RRT	Training	Time/ days	Time/days (Online mode)	Option for combining with other trainings/ other teams, for enhancing the effectiveness of the training
<b>For Division-level and Range-level RRTs</b>					
1	Division and Range RRT + Community PRTs and +other agencies	Monitoring and managing Habitat-related drivers and pressures of HWC	1 day (Basic) 3 days (Advanced for hotspots of invasive species/ forest fire/ waste management)		Joint training of division and Range RRTs, community PRTs with personnel from District administration, agriculture, disaster management, Panchayats, urban local bodies, NDRF/ SDRF, Public Health Department, educational organizations, NGOs, and other key stakeholders in landscape (e.g. planters, farmers) This training includes measures for invasive species and their management †, waste management ‡, and forest fire management (†Depending on the requirements of RRT, topics may be dropped/added, viz, if there is no issue of invasive species in the landscape, then this section can be replaced with any other issue)
2	Division + Range	Fieldcraft on monitoring, tracking and rescue operation of key wildlife species-in-conflict in the landscape	3	Not suitable for virtual mode	should be delivered as joint training for division RRTs and all Range RRTs in landscape
3	Division + Range RRT	Development, maintenance and adaptation of effective and wildlife-friendly HWC mitigation measures (Advanced)	1	Parts of training can be implemented in virtual mode	Advanced training on existing and potential HWC mitigation measures (specific to the landscape and wildlife species-in-conflict in the landscape, their management and maintenance of physical structures, and continuous adaption of the measures to ensure their effectiveness and wildlife-friendliness
4	Division + Range	Use and maintenance of HWC mitigation equipment, basics of Early Warning and Rapid Response System (EWRR) <sup>10</sup>	1	Not suitable for virtual mode	One such training, on the use and maintenance of the HWC Mitigation kit, should be delivered as joint training for division RRTs and all Range RRTs in the landscape. Additional trainings of Division-level RRTs should be implemented on specialised equipment such as EWRR system, radio collars, UAVs, database, etc
5	Division	Use and maintenance of Unmanned Aerial vehicles (UAVs)/Drones	4	Not suitable for virtual mode	Specialised training on UAVs for division-level RRTs
6	Division + Range	Snake handling and rescue	1		

SN	RRT	Training	Time/ days	Time/days (Online mode)	Option for combining with other trainings/ other teams, for enhancing the effectiveness of the training
7	Division+ Range RRT	Use of digital tools for HWC Mitigation	0.5 (basic)/ 2 (Advanced)	Can also be implemented in virtual/ hybrid mode	Basic training on use of mobile application for data inputs and animal tracking should be delivered as a joint training for division RRTs and all Range RRTs in landscape A specialised training for Division RRTs should focus on use of digital tools such as database and mobile applications for planning the mitigation operations, collared animal monitoring, data interpretation and developing GIS maps
8	Division	Capture, handling and post-capture management of (key wildlife species-in-conflict in the landscape) *	3	Not suitable for virtual mode	Specialised training for division-level RRTs Participants must have successful complete the trainings 1-6
9	Division + Range	Occupational Health and Safety, taking a One Health approach (OH), including basics of first aid for animals	1	Can be implemented in virtual mode	should be delivered as a joint training for division RRTs and all Range RRTs in landscape
10	Division RRTs+ Range RRTs +other agencies	Implementing a Common Emergency Response Plan for HWC-related emergencies in the district (simulation)	3	Parts of training can be implemented in virtual mode	Joint training of division and Range RRTs with field teams from District administration, Police, disaster management, Panchayats, urban local bodies, Fire Brigade, Public Health Department, other key stakeholders in landscape (e.g. planters, railways, industries) This training includes testing of Early Warning and Rapid response (EWRR) system, measures for media engagement, crowd management, and addressing health emergencies
11	Division, Range RRT, other staff of SFDs	Leadership and communication: Taking an inclusive and participatory approach to HWC Mitigation	1		This training facilitates the member of RRTs, and other personnel in SFDs in effective engagement of community PRTs and other agencies and departments in HWC mitigation. This training, preferably, should be delivered as Joint training of all RRTs, staff in the division/ Landscape  Participants of this training must have participated in all the above trainings for Range / division-level RRTs

