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

Facilitating Effective implementation of the National Human-Wildlife Conflict Mitigation Strategy and Action Plan (HWC-NAP)



Directorate of Forest Education
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Trainer's Guide:

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

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Registered offices

Bonn and Eschborn

A2/18, Safdarjung Enclave

New Delhi- 110029, India

T +91-11-4949 5353

F +91-11-4949 5391

E biodiv.india@giz.de

I www.indo-germanbiodiversity.com

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Responsible:

Dr Neeraj Khara, Team Leader

E neeraj.khara@giz.de

Author:

Dr Neeraj Khara, GIZ India

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Trainer's Guide
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Planning and Implementing Trainings on
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A man with dark curly hair, wearing a camouflage-patterned shirt, stands next to an elephant. He is looking towards the camera. The elephant's head and trunk are visible in the foreground, and its body extends into the background. The background shows a natural, outdoor setting with some vegetation and a clear sky.

Navigating this Trainer's Guide

Purpose and context of the Trainer's Guide

This trainer's Guide facilitates the trainers and faculty members of trainings institutions of forest-wildlife, agriculture-veterinary, public health, media, rural development and Panchayati Raj and other relevant sectors in planning, implementing and updating the trainings on holistic approach to HWC mitigation effectively through enhanced learning of the participants.

The Trainer's Guide contains notes that provide the details on the competency framework, competencies-based training curriculum for key actors and stakeholders, provides sample training plans to implement the curriculum, and a detailed section to facilitate use of participatory training methods.

The guide also serves as a compendium of selected participatory training methods, which are innovative, have been tested for their effectiveness, and are easy to be applied. The 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 trainings on 'A 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 trainings for participants from forest, agriculture, media, community-institutions and field response teams.

Structure of the Trainer's Guide:

The Trainer's Guide consists of consists of 10 sections:

- Section – I: Context and Background
- 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'
- Section – III: The curriculum, trainer's notes and sample training plans for implementing trainings focussed on forest officers
- Section – IV: The curriculum, trainer's notes and sample training plans for Implementing trainings focussed on Rapid Response Teams
- Section – V: The curriculum, trainer's notes and sample training plans for Implementing trainings focussed on Panchayats and Community PRTs
- Section – VI: The curriculum, trainer's notes and sample training plans for Implementing trainings for media professionals and students
- Section – VII: The curriculum, trainer's notes and sample training plans for implementing trainings for agriculture sector experts and students
- Section – VIII: The curriculum, trainer's notes and sample training plans for implementing trainings on One Health
- Section – IX: Trainer's notes for planning, Implementing and evaluating trainings using participatory training methods
- Section – X: A Journey through a selection of training methods

Intended users of the Trainer's Guide:

The potential users are faculty members, trainers and experts delivering Human-Wildlife Conflict mitigation relevant training at national, state and other training institutions, to a variety of stakeholders having a background and experience in training design, adult learning, group facilitation, staff training, and related training management skills.

How to use this Trainer's Guide

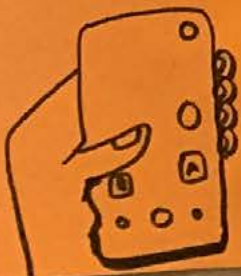
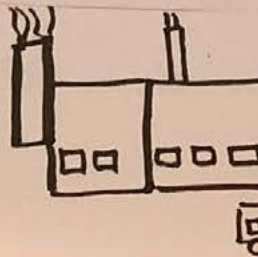
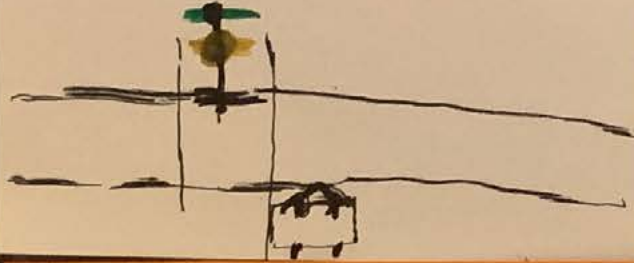
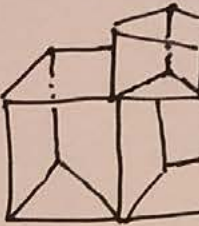
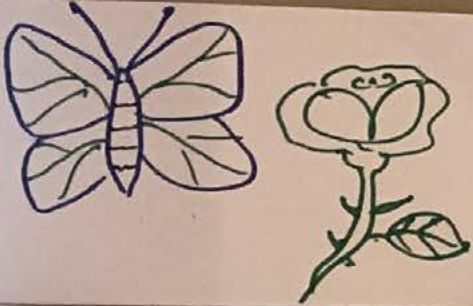
The sections in this guide are intended to be used together in different combinations to plan, implement and evaluate participatory training for specialised target groups.

- Section- I, II, IX and X are common for all users. These sections provide the overall competency framework, and the curriculum framework, which is a useful starting point for all trainers as this provides an essential conceptual foundation to the curriculum and training. Section IX serves as a compendium of selected participatory training methods, which are innovative, have been tested for their effectiveness, and are easy to be applied.
- Tool III - VIII are specific trainer's notes providing general guidance on implementing the training for different target groups.

Section 1

Context and Background

How do I



1.1 Introduction to HWC

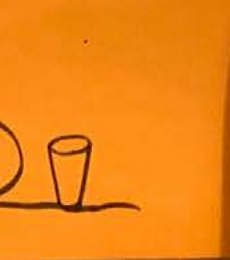
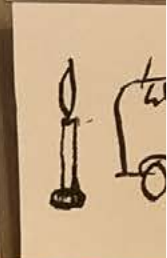
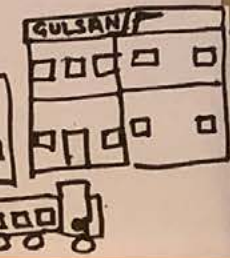
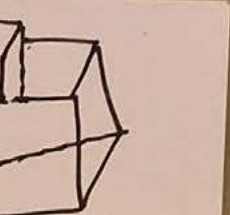
Biodiversity is fundamental to sustaining ecosystem processes, functions and the continued delivery of ecosystem services, which are the foundation of livelihood security, health and overall well-being of human societies. Conservation of biodiversity, including wildlife, is essential for India, not only because the consequences of biodiversity loss and the resulting loss of ecosystem services have a far-reaching impact on livelihoods and overall well-being of human communities, but also to preserve the cultural heritage in areas where co-existence is the natural way of living.

This situation in India, however, is changing. The increasing human population and consequent demand for natural resources are leading to the degradation and fragmentation of natural habitats, thus creating a situation where the humans and wildlife are competing for the same resources. Human-wildlife conflict brings economic losses to the tune of millions of rupees to the local communities living on the forest fringes in India every year. The increasing frequency and intensity of crop damage and the emotional trauma attached, especially to cases of injury or death of humans or livestock, make the communities less tolerant of wildlife.

This shift from 'co-existence' to 'conflict' has the potential to undermine the existing and future conservation efforts, and also hinder achievement of both global Sustainable Development Goals (SDG), and national development goals.

Human-wildlife conflict refers to the negative interaction between humans and wild animals, leading to adverse impacts such as injury or loss of human lives, crop, livestock and other properties, or even their emotional well-being, and equally negative impacts on wild animals and or their habitats.

Communication



To effectively and responsively address the issue of HWC, the Ministry of Environment, Forest and Climate Change (MoEF&CC), the Government of India has facilitated, under Indo-German Cooperation, the development of the National Human–Wildlife Conflict Mitigation Strategy and Action Plan (HWC-NAP) for India and guidelines taking a participatory, integrated, and inclusive approach.

HWC is a multi-faceted challenge and thus requires an integrated and holistic strategic plan to find ways of mitigation. The conceptual framework, on which the HWC-NAP is built, works under the assumption that systems are never static. In fact, systems are evolutionary and can continuously change, adapt and respond to inevitable changes and recurring events. This ‘systems thinking’ enables us to find the root causes of a problem, rather than only treat its symptoms, and thus can be helpful to perceive new opportunities. The HWC-NAP uses the concept of Drivers-Pressures-State- Impact-Response (DPSIR) as the basic conceptual framework.

Anthropogenic and ecological drivers of HWC lead to increased pressures on landscape features, with consequences to the state of both wildlife and humans. These changed situations generate negative impacts on the livelihoods and well-being of humans, as well as on the existence of wildlife species. It is these negative impacts on both humans and wildlife, which indicate a need for response.

As HWC is a multidimensional problem, these responses need to be holistic, addressing all dimensions of the problem from following five angles: addressing the drivers, reducing the pressures, assessing the situation, reducing the impact on humans and wildlife and developing institutional, human and financial capacities for effective implementation, taking a harmonious coexistence approach.

Harmonious Coexistence is defined as a dynamic but sustainable state in which humans and wildlife adapt to living in shared landscapes, with minimum negative impact of human-wildlife interaction on humans or on their resources and on the wildlife or on their habitats. The mitigation measures designed using this approach maintain a balance between the welfare of animals and humans where both are given equal importance. Overlap in space and resource use is managed in a manner that minimises conflict.

Furthermore, the responses need to be well-informed and backed by appropriate financial means and operational infrastructure, strong organisational capacity and cooperation partners. Strategically aligned national, state and local policies build the basis for efficient responses.

HWC mitigation refers to the interventions to reduce the negative impact of human-wildlife interaction on humans or their resources and on the wildlife or their habitats; it includes strategies to address the drivers and pressures of conflict, reducing the vulnerability of humans and wildlife and institutional capacity development

1.2 Capacity development for effective and sustainable HWC Mitigation in India

Mitigation of human-wildlife conflict is becoming a key area of concern for not only wildlife managers and local communities but also the 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 ways to address the issue on a long-term basis is to invest in the capacity development of key stakeholders, for facilitating them in co-creating effective and sustainable solutions for mitigating human-wildlife conflict.

Capacity development is the process of developing the capacities of individuals and shaping joint learning processes such that the individuals are enabled to achieve sustainable results within their own system/s 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

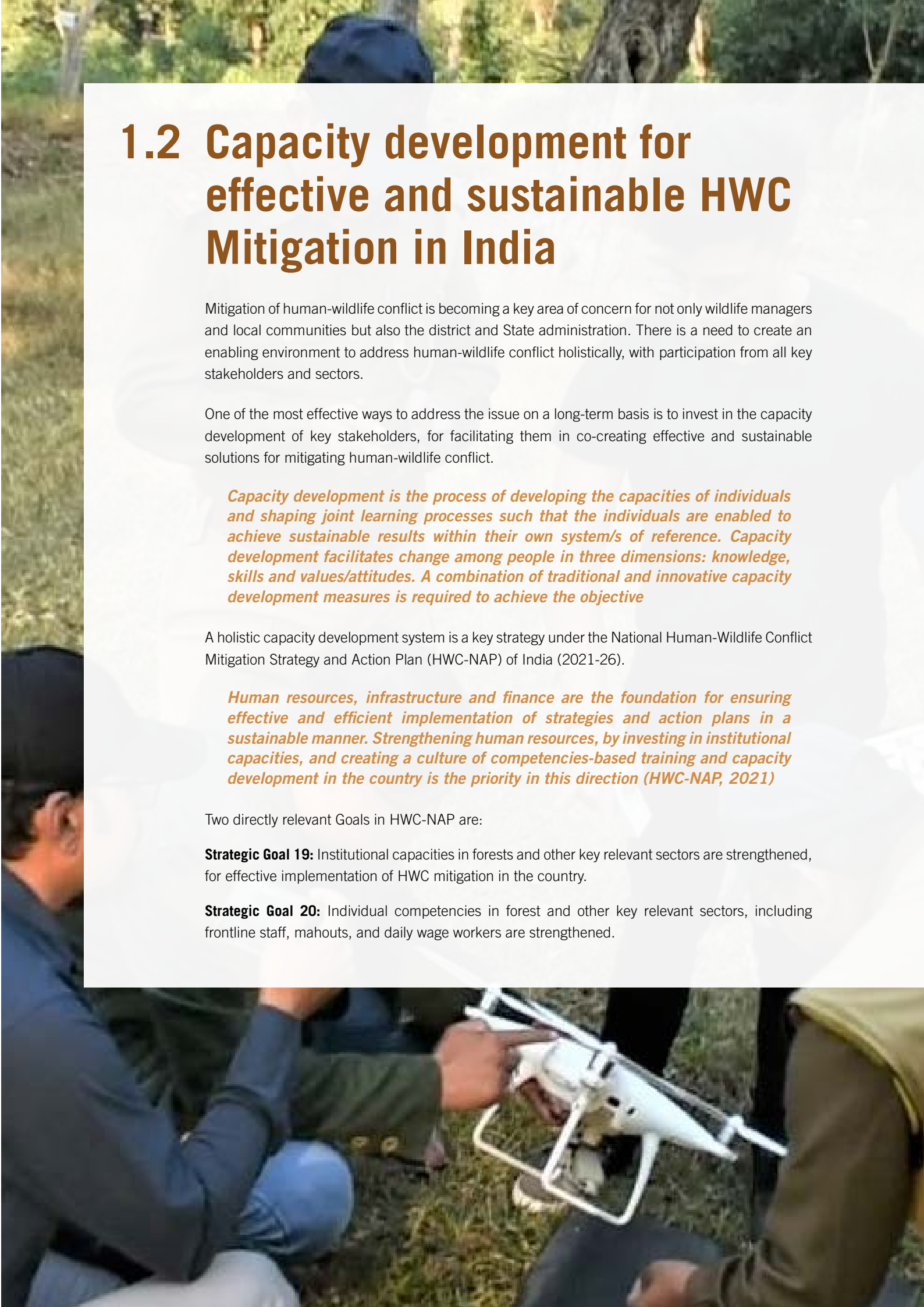
A holistic capacity development system is a key strategy under the National Human-Wildlife Conflict Mitigation Strategy and Action Plan (HWC-NAP) of India (2021-26).

Human resources, infrastructure and finance are the foundation for ensuring effective and efficient implementation of strategies and action plans in a sustainable manner. Strengthening human resources, by investing in institutional capacities, and creating a culture of competencies-based training and capacity development in the country is the priority in this direction (HWC-NAP, 2021)

Two directly relevant Goals in HWC-NAP are:

Strategic Goal 19: Institutional capacities in forests and other key relevant sectors are strengthened, for effective implementation of HWC mitigation in the country.

Strategic Goal 20: Individual competencies in forest and other key relevant sectors, including frontline staff, mahouts, and daily wage workers are strengthened.



FRONTLINE STAFF

Which capacity development
measure you expect to
address this competence?

When was the last time
you received training
on this competency?

Who offered it?
details?

Which training or
offer trainings to
WB

ALL THE TIME

NEVER



The background image shows a workshop or training session. On the left, a woman in a green uniform is looking at a smartphone. Behind her, a wall is covered with yellow sticky notes. One note is visible with the text "Which Competencies are added through training?". The main content is overlaid on a white semi-transparent box.

1.3 Competency framework for personnel engaged in human-wildlife conflict mitigation in India

Competencies are demonstrated behaviours that lead to success.

1.3.1 What are competencies?

For institutions looking to deliver consistently and to grow, it is very important to deploy and align people's efforts and energies towards achieving goals in the most effective way. Most organisations use the traditional job descriptions with tasks, qualifications, skills and experience to manage job performance. However, job descriptions by itself are often limiting in predicting successful work performance. For e.g., there can be two people having similar qualifications, skills and experience deployed on the same job or assignment, who perform differently. This difference is because of personal attributes that individuals bring to the job, over and above the knowledge, skills and experience detailed in the job description. This combination of knowledge, skill and attributes that leads to consistently successful performance is known as competencies.

Competencies are the skills, knowledge and behaviours that lead to successful performance and distinguish superior performers from mediocre performers. They are defined as a behavioural disposition enabling individuals to succeed and solve problems in the face of ambiguous and dynamic environments.

Competencies have been described in the National Training Policy (2012) of India to encompass knowledge, skills and behaviour that are required in an individual for effectively performing the functions of a post. The Policy categorises competencies into:

1. Core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication.
2. Professional or technical or specialised skills, which are relevant for specialised functions such as building roads, irrigation projects, taking flood control measures, civil aviation, medical care, forest management, etc. The policy stipulates that each Government Department/Ministry should classify each post with a clear job description and competencies required, and carry out competency mapping of all employees working in the Ministry/ Department.

1.3.2 Competency Pillars

Under the Indo-German Project on Human-Wildlife Conflict Mitigation in India, an attempt has been made to define the professional competencies required for the personnel engaged in human-wildlife conflict mitigation.

This Competency Framework seeks to create a common language and shared understanding among the forest sector personnel and other key stakeholders on human-wildlife conflict (HWC) mitigation. It facilitates exploring the behaviours that can help to achieve the goals of human-wildlife conflict mitigation and to strengthen awareness among personnel of the state forest departments of their roles and their ability to effectively contribute to the overall goals of the state forest department.

Global best practices as reflected in the IUCN competence register (Appleton, 2016), and the Evaluator's Guide: Management Effectiveness Evaluation framework for coastal and marine protected areas in India (Day et. al. 2021) provided the framework to work on the competencies specific to the field of conservation management. Key National guidelines including the National Wildlife Action Plan, state-specific rules related to HWC and job descriptions of the forest department personnel were analysed to understand the expectations from the officials, and for understanding the overall context and goals of the forest department with respect to HWC mitigation.

Planning workshops conducted under the Indo-German HWC project provided important inputs on the capacity needs and the challenges faced by forest personnel in managing human-wildlife conflicts.

When developing the framework, the inter-relationships to be managed with a larger community of stakeholders (including other state-line departments, state government; Central Ministries, scientific institutions, private businesses, farmers and plantation owners, NGOs, local community institutions, etc) were considered.

Based on the review of the goals of HWC mitigation, the work context and the roles and responsibilities for HWC mitigation within the state forest departments and externally and a study of the work done both at the field, operational and policy levels, a comprehensive list of 27 competencies have been identified for successful performance in areas of HWC mitigation. These competencies have been organised in four clusters as follows:

1. Technical competencies: applying technical knowledge and skills to mitigate HWC.

In this cluster are competencies that are critical to deliver scientifically-robust, evidence-based and sustainable HWC mitigation measures.
2. Competencies for promoting harmonious coexistence: Promoting shared understanding among key stakeholders

In this cluster are competencies that are critical to inspiring and growing teams & motivating individuals to be the best they can be, engaging other stakeholders and growing and maintaining trusting relationships with them as well.

3. Competencies for effectiveness and efficiency: driving outcomes & delivering effectively

In this cluster are competencies that are critical to delivering the desired outputs and strengthening organisation processes and systems that enable performance.

4. Competencies for Learning & Innovation: getting future ready

In this cluster are competencies that are critical to creating a desired future and being alive to learning and change.

1.3.3 Why define competencies?

Competencies can be used as a common language across an organisation to tie in many interventions across an employee life-cycle, from recruitment to induction, performance planning and review, capability strengthening and succession planning.

For organisations, it can be used as a guide to plan and budget human resource requirements, further strengthen the personnel recruitment processes, plan and manage capacity development measures (including training, coaching, job exposure, peer-to-peer mentoring, etc) and conduct performance reviews. It can also be used to assess the readiness of forest department personnel for job postings and career progression.

For managers, supervisors and trainers, competencies provide a structured method of communicating expectations to individuals and teams and guiding them towards better performance. It facilitates more objective and effective feedback conversations.

For individuals, it provides an objective basis for understanding the capabilities required to succeed in a job, planning how to leverage existing capabilities, and charting their own development. It can help an average performer understand what they can do to rise to the next level of performance.

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

- Developing capacity development approaches
- It provides a comprehensive and consistent framework for identifying capacity development needs and priorities, in relation to the requirements of HWC management.
- Developing training curriculum on HWC at the national and state level institutions
- National & state level training Institutions can design curriculum, courses and lesson plans and deliver focused programmes, working to common standards that reflect the real needs of HWC. Employees or other participants are better able to assess the scope of courses offered to them.
- Adopting competency standards also moves the focus from teaching to learning. It promotes the adoption of new methods such as ‘learning by doing’, job shadowing, mentoring, coaching, peer-to-peer learning and communities of practice. These approaches can be highly effective and much more cost-efficient than conventional training in the area of HWC.
- Identifying personnel with the required expertise to be placed in relevant positions to drive HWC mitigation goals
- Using common competency standards can make qualifications ‘portable’ and allows skills and qualifications to be recognised across states in the forest division. Thus, enabling professional mobility, transferability and regional recognition of skills that can potentially be deployed across locations.
- Efficient engagement of stakeholders, including local community members, NGO personnel, volunteers and private landowners.
- Competency-based approaches make it possible to have a common standard to support the training needs of all stakeholders involved in the area of HWC mitigation.
- Motivating forest staff and other practitioners.
- People who understand clearly what is expected of them may be more motivated to do a good job and improve their competence where they have gaps. This can help to improve overall performance and outputs in the HWC mitigation.



1.3.4 The Competency Framework for personnel working on HWC mitigation in India

Table 1: The Competency Framework for personnel working towards human-Wildlife Conflict Mitigation in India (Khera et al, 2023)

Competency Cluster	Technical Competencies
	Applying technical knowledge & skills to mitigate HWC
Competencies under the cluster 'Technical Competencies'	Technical/ scientific credibility
	Socio-economic orientation
	Legal & policy orientation
	Field craft
	Effective use of relevant equipment & new technology
	Research & monitoring
	Information management
Competency Cluster	Competencies For Promoting Harmonious Coexistence: Promoting Shared Understanding Among Key Stakeholders
Competencies under the cluster 'Competencies for promoting harmonious coexistence'	Communications
	Consultation & consensus building
	Community-engagement orientation
	Negotiation & conflict management
	Teamwork
	Facilitation & problem solving
	Leadership
	Self awareness & self control
	Empathy
Competency Cluster	Work Effectiveness Competencies: Works Towards Driving Outcomes Effectively
Competencies under the cluster 'Work effectiveness Competencies'	Commitment & integrity
	Decision making
	Result orientation
	Accountability
	Planning & coordination
	Resources management
	Crisis management
Competency Cluster	Competencies For Innovation & Learning Getting Future Ready
Competencies under the cluster 'Competencies for Innovation & learning'	Pattern recognition
	Innovation
	Learning orientation
	Change orientation
	Critical thinking

This competency framework was used to conduct Training Needs Assessment, subsequently guiding the way to develop curriculum and elaborate training materials for trainings on human-wildlife conflict mitigation in India.

Section II:

Development of the competencies-based Curriculum on Human- Wildlife Conflict Mitigation and One Health

Box 1: Overall Cycle of planning, designing, implementing, evaluating and customising the trainings

Any planned competence development must be analysed with the utmost precision to determine which learning format or combination of formats is suitable (Krewer and Uhlmann 2015). The Design phase consists of curriculum design, formulating learning outcomes, addressing the competency gaps, design of modules- numbers, relationship, sequence and elaboration of core versus optional modules. Content of the modules and training plan is developed along with trainers' guides to ensure that the training curriculum addresses the desired competency requirements in the participants in an effective manner. Training plans facilitate differential delivery durations and module selections and match these to different target groups.

The next phase focuses on implementing a pilot training process, preferably one training each for each type of trainee group. The pilot training is carefully monitored and elaborate feedback from both participants and trainers is taken to assess if the participants can achieve their learning outcomes, given the set of training materials and methods and the need for specific customisation.

Customisation requirements are discussed in detail with regard to specific target groups as well as training institutions. Steps for sustaining the efforts are activated in selected partner training institutions, including training of trainers and implementation of the first training course with the newly developed curriculum. Finalised training materials and trainer's kits are produced and made available to all partner training institutions.

Long-term effectiveness assessment of the training courses is one of the key focuses of the last phase, where the desired improvement in the performance of the participants after they return to their jobs, is assessed, and based on the feedback from them (self-assessment) and their supervisors, necessary adjustments are made in the curriculum, training material, course delivery methods, etc. Collaboration among training institutions is strengthened for developing tools for such evaluations and revisions of courses on a regular basis.

2.1 The process of curriculum development on ‘Holistic Approach to Human-Wildlife Conflict Mitigation’

Development of curriculum, therefore, took a systems approach, using participatory methods with three phases and seven process steps.

The analysis phase consisted of the situation analysis of the overall scenario related to HWC mitigation in India, capacity needs assessment of the key sectors, job analysis, consultations with key stakeholders, eventually leading to a draft competency framework development, and training needs assessment. Following the first results of the competency framework, pilot testing of the training needs assessment framework was conducted in June 2018, under the Indo-German project, where intensive feedback from the senior decision-makers, managers and front-line staff was received.

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, with participation from 92 international and national experts representing wildlife, veterinary, media and communications, private sector, social sciences as well as officials from the MoEFCC as well as State Forest Departments of Karnataka, Uttarakhand and West Bengal. The workshops aimed at further refining the competency framework, developing and further refining the zero draft of module-wise training material for all target groups, identifying case studies and examples from states to be included in the curriculum as good practices and learnings, integrating the knowledge and experiences of the front-line officers into the curriculum, and finalising the plan for pilot testing and further development of the training materials.

The workshops were facilitated using participatory facilitation methods, dedicated to receiving inputs from all participants and reaching joint agreements. The last three workshops also included a field visit for developing a common understanding of the training needs and identifying specific topics/cases/ methods for curriculum.

The Design phase consisted of focussed workshops of the selected cross-sector groups of authors with national and international capacity development experts to develop curriculum design, formulating learning

outcomes, addressing the competency gaps and designing of modules- numbers, relationship, sequence, elaboration of core versus optional modules. Content of the modules and training plan was developed along with trainers handouts to ensure that the trainings address the desired competency requirements in the participants effectively. Training plans were formulated and customised to facilitate differential delivery durations and module selections and matching these to different target groups.

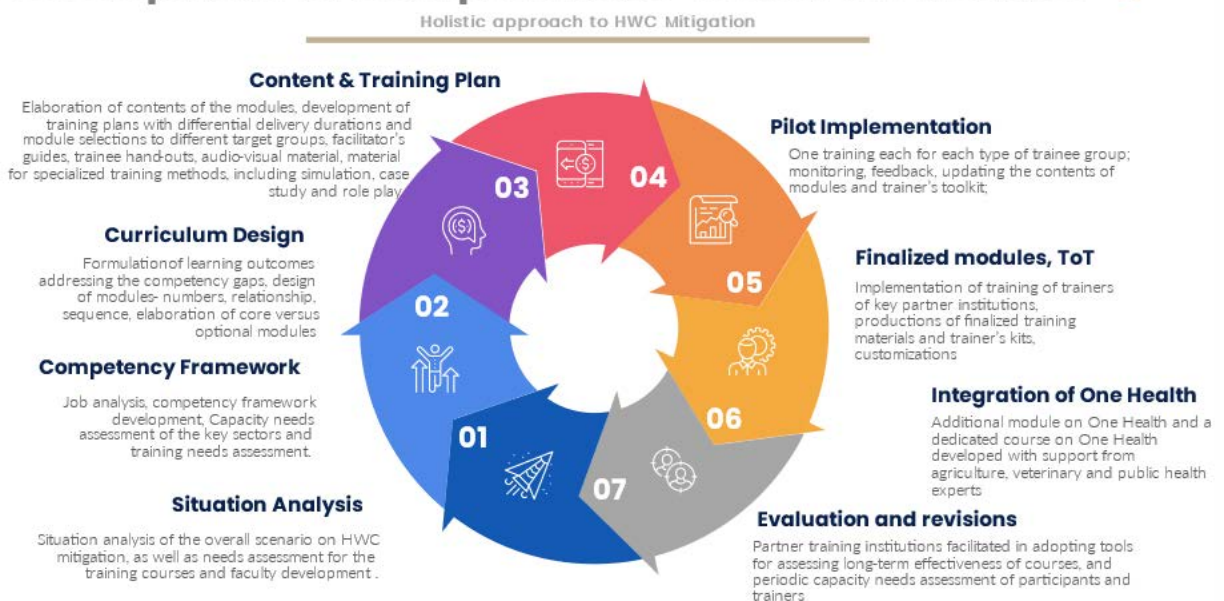
The next phase was the pilot implementation of the training for key target audience. The pilot trainings were carefully monitored and elaborate feedback from both participants and trainers were consolidated to update the learning outcomes, training materials and methods. Customisation requirements were discussed in detail with the training institutions, followed by implementation of training of trainers to further consolidate the revisions vis-à-vis the participatory methods. Long-term effectiveness assessment of the training courses was assessed and feedback was used to make necessary adjustments in the curriculum, training materials and methods.