## Possible Learning Outcomes of the Training Programmes Based on This Curriculum

### Division-Level Rapid Response Teams (Division RRTs)

At the end of the training programme cycle (after completing all nine training programmes), the participants will be able to:

- Illustrate concepts and issues in wildlife management and HWC mitigation and key drivers, pressures and prevention measures using a landscape approach
- Differentiate between various HWC scenarios on the basis of the landscape, location, species involved and community perception
- Analyse the effectiveness and wildlife-friendliness of existing and potential HWC mitigation measures and make a systematic plan for HWC mitigation in the area
- Describe the success factors required for receiving cooperation from other sectors and stakeholders, and community PRTs in mitigating HWC
- Analyse legal opportunities and limitations in conflict management
- Demonstrate proficiency in implementing the Early Warning and Rapid Response system for mitigating HWC
- Draw from the experiences and skills of other Range RRT members from the landscape
- Demonstrate skills needed to train community PRTs regarding HWC issues
- Articulate technical information to others in language that is clear, concise and easy to understand
- Demonstrate leadership, communication, decision-making, crisis management and consensus-building skills in a simulated HWC situation
- Outline an inclusive strategy and action plan for resource management in their area of work to achieve the maximum possible efficiency and effectiveness to mitigate HWC
- Appreciate the need for continuous self-effort to get future-ready vis-à-vis HWC mitigation
- Appreciate their specific roles in mitigating HWC in their respective areas



### Range-Level Rapid Response Teams (Range RRTs)

At the end of the training programme cycle, the participants will be able to:

- Illustrate concepts and issues in wildlife management and HWC mitigation and key drivers, pressures and prevention measures using a landscape approach
- Differentiate between various HWC scenarios on the basis of the landscape, location, species involved, and community perception
- Analyse the effectiveness and wildlife-friendliness of existing and potential HWC mitigation measures, and make a systematic plan for HWC mitigation in the area
- Describe the success factors required for receiving cooperation from other sectors and stakeholders and community PRTs in mitigating HWC
- Analyse legal opportunities and limitations in conflict management
- Demonstrate proficiency in implementing the Early Warning and Rapid Response system for mitigating HWC
- Draw from the experiences and skills of other Range RRT members from the landscape
- Demonstrate skills needed to train community PRTs in relation to HWC issues
- Articulate technical information to others in language that is clear, concise, and easy to understand
- Demonstrate leadership, communication, decision-making, crisis management and consensus-building skills in a simulated HWC situation
- Outline an inclusive strategy and action plan for resource management in their area of work to achieve the maximum possible efficiency and effectiveness to mitigate HWC
- Appreciate the need for continuous self-effort to get future-ready vis-à-vis HWC mitigation
- Appreciate their specific roles in mitigating HWC in their respective areas





## 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.

It is important to note here that each training event can focus on a specialised field craft. However, each training event should address all key competencies in a systematic manner. Approximately 50% of the time should be spent on thematic issues/field craft, and the rest of the time should be spent on other competencies: competencies for harmonious co-existence, work effectiveness and especially communication and leadership.

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.

**Training impact assessment:** The changes in the knowledge, skills and values of the participants should be assessed, at three levels:

- A. the changes in their knowledge and skills immediately at the end of the training, as well as after 3/6/12 months
- B. the changes in the way they perform their duties after the training, as observed by their supervisors and
- C. the changes in the way the community PRTs function after the training events, as observed by the community and RRTs. The project will be following up with the participants and other stakeholders, to receive the above information in the post-training period.