The competency framework has also been adjusted after the completion of this cycle and based on the extensive feedback from institutions and experts.

Figure 1: Process of development of competencies-base curriculum on HWC mitigation and One Health

Development of Competencies-based curriculum

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2.2 The process of curriculum development for 'Taking a One Health approach to Human-Wildlife Conflict Mitigation'

Development of training courses took a systems approach, using participatory methods with three phases and seven process steps.

The Analysis Phase consisted of situation analysis of the overall scenario related to One Health in the context of HWC mitigation, especially with regard to areas of significant importance, including zoonotic and other emerging diseases: capacity needs assessment of the key sectors, job analysis, competency framework development and training needs assessment.

The Design Phase consisted of curriculum design, formulating learning outcomes, addressing the competency gaps, design of modules- numbers, relationship, sequence, elaboration of core versus optional modules. Content of the modules and training plan will be developed, along with trainers' kits to ensure that the training effectively addresses desired competency requirements in the participants. Training plans will facilitate differential delivery durations and module selections and matching these to different target groups.

A Final Phase focussed on implementing a pilot training process, one training each for Rapid Response Teams, for Panchayat members, for senior decision-makers, and for trainers and faculty members of the State Agriculture Universities, KVKs and other institutions. The pilot trainings were carefully monitored and elaborate feedback from both participants and trainers was taken to assess if the participants can achieve their learning outcomes, given the set of training material and methods needed for specific customisation.

Customisation of requirements was discussed in detail with regard to specific target groups as well as training institutions. Final steps for sustaining the efforts were activated in selected partner training institutions, including training of trainers and implementation of the first training course with the newly developed curriculum.

LEOPARD



Habitat in Asia



Population
12000-14000
in India
Status: Vulnerable



Diet

Breeding

- Birth peak coincides with the reproduction season of prey species
- Can reproduce round the year, may peak in December

Average Lifespan



- Solitary and territorial animal
- Primarily nocturnal but can hunt in the day
- Uses scent marks and vocalizations to communicate and to warn territory
- Includes longer sharp prey with high speed and short distance
- Uses tree tops to locate prey and exposure to heat
- Strong enough to drag large animals to territory
- Good swimmers can hunt fish and take a water
- Highly adaptable can live alone in human set areas where vegetation cover is present
- Attacks dogs and other animals that get attached to their prongs/dogs

Reproduction age

Female 35 months Male 36-48 months

Gestation Period:

3-3.5 months • Litters every 1-2 years per female

Leopard Cubs

2-3 in a litter

Do you know?

- Leopards have black spots called rosettes. They help them in camouflaging.
- Male leopards are territorial and defend their territory.
- Leopards are solitary animals. They live alone or in small groups.
- Leopards are known for their ability to climb trees.
- Leopards are known for their ability to swim.
- Leopards are known for their ability to run.
- Leopards are known for their ability to jump.
- Leopards are known for their ability to roar.
- Leopards are known for their ability to purr.
- Leopards are known for their ability to hiss.
- Leopards are known for their ability to growl.
- Leopards are known for their ability to snarl.
- Leopards are known for their ability to meow.
- Leopards are known for their ability to purr.
- Leopards are known for their ability to hiss.
- Leopards are known for their ability to growl.
- Leopards are known for their ability to snarl.
- Leopards are known for their ability to meow.



HUMAN-WILDLIFE CONFLICT MITIGATION IN INDIA



India-German Cooperation on Human-Wildlife Conflict Mitigation in India
Taking a Harmonious Co-existence approach to Human-Wildlife Conflict Mitigation in India

If you Encounter Elephants in your area

DO's & DON'Ts

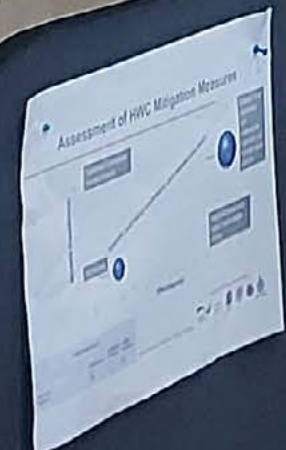
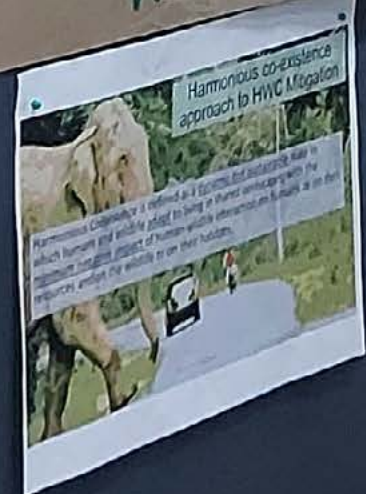
- Do's:
 - Do not try to take a selfie or close photographs of the animal.
 - Do not throw litter or any other objects at the animals.
 - Do not show expressions of fear or anger as they may charge back at you.
- Don'ts:
 - Do not feed the animals.
 - Do not touch the animals.
 - Do not enter the animals' territory.
 - Do not use loudspeakers or other devices that may disturb the animals.


Effectiveness ↑

Wildlife-Friendliness →

Drifting back to forest

Staying





2.3 Pilot testing of the curriculum on ‘Holistic Approach to Human-Wildlife Conflict Mitigation’ and ‘Taking a One Health approach to Human-Wildlife Conflict Mitigation’

Pilot Testing of HWC Mitigation Curriculum for Frontline Forest Officers from India and Southeast Asia at the Wildlife Institute of India:

The Wildlife Institute of India (WII), in partnership with the Indo-German Project “Human Wildlife Conflict Mitigation (HWC) in India”, conducted pilot testing of the curriculum for HWC mitigation as part of the XXXIV Certificate Course in Wildlife Management during 13-18 December 2018 at WII (Uttarakhand).

WII has introduced Human-Wildlife Conflict Management as a separate sub-module with modified course content, and a modified structure and mode of delivery, in the existing 3-month Certificate Course on Wildlife Management. The aim of introducing this sub-module is to discuss the HWC mitigation issues in a more focussed manner during the course.

A total of 18 frontline officers from various states of India, as well as participants from Myanmar and Malaysia, participated in the Certificate Course on Wildlife Management. The 5-day training module was facilitated by Dr Khera, as the Lead Trainer.



Further details can be found here:

<https://indo-germanbiodiversity.com/project-details-137.html>

Week-Long Training Module on Human Dimension of Wildlife Management and Conflict Resolution at the Wildlife Institute of India, Dehradun

A 5-day training module on the human dimension of wildlife management and conflict resolution was implemented (March 11-15) jointly by the Wildlife Institute of India and GIZ at WII, Dehradun. The module is a part of the Post Graduate Diploma Course in Advance Wildlife Management and is being strengthened by introducing a new competency-based curriculum and participatory training methods with support from GIZ. The training used

a curriculum developed on the basis of a competency framework for human-wildlife conflict (HWC) in India and delivered using participatory methods. The 5-day training module was facilitated by Dr Neeraj Khera, as the Lead Trainer.



More details can be found here: <https://indo-germanbiodiversity.com/project-details-159.html>

Week-Long Training Module on Human-Wildlife Conflict Mitigation for State Forest Officer Trainees at CASFOS, Dehradun

A 5-day training module on HWC mitigation, for state forest service officer trainees at the Central Academy for State Forest Service (CASFOS), Dehradun was implemented by CASFOS and GIZ jointly from April 29 to May 4 as part of the 2017-19 SFS Induction Course. The 5-day training module was facilitated by Dr Neeraj Khera, as the Lead Trainer.



Further details can be found here: <https://indo-germanbiodiversity.com/project-details-163.html>

Training in Holistic Approach to Human-Wildlife Conflict Mitigation in India

A 5-day training programme, ‘Holistic Approach on Human Wildlife Conflict Mitigation in India’, for Divisional Forest Officers (DFO) and Assistant Divisional Forest Officers (ADFO) of West Bengal, Karnataka and Uttarakhand, was organised by the Indo-German project on HWC mitigation between 29 July and 2 August 2019 at Chalsa Gorumara.

The participants included 22 officers from West Bengal, Uttarakhand and Karnataka, experts from the West Bengal Forest Department, GIZ, DFS Germany (Deutsche Forstservice GmbH), WWF (World Wildlife Fund), Tea Association and Wildlife Institute of India (WII), Ministry of Environment, Forest and Climate Change (MoEFCC) and independent wildlife experts. The 5-day training module was facilitated by Dr Neeraj Khera, as the Lead Trainer.



Further details can be found here: <https://indo-germanbiodiversity.com/project-details-188.html>

Week-long Training Expedition, “Holistic Approach to Human-Wildlife Conflict Mitigation in India”, at Karnataka

A one-week training expedition, on “Holistic Approach to Human-Wildlife Conflict Mitigation in India”, was organised at Madikeri, Kodagu in Karnataka from 22 to 27 September 2019. The training was organised jointly by GIZ, Ministry of Environment, Forest and Climate Change (MoEFCC), Wildlife Institute of India (WII), and the forest departments of Karnataka, Uttarakhand and West Bengal. The participants included officers from Uttarakhand, West Bengal, and Karnataka, technical experts from GIZ and WII, and communication and media experts.



Further details can be found here: <https://indo-germanbiodiversity.com/project-details-208.html>

Online Training Programme, “Holistic Approach to Human-Wildlife Conflict Mitigation in India”, for IFS Officers at IGNFA, Dehradun

A three-day online training programme for the 2019-21 batch of Indian Forest Service (IFS) probationary officers at the Indira Gandhi National Forest Academy (IGNFA), Dehradun was jointly organised by IGNFA, Ministry of Environment, Forest and Climate Change (MoEFCC) and GIZ under the Indo-German project ‘HWC Mitigation in India’, from 9 to 11 June 2020. This training programme, titled Holistic

Approach to Human-Wildlife Conflict Mitigation in India', saw participation from 73 probationary IFS officers and 34 resource persons from diverse backgrounds.

The training was implemented jointly by IGNFA-MoEFCC-GIZ and facilitated by Dr Neeraj Khara, Team Leader- HWC Mitigation Project, GIZ India, as Lead Trainer, Dr Sasi Kumar, faculty member of IGNFA, Dr Senthil Kumar, faculty member of IGNFA and other experts from GIZ and IGNFA.



Further details can be found here: <https://indo-germanbiodiversity.com/project-details-232.html>

Training in Holistic Approach to HWC Mitigation in India at CASFOS, Burnihat

A five-day virtual training programme, "A Holistic Approach to Human-Wildlife Conflict (HWC) Mitigation in India", was organised for 37 induction trainees from six states of India of the Central Academy for State Forest Services (CASFOS), Burnihat, Assam.



Further details can be found here: <https://indo-germanbiodiversity.com/project-details-300.html>

Section III:

**Curriculum, Trainer's Notes
and Sample Training Plans
for Implementing Trainings
Focussed on Forest Officers**



Directorate of Forests
Government of West Bengal

Indo-German Cooperative
Wildlife Conflict Mitigation

Approach
Conflict Mitigation

Workshop Training

2, 2019 | Hotel



A person in a white shirt is pointing towards a wall covered with handwritten notes and posters. The notes are in various colors (yellow, blue, red) and contain text related to Human-Wildlife Conflict (HWC) mitigation. One prominent yellow note at the top left says 'Insteaming HWC Mitigation'. Below it, another yellow note says 'Engaging other...'. To the left, a blue note says 'How Do They Impact HWC'. To the right, a red note says 'Who do we communicate with?'. The person's hand is visible in the foreground, pointing towards the wall.

3.1 About the curriculum ‘Holistic Approach to Human-Wildlife Conflict Mitigation in India’ for forest sector professionals in India

The training programmes and courses based on this curriculum are intended to create a cadre of HWC mitigation professionals, implementing a holistic approach for bringing in enhanced effectiveness and efficiency in HWC mitigation measures in India.

This curriculum is suitable for in-service as well as probationary forest officers of the Indian Forest Service and State Forest Services. The curriculum has been designed and updated, in alignment with the existing curriculum at the national and state-level training institutes in India.

This curriculum has been designed for a stand-alone intensive course to be delivered over five days. However, because of its modular structure and participatory training methods, it provides enough flexibility and can be customised for delivery over longer durations such as 15 days or one month as well as for shorter field expeditions.

The curriculum ‘Holistic Approach to Human-Wildlife Conflict Mitigation in India’ for forest sector professionals in India has the following components:

- Learning outcomes, which are formulated on the basis of the competencies required by forest officers
- Learning content, is a summary of the relevant content modules, which forms the background reading material for both participants and trainers.
- Delivery options address the required flexibility in duration or intensity of the training to facilitate competency-development requirements of key stakeholder groups
- Training plans are the key instrument that facilitate the trainers in implementing the curriculum to facilitate achievement of learning outcomes for their respective participant groups. Training plan includes sample session plan indicating the flow of training and required training methods

The curriculum is implemented using the following training materials:

- Content modules, or Training Resource Material, contain modules that will facilitate both trainers and participants in receiving background information on the training topics, apart from a field manual that will specifically be used by front-line staff
- Learning Journal to facilitate the participant's learning during and after the training. A learning journal is designed to help them capture anything that is of any significance or value to them and may help in enhancing their understanding of the HWC mitigation and One Health concept, in general, and its application in the field, in particular. It is a place for participants to take notes on their observations on people, animals, systems, environment, and processes during the training.

3.2 Learning outcomes of the training programmes for Forest Officers, based on this curriculum:

3.2.1 Learning outcomes for SFS Probationary Officers

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

- **Outline** concepts and issues in wildlife management and HWC mitigation using a landscape approach
- **Differentiate** between different conflict scenarios on the basis of the landscape, location, species involved and community involved
- **Outline** existing and potential HWC mitigation measures
- **Analyse** each mitigation measure on the basis of its effectiveness and wildlife-friendliness
- **Describe** the success factors required for receiving cooperation from other sectors and stakeholders in mitigating HWC
- **Analyse** legal opportunities and limitations in conflict management
- **Demonstrate** animal capture and rescue methods and their applicability to different species
- **Demonstrate** proficiency in implementing an 'early warning and rapid response system for mitigating HWC
- **Appreciate** their roles in mitigating HWC in their respective ranges

3.2.2 Learning Outcomes for IFS Probationary Officers

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

- **Illustrate** concepts and issues in wildlife management and HWC mitigation and key drivers, pressures and prevention measures using a landscape approach
- **Appraise** different conflict scenarios on the basic of the landscape, location, species involved and community involved
- **Describe** human-wildlife conflict mitigation in the overall development and conservation context
- **Analyse** the effectiveness and wildlife-friendliness of existing and potential HWC mitigation measures, and make a systematic plan for HWC mitigation in their areas

- **Analyse** legal opportunities and limitations in conflict management
- **Outline** the key elements of the guidelines and plans for HWC mitigation at the national, state and division levels
- **Demonstrate** (in a simulation) animal capture and rescue methods and their applicability to different species
- **Demonstrate** proficiency in implementing an early warning and rapid response system for mitigating HWC
- **Demonstrate** their leadership, consensus-building, communication, decision-making and crisis management skills in a simulated human-wildlife conflict situation
- **Outline** an inclusive strategy and action plan on resource management in their area of work to achieve the maximum possible efficiency and effectiveness in HWC mitigation
- **Appreciate** the need for their continuous self-efforts for getting future-ready vis-à-vis human-wildlife conflict mitigation in India
- **Appreciate** their future roles in mitigating HWC in their respective areas

3.2.3 Learning Outcomes for In-Service IFS Officers

By the end of the course, the participants will be able to:

- describe human-wildlife conflict mitigation in the overall development and conservation context
- appraise different conflict scenarios on the basis of the landscape, location, species involved and community involved
- review existing and potential HWC mitigation measures on the basis of their likely impact on humans as well as wildlife
- develop an actionable plan to effectively engage with key sectors and stakeholders to mitigate HWC in their sphere of work
- analyse legal opportunities and limitations in conflict management
- demonstrate the skills required for promoting a shared understanding of HWC mitigation approaches among key stakeholders

3.2.4 Learning Outcomes for Decision-Makers

By the end of the course, the participants will be able to:

- appraise HWC mitigation planning in the overall environment and development context at global, national and state levels
- appraise different conflict scenarios on the basis of the landscape, location, species involved and community involved
- review existing and potential HWC mitigation measures on the basis of their effectiveness and wildlife-friendliness
- appraise legal opportunities and limitations in conflict management
- demonstrate the leadership skills required for promoting a shared understanding of HWC mitigation approaches among key sectors and actors



- TEA products
- TEA products
- TEA products
- TEA products
- TEA products
- TEA products
- TEA products
- TEA products

Animal Death & Negative publicity

TE: Strategic position of TE labor from other side out

Type: Strategic Location & Counter Strategy

WILDLIFE & IN...

phone calls & regular meetings

TE: Another meeting with TE managers & labor from the other side

leading to PNC man...

Assessment of labor...

3.3 Learning Content:

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.

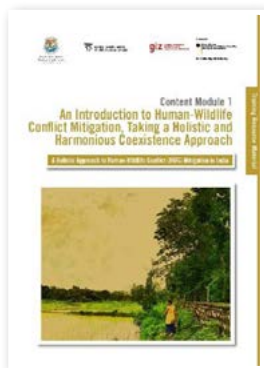
Content Module HWC-03:

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



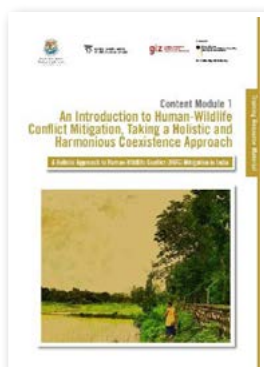
This module facilitates a discussion on the conservation ethos of India in relation to its legal framework. It presents an outline and brief history of international conventions and treaties relevant to the conservation of wildlife and, in particular, to HWC mitigation. The primary aim of this module 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



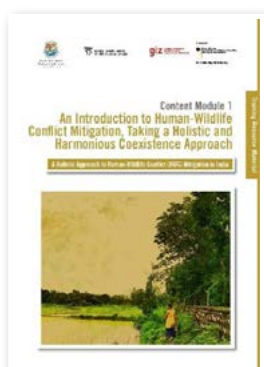
Mitigation and management of human-wildlife conflicts need to be addressed from multiple scales. While policies and protocols are essential at a regional scale, effective and timely monitoring, response and evaluation are essential at the local scale. This module focuses on the tools and techniques required at the field-level 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



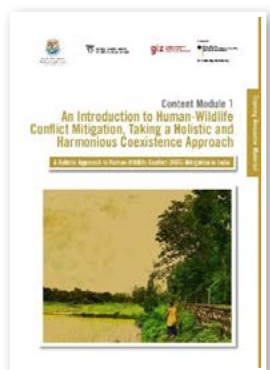
The module elaborates on the interlinkages among biodiversity and wildlife conservation; livelihood needs taking a holistic approach to HWC mitigation. It appraises the participants of HWC issues from socio-economic, psychological, ecological and cultural angles. It introduces the concept of stakeholder 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



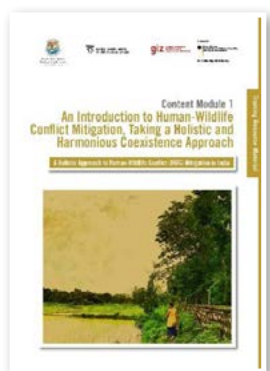
This module provides the conceptual background and introduction to the 'why' and 'how' of facilitating cross-sector cooperation and inter-agency coordination for effective HWC Mitigation. The module lays down a conceptual framework, using a systems thinking approach, to facilitate the participants in 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



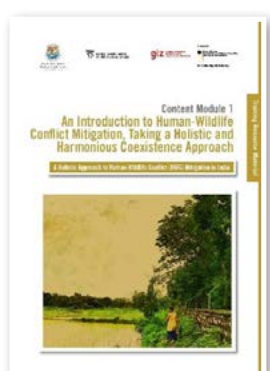
This module sets the base by providing basic information on how media works, an indication of the challenges faced by the media and forest sector in cooperating with each other. The module further facilitates a constructive debate and discussion on holistic, effective and ethical communication on HWC 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 facilitate identifying 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.

Reflections

Self Awareness

Internal Reflection

Introspection in Privacy

Job of Time

Big Challenge

Confidence

AWARENESS

Supporting impact of a person

Patience and compassion should learn during our weakness

Let's respond to the world as it is

Self Awareness is a challenge

Values & Goals MOST IMPORTANT

WANT TO BE HELD TO ACCOUNT

Large Group

Values & Goals

Willingness to be vulnerable

Affinity to change is the challenge

People engaged

Stakeholder Mapping

Civil Society

Govt.



Private Sector

3.4 Delivery Options

This curriculum is designed such that it can be delivered in the following course structures:

Five-Day intensive training: Suitable for IFS and SFS probationary officers at the national and state academies, diploma and certificate course participants at the Wildlife Institute of India, Indian Institute of Forest Management, and any other institute implementing foundation and specialised training for forest sector participants. Sessions can also be delivered at different training institutions, in a networked fashion, either in physical mode or in online mode.

Five-Day intensive in-campus training with two-days of field expedition: Suitable for IFS/SFS probationary officers at the national and state academies, diploma and certificate course participants at the Wildlife Institute of India, Indian Institute of Forest Management, and any other institute implementing foundation and specialised trainings for forest sector participants. Three-day in-campus sessions can also be preceded or followed by a two-day field training expedition.

Three-Day training expedition:

Suitable for IFS and SFS probationary officers at the national and state academies, diploma and certificate course participants at the Wildlife Institute of India, Indian Institute of Forest Management, and any other institute implementing foundation and specialised training for forest sector participants. Three-day in-campus sessions can also be preceded or followed by a two-day field training expedition.

Five-Day intensive training with cross-sector participation:

Suitable for in-service forest officers, veterinary and public health sector, agriculture sector, disaster management, police and other relevant sectors

One-Day workshop for decision-makers, mid-career training participants, or participants of any thematic workshop at national and state-level institutions:

Suitable for senior officers and decision-makers who are interested in attending one day or half-day workshop, also possible with cross-sector participation. This curriculum can also be used to integrate a session/sessions in any thematic workshop or training

A Semester-long course/block training for students: Suitable for bachelor and master students of wildlife, veterinary, agriculture and public health.

3.5 Sample Training Plans

Table 2: Sample training plan for a one-week intensive training of senior forest-officers/ cross-sector group

Day/ Time	0930-1030	1030-0100	0100-0200	0200-0430	0430-0530
Day 1	<p>10am: Inaugural Session and an Overview of the module and training approach:</p> <p>Benchmarking experiences, expected outcomes, overview of the training, training approach, resource material, thematic champions</p>	<p>Inputs (Panel discussion):</p> <p>What is HWC, basic facts and data, Overall development context, DPSIR framework, an overview of existing mitigation measures, holistic approach to HWC mitigation</p>	LUNCH	<p>A Game on HWC-related legal situation, Knowledge Café, followed by Expert Inputs: International conventions relevant to HWC such as CBD, CITES, Ramsar Convention, WPA 1972, Animal laws, National Wildlife Action Plan, SOPs, National Action Plan on HWC, Gap analyses</p>	<p>Expert Inputs and discussion:</p> <p>Understanding HWC at a landscape level</p>
Day 2	<p>Field Visit: Understanding the drivers of HWC such as habitat degradation and destruction, fragmentation of habitat, change in Land-use Land-cover patterns</p>			<p>Observing the selected preventive measures: barriers, Early Warning and Rapid Response system (EWRR); concept of Rapid Response Teams for HWC mitigation. Reducing the impact of HWC: stakeholder engagement, need for gender-inclusive mitigation measures</p>	<p>Flexi time. Participants are encouraged to engage in discussions with officers from other States to facilitate cross-State learning.</p>
Day 3	<p>Role Play:</p> <p>Participants present their field visit experiences as journalists (print/ tv/ radio/ film/ blog/ etc)</p>	<p>Expert Inputs and discussion followed by a role play:</p> <p>Role of media, how to effectively engage with Media</p>		<p>Fish-bowl discussion: what needs to be done to mitigate HWC? Reflection: What is my role?</p>	<p>Field visit- Experience sharing session</p> <p>Identification of problem animals, tracking methods, use of early warning and rapid response systems for effective HWC mitigation</p>
Day 4	<p>Case Study:</p> <p>Concepts and experiences on Human Leopard conflict</p>	<p>Role play: Systematic evaluation of existing and potential mitigation measures</p>		<p>Case Study:</p> <p>Concepts and experiences on Human Elephant conflict</p>	<p>Flexi time. Participants are encouraged to engage in discussions with officers from other States to facilitate cross-State learning.</p>
Day 5	<p>Inputs (Panel Discussion) Overall context of HWC:</p> <p>HWC and SDGs, community awareness, communication and engagement.</p>	<p>Simulation exercise:</p> <p>Cross-sector cooperation, holistic approach to HWC mitigation, landscape level mitigation concepts.</p>		<p>Thematic champion presentations</p>	<p>Concluding Session Training Synthesis and evaluation, self-assessment, reflections and commitments by participants</p>

Table 3: Sample training plan for a four-day training expedition of senior forest officers to a HWC hotspot (the real-life example of a training expedition in Kodagu conducted under the Indo-german Project on HWC Mitigation in 2019)

Day/ Time (Day 0)	06.30 am	08.00-09.00 am	09.00-0200 pm	0200-0300	0300-06.00 pm	07.00 -08.00pm
Day 01	Voluntary meditation session in the morning (40 min)	Welcome and Introductions, an Overview of the training expedition and training approach, Benchmarking experiences, expected outcomes, resource material, thematic champions	Field visit to Dubare Elephant Camp Hands on exercise on Elephant Tracking, identifying problem animals Elephant capture methods- use of Kumki; Post capture management of elephants		Participants arrive Inputs and Discussions: About Kodagu landscape, ecology and wildlife; HWC in Kodagu landscape, an overview of current mitigation approach and measures being implemented	Self-study time for participants, work on learning Journal, Thematic Champions' Wall, and HWC mitigation action plan for their own divisions Dinner
Day 02	Briefing for the Day (15 min)	Briefing for the Day (15 min)	Field visit to Maldare, Gattadahalla: Interaction with the Rapid Response Teams; Early warning systems using technology; Early warning using participation from local community; Different types of Fencing Packed Lunch at TATA Coffee club	LUNCH	Field visit - Pollibetta Good practices in engaging with the private sector- HWC mitigation practices at TATA Coffee	Self-study time for participants, work on - learning Journal, Thematic Champions' Wall, and HWC mitigation action plan for their own divisions Dinner
Day 03	Briefing for the Day (15 min)	Briefing for the Day (15 min)	Field visit: Mathighodu elephant camp; Elephant rescue and transport vehicles, cages; use of Kraal for elephant training; Fire management practices at Nagarhole Packed Lunch Tithimathi FRH		HWC Mitigation measures at Madikeri; meeting the CF Kodagu	Self-study time for participants, work on - learning Journal, Thematic Champions' Wall, and HWC mitigation action plan for their own divisions Dinner
Day 04	Briefing for the Day (15 min)	Briefing for the Day (15 min)	Field visit to Tala Cauvery Wildlife sanctuary		Participants finalize their HWC Management Action Plan (including the section on Media strategy), and prepare for the Dialogue	Concluding Session: Training Synthesis and evaluation, self-assessment, reflections and commitments by participants Dinner
Day 05	Participants travel back	Participants travel back				

Table 4: Sample training plan for a five-day intensive training for field-level officers

Day/Time	0930-1030	1035-1135	1150-0100	0100-0230	0230-0350	0410-0530	0530-0600
Day 1	Inaugural Session and an Overview of the module and training approach: Benchmarking experiences, expected outcomes, overview of the modules, training approach, resource material, thematic champions	Inputs (Panel discussion): What is HWC, basic facts and data, drivers of HWC, an overview of mitigation measures	Role play, Knowledge Café, followed by Expert inputs: Existing Laws, national and state plans, Guidelines, and Gap Analyses	Fish-bowl discussion: what needs to be done to mitigate HWC? Reflection: What is my role?	Self Study: Ecology and behaviour of Key wildlife species in conflict; law, policies, guidelines, SOPs, Work on the learning journal		
Day 2	A short quiz	Expert Inputs and discussion: Case Study presentations (primates, carnivores, herbivores, crocodiles) followed by moderated discussions: HWC Mitigation measures, Understanding HWC at a landscape level population management	Case Study: Concepts and experiences on Human Elephant conflict	Demonstration and hands-on exercise: Use of GIS in HWC management In the Landscape Lab (real-life example of nearby HWC hotspot)			
Day 3	Field Visit to a nearby HWC hotspot (understanding the drivers of HWC, stakeholder engagement, RRTs & PRTs (Drone Use), observing existing mitigation measures (Visit to farmers growing lemongrass), species-in-conflict in the landscape			Self Study: Work on the learning journal, preparation of thematic champion presentations			
Day 4	Role Play: Participants present their field visit experiences as journalists (print/ tv/ radio/ film/ blog/ etc)	Expert Inputs and discussion: Media engagement	Case Study: Concepts and experiences on Human Leopard conflict	Thematic Champion Presentations (Bus stop method)			
Day 5	Simulation exercise: (HWC mitigation in the overall development and conservation context, cross-sector cooperation, engaging with stakeholders, decision-making and negotiation skills) Preliminary session, preparation for final session		Simulation exercise: Final session experts from WII to play key roles-	Concluding Session and Module Synthesis and evaluation, self-assessment, reflections and commitments by participants			

LUNCH


Table 5: Sample training plan for a three-day intensive training on leadership and other non-technical competencies

Day 1	
Opening session	
10.10 am -10.45 am	Inaugural session
10.45-11.00am	Benchmarking, an overview of the training and training approach, Thematic Champions
Characteristics of Leadership Effectiveness & Leading with Integrity	
11.00 am- 12.30 pm: (Module 1)	<p>Session 1: Characteristics of Leadership Effectiveness & Leading with Integrity</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the Dale Carnegie Model of Leadership Success 2. Describe the leadership competency development model 3. Identify a leadership strength competency for development 4. Describe the impact of honesty and integrity on others 5. Identify the values that contribute to your beliefs about effective leadership 6. Create a personal leadership purpose statement <p>Topics: Awareness: Dale Carnegie Model of Leadership Success- Achieve Success – Mindset + Skill set = Results, Human Relations Principles, Build Trust, Gain Cooperation, and Lead Change</p> <p>Module 1: Competency Spotlight: Honesty and Integrity, Team Member vs. Leader Mindset Leadership Competencies, Identifying Your Strength Competency, Personal vision statement, Values, Personal Leadership Purpose Statement, Team purpose statement</p>
<i>12.30 pm - 1.15 pm: Lunch</i>	
Leading Others to Accomplish Results	
1.15 pm - 2.45 pm (Module 2)	<p>Session 2: Leading others to accomplish results</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish between managing the work and leading the people 2. Use techniques to build trusting relationships 3. Assign a task effectively <p>Topics: Competency spotlight: Develop others- The Inner-view, Task management – Self-evaluation, Task assignment & plan, When holding people accountable</p>
Enhancing your Leadership Competence & Engaging followers	
02.45 pm - 04.15 pm (Module 3)	<p>Session 3: Enhancing Your Leadership Effectiveness & Engaging Followers</p> <ol style="list-style-type: none"> 1. Continue to develop the Leadership Impact Plan focusing on Support and Shortfall Competencies 2. Examine the relationship between effective leadership and followership 3. Identify the characteristics of effective followers 4. Determine how to use authority appropriately
04.15-05.00: Day 1: EOD Assignment	<p>Topics: Competency spotlight: Uses authority appropriately- Leadership Storytelling Formula Types of followers, My team activity, Power types</p> <p>Complete the Leadership Competency Assessment</p>

Day 2/January 05, 2023	
Communicating with Authenticity	
10.00 -10.15 am	Recap- Fishbowl 15 min Session 4: Communicating with Authenticity Identify communication types Communicate authentically
10.15-11.00: Communication game	Give and receive effective feedback Topics: Communication Types, Feedback Guidelines, Cushions Game on communication with cards (game for 25 min, briefing for 20 min)
Guiding Performance	
11.30 am 01.00 pm (Module 5)	Session 5: Guiding Performance Apply the techniques learned to enhance a specific relationship 1. Describe the importance of clear performance expectations 2. Identify potential barriers to peak performance 3. Increase focus on others Topics: Competency spotlight: Others focused- Process of Analysis, My relationship map Improving a relationship map, Reasonable allowable margin of error, Control Limits and Coaching Opportunities, Collaborating to Address Subtle Deviations, Supporting Peak Performance, Evaluating Subpar Performance Maslow's Hierarchy of needs model
Increasing Self-Awareness	
1.45 pm to 03.30 pm (Module 6)	Session 6: Increasing Self-Awareness 1. Describe the relationship between perspective and self-awareness 2. Identify the impact to leadership effectiveness of becoming more self-aware 3. Deepen self-awareness of personal leadership qualities Topics: Competency spotlight: Self-aware- Getting Perspective, Johari Window, Leadership Achilles Heels, Hidden window, Feedforward
3.30 pm to 5.00 pm	Johari self-assessment and discussion for way-forward to enable movement into correct box, Organisation behaviour, How others perceive me: Positive and negative perceptions Complete the Leadership Impact Plan
Day 3/ January 06, 2023	
Inspiring confidence in your Leadership	
10.00 am to 11.30 am (Module 7)	10.00- 10.30 Recap: - General reflection on Day 2- 5 min - How others perceive me- in pairs 15 + 5 min 10.30 am – 11.30: Johari window 11.45- 12.00 am: Session 7: Inspire Confidence in Your Leadership 1. Identify personal triggers and develop strategies for self-regulation 2. Manage difficult situations and conflict with confidence, diplomacy, and tact 3. Deepen self-regulation Listening skills for self-evaluation, Levels of Listening, Listening Guidelines, Response Generators
Developing Yourself & Others	
12.30 am – 1.00 pm (Module 8)	Session 8: Developing Yourself and Others Story telling
<i>1.00 pm to 2.30 pm: Lunch</i>	
Closing Session	
2.30-2.45 pm	Identification of probationers for providing Visual gallery presentation and summary of Session 8...contd.. balloon activity
2.45-03.15	Personal learning review and feedback
03.20 pm – 05.00 pm	Closing Session: Visual gallery (soft boards and flipcharts); Visual gallery (pictures on slide show); Feedback from the participants; Reflections from the trainers; Certificates Distribution; Valedictory Address; Group Photos

Section IV:

**The Curriculum, Trainer's
Notes and Sample Training
Plans for Implementing
Trainings Focussed on
Rapid Response Teams**



4.1 About the curriculum 'Holistic Approach to Human-Wildlife Conflict Mitigation in India' for Rapid Response Teams and other front-line officers of the forest sector in India

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>

This curriculum has been designed for a training programme cycle of 11 trainings, 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 state-level or other training institutions for longer durations, such as for 15 days or one month.

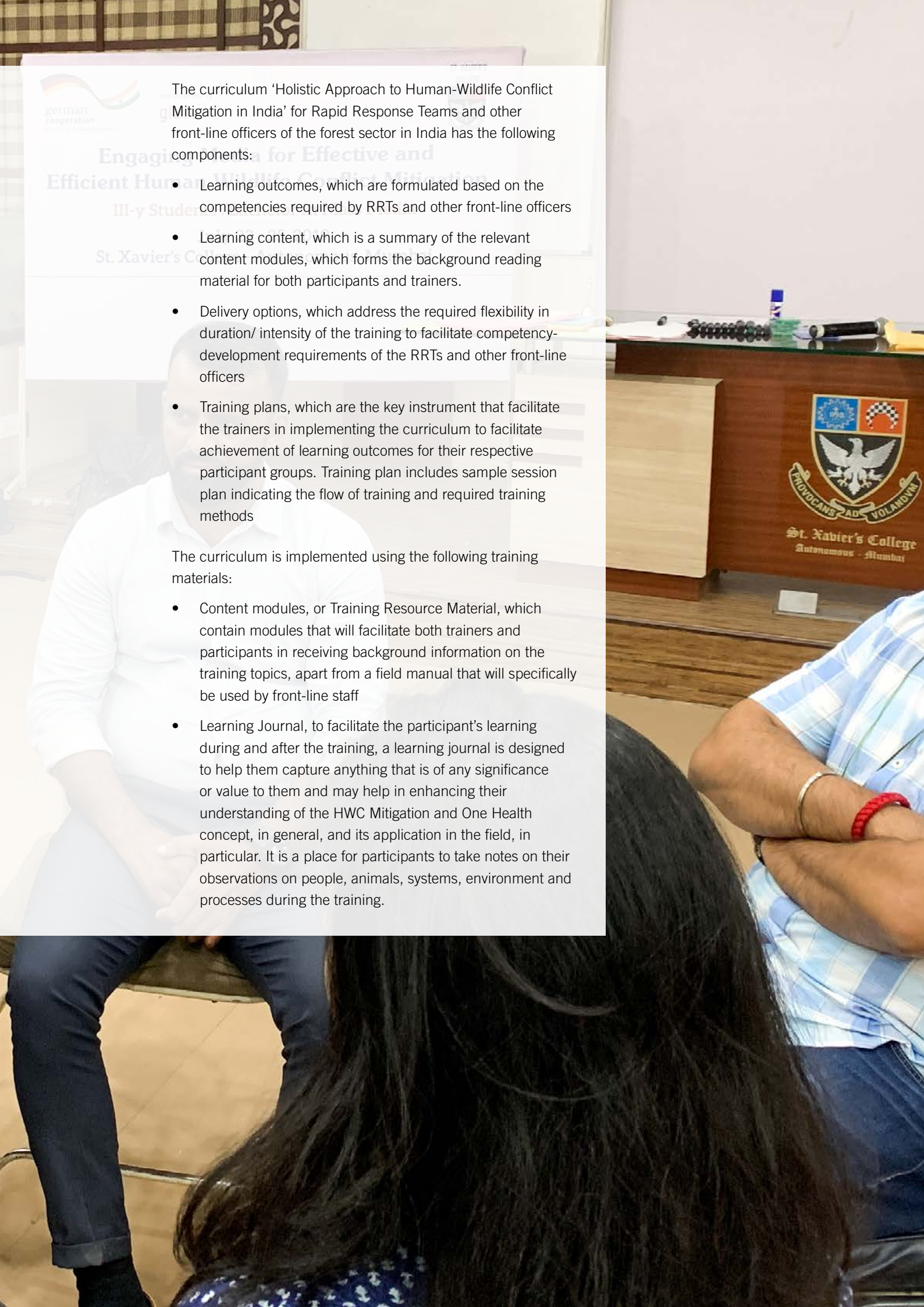


The curriculum 'Holistic Approach to Human-Wildlife Conflict Mitigation in India' for Rapid Response Teams and other front-line officers of the forest sector in India has the following components:

- Learning outcomes, which are formulated based on the competencies required by RRTs and other front-line officers
- Learning content, which is a summary of the relevant content modules, which forms the background reading material for both participants and trainers.
- Delivery options, which address the required flexibility in duration/ intensity of the training to facilitate competency-development requirements of the RRTs and other front-line officers
- Training plans, which are the key instrument that facilitate the trainers in implementing the curriculum to facilitate achievement of learning outcomes for their respective participant groups. Training plan includes sample session plan indicating the flow of training and required training methods

The curriculum is implemented using the following training materials:

- Content modules, or Training Resource Material, which contain modules that will facilitate both trainers and participants in receiving background information on the training topics, apart from a field manual that will specifically be used by front-line staff
- Learning Journal, to facilitate the participant's learning during and after the training, a learning journal is designed to help them capture anything that is of any significance or value to them and may help in enhancing their understanding of the HWC Mitigation and One Health concept, in general, and its application in the field, in particular. It is a place for participants to take notes on their observations on people, animals, systems, environment and processes during the training.





4.2 Learning outcomes of the training programmes for Rapid Response Teams, based on this curriculum:

4.2.1 Learning Outcomes for Division-Level Rapid Response Teams (Division RRTs)

At the end of the training programme cycle (after completing all 11 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
- **Appraise** the success factors required for receiving cooperation from other sectors and stakeholders, and community PRTs in mitigating HWC
- **Appraise** legal opportunities and limitations in conflict management
- **Demonstrate** proficiency in implementing the Early Warning and Rapid Response system for mitigating HWC
- **Demonstrate** (in a simulation) animal capture and rescue methods and their applicability to different species
- **Demonstrate** skills to train Range RRTs and Community PRTs, forest watchers and daily wage frontline staff on a holistic approach to HWC mitigation
- **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

4.2.2 Learning Outcomes for Range-Level Rapid Response Teams (Range RRTs)

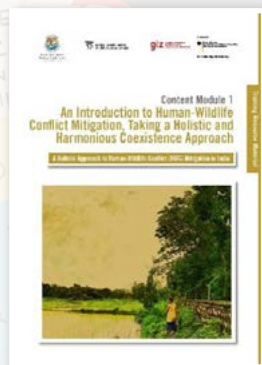
At the end of the training programme cycle (after completing all 11 training programmes), the participants will be able to:

- **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
- **Outline** legal opportunities and limitations in conflict management
- **Demonstrate** proficiency in implementing the Early Warning and Rapid Response system for mitigating HWC
- **Demonstrate** skills needed to train community PRTs on a holistic approach to HWC mitigation
- **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
- **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

4.3 Learning Content:

Content Module HWC-01:

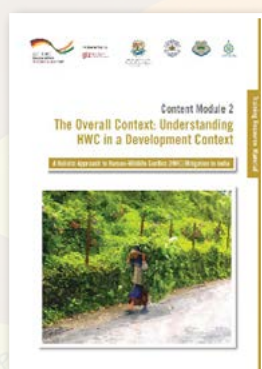
An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach



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



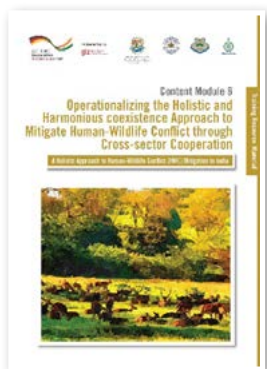
Mitigation and management of human-wildlife conflicts need to be addressed from multiple scales. While policies and protocols are essential at a regional scale, effective and timely monitoring, response and evaluation are essential at the local scale. This module focuses on the tools and techniques required at the field level 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



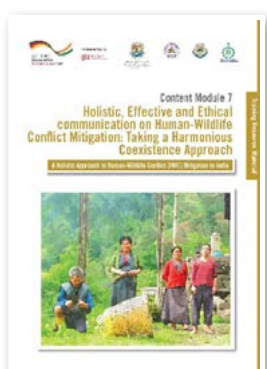
The module elaborates on the interlinkages among biodiversity and wildlife conservation; livelihood needs taking a holistic approach to HWC mitigation. It appraises the participants of HWC issues from socio-economic, psychological, ecological and cultural angles. It introduces the concept of stakeholder 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



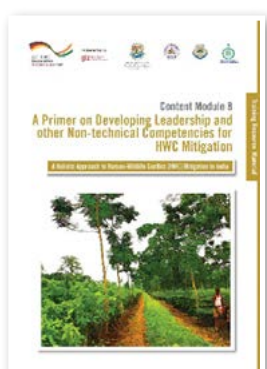
This module provides the conceptual background and introduction to the ‘why’ and ‘how’ of facilitating cross-sector cooperation and inter-agency coordination for effective HWC Mitigation. The module lays down a conceptual framework, using a systems thinking approach, to facilitate the participants in 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



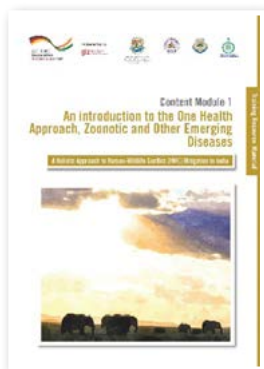
This module sets the base by providing basic information on how media works, an indication of the challenges faced by the media and forest sector in cooperating with each other. The module further facilitates a constructive debate and discussion on holistic, effective and ethical communication on HWC 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.

4.4 Delivery Options

This curriculum is designed such that it can be delivered in a set of up to 11 trainings to complete a training programme cycle over a period of 6 months for a RRT:

A Training programme Cycle over six months for all new RRTs/ new team members:

Suitable for all existing or new teams.

The sequence presented in the table should be followed as far as possible, however, the curriculum offers enough flexibility to change the sequence.

SN	RRT	Training	Time/ days	Time/days (Online mode)	Option for combining with other trainings/ other teams, for enhancing the effectiveness of the training
For Division-level and Range-level RRTs					
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)	Can be delivered in Online mode for experienced members	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 organisations, 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 Online 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) ^{1A}	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

SN	RRT	Training	Time/ days	Time/days (Online mode)	Option for combining with other trainings/ other teams, for enhancing the effectiveness of the training
6	Division + Range	Snake handling and rescue	1		
7	Division+ Range RRT	Use of digital tools for HWC Mitigation is suitable for senior officers, decision-makers for whom a one day or half-day workshop can be organised, also possibly with cross-sector participation.	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

Five to 10 Day intensive training:

A few trainings can be combined and implemented in the form of an intensive one-week or 10-day training, depending on the availability of trainers and resource persons. Sessions can also be delivered at different training institutions, in a networked fashion, either in physical mode or in online mode.

4.5 Training Approach and methodology for RRTs

- 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 rolling roster of officers/experts who have been trained and certified in using participatory training methods will 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 should 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.

4.6 Training Plans

Table 7: Sample Plan for a combined two-day training for RRTs clubbing the trainings on ‘Monitoring and managing habitat-related drivers and pressures of HWC’, ‘ Development, maintenance and adaptation of effective and wildlife-friendly HWC mitigation measures (Advanced) and ‘Occupational Health and Safety, taking a One Health approach (OH), including basics of first aid for animals’

Time	Key training topics and Activity
Day 1	
010.00-10.30: Registration	
10.30 -11.00 am Opening Session	<ul style="list-style-type: none"> - Welcome and Introductions - Context of the training - Learning Outcomes - Plan and approach of the training - Benchmarking exercise/ Brainstorming session to understand the existing knowledge and experiences among the participants with regard to HWC mitigation
11.00 -12.00 pm Monitoring and managing Habitat related drivers and pressures of HWC	<ul style="list-style-type: none"> - Expert Inputs on invasive species and their management - Expert inputs on waste management - Expert inputs on forest fire management - Discussion and dialogue to prioritize drivers and pressures in the landscape
12.00-01.00 pm Fieldcraft on monitoring, tracking and rescue operation of key wildlife species-in- conflict in the landscape	<ul style="list-style-type: none"> - Expert inputs on monitoring, tracking and rescue operation of leopards - Expert inputs on monitoring, tracking and rescue operation of elephants - Field demonstration of required equipment - Brainstorming
02.00-04.00 pm Development, maintenance and adaptation of effective and wildlife-friendly HWC mitigation measures (Advanced)	<ul style="list-style-type: none"> - Brainstorming: What is already being done to mitigate HWC? And what more needs to be done? - Expert inputs on the concept of effective and wildlife-friendly mitigation measures, and occupational health and safety - Expert inputs on the role of the local community, and mainstreaming of HWC mitigation into plans and programmes of rural development and Panchayati Raj, for sustainability - Knowledge café: Assessment of selected mitigation measures, using the effectiveness-wildlife friendliness criteria <ul style="list-style-type: none"> - Café 1: Mitigation measures focusing on crop protection, including alternate crops and cropping patterns, financial instruments, deterrents - Café 1: Mitigation measures focusing on communication and awareness measures and the role of media - Café 3: Mitigation measures focusing on the management of the animal-in-conflict, including capture and translocation - Café 4: Mitigation measures focusing on early warning systems- conventional and new technology - Café 5: Mitigation measures focusing on rapid response, engaging community-level Primary Response Teams - Plenary discussions

Time	Key training topics and Activity
04.00- 05.30 Occupational Health and Safety, taking a One Health Approach (OH), including basics of first aid for animals	<ul style="list-style-type: none"> - Quiz: Do's and Don'ts on One Health and occupational health and safety during HWC mitigation operations - Expert inputs: Prevention of zoonotic diseases during HWC mitigation operations and occupational health and safety of RRTs - Discussions and demonstration of equipment
Day 2	
10.00-10.30 am	Rapid Quiz for Recap on the topics discussed on Day 1, including questions and field demonstration
10.30-12.00 pm Snake handling and rescue	<ul style="list-style-type: none"> - Expert inputs on handling and rescue operation of snakes - Field demonstration of required equipment - Brainstorming
12.00- 01.00 Three-tiered system of HWC Mitigation Response Teams, and inter-agency coordination	<ul style="list-style-type: none"> - Expert inputs: Adopting HWC-safe livelihoods for reducing the vulnerability to Human-Wildlife Conflicts, with a focus on crop protection measures, crop guarding methods, possible alternate crops and cropping patterns, and value-chain promotion for reducing the risk of HWC - Expert inputs: What are the possible activities/ areas of concern for the spread of zoonotic diseases? How can these be prevented? The specific relevance of farmers and women groups in ensuring successful integration of One health in HWC mitigation measures and other relevant activities.
02.00-03.pm contd..	
03.00- 04.30: Action Cafe	<ul style="list-style-type: none"> - Action café: Participants identify key issues related to their job performance as RRT members, to be focussed for further training and support, and share good practices/success stories from their area that can be shared with others
04.30- 05.00 pm: Concluding Session	<ul style="list-style-type: none"> - Reflections: Participants reflect on “What is my role in mitigating HWC and for ensuring health and safety of humans and animals, and promoting inter-agency coordination?” - Feedback and evaluation, further capacity development needs, plan for follow-up trainings - Certificates and closing remarks

Table 8: Sample training plan for one-day RRTs training on ‘ Use and maintenance of HWC mitigation equipment, basics of Early Warning and Rapid Response System (EWRR)’

Time	Key Themes and Activity
09:00-09:30	<p>Introductory Session</p> <ul style="list-style-type: none"> - Registration, Welcome and introductions - Overall context of RRTs, roles and competencies (supplementary framework to HWC-NAP) - An overview of the training, training approach, benchmarking, learning outcomes, thematic champions
09:30-10:30	<p>Expert inputs and demonstration: A conceptual background and overview of different equipment</p> <ul style="list-style-type: none"> - An overview of the categories of equipment – patrolling and monitoring equipment, capture, translocation equipment, camping equipment, equipment for occupational health and safety, etc - Details of the type of equipment in each of the categories, including demonstration of key equipment - Dos and Don'ts in the use of equipment and safety measures to be observed
10:30-01:00	<p>Field Simulation 01: Use of different equipment in specific situations</p> <ul style="list-style-type: none"> - In the first half, the participants will practice in handling of the equipment, in small groups (60 min) - In the second half, participant groups will be given different situations, and they will be asked to select the required equipment for that specific situations and deploy the equipment accordingly in 30 min - The trainers and resource persons will discuss with each of the teams; and further clarify the purpose of each equipment, and repeat demonstration for selected equipment in entire group - Post simulation brainstorming: What was good, what went wrong, what were the specific challenges in using certain equipment, what were the challenges in role clarity within the team, <u>where more intensive work is required?</u>
01:00	<i>Lunch</i>
02:00- 03.30	<p>Field Simulation 02: Use of selected equipment from simulation 1</p> <ul style="list-style-type: none"> - Detailed technical demonstration of selected equipment to be used during this simulation - The participants will practice in handling of the equipment, in small groups (30 min) - Rest of the steps- same as simulation 1
03:30- 04:15	<ul style="list-style-type: none"> - The participants will demonstrate handling of the equipment individually and will be assessed by the trainers (3 min each)
04:15- 04:45	<p>Expert inputs and discussion: Equipment maintenance and coordination</p> <ul style="list-style-type: none"> - Significance of maintaining the equipment for long-term use, and its critical importance in ensuring effective HWC mitigation operations - Maintenance regime and methods for key equipment - Methods and relevance of planning and pre-operation briefing, including the coordination within and between teams- Division RRT and Range RRT (also with other teams) - Reflection, open question, feedback and suggestions
04:45-05:00	<p>Concluding Session: Training Synthesis and evaluation, reflections and action plans by RRTs; identification of trainers for the next RRT trainings, Certificates</p>
	End of the Training

Table 9: Sample training plan for a 4-day specialised training of RRTs on “Use and Maintenance of Unidentified Aerial vehicles (UAVs) for effective HWC Mitigation”

Day/ Time	10.00- 10.30	10.30- 11.30	11.30-01.00	02.00-03.00	03.00-05.00	0530 onwards	
Day 1	Inaugural Session: Registration, Welcome and introductions, Overall context of RRTs, roles and competencies (supplementary framework to HWC-NAP), Benchmarking experiences, agreement on learning outcomes of training, overview of the training and training approach, resource material		<p>Demonstration on deployment of UAVs:</p> <p>Expert Input: Introductions to UAVs, step-by-step process on deployment of UAVs</p> <p>Field Demonstration: step-by-step process on deployment of UAVs</p> <p>Participants deploy a UAV, in groups</p>	<p>Reflection on deployment of UAVs: What was good, what went wrong; feedback on understanding the basic functioning of UAVs</p> <p>Expert Inputs: Basic principles of UAVs; Step-by-step description on deployment of UAVs;</p>	<p>Expert inputs and discussion: Components of UAVs its maintenance; Emergency identification and handling; Short videos clips on use of UAVs and handling; practical flying lessons</p>	<p>Self-Study: Rules and regulations relevant to use of UAVs (notes to be provided)</p>	
Day 2	<p>Quiz: Rules and regulations relevant to use of UAVs, basic functions and parts of UAVs</p>	<p>Expert Inputs: Rules and regulations of UAVs in India by DGCA; Deployment of UAVs in field capture operation</p>	<p>Field Simulation 01: Planning and operating UAVs in field - elephant capture operation and immobilization</p>	LUNCH	<p>Post simulation brainstorming: key issues and procedures on flying, handling and planning. What went well and what went wrong; Dos and Don'ts while planning and operating UAVs in adverse conditions (vegetation, terrain, head wind climate)</p>	<p>Fish-bowl discussion: Participants flag specific field situations that they deal with; the group discusses specific operating procedures and trouble-shooting methods for such situations (Thematic champions)</p>	<p>Self-Study: Flying and handling procedures</p>
Day 3	<p>Quiz: Dos and Don'ts in deploying UAVs in specific situations</p>	<p>Field simulation 2: Planning and operating UAVs in different elevations. Flying UAVs from higher elevation to lower elevation ii) flying UAVs from ground level to hill area (in groups) in field;</p> <p>Application of UAV in early warning and rapid response (EWRR) (mock drill) (Combined with the team from WII for elephant collaring)</p>			<p>Action café: Participants practice deployment of UAVs in different situations and its application in EWRR, along with basic discussions to relevant mobile/desktop applications and software</p>	<p>Self-Study: field related material; preparation for assessment Café on Day 4</p>	
Day 4	<p>Assessment Café 1: Participants illustrate the technology and functioning of UAVs, demonstrate deployment procedure of UAVs in specific situations, and trouble-shooting (individual assessment- Thematic champions)</p> <p>Participants illustrate the regulations, do's and don't's and maintenance regime (group assessment)</p>				<p>Assessment Café 2: Role Play</p> <p>Participants demonstrate application of UAVs in early warning and rapid response (group assessment)</p>	<p>Concluding Session and training Synthesis and evaluation, self-assessment, reflections, Benchmarking experiences and commitments on assignments by participants, plan for follow-up phase, certifies</p>	

Section – V:

**The Curriculum, Trainer's
Notes and Sample Training
plans for Implementing
Trainings Focussed
on Panchayats and
Community PRTs**

5.1 About the curriculum 'Holistic Approach to Human-Wildlife Conflict Mitigation in India' for Panchayats and Community PRTs at HWC Hotspots in India

Local communities are at the direct helm of HWC. Therefore, there is a need to involve the local community members/village elders of the panchayats through a participatory approach and develop a community-based emergency response systems from within the affected village/ward.