The following are examples of Participatory Training Methods to enhance the effectiveness of the trainings:

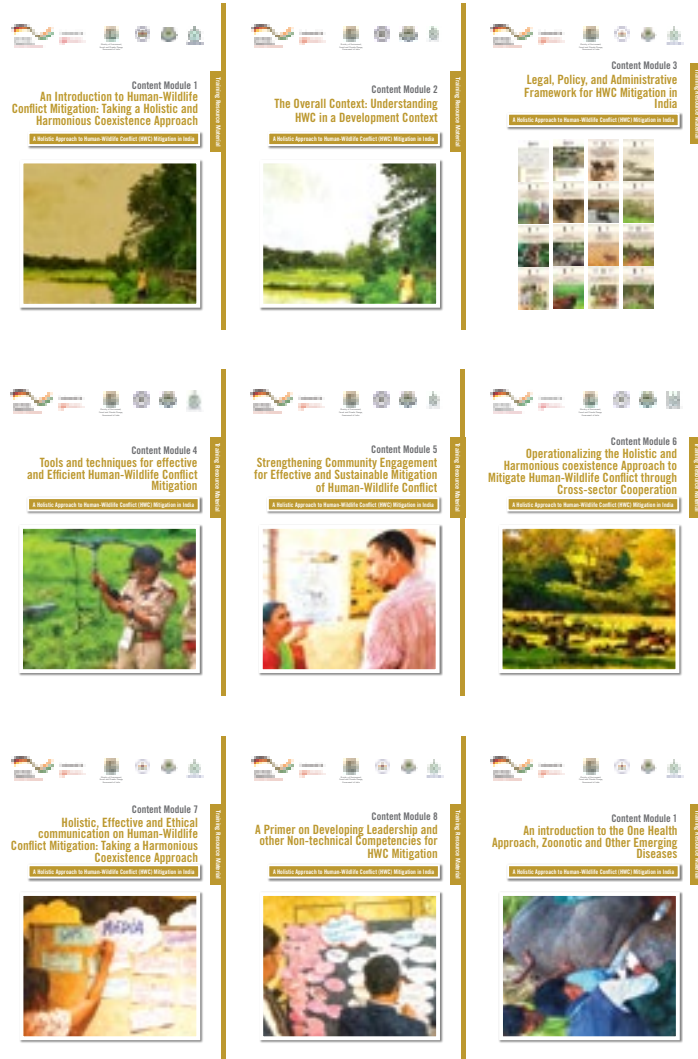
- Group work and presentations
- Dialogue and brainstorming
- Knowledge Café
- Role play
- Simulation (case study simulation/video simulation)
- Online games and Mind Maps
- Case study analysis
- Fish Bowl
- Icebreakers, energisers and team-building exercises
- Simulated field exercises
- e-Learning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



## Capacity Development of the Rapid Response Teams:

- Regular competencies-based training is to be provided to RRTs by the state's training institutions/other accredited institutions within the state.
- The competencies of members of RRTs are to be reviewed on a regular basis, using a standard format of training needs assessment (TNA). The curriculum is to be fine-tuned and updated regularly on the basis of the results of the TNA.
- The training of the RRTs is to be implemented using a competencies approach and standardised training courses. Training is to be imparted by a team of trainers (trained in using participatory training methods for the overall steering of the training), and a team of resource persons, to provide specific inputs (drawn from different domains such as wildlife, social sciences, and geographic information systems (GIS) etc., depending on the theme of the training).
- Some training courses can be implemented jointly by the state forest training institutions, with disaster management training institutions, the NDRF/SDRF, the civil defence and the Home Guards training institutions, agriculture and veterinary, and public health training institutions.
- Trainers/resource persons can be identified on the basis of their expertise and availability. A roster of officers/experts who have been trained and certified in using participatory training methods may be developed and maintained at the state/division level. These trainers are to undergo refresher courses in training methods through 'Training of Trainers' each year at state-level or national training institutions offering such ToTs.
- The RRT training programmes and selected PRT training programmes are to be conducted using innovative state-of-the-art hands-on competencies-based training methods such as mock drills/simulation exercises, conducted together with the railways, police, panchayats and Disaster Management Department, on a monthly basis, in all HWC hotspots.
- Joint training of the response teams sharing the same landscape should be conducted in both inter-state and intra-state landscapes.
- All response teams can use the mobile to document their work. This will not only ensure ease of communication but also help conduct trend analyses of operations in the future. This will also facilitate self-learning and serve as a TNA.