The types of response teams, their function, roles, composition and competencies-development strategies are being standardized 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 purposes. The formation and empowerment of community-level Primary Response Teams (Community PRT) in village/ wards or village/ ward clusters at HWC hotspots is expected to improve the first response mechanism, support the efforts of the division and range RRTs and can especially play a crucial role towards the crowd management in HWC situations.

Since it is not fully possible to prevent the wildlife and humans from using the same space, the role of response teams for timely action to prevent the conflicts and to reduce the impacts due to such incidents, will remain one of the important foundation blocks of the human-wildlife conflict (HWC) mitigation strategy in India.

Training and workshops of the Panchayats and members of the community-level Primary Response Teams need to focus on awareness of reducing accidental encounters, enhancing competencies- of the community PRT members, and contributing to reducing their vulnerability to human-wildlife conflict and zoonotic diseases.



This curriculum has been designed for a training programme cycle of five trainings, to be delivered to each Panchayat and community-level Primary Response Teams . Individual training can be delivered to farmer groups, Women self-help groups, youth groups, etc.

The curriculum 'Holistic Approach to Human-Wildlife Conflict Mitigation in India' for Panchayats and Community PRTs at HWC Hotspots in India has the following components:

- Learning outcomes, which are formulated, based on the competencies required by Panchayats, community-level PRTs and other community-based institutions and community members, farmers and youth
- Learning content, is a summary of the relevant content modules, which forms the background reading material for both participants and trainers
- Delivery options address the required flexibility in duration/ intensity of the training to facilitate competency-development requirements of the Panchayats and Community-level PRTs as well as other community-based institutions and community members, farmers and youth
- Training plans are the key instrument that facilitate the trainers in implementing the curriculum to facilitate achievement of learning outcomes for their respective participant groups. Training plan includes sample session plan indicating the flow of training and required training methods

The curriculum is implemented using the following training materials:

- Content modules, or Training Handbook and supplementary material such as Posters and crop-fact sheets that will facilitate both trainers and participants in receiving background information on the training topics



Human Wildlife Mitigation in India



5.2 Learning Outcomes of the Trainings for the Panchayats and Community-level PRTs:

As the training for the Panchayats and community-level Primary Response teams and other stakeholders may need to be organised in various combinations, the learning outcomes are identified for each training separately. In case the trainings are combined, these learnings outcomes can be used as learning outcomes for respective sessions:

5.2.1 Learning Outcomes from the training 'Basics of wildlife behavior & measures to avoid accidental encounters with wildlife'

At the end of the training/session, the participants will be able to:

- **Outline** the ecosystem services provided by wildlife in their areas
- **Outline** the behaviour of key species-in-conflict in the area
- **Demonstrate** required safety measures to avoid accidental encounters with wildlife
- **Demonstrate** willingness to cooperate with/assist institutions working towards human health and safety in the context of HWC mitigation

5.2.2 Learning Outcomes from the training 'Mitigating human-wildlife conflict effectively: maintenance of the mitigation measures and structures (Basic)'

At the end of the training/session, the participants will be able to:

- **Outline** the concepts of HWC in the overall landscape and land-use context
- **Illustrate** the drivers of conflict, and the responses of people and wildlife in a conflict situation
- **Illustrate** the legal, economic, and social implications of HWC
- **Illustrate**, with examples, the concept of effective and wildlife-friendly mitigation measures
- **Prioritise** HWC mitigation measures for their areas
- **Outline** the management and maintenance regime of mitigation measures prioritized by them
- **Be open** to cooperating with other stakeholders to ensure that the HWC mitigation measures used by **them are effective and wildlife-friendly**

5.2.3 Learning Outcomes from the training ‘Preventing zoonotic and other emerging diseases: Taking a One Health approach to HWC mitigation’

At the end of the training/session, the participants will be able to:

- **outline** different human-animal-wildlife interface scenarios that can lead to zoonotic and other emerging diseases
- **outline** the concept and approach of One Health
- **demonstrate** the basic measures to prevent zoonotic and other emerging diseases in their day-to-day operations
- **Be open** to supporting the joint cross-sector and inter-agency teams, in implementing field measures required for operationalising the One Health approach to HWC mitigation

5.2.4 Learning Outcomes from the training ‘Adopting HWC-safe livelihoods for reducing the vulnerability to Human- Wildlife Conflicts’

At the end of the training/session, the participants will be able to:

- **Outline** the concepts of HWC in the overall landscape and land-use context
- **Outline** the risks from HWC to existing crops and cropping patterns and other livelihood options
- **Illustrate** the concept of HWC-safe livelihoods
- **Outline** good practices and success stories related to HWC-safe livelihoods from their areas
- **Prioritise** crops and other livelihood options that are HWC-safe
- **Identify** concrete gaps and challenges in adopting new crops/ livelihood options
- **Outline** training and other capacity development needs required for adopting HWC-safe livelihoods
- **Outline** infrastructure and other support required for adopting HWC-safe livelihoods

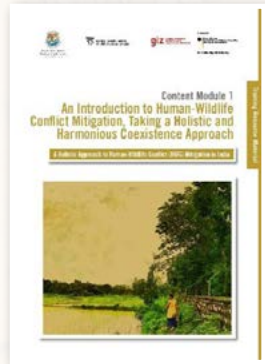
5.2.5 Learning Outcomes from the training ‘Emergency response plan for HWC-related emergencies in the district: Role of Community-PRTs’

At the end of the training/session, the participants will be able to:

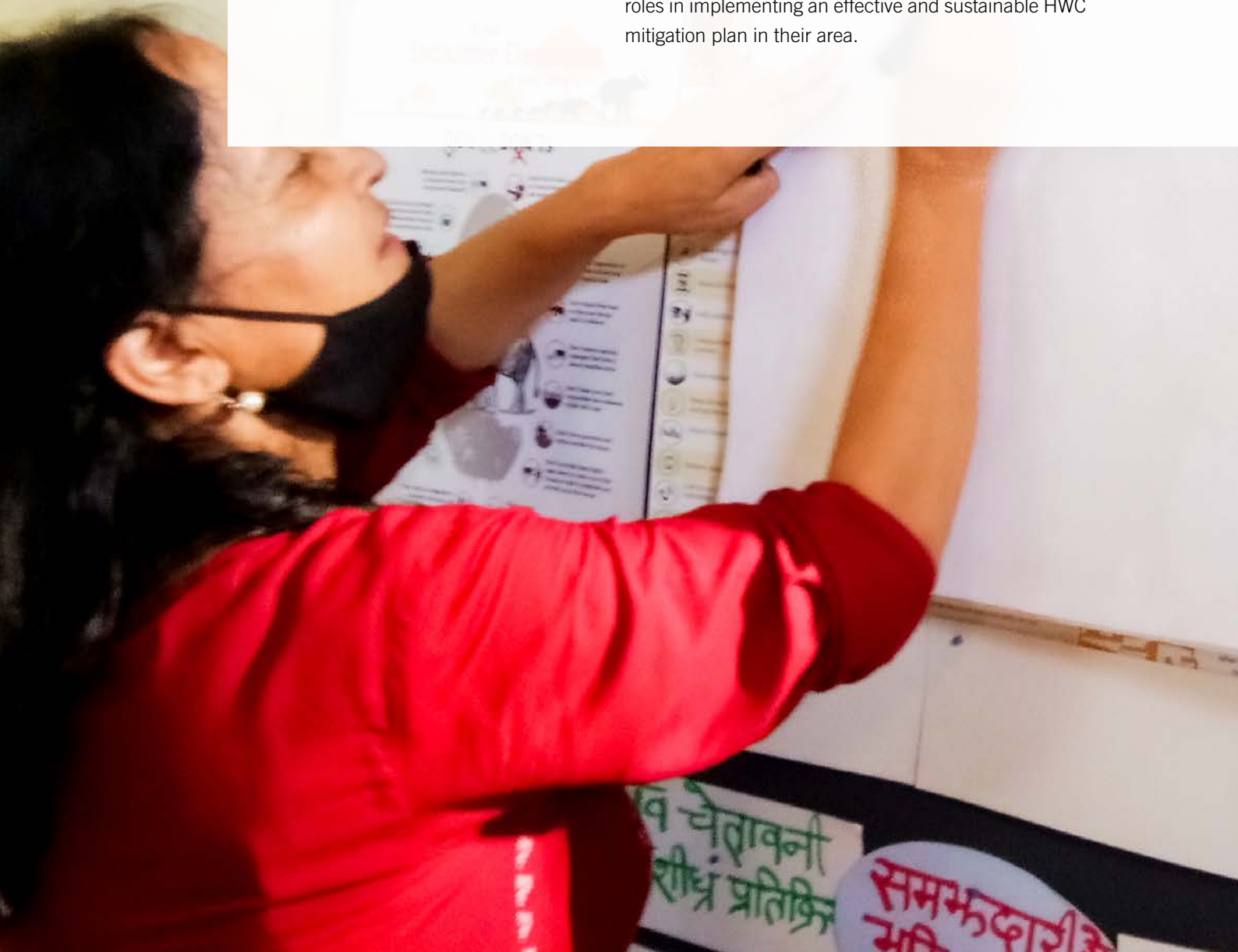
- **Demonstrate** information analysis for effective communication to the local community, using specific communication tools
- **Demonstrate** the competencies for training local community members regarding HWC
- **Demonstrate** willingness to engage local community members in participatory HWC mitigation
- **Demonstrate** willingness to cooperate with/assist institutions working towards HWC mitigation

5.3 Learning Content:

Handbook for Panchayat members and community Primary Response Teams: Human-Wildlife Conflict Mitigation, taking a Holistic and Harmonious Coexistence Approach



This handbook facilitates comprehension of the basic concepts of biodiversity, wildlife and ecosystem services leading to a profound understanding of the basics of wildlife behaviour and measures to avoid accidental encounters with wildlife, as well as measures for preventing zoonotic and other emerging diseases, taking a One Health approach to HWC mitigation. At the same time, participants are provided with an overview of the measures for mitigating human-wildlife conflict effectively, including adopting HWC-safe livelihoods for reducing their vulnerability to human-wildlife conflicts, and maintenance of the mitigation measures and structures. The section on emergency response plan for HWC-related emergencies in the district and role of community-level Primary Response Teams is meant to encourage the participants to think and discuss their roles in implementing an effective and sustainable HWC mitigation plan in their area.



5.4 Delivery Options

This curriculum is designed such that it can be delivered in a set of up to 5 trainings to complete a training programme cycle over a period of 1-2 months for different Panchayats/ groups of Panchayats, other community members:

A Training programme Cycle over 1-2 months for all new Panchayats / new community-level Primary Response Teams members: Suitable for all existing or new teams.

The sequence presented in the table should be followed as far as possible, however, the curriculum offers enough flexibility to change the sequence.

Table: 5 trainings for enhancing community engagement in HWC Mitigation

SN	RRT	Training	Time/ days	Option for combining with other trainings/ other teams, for enhancing the effectiveness of the training
For community-level RRTs				
1	Community PRT	Basics of wildlife behaviour & measures to avoid accidental encounters with wildlife	0.5	
2	Community PRT + other agencies	Preventing zoonotic and other emerging diseases: Taking a One Health approach to HWC Mitigation	0.5	Combined training of PRTs with paramedical, health workers, agriculture and animal husbandry staff and staff of other agencies
3	Community PRT	Mitigating human-wildlife conflict effectively: maintenance of the mitigation measures and structures (Basic)	1	Basic training on mitigation measures, their management and maintenance of physical structures, and to ensure that mitigation measures used by the community are effective and wildlife-friendly
4	Community PRT +women groups	Adopting HWC-safe livelihoods for reducing the vulnerability to human-wildlife conflicts	1	Joint with PRTs of Landscape, SHGs and other committees This training includes crop protection and crop guarding methods, possible alternate crops and cropping patterns, and value-chain promotion for reducing the risk of HWC Field visits can be included in the training
5	Range RRTs +Community PRTs	Emergency Response Plan for HWC-related emergencies in the district: Role of Community-PRTs	1	Joint training of Range RRTs and community-PRTs. (Range RRTs must have participated in the simulation training on the common emergency plan before this training) This training includes a presentation of the emergency response plan of the district to community PRTs and discussion on their roles, to bring role clarity and receive their feedback. This training should be conducted as a dialogue event

TN- Training; D-Divisional Level RRT; R-Range level RRT; P-Community level PRT

Three-Day intensive training:

A few trainings can be combined and implemented in the form of an intensive two or three-day training, depending on the availability of trainers and resource persons. Sessions can also be delivered at different training institutions and *Krishi Vigyan Kendras (KVKs)*, in a networked fashion, combined with field expeditions.

5.5 Training Plans

Table 10: Sample training plan for a one-day training of Panchayats and community-PRTs

Time	Key training topics and Activity
<i>09.30-10.00: Registration with Tea / Coffee</i>	
10.00 -10.15 Opening Session	<ul style="list-style-type: none"> - Welcome and Introductions - Context of the training - Learning Outcomes - Plan and approach of the training
10.15 -11.00 Basics of wildlife behaviour & measures to avoid accidental encounters with wildlife	<ul style="list-style-type: none"> - Benchmarking exercise/ Brainstorming session to understand the existing knowledge and perceptions among the participants with regard to wildlife behaviour - Expert Inputs on Basics of wildlife behaviour & measures to avoid accidental encounters with wildlife - Questions and clarifications
11.00- 11.30 Mitigating human-wildlife conflict effectively: maintenance of the mitigation measures and structures (Basic)	<ul style="list-style-type: none"> - Brainstorming: What is already being done by people to mitigation HWC? And what more needs to be done? - Expert inputs: An overview of mitigation measures; measures that can be implemented by Panchayats/ farmers/ women groups/ others to ensure health and safety of people, with a focus on the concept of effective and wildlife-friendly mitigation measures - Questions and clarifications- Role of community PRTs
11.30-12.00	<ul style="list-style-type: none"> - Action café: Participants identify mitigation measures, to be focussed for further trainings and support, in their respective areas, and identify specific roles for panchayats, farmers, women groups and others, in implementing these measures with effective coordination across community-groups and with government agencies
12.00- 12.10 pm	Quiz on Do's and Don'ts on human-safety with regard to wildlife behaviour
12.10- 01.00 HWC-Safe livelihoods & One Health	<ul style="list-style-type: none"> - Brainstorming: What is already being done by people to safeguard their crops? And what more needs to be done? - Expert inputs: Adopting HWC-safe livelihoods for reducing the vulnerability to Human-Wildlife Conflicts, with focus on crop protection measures, crop guarding methods, possible alternate crops and cropping pattern, and value-chain promotion for reducing the risk of HWC - Expert inputs: What are the possible activities/ areas of concern for spread of zoonotic diseases? How can these be prevented? Specific relevance of farmers and women groups in ensuring successful integration of One health in HWC mitigation measures and other relevant activities.
01.00- 01.30: Action Cafe	<ul style="list-style-type: none"> - Action café: Participants identify key issues related to crop protection, to be focussed for further trainings and support, in their respective areas, and share good practices/success stories from their area that can be shared with others
01.30- 02.00 pm: Concluding Session	<ul style="list-style-type: none"> - Reflections: Participants reflect on "What is my role in mitigating HWC and for ensuring health and safety of humans and animals, and promoting inter-agency coordination?" - Feedback and evaluation, further capacity development needs, plan for follow-up trainings - Certificates
02.00-03.00 pm	Lunch

Section – VI:

**The Curriculum, Trainer's
Notes and Sample Training
Plans for Implementing
Trainings for Media
Professionals and
Students**



Implemented by

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



Engaging Media for Effective and Efficient Human Wildlife Conflict Mitigation

III-y Students /Bachelor in Mass Media

July 22 - 25, 2019

St. Xavier's College - Autonomous, Mumbai

6.1 About the curriculum 'A Holistic Approach to Communicating Human-Wildlife Conflict Mitigation' for media professionals and students in India

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.

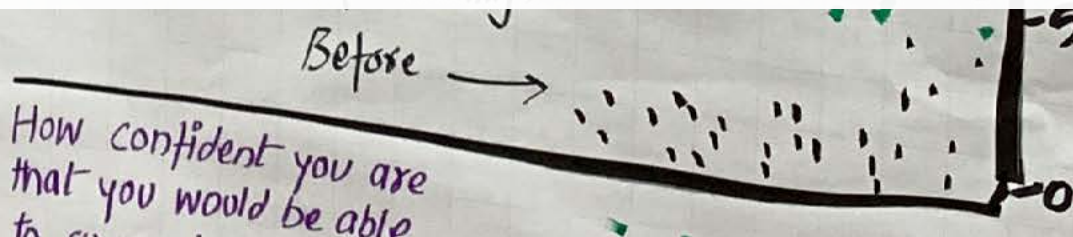
This curriculum is designed to be a stand-alone course to be delivered over a semester for media students, and as an intensive three-day training programme for media professionals. Moreover, because of its modular structure and participatory training methods, it provides enough flexibility to be customised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

The curriculum 'A Holistic Approach to Communicating Human-Wildlife Conflict Mitigation' for media professionals and students in India' has the following components:

- Learning outcomes which are formulated based on the competencies required by media professionals and media students.
- Learning content is a summary of the relevant content modules that forms the background reading material for both participants and trainers.
- Delivery options address the required flexibility in duration/ intensity of the training to facilitate competency-development requirements of the media professionals and media students.
- Training plans are the key instrument that facilitates the trainers in implementing the curriculum to facilitate achievement of learning outcomes for their respective participant groups. The training plan includes a sample session plan indicating the flow of training and required training methods.

The curriculum is implemented using the following training materials:

- Content modules, or Training Resource Material, contain modules that will facilitate both trainers and participants in receiving background information on the training topics
- Learning Journal to facilitate the participant's learning during and after the training. A learning journal is designed to help them capture anything that is of any significance or value to them and may help in enhancing their understanding of the HWC mitigation and One Health concept, in general, and its application in the field, in particular. It is a place for participants to take notes on their observations on people, animals, systems, environment, and processes during the training.
- Posters for preventing accidental encounters with wild animals-in-conflict
- National Human-Wildlife Conflict Mitigation Strategy and Action Plan
- 14 Guidelines on HWC mitigation, with three guidelines focussing on One Health approach



6.2 Learning outcomes of the training programmes for media, based on this curriculum:

6.2.1 Learning outcomes for 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 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 holistic HWC stories effectively
- **Be open** to different viewpoints on HWC

6.2.2 Learning outcomes of the trainings for the media students:

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

- **Outline** the concepts of human-wildlife conflict and ecosystem services in overall development context
- **Debate and discuss** media ethics of reporting and writing on HWC in a constructive manner
- **Empathise** with all the stakeholders of HWC
- **Outline** the legal framework for HWC in India
- **Appreciate** 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

6.3 Learning Content:

Content Module HWC-01:

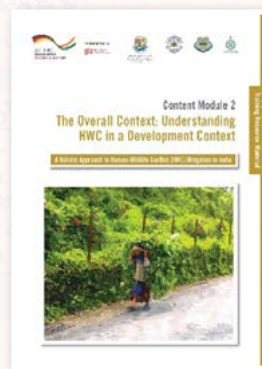
An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach



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 which intends to prevent accidental encounters, and to design effective and wildlife-friendly mitigation measures that are aligned with animal behaviour and ecology.

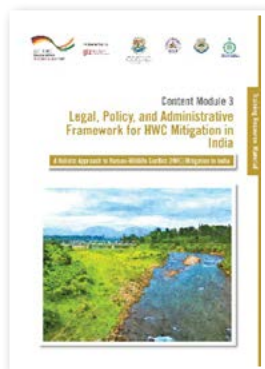
Content Module HWC-02:

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



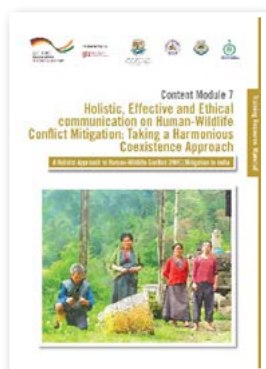
The module elaborates on the interlinkages among biodiversity, wildlife conservation, and livelihood needs, taking a holistic approach to HWC mitigation. It appraises the participants of HWC issues from socio-economic, psychological, ecological and cultural angles. It introduces the concept of stakeholder 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



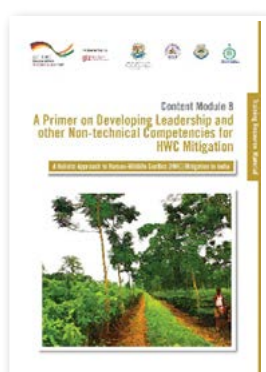
This module provides the conceptual background and introduction to the 'why' and 'how' of facilitating cross-sector cooperation and inter-agency coordination for effective HWC Mitigation. The module lays down a conceptual framework, using a systems thinking approach, to facilitate the participants in establishing the need for such cooperation, 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



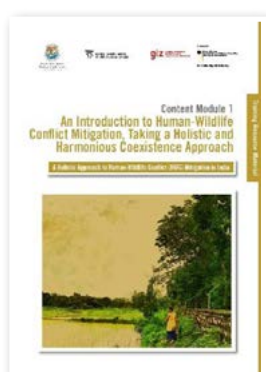
This module sets the base by providing basic information on how media works, an indication of the challenges faced by the media and forest sector in cooperating with each other. The module further facilitates a constructive debate and discussion on holistic, effective and ethical communication on HWC 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, 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.

6.4 Delivery Options

This curriculum is designed such that it can be delivered in the following course structures:

Five-day intensive training: Suitable for working media professionals. Sessions can also be delivered either in physical mode or in online mode.

Five-day intensive in-campus training with two-days of field expedition: Suitable for working media professionals. Three-day in-campus sessions can also be preceded or followed by a two-day field training expedition.

Three-day training expedition:

Suitable for working media professionals. Three-day in-campus sessions can also be preceded or followed by a two-day field training expedition.

One-day workshop with cross-sector participation: Suitable for senior media professionals and editors, for whom a one day or half-day workshop can be organised, also possibly with cross-sector participation. This curriculum can also be used to integrate a session/sessions in any thematic workshop or training for senior media professionals and editors.

A semester-long course/block training for students: Suitable for bachelor and master students of media at national and state level training organisations and universities.

6.5 Training Plans

Table 11: Sample training plan for a three-day intensive training and dialogue with media professionals covering HWC mitigation related communication

TRAINING PLAN	
Day 1	
10:00 - 11:00	<p>Inaugural Session:</p> <p>Opening Remarks, Context and background, Introductions, Benchmarking experiences and expectations</p> <p>An Overview of the training and training approach, Learning outcomes, Plan of Training</p>
11:00 - 12:00	<p>Expert Inputs and Discussion: Context setting with regard to Human-Wildlife Conflict and its Mitigation</p> <ul style="list-style-type: none"> - What is HWC, Systems thinking and holistic approach to address HWC (DPSIR), An overview of mitigation measures, Understanding HWC at a landscape, Key stakeholders and sectors, why a cross-sector approach is critical for HWC mitigation, Why should we (Media) care about HWC?, An overview of basic wildlife ecology and behaviour, and why it is relevant for developing communication on HWC
12:00 - 13:00	<p>Interactive exercise: key issues with media coverage of HWC</p> <p>How does the media communicate on human-wildlife conflict issues?</p> <ul style="list-style-type: none"> - are we communicating on HWC only, or HWC mitigation? - examples of good practices and challenges
13:00 - 14:00	Lunch Break
14:00 - 14:45	Action Café: Group work by participants
14:45 - 15:30	Expert Inputs and Discussion: Key issues and challenges in Media coverage on HWC mitigation
15:30 - 16:30	Expert Inputs and discussion: How to find, pitch and report a story; Exercise: identify a recent incident or study and identify whom to expert interview
16:30 - 17:30	Ethical and other challenges covering HWC and how to solve them
	Participant's self-study, and reflection
Day 2	
10:00 - 10:15	Recap day 1 by participant volunteers
10:15 - 10:45	Brainstorming session: challenges and solutions to improving accuracy and fact checking, challenges and solutions to reducing complexity in HWC communication
	"Did I understand correctly that...?" How to reduce complexity: Some useful approaches
10:45 - 11:30	<p>How to get it right I:</p> <ul style="list-style-type: none"> - Introduction on fact checking what is it and what types are there: Ante fact-checking—fact-checking a story before it is published—and post fact-checking—fact-checking a claim that has been made, or a story that has already been published, - detailed intro into ante-fact checking workflow
11:30 - 13:00	<p>Action café:</p> <ul style="list-style-type: none"> - Find examples of stories that were later corrected or debunked; - check the veracity of some sample images/text/tweets etc.
13:00 - 14:00	lunch break, followed by Energizer
14:00 - 15:00	<p>How to get it right II:</p> <ul style="list-style-type: none"> - post fact-checking (debunking stories; fact checking sites) - Fake news and some strategies to check veracity of images/tweets/video/text - Demonstration: Trainer interviews a Media expert to demonstrate a debunking case
15:00 - 17:00	<p>Concluding session:</p> <ul style="list-style-type: none"> - Benchmarking, Self-assessment on learning outcomes, Feedback and reflections by participants and trainers - Key Takeaways and commitments: Participants share their key takeaways and commitment to participate- as trainers and resource persons- in similar trainings for the local media professionals, facilitated by the Project - Panel discussion on guidelines to strengthen Forest-Media cooperation for effective HWC reporting - Closing Remarks and Certificates

Table 12: Sample training plan for a three-day intensive training for undergraduate media students

Date & time	Activity	Key Themes
DAY 1		
08.00-09.00 am	<i>Registration</i> Welcome, Introductions, Benchmarking experiences, Expected Outcomes, An overview of the schedule, Introduction to the training resource material and approach of training, selection of thematic champions	
09.00-10.30 am	Expert Inputs and discussion	Understanding Human Wildlife Conflict Mitigation in the overall development and landscape context: <ul style="list-style-type: none"> - How media reports on human wildlife conflict issues? - An overview of basic wildlife ecology and behaviour, focussing on leopard and elephant, introduction to the term ‘Human Wildlife Conflict’ - Is human wildlife conflict an issue to be addressed only by the Forest Departments? - Ways of conserving and managing wildlife in a landscape context:
10.30 -11.00 am	Role Play/ Game on HWC mitigation and role of media	Participants divided in 6 groups of 10 members each. 5 members are journalist and the other 5 are observers in a team. Each group interacts with one resource person, playing the role of <ul style="list-style-type: none"> - a scientist– Q Why there is so much human-wildlife conflict? Why tigers and leopards become animals-in-conflict? - a Forest Officer – Q. Why are you not being able to control elephants coming out of the forest? Why are jumbos raiding crops? Then, two resource persons- journalists- play the role of editors – Pitching a human-wildlife conflict story. Leopard/ elephant spotted near a city
11.00-12.00 pm	Knowledge café	<ul style="list-style-type: none"> - What would be my role as a media professional in mitigating human-wildlife conflict? Facilitated by
<i>Home assignment</i>	<i>Self-study and get familiarized with the training resource material on Ecology and behaviour of Key wildlife species in conflict; law, national HWC mitigation Strategy and Action Plan, state-level action plans, policies, HWC mitigation guidelines, SOPs</i>	
DAY 2		
08.00 – 08.30 am	Recap of Day 1	
08.30 – 10.30 am	Panel discussion	Holistic approach to mitigation of Human Wildlife Conflict: <ul style="list-style-type: none"> - What is HWC, basic facts and data; Measures to address the drivers of HWC, and for preventing the conflict, Using a DPSIR Framework - Addressing people’s perceptions and social dimensions of Human Wildlife conflict; facilitating gender-sensitive HWC conflict mitigation - Case studies from other countries on use of landscape approach on HWC - Discussion and inputs from facilitators
10.30 – 11.00 am	A short film followed by Expert Inputs and discussion	Early warning systems for mitigating human-elephant conflict.
11.00-12.00	Case Study	Pick any case study form the national Knowledge and Data Portal on HWC Mitigation
<i>Home assignment</i>	<i>Time to reflect and work on the learning journal</i>	
DAY 3 / July 24		
08.00 –08.30 am	Recap of previous two days by student volunteers	
08.30- 09.30am	Expert inputs and discussion	What are the key issues and challenges in mitigating HWC that media can address and provide solutions for?

Date & time	Activity	Key Themes
09.30-11.00	A Live assignment	Students -in groups-to browse on internet for media coverage on HWC and prepare an analysis report.
11.00-12.00	Hands-on exercise: Expert inputs	Technical writing on HWC mitigation
<i>Home assignment</i>	<i>Time to reflect and work on the learning journal</i>	
DAY 4 / July 25		
08.00-08.30	Recap of previous two days by student volunteers	
08.30 – 11.30am	Thematic Champion Presentations by students	
11.30-12.00pm	Concluding Session and Module Synthesis and evaluation, self-assessment, reflections and commitments by participants. Feedback and evaluation, Participants share their Personal learning goals, Certificate Distribution and group photo where all experts join	


Table 13: Sample training plan for a semester-long training course for postgraduation media students

Week	First Session	Second Session	Third Session
Week 1	Benchmarking experiences, Expected Outcomes, An overview of the schedule, Introduction to the training resource material and approach of training, selection of thematic champions	Understanding Human Wildlife Conflict Mitigation in the overall development and landscape context: How media reports on human wildlife conflict issues?	Introduction to Human Wildlife Conflict'- holistic approach, a quick overview of the National HWC Mitigation Strategy and Action Plan
Week 2	Expert Inputs- An overview of basic wildlife ecology and behaviour, and its relevance to HWC and its mitigation –	Expert inputs and discussion: One Health approach and Zoonotic diseases-	Poster gallery – Dos and Don't when you encounter specific wildlife species in conflict
Week 3	Case study 1: Human-leopard conflict and its mitigation in Haridwar-Rajaji landscape and adjoining landscapes	Case study 2: Living with Leopards in Mumbai	Panel Discussion: with experts drawn from various sectors relevant to the case studies
Week 4	Role play: (student groups enact a scene where media is communicating with key stakeholders on awareness on animal behaviour using the content in these posters (30 min) Feedback on role play from experts	Case study: Private sector engagement in human-elephant conflict mitigation in Kodagu:	
Week 5	Game on HWC mitigation and role of media	Media ethics of reporting and writing on HWC	
Week 6	Students conduct desk research for project pilot sites, to develop their own assessment of people's perception towards HWC, communication and awareness measures in these areas/ other areas that can be applied at these three sites; role of media in strengthening community engagement); students submit @ one question per student to be discussed during the fishbowl discussion, with the expert	Tools for awareness and community engagement on HWC mitigation	Addressing people's perceptions and social dimensions of Human Wildlife conflict; facilitating gender-sensitive HWC conflict mitigation Fish-bowl discussion
Week 7	Students prepare for their media products		
Week 8	Human-Elephant Conflict Mitigation in India	Case studies from other countries	
Week 9	Perspective of the agriculture sector on the issue of HWC	Legal provisions for HWC mitigation in India	Technical writing on HWC mitigation
Week 10	Use of new technology in early warning and rapid response for HWC mitigation	Technical writing on HWC mitigation	Hands-on session to work on the scripts developed by students
Week 11	Students prepare for their media products		
Week 12	Presentation of media products by student groups		Concluding Session and Module Synthesis and evaluation, self-assessment, reflections and commitments by participants. Feedback and evaluation, Participants share their Personal learning goals, Certificate Distribution and group photo where all experts join

Section VII:

**Trainer's Notes and
Sample Training Plans for
Implementing Trainings for
Agriculture Sector Experts
and Students**





7.1 About the curriculum ‘Holistic Approach to Human-Wildlife Conflict Mitigation in India’ for agriculture, veterinary and animal husbandry professionals in India

The training programmes and courses based on this curriculum are intended to create a cadre of HWC mitigation professionals from the agriculture, veterinary and animal husbandry sector, implementing a holistic approach for bringing in enhanced effectiveness and efficiency in HWC mitigation measures in India and working towards innovative crop protection and HWC-safe farming practices.

This curriculum is suitable for in-service as well as probationary Agriculture Research Service (ARS) officers, scientists of the institutions of Indian Council of Agricultural Research, faculty members of the State Agriculture Universities, students of the masters and graduation courses in agriculture, veterinary and animal husbandry. The curriculum has been designed and updated, in alignment with the existing curriculum at the national and state-level training institutes in India.

This curriculum has been designed for a stand-alone intensive course to be delivered over five days. However, because of its modular structure and participatory training methods, it provides enough flexibility and can be customised for delivery over longer durations such as 15 days or one month as well as for shorter training and field expeditions.

The curriculum ‘Holistic Approach to Human-Wildlife Conflict Mitigation in India’ for Agriculture, Veterinary and Animal husbandry professionals in India has the following components:

- Learning outcomes which are formulated based on the competencies required by agriculture, veterinary and animal husbandry professionals
- Learning content, a summary of the relevant content modules, forms the background reading material for both participants and trainers
- Delivery options address the required flexibility in duration/ intensity of the training to facilitate competency-development requirements of agriculture, veterinary and animal husbandry professionals
- Training plans are the key instrument that facilitate the trainers in implementing the curriculum to facilitate achievement of learning outcomes for their respective participant groups. The training plan includes sample session plan indicating the flow of training and required training methods

The curriculum is implemented using the following training materials:

- Content modules, or Training Resource Material, contain modules that will facilitate both trainers and participants in receiving background information on the training topics
- Trainers Guide
- Posters for preventing accidental encounters with wild animals-in-conflict
- National Human-Wildlife Conflict Mitigation Strategy and Action Plan
- 14 Guidelines on HWC mitigation, with three guidelines focussing on One Health approach
- Crop factsheets of crops that are not preferred by current key wild animal species-in-conflict



7.2 Learning Outcomes of the Training Programmes for Agriculture, Veterinary and Animal Husbandry Professionals and Students:

7.2.1 Learning Outcomes for Agriculture, Veterinary and Animal husbandry professionals

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

- **Outline** concepts and issues in Human-Wildlife Conflict mitigation using a landscape approach
- **Differentiate** between different conflict scenarios on the basis of the landscape, location, species involved, and community perception
- **Outline** existing and potential HWC mitigation measures
- **Appraise** each mitigation measure on the basis of its effectiveness and wildlife-friendliness
- **Describe** the success factors required for cooperation with forest sector and other stakeholders in mitigating HWC
- **Analyse** legal opportunities and limitations in conflict management
- **Appreciate** their roles in mitigating HWC in their respective area of work
- **Demonstrate** (in a simulation) animal capture and rescue methods and their applicability to different species (for veterinary and animal husbandry professional only)

7.2.2 Learning Outcomes for Agriculture, Veterinary and Animal husbandry students

At the end of the course, the participants will be able to:

- **Outline** concepts and issues in human-wildlife Conflict mitigation using a landscape approach
- **Differentiate** between different conflict scenarios on the basis of the landscape, location, species involved, and community perception
- **Outline** existing and potential HWC mitigation measures
- **Analyse** each mitigation measure on the basis of its effectiveness and wildlife-friendliness
- **Analyse** legal opportunities and limitations in conflict management
- **Appreciate** their future roles in mitigating HWC in the country
- **Demonstrate** (in a simulation) animal capture and rescue methods and their applicability to different species (for veterinary and animal husbandry students only)

7.2.3 Learning Outcomes for Decision-Makers

By the end of the course, the participants will be able to:

- appraise HWC mitigation planning in the overall agriculture policy and planning context at national and state levels
- appraise different plans and programmes in agriculture sector for their potential leveraging and synergistic value to HWC mitigation
- Outline an action plan for HWC mitigation related research to promote HWC-safe farming practices and wildlife-friendly and effective HWC mitigation measures
- demonstrate the leadership skills required for promoting a shared understanding of HWC mitigation approaches with the forest sector

Translating HWC Mitigation

Engaging other Sectors and Stakeholders

Key Sectors

- RAILWAYS**
- Tea gardens**
- Tea gardens**
- Tea gardens**
- Tea gardens**
- Defence**
- RAILWAYS**
- FRINGE VILLAGES & Tea Garden Workers**
- Fishing & Agriculture**
- Local Public Representatives**
- Electricity**

How Do They Impact HWC

- Affecting elephant corridors.
- Loss of human life & property.
- Habitat Fragmenting
- Inter Sectoral Tussle
- Animal Deaths & Negative publicity
- TE: Socio-Eco condition of TE labourers & their relation with HWC
- Defence: Strategic Location & Corridor blockage.
- WILDLIFE DEATHS & INJURY
- BIOTIC PRESSURE ESCALATES HWC
- Public representatives can help defusing of elephants from human landscape by minimizing public anger. Also play role in compensation payment
- Reduction of Electrification

How do we communicate with them?

- Periodic meeting & daily bilateral communication.
- Bulk SMS, direct phone calls & regular meetings.
- TE: Awareness meeting with TE Managers & Labourers Training on HWC mitigation
- Defence: Meeting with persons Awareness generation
- INTER-DEPARTMENTAL CO-ORDINATION MEETINGS & TRAINING
- JFMCs MEETING & AWARENESS
- At block level and District level meeting with representatives of Panchayati Raj institutions
- District level co-ordination committee.

How the HWC situation has changed?

- Reduction in number of WL Deaths.
- Confidence building leading to better HWC management
- Awareness amongst HWC TE labourers has reduced accidental encounters.
- Interaction with Army persons helped to mitigate (reduce) HWC
- NO OF WILDLIFE DEATHS & INJURY DECREASED
- LOCALS ARE NOW AWARE OF WILDLIFE & FOREST CONSERVATION
- Chances of electrification reduced

Because of Co-operation?

- Track elevation, making underpass & reduction in speed.
- More responsibility from TG Management.
- Acceptance of co-existence of people & wildlife
- Army: Alternate plans to clear the corridor blockage.
- FINANCING UNDER-PASSES BY RAILWAYS & KEEP SPEED LIMIT AS PER PROTOCOL
- MORE CO-OPERATION DURING HWC SITUATION. UTILIZE JFMC funds to MITIGATE HWC.
- Regular checking & illegal hooking and maintenance of supply wire.

What needs to be done more by them?

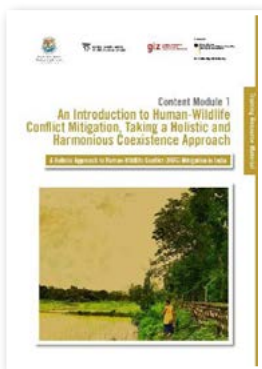
- Sensitization of Driver & Gangmen.
- Awareness, Creation of volunteers (PRT) & ENS.
- Provide more funds and Man power to tackle HWC
- High level meeting & framing policies to mitigate HWC
- MATED CORRIDORS TO BE SHARED FOR NEW PROJECTS
- RE-LOCATION & RE-HABILITATION OF FOREST VILLAGES
- To speak against encroachment attempts openly.
- They must remain impartial while surveying for compensation payment.
- To convince them for remaining impartial for compensation payments
- To continuously engage with them to help them aware of various wildlife and forest acts and importance.
- Landscape level improved co-ordination.

What needs to be done more by US!

7.3 Learning Content:

Content Module HWC-01:

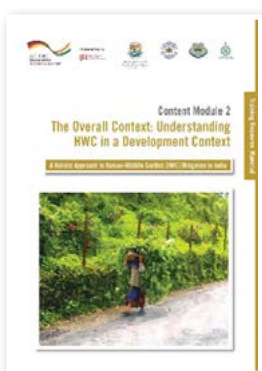
An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach



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:

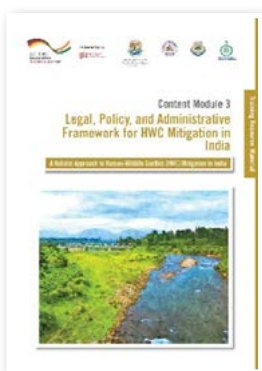
The Overall Context: Understanding HWC in a Development Context



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.

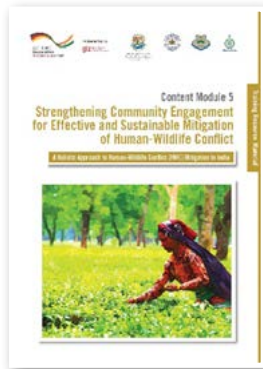
Content Module HWC-03:

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



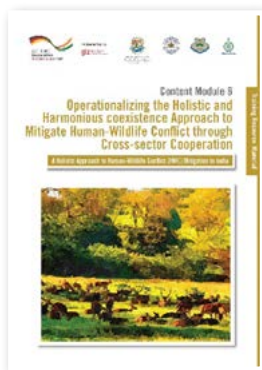
This module facilitates a discussion on the conservation ethos of India in relation to its legal framework. It presents an outline and brief history of international conventions and treaties relevant to the conservation of wildlife and, in particular, to HWC mitigation. The primary aim of this module 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



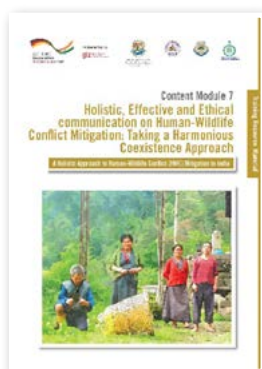
The module elaborates on the interlinkages among biodiversity, wildlife conservation, and livelihood needs taking a holistic approach to HWC mitigation. It appraises the participants of HWC issues from socio-economic, psychological, ecological and cultural angles. It introduces the concept of stakeholder 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



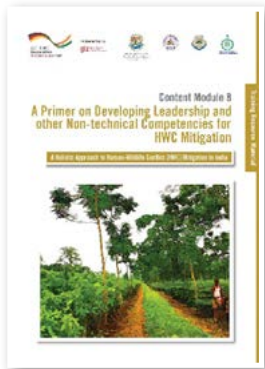
This module provides the conceptual background and introduction to the 'why' and 'how' of facilitating cross-sector cooperation and inter-agency coordination for effective HWC Mitigation. The module lays down a conceptual framework, using a systems thinking approach, to facilitate the participants in 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



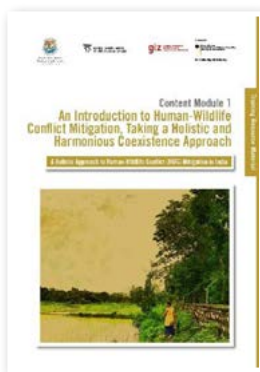
This module sets the base by providing basic information on how media works, an indication of the challenges faced by the media and forest sector in cooperating with each other. The module further facilitates a constructive debate and discussion on holistic, effective and ethical communication on HWC 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 Agriculture Sector Professionals



To facilitate the participant's learning during and after the training, 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.



7.4 Delivery Options

This curriculum is designed such that it can be delivered in the following course structures:

Five-day intensive training: Suitable for IRS probationary officers at the national academy, training of newly joined faculty and scientific experts at national and state institutions and universities. Some sessions can also be delivered at different forest-wildlife training institutions, in a networked fashion, either in physical mode or in online mode.

Five-day intensive in-campus training with two-days of field expedition: Suitable for IRS probationary officers at the national academy, training of newly joined faculty and scientific experts at national and state institutions and universities, as well as experts from KVKs. Three-day in-campus sessions can also be preceded or followed by a two-day field training expedition.

Five-day intensive training with cross-sector participation:

Suitable for in-service agriculture, veterinary and animal husbandry forest officers, including experts from KVKs, where their training can be joined by officers and professionals from the forest-wildlife, public health, disaster management, police and other relevant sectors.

One-day workshop for decision-makers, mid-career training participants, or participants of any thematic workshop at national and state-level institutions: Suitable for senior officers, directors of institutions, and other decision makers for whom a one day or half-day workshop can be organised, also possibly with cross-sector participation. This curriculum can also be used to integrate a session/sessions in any thematic workshop or training.

A semester-long course/block training for graduation and post graduation students: Suitable for bachelor and master students of veterinary, agriculture and other similar subjects at institutions and State Agriculture Universities.

7.5 Training Plans

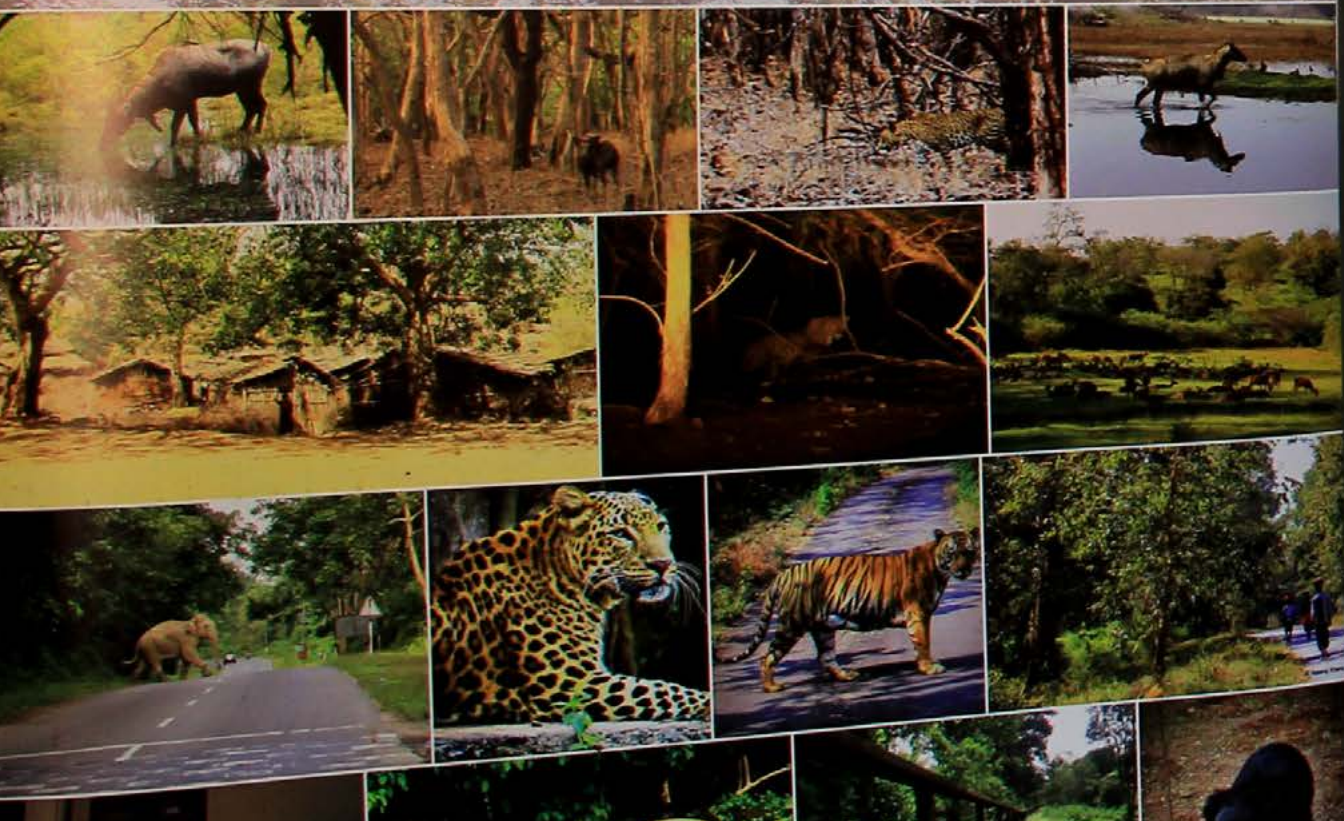
Table 14: Sample training plan for a two-day training of trainers of the faculty members and experts from agriculture and veterinary sector

Date	Activity	Key Themes
DAY 1		
	<i>Registration by using Online Link</i>	
09.00-09.30 am	Welcome and Introductions	
09.30-10.30 am	Benchmarking experiences, Thematic Champions, Expected Outcomes, An overview of the schedule, Resource material and Approach of the training	
10.30 am-12.00 pm	<p>Introduction to Human-Wildlife Interaction and Human-Wildlife Conflict Mitigation, and the overall development context:</p> <p>Expert Inputs: What is HWC, basic facts and concepts, Overall development context, holistic approach to HWC mitigation using Drivers-Pressure-State-Impact-Response framework, an overview of existing mitigation measures, an introduction to harmonious coexistence approach, key relevant wildlife species-in-conflict</p> <p>Brainstorming on drivers-pressures, and mitigation measures in the landscape</p>	
12.00-01.00 pm	<p>Tools and Techniques for Effective and Efficient HWC Mitigation:</p> <p>Expert inputs on overview of HWC mitigation measures, taking a holistic approach; Effective and wildlife-friendly mitigation measures; planning, implementation, monitoring and evaluation of HWC mitigation measures using conventional and advanced field methods</p> <p>Expert inputs on overview of alternative crops and cropping patterns, crop guarding measures, Six HWC Mitigation Instruments for a Holistic Approach</p> <p>Group work - Using the effectiveness-wildlife friendliness criteria for evaluating selected mitigation measures</p>	
01.00-02.00 pm	Lunch break	
02.00-02.30 pm	<p>Presentation of the Groups</p> <p>Brainstorming on selected mitigation measures</p>	
02.30- 03.15 pm	<p>Policy, Legal and Administrative Framework for Efficient Mitigation of Human-Wildlife Conflict (HWC):</p> <p>Brainstorming: What is already being done to mitigate HWC? And what more needs to be done?</p> <p>Expert Inputs: National and state-level plans, guidelines and advisories on HWC mitigation, including the National HWC Mitigation Strategy and Action Plan, Supplementary framework for establishment and capacity development of response teams, guidelines, advisories, PMFBY, livestock insurance schemes, crop damage assessment methods</p>	
03.15-04.00 pm	<p>Expert inputs One Health, Prevention of zoonotic diseases during HWC mitigation operations and occupational health and safety of RRTs, farmers and women</p> <p>Expert inputs HWC-safe livelihoods and climate-smart agricultural practices and how to promote these</p> <p>Brainstorming</p>	
04.00-04.15 pm	Briefing on Trainers Laboratory	
04.15-04.45 pm	Fishbowl: What could be the possible anchors for integrating a topic of HWC mitigation in my courses? What could be interesting research projects that I could think of on the theme of HWC mitigation?	
04.45 -05.00 pm	Recap and end of Day 1	

Date	Activity	Key Themes
DAY 2 May 16, 2023 TUESDAY		
09.00-09.15 am	Recap of Day 1	<i>By participants</i>
09.15-10.00 am	<p>Stakeholder Engagement Using an Inclusive Approach and Institution Building, Mainstreaming HWC Mitigation: Cross-sectoral Cooperation</p> <p>Expert inputs on the three-tiered system of response teams as per the HWC-NAP, and instruments for inter-agency coordination; the role of the local communities, mainstreaming of HWC mitigation into plans and programmes of rural development and Panchayati Raj, for sustainability</p>	
10.00-11.00	<p>Trainer's Laboratory:</p> <p>Participants join as co-trainers to deliver a short online awareness session to farmers from Kodagu, Haridwar-Rajaji and Gorumara (three parallel awareness sessions, participants can choose their groups) to demonstrate the knowledge and skills practiced so far (All participants from Three landscapes)</p>	
11.00- 11.30 pm	<p>Reflections from the Farmer's Training</p> <p>Moderated discussion</p>	
11.30-12.30 pm	<p>Assessment café:</p> <p>Quiz on all topics covered during the training</p>	
12.30-1.30 pm	<p>Concluding Session:</p> <p>Reflections: Participants reflect on "From now onwards, how will I contribute to mitigating HWC and ensuring effectiveness and efficiency in all my trainings, courses and awareness programmes?"</p> <p>Further Training Needs: Participants identify key competencies to be focussed for further training and support</p> <p>Feedback and evaluation, Benchmarking experiences and commitments by participants on their continuous efforts on their capacity development needs</p> <p>Certificates</p>	

Section VIII:
**Trainer's Notes and
Sample Training Plans for
Implementing Training on
One Health**

Human Wildlife Conflict Mitigation in India



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8.1 About the curriculum “Taking a One Health Approach to HWC Mitigation” for forest, agriculture, veterinary, animal husbandry, public health and media professionals in India

The training programmes and courses based on this curriculum are intended to create a cadre of professionals from the forest, agriculture, veterinary, animal husbandry, public health and media sector, implementing a One Health approach in all their plans and programmes.