# An overview of the modularized 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 coexistence 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-04: Tools and Techniques for Effective and Efficient Human-Wildlife Conflict Mitigation

Mitigation and management of human-wildlife conflicts need to be addressed from multiple scales. While policies and protocols are essential at a regional scale, effective and timely monitoring, response and evaluation are essential at the local scale. This module focuses on the tools and techniques required at the fieldlevel to implement the HWC mitigation measures addressing the drivers, monitoring and patrolling and other prevention measures addressing emergency response. The module provides an overview of methods and tools used in wildlife monitoring, tracking, mapping, rescue & rehabilitation. The first section focuses on the selected tools that may be useful for HWC mitigation, and the second section focuses on selected techniques and skills that may come in handy for the field-response teams during HWC mitigation measures.

## 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 HWC-08:**  
**A Primer on Developing Leadership and Other Non-technical Competencies for HWC Mitigation**

This module facilitates the participants in further strengthening their personal competencies required for facilitating stakeholder engagement, such as communication, leadership, consensus building, community engagement, empathy and self-awareness. The module facilitates hands-on sessions to facilitate the development of competencies related to workplace effectiveness, such as commitment and integrity, decision-making, result orientation, accountability, planning and coordination, resource management

and crisis management. The module also facilitates the participants to foresee and be ready for future challenges through working on competencies such as pattern recognition, innovation and learning, change management and critical thinking.

**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 Rapid Response Teams

To facilitate the participant’s learning during and after the training, a learning journal has been designed. It will help them 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.

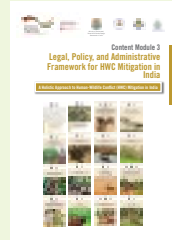
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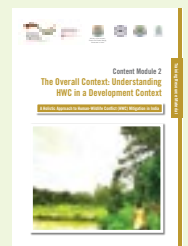
**Content Module HWC-01:** An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach



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



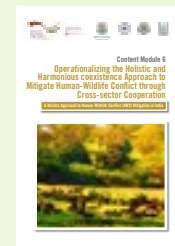
**Content Module HWC-04:** Tools and Techniques for Effective and Efficient Human-Wildlife Conflict Mitigation



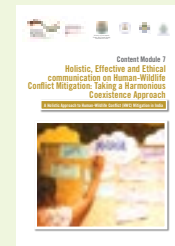
**Content Module HWC-02:** The Overall Context: Understanding HWC in a Development Context



**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 RRT Personnel and other Front-line Officers**



**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>

## Our Partners

### Indira Gandhi National Forest Academy



Indira Gandhi National Forest Academy (IGNFA) functions as a staff college for the officers of the Indian Forest Service (IFS). IGNFA is responsible for professional capacity development at the top levels of the forest cadre of the civil services in India. It has been imparting the core professional training to the probationers of the Indian Forest Service. The academy has also been organising shared learning engagements for IFS officers at various maturity levels and transitions in their career - from field execution responsibilities to supervision and developing policies and planning roles at the state and national levels in the strategic, programmatic and governance areas. The academy assists the forestry cadres of a few neighbouring countries meet their apex-level training requirements.

### Directorate of Forest Education, Ministry of Environment, Forest and Climate Change, Government of India



**Directorate of Forest Education**  
Ministry of Environment, Forest and Climate Change, Government of India

The Directorate of Forest Education, Dehradun is a premier organisation under the aegis of the Ministry of Environment, Forests and Climate Change, Government of India, which imparts training to State Forest Service (SFS) Officers and Forest Range Officers (FRO) in the country. The Directorate ensures the standard and quality of the forestry training in the country and in its current form functions under the direct administrative control of the Ministry of Environment, Forest and Climate Change (MoEFCC), Government of India to take care of all aspects of training of SFS officers and FROs. There are three Central Academies for State Forest Service (CASFOS), one each at Dehradun (Uttarakhand), Coimbatore (Tamil Nadu) and Burnihat (Assam), and one Central Academy of Forest Education (CAFE), at Kurseong (West Bengal), under DFE. In addition, the technical control over the state-run Rangers' colleges also vests with the Directorate as and when induction training of FROs is entrusted to these institutions.

### Wildlife Institute of India (WII)



WII is an internationally acclaimed institution that offers training programmes, academic courses and advisories in wildlife research and management. The institute is actively engaged in research across the breadth of the country into biodiversity-related issues.



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