This curriculum is suitable to be delivered as a stand-alone training for the professionals and students of forest, agriculture, veterinary, animal husbandry, public health and media sectors; or as an embedded module in the HWC mitigation or other training. The curriculum is also suitable for the Raid Response teams of these sectors, panchayats and community-level primary Response teams.

This curriculum has been designed for a stand-alone intensive course to be delivered over five days. However, because of its modular structure and participatory training methods, it provides enough flexibility and can be customised for delivery over longer durations such as 15 days or one month as well as for shorter training and field expeditions.

The curriculum “Taking a One Health Approach to HWC Mitigation” for forest, agriculture, veterinary, animal husbandry, public health and media professionals in India has the following components:

- Learning outcomes which are formulated based on the competencies required for taking a One Health approach by forest, agriculture, veterinary, animal husbandry, public health and media professionals.
- Learning content, a summary of the relevant content modules, forms the background reading material for both participants and trainers.
- Delivery options address the required flexibility in duration/ intensity of the training to facilitate competency-development requirements of forest, agriculture, veterinary, animal husbandry, public health and media sector professionals.
- Training plans are the key instrument that facilitate the trainers in implementing the curriculum to facilitate achievement of learning outcomes for their respective participant groups. Training plan includes a sample session plan indicating the flow of training and required training methods.

The curriculum is implemented using the following training and resources materials:

- Content modules, or Training Resource Material, contain modules that will facilitate both trainers and participants in receiving background information on the training topics
- Trainers Guide
- Posters for preventing accidental encounters with wild animals-in-conflict
- National Human-Wildlife Conflict Mitigation Strategy and Action Plan
- 14 Guidelines on HWC mitigation, with three guidelines focussing on One Health approach

8.2 Learning Outcomes:

8.2.1 Learning outcomes for participants of the five-day intensive training (Face-to-face*) for senior and mid-management level officers and trainers, with cross-sector participation

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

- **appraise** different human-animal interface scenarios and demonstrate knowledge on how interactions between human and animal populations and environmental changes can lead to zoonotic and other emerging diseases
- **outline the** concept and approach of One Health and its application in the context of wildlife and protected area management and HWC mitigation
- **demonstrate** the skills required for implementing measures to prevent or control zoonotic and other emerging diseases
- **appraise** the benefits and challenges of operationalizing One Health approach in wildlife, veterinary, animal husbandry and public health sectors, from a transdisciplinary perspective
- **Demonstrate** the skills required for promoting a shared understanding on One Health approach to HWC mitigation among key stakeholders
- **Demonstrate (in a simulation)** the application of One Health approach to plan, implement, monitor and evaluate HWC mitigation measures

8.2.2 Learning outcomes for participants of the five-day intensive training for front-line staff of forest, veterinary, public health and administration, with cross-sector participants

At the end of the course, the participants will be able to:

- **Illustrate** the different human-animal interface scenarios and demonstrate knowledge on how interactions between human and animal populations and environmental changes can lead to zoonotic and other emerging diseases
- **outline** the concept and approach of One Health and its application in the context of wildlife and protected area management and HWC mitigation
- **appraise** the benefits and challenges of operationalizing One Health approach in wildlife, veterinary, animal husbandry and public health sectors from a transdisciplinary perspective
- **demonstrate** field application of measures to prevent or control zoonotic and other emerging diseases during HWC mitigation related operations
- **demonstrate** the skills required for working in joint cross-sector and inter-agency teams, to implement field measures required for operationalizing One Health approach for HWC mitigation

8.2.3 Learning Outcomes for participants of the One-Day training for Panchayat members, farmers, women groups and other members/institutions of local community

By the end of the course, the participants will be able to:

- outline the different human-animal-wildlife interface scenarios that can lead to zoonotic and other emerging diseases
- outline the concept and approach of One Health
- demonstrate the basic measures to prevent zoonotic and other emerging diseases in their day-to-day operations
- Be open to support the joint cross-sector and inter-agency teams, in implementing field measures required for operationalizing One Health approach for HWC mitigation

8.2.4 Learning Outcomes for participants of Semester course for bachelor and master students

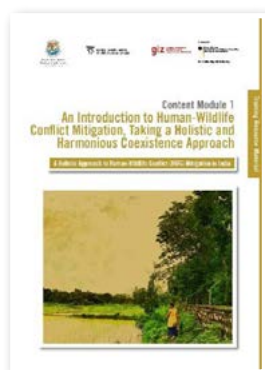
At the end of the training, the participants will be able to:

- appraise different human-animal interface scenarios and demonstrate knowledge on how interactions between human and animal populations and environmental changes can lead to zoonotic and other emerging diseases
- outline concept and approach of One Health and its application in the context of wildlife, protected area management and HWC mitigation
- illustrate the measures to prevent or control zoonotic and other emerging diseases
- describe the success factors required for operationalizing One Health approach in wildlife, veterinary, animal husbandry and public health sectors, from a transdisciplinary perspective
- Demonstrate the skills required for promoting a shared understanding on One Health approach to HWC mitigation among key stakeholders

8.3 Learning Content:

Content Module HWC-01:

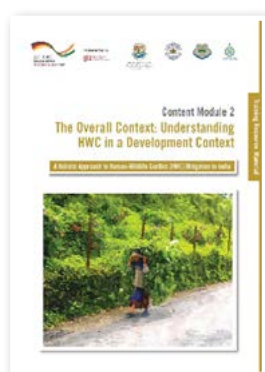
An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach



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.

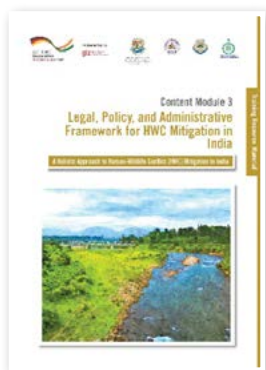
Content Module HWC-02:

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



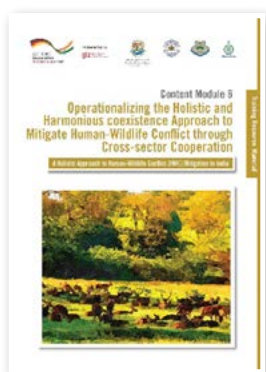
This module facilitates a discussion on the conservation ethos of India in relation to its legal framework. It presents an outline and brief history of international conventions and treaties relevant to the conservation of wildlife and, in particular, to HWC mitigation. The primary aim of this module 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



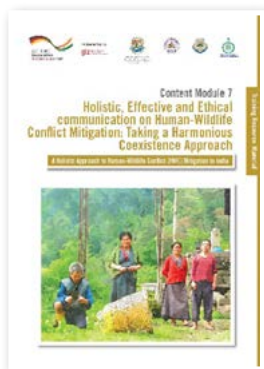
The module elaborates on the interlinkages among biodiversity, wildlife conservation and livelihood needs taking a holistic approach to HWC mitigation. It appraises the participants of HWC issues from socio-economic, psychological, ecological and cultural angles. It introduces the concept of stakeholder 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



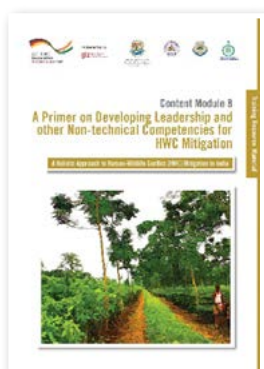
This module provides the conceptual background and introduction to the 'why' and 'how' of facilitating cross-sector cooperation and inter-agency coordination for effective HWC Mitigation. The module lays down a conceptual framework, using a systems thinking approach, to facilitate the participants in 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



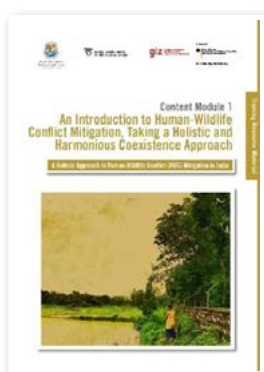
This module sets the base by providing basic information on how the media works, an indication of the challenges faced by the media and forest sector in cooperating with each other. The module further facilitates a constructive debate and discussion on holistic, effective and ethical communication on 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 One Health Professionals



To facilitate the participant's learning during and after the training, 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.



8.4 Delivery Options

This curriculum is designed such that it can be delivered in the following course structures:

Five-day intensive training with cross-sector participation:

Suitable for faculty and experts from forest-wildlife, agriculture, veterinary and public health institutions, field practitioners, officers from the forest department, animal husbandry departments, district administration and public health sector professionals.

Sessions of this course can also be delivered at different training institutions in a networked fashion using hybrid mode.

Five-day intensive training for the include staff after administration with cross-sector participation:

Suitable for front-line staff of forest, veterinary and public health sector, including field response teams of forest departments, field teams of veterinary, snake rescuers, mahouts, hospital staff dealing with emergencies, animal husbandry experts and civil defence volunteers engaged in wildlife issues.

One-day training for Panchayat members, farmers, women groups and other members/ institutions of local community:

Suitable for members from the local community in rural/urban areas, who have direct interaction with domestic animals, or those living in close proximity to wild animals, or at HWC hotspots and civil defence volunteers engaged in wildlife issues.

A semester-long course / block training for students:

Suitable for bachelor and master students of wildlife, veterinary, agriculture and public health.

8.5 Training Plans

Table 15: A sample training plan for a one-day training on Occupational Health and Safety and One health for field-level forest officers

Time	Key sessions and activities
10:00-10:20	Welcome and introductions, Context setting, An overview of the training, training approach, Plan of implementing One Health measures
10:20-11:00	Expert inputs and discussion: Zoonotic diseases and need for occupational health and safety <ul style="list-style-type: none"> - Brainstorming on current health and safety measures - Expert inputs <ul style="list-style-type: none"> o An overview of the zoonotic diseases o How does it affect the field teams and wild animals o Tools and case studies on OHS measures - Clarifications and reflections & translation if required
11:00-12:00	Virtual Simulation 01 (Addressing a field situation: Occupational Health and Safety measures during capture and driving operation in regard to zoonotic disease) <p>Diagnosing the problem; identifying risk areas, precautions to be taken before, during and after field operations, planning and field implementation; decision making system within RRT; coordination with PRTs and other departments; Incidence Reporting</p>
12:00-01:00	Post simulation brainstorming (knowledge cafe): <ul style="list-style-type: none"> - Expert Inputs: Key elements of the Occupational health and safety guidelines for the field response teams - Reflections: Key questions and discussion
01:00-02:00	Lunch
02:00- 03:00	Virtual Simulation 02: (Addressing a situation in field: spread of disease from people to wild animals) <p>Diagnosing the problem; identifying risk areas, animal health monitoring, precautionary measures to be taken; brief discussion and planning; reporting and decision making</p>
03:00-04:00	Post Simulation brainstorming (knowledge cafe): <ul style="list-style-type: none"> - Expert Inputs: Overview of the animal health monitoring equipment and protocols - Reflections: Key questions and discussion
04:00-04.30	Moderated discussion (fishbowl method): <p>Key issues and procedures involved in ensuring occupational health and safety of field teams, and health of wild animals</p>
04:30-05:00	Concluding Session: <ul style="list-style-type: none"> - Training Synthesis and evaluation, reflections and feedback by RRTs - Confirmation of personal learning goals by the participants
	End of the Training

Section IX:

**Trainer's Notes for
Planning, Implementing
and Evaluating Training
Using Participatory Training
Methods**

Cafe I

Types of Competencies

TECHNICAL
COMPETENCIES

C for Promoting
harmonious
Co-Existence

C for Effectiveness
& Efficiency

for Learning

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9.1 The Participatory Approach

To 'participate' means to join in, to take part, to involve oneself. 'Participation' in social and educational science is an umbrella term. It has often to do with involving people in projects, policy reviews or ideas to encourage decision making and self-empowerment.

A participatory approach to group events such as training courses and workshops aims at motivating the group members to play an active role in the learning process.

Active participants get more enjoyment out of the training. They learn more, and for them, the outcome is much more sustainable. There are six principles involved in achieving effective participation:

- self-regulation (rather than demanding discipline from participants only)
- participation and cooperation (allow participants to contribute)
- challenge orientation (rather than provide run-of-the-mill solutions)
- dynamic visualisation (as an alternative to static visualisation)
- facilitation (rather than top-down teaching)
- continuous evaluation (as opposed to end-of-the-course feedback only).

The first step is to engage the attention of the participants. This is followed by stimulating interaction within the group. Ideally, a trainer provides a setting, atmosphere, and learning process, which leads the participants to establish small working groups, discuss with each other, interact, evaluate, improve and finally try out solutions. Then they come back to the larger group, where they re-evaluate solutions. Reflection on the results can help participants integrate the new information gained from the group work and leads to ownership of the knowledge generated. This process is not only effective for the training context but can be used in any democratic decision-making process.

Thus, participatory trainers subscribe to humanistic values and democratic ideals. Encouraging participants to express themselves in a structured way (for example, using dynamic visualisation techniques) and to elucidate what they mean and/or want often helps overcome centralistic ideas where only the one in power decides 'what is best for all.' In a totalitarian state, children (in schools) and adults (in public) are not encouraged to think critically. With participatory methods, it is possible to initiate efficient and effective bottom-up processes. When people get a chance for real participation, they are ready to take real responsibility.

Experience has shown that participatory approaches can unify even the most heterogeneous groups: men and women, old and young, participants from different sectors, functional groups, regions, or countries. If participation reaches 'the heart and the head,' people can decentralise—i.e., to include those on the fringes in the broader framework.

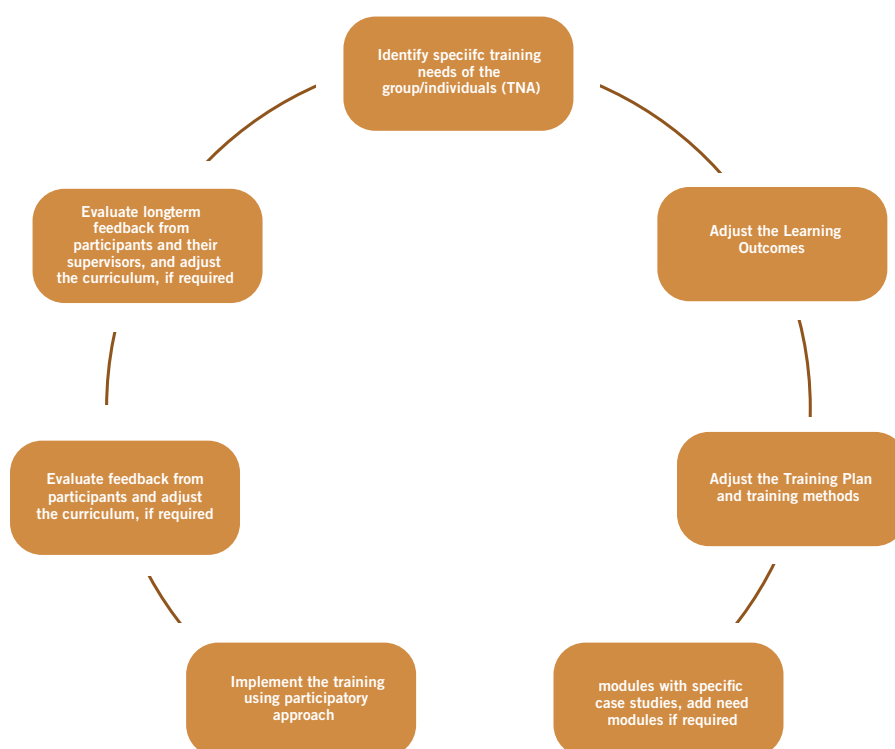
9.2 Guidance on planning trainings using this curriculum, taking a participatory approach

9.2.1 Overview of participatory approach:

Essentially, the participatory approach is much more than just a ‘training method’ or a ‘technique’. It is about believing in enabling participants to become active, responsible, and take ownership of their learning outcomes. In a participatory training, learning occurs through the active involvement of the trainees and it is the learners who develop the answers themselves.

The existing curriculum only provides a framework and resources for implementing the training courses on ‘Holistic approach to HWC mitigation’ in general. The trainers may need to, however, customize the learning outcomes and training plans from this framework if they have fewer number of days available for the training, or if they have a mixed group of participants, or if the participants have special training needs, as per the results of the TNA. Supplementing the content modules with local and regional case studies is also one customisation need that is anticipated.

Customisation of curriculum and training material to implement training courses should take a systems approach, in a stepwise participatory process. The process of customising the curriculum should, therefore, involve the following steps, not necessarily to be implemented by the trainers on their own, but it will be important for the trainers to gather support and coordinate within their system to ensure effective implementation of these steps:



9.2.2 Assessing specific training needs of the batch/individual participants:

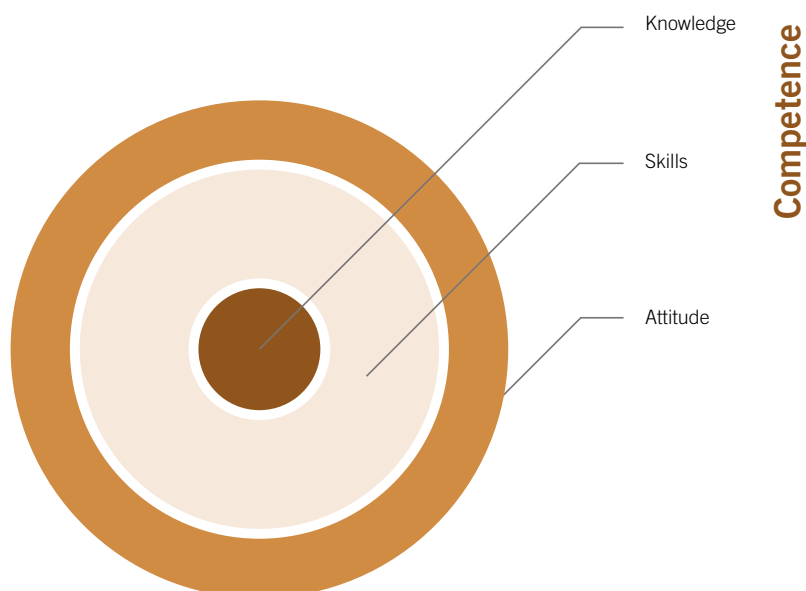
Training Needs Assessment (TNA) is an instrument to systematically assess who needs what training in an organisation or system. Training needs can be assessed in two ways: firstly, by conducting a job analysis or task analysis, i.e., by identifying the gaps in the required and existing levels of skills, knowledge and attitudes to carry out their tasks (task and job analysis); secondly, by assessing the required update in knowledge, skills and attitudes in the personnel owing to organisational or policy changes or emerging issues such as HWC mitigation, climate change (organisational analysis, refresher trainings).

TNA should always be undertaken well before the commencement of the training, to ensure that there is sufficient time to incorporate the results of TNA into the training plan, materials and methods, or maybe in exceptional cases even to adjust the duration of the training.

Identify Training Needs based on the competencies required

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.

- Knowledge provides an awareness and understanding of the conceptual and technical basis for the tasks to be performed as part of one's job.
- Skills ensure the ability to perform those tasks efficiently, reliably and consistently.
- Attitude and values help ensure that one remains motivated and result-oriented, and completes the tasks professionally and ethically. This is also referred to as 'soft skills'.



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 or ministry classify each post with a clear job description and the competencies required and carry out competency mapping of all its employees.

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 forest staff 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.

9.2.3 How is a competencies-based approach different from the conventional approach?:

Table 16: Difference in conventional training approach and a participatory training approach

Conventional approach	Competence-based approach
What the participants need to know?	<p>What are the specific tasks required for the job of participants? (What a person should be able to do after the training).</p> <p>What are the variables associated with the task and range of conditions under which the person should be able to demonstrate competence?</p> <p>What knowledge is required for the person to be competent?</p> <p>Which behaviour and soft skills are necessary for the person to be competent?</p> <p>How can the participants be evaluated and certified for being competent?</p>

9.2.4 Process of identifying training needs:

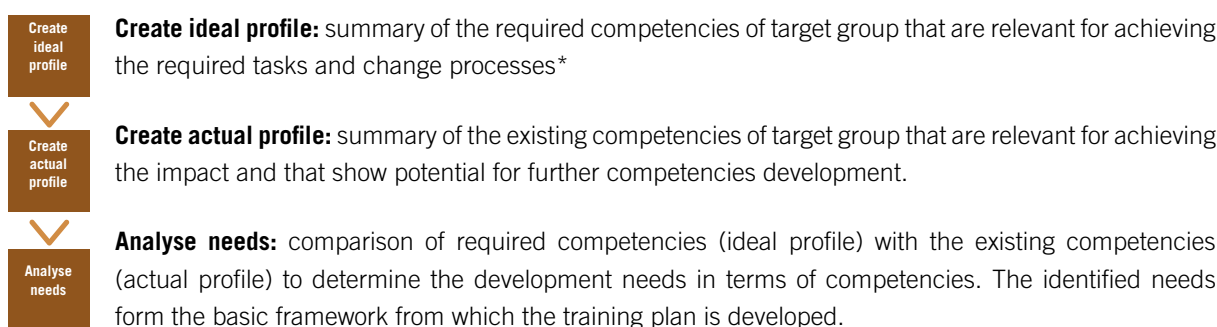
A training needs assessment should be conducted to identify individuals' current level of competency, skill or knowledge in areas relevant to performing their duties and compare that competency level to the required competency standard established for their positions or other positions within the organization.

The difference between the current and required competencies can help determine training needs. Rather than assume that all employees need training or even the same training, management/trainers can make informed decisions about the best ways to address competency gaps among individual employees, specific job categories or groups/teams.

Conducting Training Needs Assessment

Tool 1: Competencies-based Training Needs Assessment

The key steps of the competencies-based TNA:



** An important step is to conduct a situation analysis of the specific scenario related to HWC mitigation, especially with regard to areas of significant importance, including recent changes in policy framework, innovations and good practices etc to adjust the capacity needs of the target audience with regard to the expected change.*

Types of competence	Specific competencies	Required level of competence	Existing level of competence	Competence gap	Trainable competence gap?
Technical competencies: applying Technical knowledge and skills to mitigate HWC					
Competencies for promoting harmonious coexistence : promoting shared understanding among key stakeholders					
Competencies for effectiveness and efficiency: driving outcomes & delivering effectively					
Competencies for learning & Innovation: Getting future ready					

9.3 Designing and customising the training, using a participatory approach

9.3.1 Reflections for designing and customising a curriculum to address organisational and individual capacity gaps:

Before starting the process of customisation, reflect on the following:

- What are the specific tasks required for the job of participants? (What a person should be able to do after the training), What are the variables associated with the task and range of conditions under which the person should be able to demonstrate competence?
- Why the training is required? What needs to be changed in the competence level of participants?
 - What knowledge is required for the person to be competent?
 - Which behavior and soft skills are necessary for the person to be competent?
- How can the participants be evaluated and certified for being competent?
- Qualification/ profile of the participants
- Required expertise of trainers and resource persons
- Available duration for the training. Is it an isolated training or
- Training approach to be used, as well as methods, tools, material and equipment to be used
- Required logistics
- Results of the TNA, if available

Then reflect on some of the logistical aspects:

- How long the training can be and what activities can be covered within the available time?
- What is it that is the learning priority for this set of participants?

Identify appropriate learning objectives. The next section provides detailed notes on customising learning outcomes:

9.3.2 Customising learning outcomes for the training

Before you start working on customisation of learning outcomes, it is relevant to understand the significance of the learning outcomes- formulation of each learning outcomes and the interconnectedness of the set of learning outcomes placed in the curriculum.

What are learning outcomes?

Learning outcomes are the changes that the course is expected to bring about in the knowledge, skills and attitude of the participants.

Whose learning outcomes?

A key feature of the participatory approach to training methods is that the responsibility for the achievement of learning outcomes rests jointly on the participant and the trainer. This joint responsibility helps shape the way the training is implemented too allow participants to express their views and opinions and provide feedback and allow the trainer to adapt the flow of the course.

Why learning outcomes?

Learning outcomes are a guiding light for the participants as well as for the trainer, in terms of both content and training methods, and influence the overall conduct of the course:

1. Learning outcomes facilitate content and training methods to be used for specific sessions.

If a learning outcome is the participants becoming able to ‘outline concepts and issues related to HWC,’ then the content will be an overview of the basics of conflict management, policies and issues in this area and some good practices.

But if the learning outcome is the participants becoming able to ‘outline concepts and issues related to HWC and demonstrate the importance of media reporting for effective conflict resolution in forests and nearby villages and/or towns and communication for HWC mitigation,’ then the content will be more elaborate than in the previous situation, and the participants will be provided with more hands-on exercises such as role-plays, simulation and small work assignments where they can demonstrate that media reports on waste issues can bring about a positive change.

If the learning outcome is a step further, i.e., ‘the participants can use and organise the scientific information available from different sources for developing media products and to integrate the importance of ethical and effective human-wildlife conflict mitigation into mainstream issues,’ then the participants must also be facilitated to work on special media products, such as films, blogs or news articles, where they research and analyse the issue of human-wildlife conflict, conduct fieldwork and make the media product on the basis of their findings, which will be peer-reviewed by a mixed group of experts with human-wildlife conflict mitigation and media backgrounds.

2. Thinking through learning outcomes helps more efficient planning of the time re-quired for each module/course. For example, if the learning outcomes are only in the domain of understanding the issues, then a shorter duration will be sufficient for the course, but if the learning outcome is the participants acquiring skills to develop media products, then a longer duration will become necessary.

3. Learning outcomes also guide the feedback and evaluation criteria and therefore help the course to be more effectively adapted.

When and How to customise/ formulate Learning Outcomes?

The effectiveness of the learning outcomes depends on how smartly these are formulated. SMART learning outcomes are:

Specific—be as clear as possible (not vague)

Measurable—this makes it easier to know if the objectives have been achieved.

Achievable—be realistic in their expectations (A higher learning outcome needs more time investment from the trainer as well as participants. So if there is less time, the learning outcome must also be toned down accordingly.)

Relevant—related to the overall topic, theme and target group.

Timebound—have a clear timeline.

Each training can have three to seven learning outcomes that address different dimensions of the individual competencies (e.g., knowledge, skills, and attitudes).

Module/ session-specific learning outcomes help answer these questions: What should participants know by the end of the sessions—the ones focusing on knowledge sharing?

What should participants be able to do by the end of the session/s, i.e., sessions focusing on skill development?

What should participants be able to demonstrate by the end of the session/s, i.e., sessions focusing on change in perception and attitudes ?

As learning outcomes are the backbone of any training course, any change in the learning outcome will require a proportionately greater change in the training plans, methods and most significantly- the outcome of the training. Therefore, customisation of learning outcomes should be done through a participatory process with representatives of the management, the course coordinators/ director, faculty members, the trainer/s, and may be a selected set of the potential participants to ensure that the learning outcomes are fully accepted by everyone and they are aligned with the overall purpose, direction and expected outcomes of the training.

The method of developing baseline expectations is detailed in section X. It is a good practice to evaluate the expected-Vs-achieved learning outcomes of training, analyse the trends, which, in combination with the other feedback, will provide key insights on the need to make necessary changes in the training plan/content/methods if certain learning outcomes are not achieved by majority of the participants. Sometimes, the learning outcome itself may require customisations.

Tool 2: Matrix of Learning Outcomes

Below is a table with examples of verbs that can be used in learning outcomes¹

Subject knowledge and understanding: recall information, explain in own words	Intellectual skills: analysis, synthesis, evaluation, problem solving	Practical skills: laboratory, workplace, field skills	Transferable/key communication, working skills: team-building, cooperation, collaboration
Arrange	Apply	Use	Write
List	Calculate	Assemble	Present
Memorize	Classify	Repair	Cooperate
Recall	Complete	Diagnose	Assist
Outline	Design	Organise	Plan
Record	Demonstrate	Make	Empathise
Repeat	Interpret	Navigate	Finish
Reproduce	Solve	Manipulate	Listen
Select	Appraise	Build	Participate
Tabulate	Evaluate	Implement	Challenge
Describe	Analyse	Calibrate	Justify
Express	Synthesise	Record	Persuade
Paraphrase	Compare	Construct	Prioritise
Restate	Contrast	Project manage	Reconcile
Sort	Criticize	Invent	Debate
Review	Diagram	Demonstrate	Contribute
Tell	Discriminate		Be open to
Locate	Question		
Identify	Differentiate		
Illustrate	Test		
Summarise	Categorise		

The exact words will vary according to the subject or programme. The important thing is to use verbs that describe exactly what you expect the students to do.

¹ King, G. 2012. Handbook for the Training of Panel Members for External Quality Assurance Procedures. ECA Occasional Paper. European Consortium for Accreditation in Higher Education. ISBN/EAN 978-94-90815-00. http://ecahe.eu/wp-content/uploads/2014/01/ECA_Handbook_for_the_Training_of_Panel_Members.pdf

9.4 Implementing a training, using participatory training methods

9.4.1 Why use participatory training methods?

How the intended impact of a training can be enhanced by using participatory training methods

Traditional training methods are widely used to transfer information, facts and knowledge from trainer to the learner, but they are not always able to maximise the outcome for the participant's learning.

The participatory methods of training help the trainer in:

1. Increasing the relevance of the content for the participants, because the methods enable adaptation of the content based on the feedback of participants. Especially when the audiences are experienced field practitioners, they bring a variety of knowledge into the classroom.
2. Increasing the inclusiveness of participants, by integrating the learning needs of different audiences. Different people learn differently—some need more visual stimuli, some are focused on listening and others have a more action-oriented learning style. In turn everybody can benefit from a more holistic learning experience, when different senses are stimulated.
3. The participants are encouraged to use examples that are relevant to their own work. This enables the participants to use the training methods efficiently and effectively into their sphere of work. This enhances the impact and sustainability of the training efforts.

9.4.2 Training Efforts and Approach: Organizing a preLearning and Follow-up phases for Participants along with in-campus training and field expedition

If the time and resource permit, following is an ideal training effort for a five-day training:

The overall training course of five days can have following four elements.

- **preLearning** (@30 min of self-study for a fortnight) before the actual face-to-face training commences, with the purpose of creating a foundation for the training by introducing the participants to the issue via popular articles, websites, and training modules on the online platform.
- **A 3 days of in-campus face-to-face training** at using state-of-the art participatory training methods to discuss key issues and concept on HWC mitigation and provide hands-on practice sessions on key skills;
- **A 2-day Training Expedition** to work on field skills and community engagement at selected HWC hotspots in India.
- **Follow-up phase**, to ensure the sustainability of the participants' learning and to deepen the understanding of the holistic approach to HWC and to place it in the overall development context, via online mode (might also be face-to-face) @ 30 min every week for a few weeks after the training.

9.4.3 Choosing the training methods

There is no single optimal method for the delivery of a particular topic or idea. Trainers should be prepared to vary their approaches after checking which methods are most appropriate for the group and task at hand (please see the section on developing baseline expectations).

In every case, the following factors should be taken into consideration:

- **The time available:** For example, a knowledge café can be reduced to only two rounds if the time is short. Only role play can be used rather than a full simulation if the time is short. It's always more effective to reduce the time of a participatory method, as compared to opting for a lecture or PowerPoint even if the time is a bit tight. However, always keep enough time for briefing and debriefing time, and reduce the time for the core activity, because a participatory method of training is as effective as its briefing and debriefing sessions. In the absence of a clear briefing and a detailed debriefing, the participants will not be able to get the expected learning outcomes from the session.
- **The setting of the training:** Physical training venue with lots of open spaces is ideal for implementing any type of participatory method. In a smaller space where shifting of chairs and tables may not be feasible, it's efficient to keep the chairs in round, semi-circular, half-moon shape and use the corners of the room for knowledge café or market place methods. For the arrangement of the training hall, please refer to the pictures in this section. In an online training set-up, the choice of participatory methods becomes limited. There are some web-based portals that provide facilities for break-out groups that can be used for knowledge café. In online training, though, using the participatory approach is not at all difficult.
- **Number of participants:** if the number of participants is less than 10, then some methods such as knowledge café and role play may not bring the desired impact. Similarly if the number of participants is more than 50-60, then knowledge café, simulation methods, role plays, fishbowl and benchmarking work very well.
- **The subject and purpose of the training module:** If the purpose of the training is anything but general awareness (where a lecture or role play is sufficient, along with use of tools such as posters), i.e., a mandatory course, diploma, certificate or skills-based trainings, or training of field practitioners, then methods such as simulation, knowledge café, case studies and quiz are extremely useful in ensuring that each participants is able to get the most out of the training and the trainer can also assess the change in individual competencies through quiz, role plays and knowledge café methods.
- **The materials needed:** Some methods such as some games and brainwriting methods would require specific tools such as cards and pens etc. In case, these tools are not available, alternate methods can be used. Brainwriting can also be done using freely available software on a computer connected to a screen.
- **How many methods there are in one session.** It is usually effective to mix methods of passive and active learning in one session, e.g., after an interactive lecture, implement a fish-bowl or a role play.
- **Order of methods:** It might be more effective to first use role play and then go for a more extensive simulation. Refer to the sample training plans shared in the earlier sections in this guide to get an indicative order of methods that is ideal.
- **What learning skills are being covered?** For most of the skills and value falling in the domain of communication, leadership, empathy and coordination, role plays and fish-bowl methods are extremely helpful as they facilitate participants in experiential learning in an emotionally charged setting.

- **The characteristics of the participants (fast/slow learners, gender):** Some methods take some practice on part of the participants to provide their optimum benefit, such as fish-bowl method, where the first round of fish-bowl may be used as a demonstration by picking a lighter question and then move into the next round with the actual questions. Gender mix of the participants and cultural background need to be kept in mind while picking some games and ice-breakers.
- **Trainer's own experience in implementing the methods:** The trainers should not try out more than one method that is new to them or that they are implementing for the first time. It is always good to seek support from other trainers who may have implemented such methods, as co-trainer. Trainers new to the participatory training methods should be sure to participate in the Training of the Trainer (ToT) workshop opportunities available to them to keep refining their skills.

In a participatory training, learning occurs through active involvement of the trainees and it is learners who develop the answers themselves.

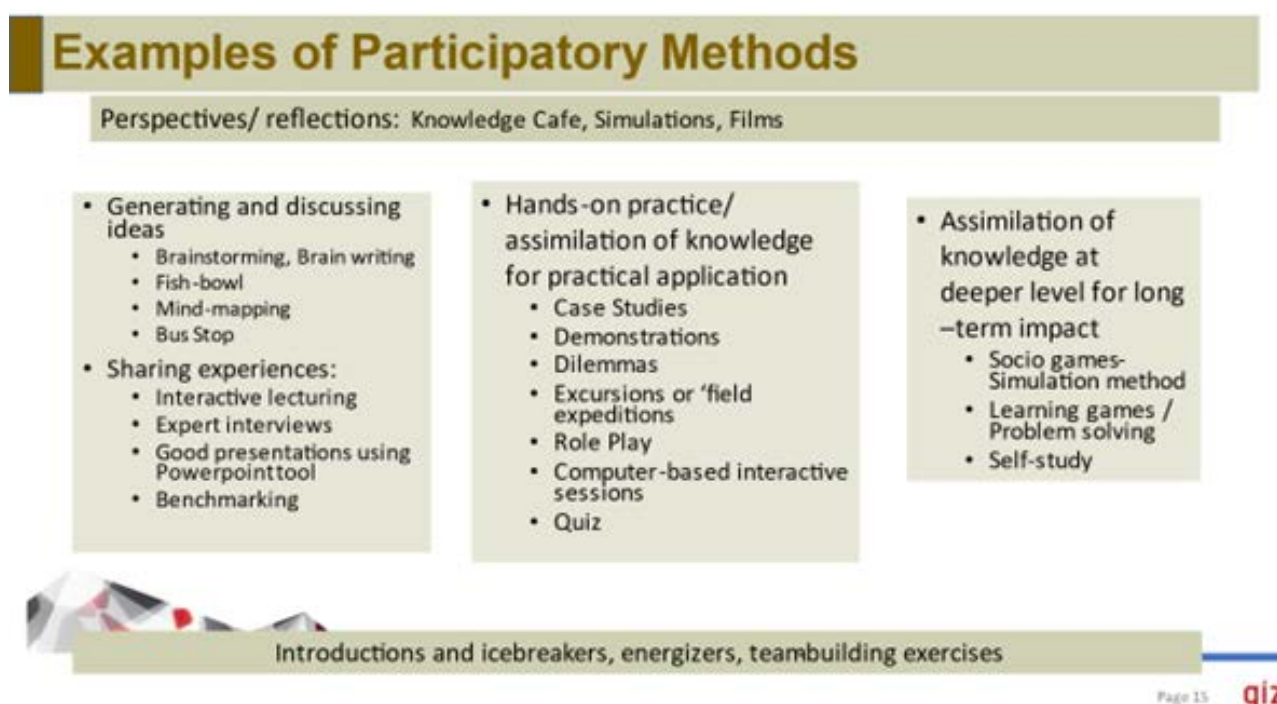


Figure 2: Examples of participatory training methods

Section X provides a comprehensive list and overview of the above and other training methods that can be used by the trainers—either in the original form or after necessary adaptation to suit a specific group of participants. There is an attempt to elaborate a few selected training methods and approaches in the coloured boxes in this section. There are some methods and approaches that were found to be effective in not only supporting the content delivery but also brought in a change of perspective and attitude among the participants. Some of these pre-module methods are: baselining expectations, connectedness to nature and Icebreakers.

Following factors needs to be taken into account when deciding on training methods for a training:

- Expected learning outcome of the session/ module
- The time available - What competence are to be addressed
- The setting of the training
- Number of participants
- Order of methods
- The characteristics of the participants (fast/slow learners, gender)
- Experience of the trainer
- How many methods there are in one session? !!

9.5 Evaluation of a training

9.5.1 Overview

Every time a training is delivered, the training institution/ trainer needs to know how effective it's been. Are the participants putting their learning into practice? And, is it positively impacting their role and the wider organization?

The theory of training effectiveness evaluation by Kirkpatrick (1959) is the earliest model to evaluate training effectiveness. Kirkpatrick's Four-Level Training Evaluation Model (Kirkpatrick 1996 and 2016) can help the training institutions and trainers in finding out the answers to such critical questions, in objectively measuring the effectiveness of the training programs.

The four levels, evaluation of which can provide insights into training effectiveness are:

- Reaction
- Learning
- Behaviour
- Results

By analysing each of the above levels in a systematic manner, training institutions and trainers can gain an understanding of how effective a training program was, and how to improve it in the future.

and responsibilities
a facilitator,
understanding the adult
training fundamentals

Able to address the
learning needs of different groups
of participants and customize the training
methods as per their needs.

9.5.2 Evaluating the reaction and learning of participants at the beginning of the training

Measuring how engaged the participants were, how actively they contributed, and how they reacted to the training helps a trainer to understand how well they received it. This is the first step towards further learning potential.

At the beginning, middle and end of a training session, in the middle of a training week or at the end of a programme you and your institution may be keen to carry out an evaluation. Here are some ideas how to carry that out learning and reaction feedback can be taken as follows:

Training Needs Assessment at the beginning of a training programme, to understand the learning status and learning expectations:

A competencies-based assessment of training needs can be carried out before the training, which also establishes the baseline for future evaluations. This is also a very powerful method to set the tone of the training programme and to develop a common understanding of the target competencies that are intended to be addressed by the training programme. A sample TNA format is available in the tools section. At the beginning of the training programme, benchmarking exercises can also be used to get insights into learning status and learning needs.

9.5.3 Evaluating the reaction and learning of participants during the training

During the training programme, especially at the end of the first day, or even during the lunch-break of the first day, if it's a short-term training of two to three days, reaction from participants can be taken as a quick evaluation. This is a very effective method for evaluating one session or module. Ask all participants to stand in a circle. Tell them that you would be interested in their evaluation and to get it, you will read out a set of sentences. Each participant should reflect for two seconds and then either take one step forward if she agrees, or take one step backward if she disagrees or remain standing if she neither agrees nor disagrees. You can also read the body language of the participants to gain an understanding of their reaction.

It is a quick way to take the overall impulse of the group (and it is good that everybody sees where the others stand). Examples of useful questions in such a scenario are provided below.

“What were the biggest strengths and weaknesses of the training? Did the training session accommodate your personal learning styles ? What are the three most important things that you learned from this training?”

“From what you learned, what do you plan to apply in your job?”

“What support might you need to apply what you learned?”

You can also use a benchmarking method to get quick feedback. You can also use a mood barometer, as shown in this photo: Create a smiley board/ flipchart as shown in this image and ask participants to mark with dots/ pen the option that is good for them. This provides an overview of the group mood to the trainer, and can be used for further dialogue in case of an extreme reaction.

The training evaluation towards the end of the training can be more elaborate with a combination of formats and verbal feedback. As the term “evaluation” denotes, it is a question of “values.” Values may vary from person to person and from institution to institution. The question as to “what to evaluate” depends considerably on what is considered “valuable” in the culture and context of the training activity. A good evaluation questionnaire combines open questions (e.g. “How can this training be improved next time?”), hard data/facts (e.g. age of participants, duration) and rating scales (such as “Was the content relevant for your work?” rating on a five point scale). Please refer to sample feedback formats in the last section. They can be modified and supplemented as appropriate to your needs.

Mark one space in your classroom/ training room. This can be either a soft board/ white board or wall. Keep some card, pens near that space, ask them to write their suggestions and feedback when they feel like it. The wall/board may be provided with the following bigger headings to steer the feedback process:

- **What I liked**
- **What surprised me**
- **What was outstanding**
- **What I did not like**
- **What do I suggest for the next session**

9.5.4 Evaluating the behaviour and results of the training

Change in the knowledge, skills and values of the participants can be assessed, at three levels:

- Change in the knowledge and skills of participants after 3/6/12 months of the training
- Changes in the way they perform their duties after the training, as observed by their supervisors
- Changes in the way the results are achieved with regard to HWC mitigation in their area of influence, after the training.

Box 2: Some reflections: role of the trainer in competencies-based training

A good trainer is a facilitator on a joint learning journey. The task is not primarily to impart facts to the participants, but rather to make their ideas visible and comprehensible. You may ask the plenary group to work first in smaller subgroups and to present their results, you may be surprised to find that the small groups come up with smart answers and solutions themselves. Of course, you may supplement their ideas with specific additional information, or invite an expert to discuss with them and provide specialist inputs, apart from providing them with a handout with a summary of your topic.

But the art of facilitation is to involve everybody, to identify and enable the sharing of the knowledge in the room. Participation is not always easy to achieve—however, the results of participatory processes are better in quality and more sustainable when applied in the field. Use the experience of participants to strengthen the training impact for everyone. Each participant, specially in the training of in-service participants, knows something special. Make room for their input in the training sessions.

Everyone knows something, no one knows everything

Make your trainings need-based, especially when it is for in-service and experienced participants, as they know what they want to learn for a majority part (Read the module 8 for Johari window- to see how much demand-driven sessions can be accommodated in a training)

Benchmarking helps in assessing the experiences, expertise and perceptions of the participants at the beginning of the training, and thus helps the trainer in pitching the training sessions in the most efficient and effective manner

Use Knowledge Café method or working groups methods, as this method not only helps to bring more life to a training by making the participants super-active, it also helps in facilitating such deeper and meaningful exchange of ideas and experiences among the participants that is not possible in any other method. This method also caters to differential expectations and demands of the participants, as different knowledge café groups can focus on different topics and participants can choose to focus on their own preferred topics.

The key message for the trainer: talk less and visualise as much as possible! Create

The reason is that adults remember best what they themselves write, speak and do an activity that addresses their competencies! Thus, a trainer should find ways to stimulate participants to deal practically with the topic under discussion by simulating real-life situations of human-wildlife conflict or by taking the participants to sites where they can experience the dynamics of an ecosystem and its biodiversity and understand the issues through experiential learning.

If the participants can explain the issues to someone else, the chances are extremely high that they will remember the newly acquired information and will be confident on its intended use when required.

Whilst some general characteristics are common to all adult learners, each individual is unique—and has her/his preferred learning approach. There can be four types of learners: (1) activists, (2) reflectors, (3) theorists and (4) pragmatists. They display their respective likes and dislikes in the learning environment.

Think about what type of learners your participants are. Do not be surprised to find you have a mix of all of them, with some having preference for a particular style. Not everyone will fit neatly into a box!

As trainers, we sometimes tend to plan our training sessions in a way that reflects our learning styles. This may not always be appropriate. Keep in mind the different learning styles of your participants when planning.

If you find out at the beginning of the course that there is a great degree of divergence between the type of learner that you have in the course and the training methods you had planned to use and you would like to adapt yourself and your sessions to suit your target participants, it is not very difficult to do so. Try and use the methods described in the section on participatory training methods, and you will be able to utilise your existing material and the allotted time to implement adapted training methods.

Section – X:

A journey through a selection of training methods

This section provides a comprehensive list and overview of various training methods that can be used by the trainers– either in the original form or after necessary adaptation to suit a specific group of participants. There is an attempt to elaborate a few selected training methods and approaches in the coloured boxes in this section. There are some methods and approaches that were found to be effective in not only supporting the content delivery but also brought in a change of perspective and attitude among the participants. Some of these pre-module methods are: Baseline expectations, Connectedness to nature and Icebreakers.



10.1 Introduction session

10.1.1 Icebreakers

Icebreakers are needed when people are still 'frozen,' i.e., inhibited in their communication. Icebreakers are often used for groups where the people do not know each other very well or are even meeting for the first time. Icebreakers help remove the initial barrier of shyness that people may experience during a first encounter. There are many ways of breaking the ice or raising the energy level in a group.

Icebreakers are often used as 'getting-to-know exercises.' When choosing from the selection below, bear in mind the time available to you and the specific needs and tastes of the group at hand.



10.1.2 Fact or fiction?

Get the participants to write on a piece of paper three things about themselves that are not known to the group. Two are true, and one is not. The participants take turns to read out the three pieces of information. The group then votes on which one is untrue. Often there are surprises, and everyone learns more about the other participants. This works well when the members of the group know each other but do not work together on a day-to-day basis. This is good for smaller groups (in large groups it would take too much time). Keep up a suitable pace by moderating the voting as speedily as possible!

10.1.3 The question web

You will need a ball of string or preferably soft thick wool for this icebreaker. You will also need a set of 20 questions. Ask the participants to stand in a circle. Hold one end of the string and throw the ball to someone in the group asking that person a question like 'What is the colour of a rose?'. That person has to answer the question. After answering it, holding the string, she then throws the ball of wool to another member of the group, who then answers the next question. Continue until everyone has had a turn. Eventually this will create a web of interesting information as well as it will connect everyone to each other with the woolen string forming a web—and it will be one of a kind! You can use any questions that you like.

10.1.4 Finding out

Each person is given an instruction on a card. He or she then has to speak to different people in the room according to the instruction. Some suggestions for instructions to include on the instruction card: Find out who has made the longest journey to get to the training event. Who has the most unusual hobby?

Icebreakers and energizers can also serve as team-building exercises.

10.1.5 Buddy system of introducing participants

The participants are randomly grouped into pairs of buddies. Alternatively, the trainers may distribute certain paired items randomly to the participants and then let them find their buddy, who carries the other half of the paired item. The buddies then spend 5 to 10 minutes getting to know each other, and then they all come together into the bigger plenary group. All stand or sit in an informal but systematic setting, and the buddies introduce each other. The trainer encourages the participants to get to know the following general information about their buddies:

- name
- where the person works, his/her main activity, his/her role in the organization
- major interest or pastime
- what the person hopes to get out of this course.
(Avoid personal questions that may make the participants uncomfortable.)

10.1.6 Associating the participants with pictures

The trainer selects pictures of different forestvarious aspects of the surrounding forest ecosystems and their nearby human settlementswildlife, and also conflict situations. The trainer asks participants to stand and form a circle and spreads the selected pictures on the ground. The trainer asks the participants to reflect before picking a picture that catches their eyes the most. Each participant introduces himself or herself by picking up a picture that he or she identifies with and explains what prompted him or her to select that particular picture.

Life
n India

Training
Teams





10.2 Baseline experiences and expectations

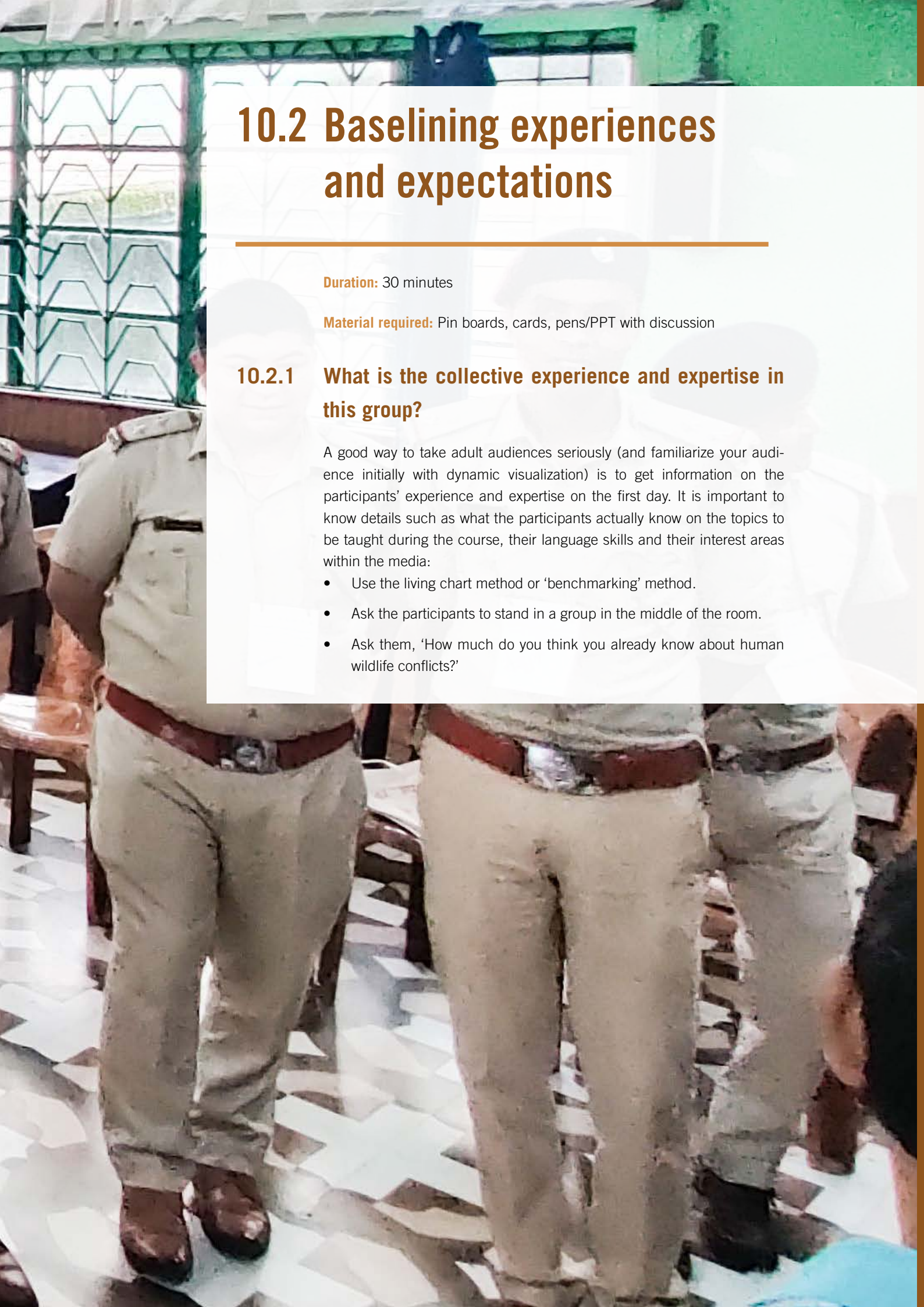
Duration: 30 minutes

Material required: Pin boards, cards, pens/PPT with discussion

10.2.1 What is the collective experience and expertise in this group?

A good way to take adult audiences seriously (and familiarize your audience initially with dynamic visualization) is to get information on the participants' experience and expertise on the first day. It is important to know details such as what the participants actually know on the topics to be taught during the course, their language skills and their interest areas within the media:

- Use the living chart method or 'benchmarking' method.
- Ask the participants to stand in a group in the middle of the room.
- Ask them, 'How much do you think you already know about human wildlife conflicts?'



- Identify two opposite corners of the room as the two ends of an imaginary scale—one corner representing ‘I know everything that I need to now’ and the other corner representing ‘I don’t know anything on human wildlife conflicts.’
- Ask the participants to place themselves on this scale to give their answer. Those who think that they know everything that they need to know should stand at the first corner of the room, while those who think that they do not know anything should stand at the second corner. Those participants who know about human wildlife conflicts to some extent should place themselves at an appropriate place on this scale. Encourage them to talk to each other to find out their relative placement on the scale.

You can register in your mind, or take a picture of, the relative positions of the participants on the scale or write down the names of participants who know much or those who do not know anything. At the same time, encourage participants to share their experience (those who place themselves relatively high on the scale).

Now, ask the next question and let the participants change their positions according to the new question.

This method helps the trainer understand the general level of the class—whether all the participants already know something on the subject, their geographical origins (to help pitch the examples), their interest in specific issue and their language skills. If the trainer finds out that four out of 20 participants in the class are not very comfortable in the language that is expected to be the mode of instruction, the trainer can identify among the participants a translator who can help these participants translate the difficult portions of the training material during the breaks or as and when required. Similarly, the trainer can adapt the training methods and examples for the training to have the greatest impact.

10.2.2 Cross-checking learning outcomes and schedule

What are we going to learn from this course?

- Pin the cards with the learning outcomes of the overall course (one on each card) on the board.
- Ask for volunteers who will share their views about the learning outcomes.
- Facilitate a dialogue among the participants on any additional learning outcomes required.

how are we going to learn in this course?

- Place the schedule of each week/month on cards (four long cards). Place the contents of each module on cards (seven rectangular cards). Place the contents of each field visit on cards (three or four oval-shaped cards.)
- Spread the cards on the floor and ask the participants to pick a card of their choice each.
- Start explaining the schedule and request the participants to explain what is planned for each week/module/field visit in turn.
- Ask the participants pin the cards on the board and request them to tell everyone what made them interested in their particular cards.
- Get the opinions of the participants on the overall schedule. Ask them to express their comfort levels on anything. Try to explain the reason for any specific module/activity when a question is raised. Take a majority vote if a genuine problem in the schedule is hinted at, and see how it can be adapted. Involve the participants in adapting the schedule (e.g., if they are not comfortable with the schedule of a field visit. Then explain to them the arrangements and appointments that have already been made for the field visit, and ask for their support in modifying the plan. If they wish to

add some new topics to the curriculum, ask them to identify a time slot in the schedule. Ask also if there is someone among the participants who can serve as a resource person to explain the topic to the fellow participants.

Alternatively, the development of the baseline can also be done via a PowerPoint presentation and participants asked to contribute on the screen in case the time and resources do not allow the use of pin boards and cards. The Powerpoint method takes approximately half the time that the pin board method takes.

Baselining is ideally done at the beginning of each session/ module since each module deals with specific contents and has specific learning outcomes. Trainers are therefore encouraged to conduct a quick baseline session at the beginning of each module.



10.3 A bouquet of training methods for delivery of modules

Excellent trainers should have mastery over a wide variety of methods. They should also be agile, creative and flexible in handling a broad array of techniques.

Methods	Tool	Material	Equipment
<i>How the content is going to covered/ delivered</i>	<i>The aids that are used in the course of training</i>	<i>The content that is shared with participants</i>	<i>The infrastructure which helps in utilizing aids</i>
Small group work	Posters	Handouts	Projector
Role play	Cards	Handbook	Laptop
Case study	Stickers	Readings	Speakers
Simulation	Charts	PPT	Mike
Interactive lecture	Markers	Film clips	Boards

The following section describes a selection of methods that can be used for delivering specific topics in this course. Trainers are encouraged to experiment with new methods on the basis of their unique participants and their expectations from the course (see previous section about developing a baseline of expectations).

Brainstorming. This is the generation of many ideas by simply calling out. Every answer is included in the process. The trainer does not filter the responses or views from the participants in the first round. It is a good method to get everybody involved on some broader issues (to narrow down the scope of the session) and to stimulate some unconventional inputs from them (on issues that are complicated or have too many facets to be addressed in a regular discussion mode, e.g., participants’ perception of climate change). The trainer writes responses on a flip chart or on coloured cards that are pinned on a soft board.

Brain writing. This is similar to brainstorming, but instead of one person writing what others shout out, each person writes his or her own ideas on cards. These can later be clustered on pin boards.



Brainstorming and Brainwriting

There are two types of human ‘thinking’, which were described by early psychologists as ‘convergent’ and ‘divergent’ intelligence. Convergent thinkers are generally encountered in technical professions and in the field of administration: they prefer to go from A to B and conclude at C, their thinking processes are linear, and they like to optimize existing models and prototypes. Divergent thinkers are more often found in the realm of the arts: they are inclusive and nonlinear, and their thinking seems to ‘jump around.’

In order to work on complex developments (for example in agricultural expansion and its impacts on creating and/or augmenting human wildlife conflict), it is important that divergent and convergent thinkers work effectively and efficiently together. This is often a challenge for trainers with heterogeneous audiences. A group that intends to go beyond its established frame of solutions (i.e., is prepared to leave the comfort zone and to learn to think out of the box) may wish to use the brainstorming or brainwriting technique. The important feature of these two techniques is that everybody agrees (and the facilitator may reemphasize this at the beginning of the session) that in the first step everything,—really everything—is allowed to be said and written down, even if it looks ‘strange’ or ‘incorrect’ or is not immediately apparently a solution.

This is referred to as ‘taking the non-constrained view.’

It is only in a second round that the many ideas are clustered, discussed and evaluated—and it may transpire that an idea which initially looked crazy (like sailing west to go east) turns out to be the best solution to the problem.



Brainstorming (where every idea is written in a callout list by a moderator) and brain writing (where every idea is written by the participants on cards that are subsequently arranged on pin boards) have become key techniques for developing new ideas within heterogeneous groups. So how can we use brainstorming in the learning environment?

1. Simply visualize the question to be addressed (e.g., 'What shall we do tomorrow evening?')
2. Introduce the brainstorm rule: 'Everything is OK! No commenting on other people's ideas in the initial round'.
3. Let them storm.
4. Write the callout list on a flip chart.
5. Moderate the subsequent discussion according to the principles outlined in the chapter Dynamic Visualization.



Case studies

A case study is an intensive study of a single group, community, incident or process. In research contexts, case studies are often carried out by social, behavioural or political scientists. In educational contexts, case studies are used by trainers in order to apply newly-learned knowledge to a complex, holistic and thus realistic scenario. A concrete situation is described and the learner is provided with a variety of facts, opinions and background information. Based on this information, certain decisions have to be made. Depending on the overall timeframe (working with case studies can be quite time consuming!), certain further background information (e.g., legal texts, regulations...) may be provided.

Good facilitator includes photos, visualization of background information, handouts for participants, short texts for group work (such as newspaper articles) and comprehensive information for further reading. A typical activity flow for working with case studies looks like as provided on the right hand.

Case studies usually take a lot of time if done thoroughly and effectively, given the amount of material involved. The (sometimes extensive) material can be read prior to the session, during breaks or in the evenings (multiday training). Sometimes groups need extra time (e.g., after dinner in the evening) to develop their inputs for the plenary session. If, in order to highlight the knowledge or learning that you want to cover, you decide to 'tweak' or modify case studies, it is essential to test the modified version in a dry run with colleagues or a beta group before using it in your regular seminars!

The trainer explains the case study with a short briefing (15 min), using selected visual materials to get the participants emotionally and cognitively into the case scenario.



Clear instructions are provided as to what to do with the case (general questions, goals, decisions to be made, timeframe...)



Participants receive the necessary material (texts, background information, etc.) to prepare themselves (including the visualization of their group work output)



Presentation of group results by various means (demonstration of their solution or perhaps even a role game /fish bowl, etc.)



Summing up the lessons learned.

Computer-based interactive sessions. Graphics, animations and videos support the learning process. There are various forms, including webinars, online chat, video demonstration. They can be combined with face-to-face interaction by taking a blended learning approach.

Demonstrations. A resource person performs an instructional activity while the participants observe and learn how to do it before trying it themselves (e.g., how to do collaring of an animal, how to set-up a cage or a camera trap).

Dilemmas. Professional real-life situations that present dilemmas are written on a flip chart (e.g., strict conservation versus softer approach to conservation). The participants stand in the middle of the room and then position themselves (left or right, according to the position they support). There is a discussion between the groups. After the discussion, the participants are invited to change positions if they have changed their minds.

Asking the 'right' questions

Formulating good questions in training environments encourages dialogue, engenders mutual respect, stimulates an atmosphere of investigation and reflection and facilitates exchange of ideas. Let us look at some of the differences between helpful and unhelpful questions:

Helpful questions

- induce curiosity by stimulating multiple responses (open questions).
- stimulate further dialogue among the participants.
- create group understanding instead of isolating individuals.
- bring to light points of common interest.
- advance the group process strategically through personal involvement.
- reveal aims, signify aspirations and/or invite explanation of intentions and actions.
- bring out the positive qualities and achievements of a group, are provocative or challenging where necessary or useful.

unhelpful questions

- are closed or are too rhetorical, i.e., they prompt 'yes/no' or obvious answers.
- are vague and general.
- can only be answered by an absent expert.
- require evidence that is unavailable.
- threaten to invade an individual's privacy or culture.
- are paternalistic or suggestive.
- highlight someone's incompetence.
- do not focus on the problem under investigation.

If you are unsure of your questions, it might be worthwhile doing a dry run with colleagues to get feedback to improve the type of questions you ask. New trainers might like to write down their questions during their preparation. Experienced trainers may find asking open questions comes more naturally.

Discussions. An issue or topic is briefly introduced and then debated, evaluated and, if possible, solved. Often statements and/or answers are neither totally right nor wrong. The trainer acts as the chair/facilitator. Various forms of discussions can be used (round table, small groups, etc.).

Moderating discussions

Remember the golden 10:60:30 rule for participatory group events:

The experience of trainers and facilitators all over the world has shown that participants learn best when you apply the simple golden rule of participatory approaches, known as the 10:60:30 rule. **Only 10% of the total time should be used for theoretical input; 60% should be allocated to practice oriented tasks in working groups and the remaining 30% for discussions and summaries in the plenary sessions.** During that time the solutions achieved and ideas must be integrated, understood and meaningfully summarized—this is partly the work of the trainer. There are other occasions, such as panel discussions, where a moderator focuses on the overall flow of the discussion. But let us look particularly at a training session, where the participants have just learned something new (for example a new topic on holistic approach to HWC mitigation) and the trainer now intends to deepen the knowledge in the discussion that follows. What should she or he do?



- summarize the major points (using visualization on metalevel cards)
- manage the time (no endless discussion; set time limits for individual contributions)
- encourage quieter participants to contribute to the discussion as well.
- visualize the major outcomes (bullet points) on a flip chart
- paraphrase important aspects of the discussion that were not initially clearly expressed and/or have been perceived as ambivalent pose a meta-level question when emotions between two factions boil up
- use her or his intuition to determine the right amount of time for summarizing and moving on.



Excursions or 'field expeditions'. The training venue is moved away from the classroom in order to gain experience or carry out investigations at a specific location. This is sometimes a better way of achieving new perceptions and insights.

Expert interviews. Participants take the initiative: questions are collected, and an expert is invited (or a member of the group studies the subject carefully and answers the questions).

Films. This entails watching films (or parts of films) along with the group and discussing the content afterwards, possibly in a fish-bowl* method. Find a selection of films, produced by groups of media participants, elsewhere in this guide.

Falling leaves

With falling leaves, many options can be generated and impressively visualized. Leaves fall from trees in different seasons—as do the leaves in a training session in which this method is used:

1. The trainer defines the topic and visualizes the question, for example, 'Which strategies could be used to mitigate human wildlife conflict in an urban landscapes?'
2. Each participant gets a board marker and as many cards as he or she likes.
3. Now all the participants write their ideas on the cards**—but only one idea/strategy per cards. Five ideas, five cards. (e.g., 'establishing early warning and response systems', 'raising awareness of localcitizens communities', 'construction and maintenance of corridors for the hassle-free movement of wildlife', 'initiating dialogue across multiple levels, inter-state or even national to gain a comprehensive understanding of the issue', 'more efficient waste management' 'training members of the rapid response teams to enhance their competency in dealing with such conflicts').
4. In the next step the participants form a large circle (like many trees).
5. The first participant calls out his or her first idea (' e.g. establishing early warning and response systems') and lets his or her leaf (Card), on which the solution is written, fall down to the ground (like a leaf in autumn). At the same time each of the other participants who have written the same idea on card lets his or her leaf fall on the ground. There may now be six leaves on the ground (from six participants with the same idea), and the process is continued until all the ideas/leaves of the first participant are on the ground.
6. Next, the second participant calls out one of her or his ideas (e.g., 'raising awareness of local communities ') and lets her or his leaf fall down. All the others who have the same idea in their leaf package let it fall. There are now lots of leaves on the ground.
7. The next participant calls out her or his idea. Everybody with the same idea follows with the falling leaves. In this way more and more ideas are called out, are dropped and collected on the ground.
8. Usually several ideas are brought up that more or less everybody has. After some time, however, some very unconventional and creative ideas emerge.
9. The trainer invites the group to walk around the pile of leaves. So many leaves! (Often a wonderful effect when people initially thought that they were so limited in their ideas.)
10. Finally, the participants are invited to pick up from the leaves on the ground the ones that they would like to learn more about (or which they simply do not understand). The author of this leaf is invited to explain her or his idea/solution/strategy.

* Fish-bowl method is described on the next page

** If the cards are not available, a regular A4 size paper sheet, or any paper can be used for this purpose



Fishbowl

Fishbowl is a method with specific seating arrangement and facilitation method for discussion. In fishbowl discussions, the participants sit in a two-layered circle. In the beginning, all participants are seated in the outer circle. The facilitator provides a clear guidance to the rules and process of fishbowl method. The facilitator then begins the discussion by sitting in the inner circle and making a few statements on the issues around which the discussion should take place. As soon as the statement ends, the participants from the outer circle join her/him in the inner circle and the dialogue starts. The discussion takes place only among the participants in the inner circle (the fish). This inner circle is surrounded by a larger group of observers, seated in an outer circle (the bowl). The outer circle only listens and observes. When a participant in the inner circle feels that s/he has completed their input to the topic, they quietly excuse them-self and go back to the outer circle. The empty chair is taken up by another participant from the outer circle. There might be a situation, where the participant in the inner circle are so involved in the discussion that they do not leave the circle, but some participants from the outer circle are really tempted to join the discussion, they can do so by slowly getting up and standing just on the outside of the inner circle. This should give an indication to the participants in the inner circle, and one of the participants leave the chair for the waiting discussant.

The key is to maintain a smooth transition of discussion and participant movement in the entire process. The participants should be guided well to take this as a process in natural flow and focus on their crisp inputs.

The duration of the fishbowl can vary from 15 minutes to 1 hour, depending on the number of participants and the number of topics to be discussed. This flexibility of time makes fish-bowl discussion method a very important tool for a trainer, as it can be used especially when the time is short and the wrapping up of a presentation/ field visit is to be done.

It is a very good method, to enable participants in formulating their views on a certain issue in the most efficient way possible, since they have a short time to share their views and get feedback. This also helps participants in giving and receiving constructive feedback to others as the discussion takes place in a very empathetic environment. This method helps the trainer in getting an overview of the variety of viewpoint present in the room, which is helpful especially when dealing with a sensitive topic in the upcoming presentation.

Fishbowl method is different from a general group discussion in a way that in fishbowl method, only few participants are actively discussing, therefore avoiding the parallel discussions.

Discussions of the fishbowl may be noted down by the trainer on cards and placed on a pin board. The participants can then later see the discussions on the board.

Variations of fish-bowl method:

- An ideal fishbowl is as described above, where the trainer/facilitator narrates the rules, begins the discussion and lets participants slip in the central circle and continue the discussion. In a variation, the trainer can come in again in the circle to steer the discussion in the desirable direction, in case the discussion is either stagnating or going in a direction not expected.
- When the fishbowl discussion is used immediately after a presentation/expert input, the expert and/or trainer herself/himself keeps sitting in the inner circle while the rest of the chairs are used by the outer circle. This helps in a continuous engagement of the participants with the expert.
- Fish-bowl method can be used in combination with a role-play setting, where 2-3 chairs in the inner circle can be designated to a specific role (e.g. wildlife manager, scientist, local community, media), and participants taking that chair will provide their views from that role's viewpoint. This variant of fishbowl is extremely powerful in developing a shared understanding to key issues affecting multiple stakeholders, and can be used when different stakeholders are present in the training/ workshop/ event.



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Effective small-group work

As a trainer you may find that sometimes you have a large number of participants (up to 60 or even more!), with varied levels of academic backgrounds, experience and interests. There might be language groups also. To get all the participants effectively engaged and contributing in such an arrangement may be difficult. Such large groups with varied backgrounds can be divided into smaller groups to encourage active participation from everybody involved.

Small groups provide a better opportunity for discussion, facilitate a better understanding of issues and, in some instances, allow the participants to make better decisions about how the issues might be tackled. Individual engagement is usually higher in smaller groups. Members are usually more committed to solutions arrived at through effective group work. New ideas and behavioural patterns are more strongly anchored and endorsed. New insights are gained by listening, sharing and learning from each other's experience.

Key prerequisites for effective group work

- A group must possess a common goal for learning.
- A reasonable degree of cohesiveness—appreciation of teamwork
- Norms conducive to learning—self-discipline
- Patterns of effective communication
- A learning culture—learning not just from the facilitators but from each other regardless of age, gender, job title, cultural background and so on.

The learning efficiency and effectiveness of small group work depend not only on the individuals in the group but also on the following factors:

- The instructions for the work must be very clear. Otherwise 'some work' happens in the small group but not necessarily what you as the trainer intended. In your pre-group preparation, get clarity on what you want the group to do and visualize your instructions in advance (i.e., write them on a flip chart or on a handout). Do not forget to explain what needs to happen after the group work has been completed (i.e., the next step—usually the group will present the results to the others).
- The setting in which the groups work needs to be well arranged. Ideally, each group will have a separate room with a round table, pens, flip chart, pin boards, etc. Availability of coffee or soft drinks is greatly appreciated during such group sessions.
- The timing must be realistically calculated and clearly stated before the groups start to work, and time management must be practiced in every group.

Guidelines for group work

These guidelines should be provided to the participants before the group work commences:

- Organize a convenient working place: you may sit in a semicircle and place your materials and boards in front of you.
- Write down the question or task legibly and clarify it, if necessary.
- Allocate the tasks—moderator, timekeeper, observer, presenter at the plenary session, etc. —and agree on the procedures, timing and type of visualization to be used.
- Prepare a schedule by estimating the time required for each step and monitoring the progress carefully.
- Reflect on the questions individually and in silence.
- Collect the ideas on cards.
- Look at, explain, cluster and analyse the cards.
- Ask yourself, 'What is missing?'

- Prepare the group work output for presentation at the plenary session.
- Present the group's output as a team.
- Maintain eye contact with the audience at the plenary session.
- Supplement visualization with creative options: role plays, involving the audience, etc.
- All cards should just be read aloud and pointed to without any lengthy explanations.
- Record feedback received at the plenary session on cards of a different colour or shape and add these to the pin board.

Flashlights. Everybody is invited to make a short statement, i.e., expressing his or her views in one or two sentences without any discussion. This fosters personal opinions. No records are created. A flash- light, like a snapshot is, by definition, short.

Information marketplace. As in a real marketplace, the information is presented/displayed on posters, through videos and in installations.

The participants/ groups are requested to install their respective stations (on walls/ tables/etc) in the training hall in a creative manner to showcase their trainings/ research/ other activities. The trainer can steer the functioning of the market place by making some participants stationary at their stations, while the others take a visit to each station; in the next round the others becomes stationary. Alternatively, a Bus Stop method can also be used, where all the participants finish working on their stations, and then the entire groups moves from one station to another, and the participants who own the station being visited present their work displayed at the station within the stipulated time limit (1 or 2 min stop at each station, depending on the time availability)

This method is useful for exchange of information among the participants from various institutes or expertise areas coming together at a training programme. The participants need to be informed in advance to bring the material that they want to share with others at the market place.

The method is also useful for presentation of group work by each group in a fast and effective manner, because the participants get to move around and therefore feel active while listening to the presentation by the other groups (while moving from one station to the other, the participants keep standing to make the transition efficient)

Shared learning. These are an innovation laboratory to generate responses to complexity: Several participants commit to work for a longer duration, such as a few weeks or months, on a 'central learning question' (for example, how the traditional knowledge of forest dwelling communities can be utilized for finding solutions to mitigate conflict between humans and wildlife conflict. A shared learning journey does not propose predetermined contents, solutions or results; instead it provides the opportunity to work together on the learning questions, providing support, processes and methods.

Interactive lecturing. One-way communication. All the information is read/provided by one speaker. The speaker may use media (often combined with PowerPoint slides). This method is the most commonly used method as it takes less time to cover a specific set of contents, compared with other participatory methods. This method is useful when the group is constrained in terms of time but would like to reach a higher learning outcome related to information, or when a guest faculty has been invited or when the participants are visiting an expert. For achieving learning outcomes related to skills and attitudes, interactive lecturing alone is not effective.

Practical exercises. Participants practice what they have learned after a theory input session (e.g., writing an article for a blog or conducting research on a topic to be discussed later), analyzing HWC data from the field, etc.

Mind maps

Mind-mapping is another tool that helps improve the thought processes regarding the topic at hand. At school we learn that life is sorted into certain categories—biology, history, languages, etc.—and we structure what we encounter in the same way a book is usually structured (i.e., as in a list of contents): First, there is a headline (for example, 'Drivers of human wildlife conflict'), followed by chapters ('Land-use change,' 'Policies of other sectors,' 'People's perceptions and changing lifestyle,' etc.), subchapters and so on. For an exam we learn it all in hierarchical order—the 'ideal' student is able to repeat the 'book chapters' in their sequential order. Mind maps structure content in a different way. They place the subject which is considered central and most important, in the middle, and the branches emerging from this central point are visualized to arrive at the next level of information. Further information is represented in the form of secondary and tertiary branches, etc.

There is empirical proof that visualizations by means of mind maps are better remembered compared with long lists of contents. Human perception prefers this visual logic (activating both the left and right hemispheres). Mind maps are therefore an efficient tool in the training setting. Instead of rearranged PowerPoint charts with endless lists (which are often quickly forgotten), start by writing the topic of the session on a flip chart. During the next 45 minutes you can easily add branches. Minor aspects can be added as third- or fourth-level branches. You will be surprised how well your participants remembers the content of such sessions!

On the Internet you will find additional mind-mapping tools that offer both sophisticated designs and flexible forms (Mindjet, Freemind, etc.)

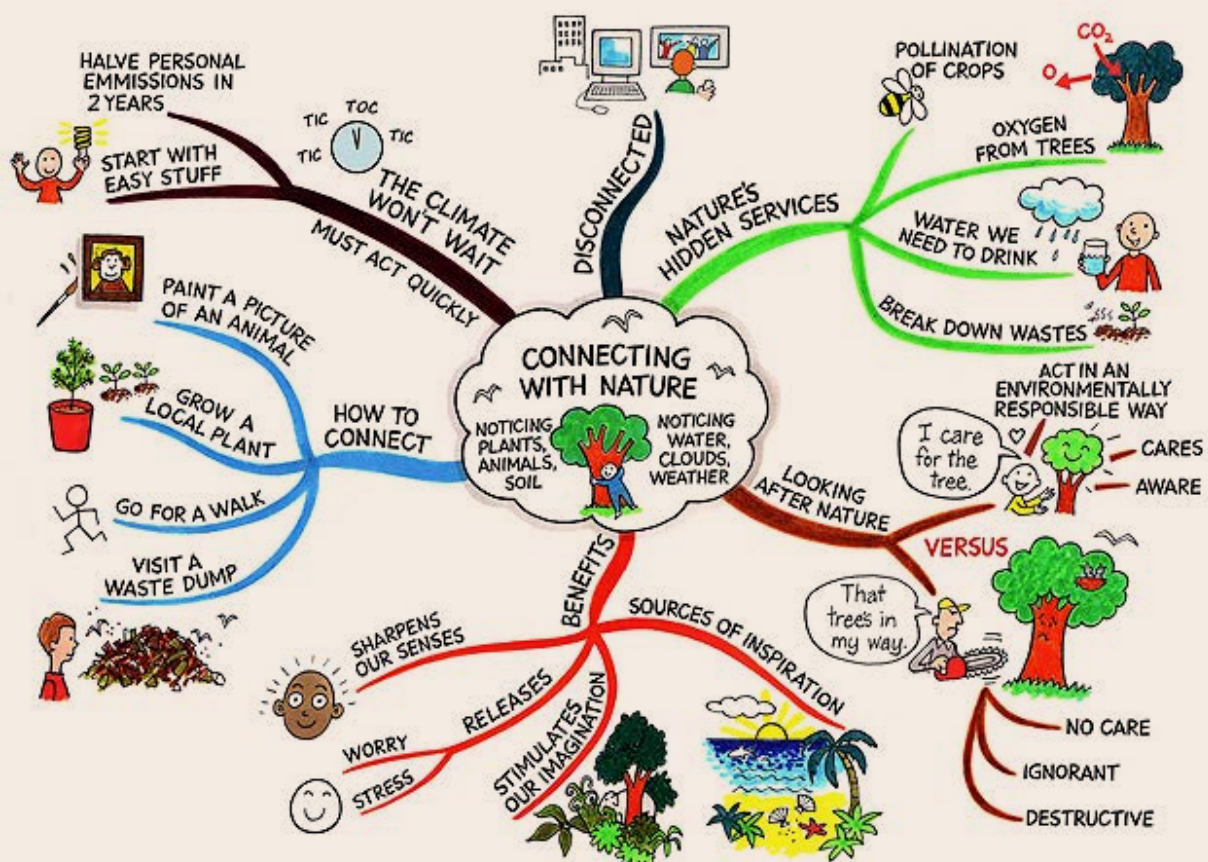


Photo taken from <http://learningfundamentals.com.au/resources/#lightbox/9/>

PowerPoint Presentation. The trainer arranges the topic visually, often standing at the front and explaining it to the participants using prepared slides.

Good presentations

If you wish to make a presentation, you may find this advice helpful in getting participants to remember a little bit more than average!

Here are some general tips:

- **Tell the participants what you are going to tell them (introduction).**

Have a clear introduction, explaining your motivation and presenting a clear outline of the problem you wish to solve. Visualize the contents in the manner most appropriate for your audience. The introduction is mainly strategic (e.g., philosophical embedding, how today's presentation is linked to overall managerial issues and the training course in general). Have a good conclusion slide as well: it should contain the key findings and ideas that you really want people to remember.

- **Tell them (main body).**

Provide them an overview first, and then go into the details (inductive/deductive). This also helps them pace their use of brain power as they go along. Humour is both enjoyable and effective as a teaching tool.

Give participants time to think about the important facts by pacing yourself, slowing down or even stopping for a moment, where appropriate. Listen to the questions very carefully: many presenters answer questions other than those actually asked.

- **Tell them what you told them (conclusion).**

Use only one conclusion slide. Try to establish a common thread, especially if you have to present many different aspects during one session. Help the participants understand where you are going.

PowerPoint guidelines

- Make your slides easy to follow.
- Put the title at the top of the slide, where your audience expects to find it. Slides should have short, one-line-only titles. A long title is a no-no.
- Simplify and limit the number of words on each slide.
- Try not to use more than eight bullets per slide.
- Use contrasting colours for the text and background.
- Best: dark text on a light background. Sometimes a matt pastel background looks much better than glaring white.
- Be consistent with fonts and avoid fancy fonts. Choose a font that is simple and easy to read, such as Arial, Times New Roman or Verdana. Avoid script-type fonts as they are hard to read on screen. And avoid CAPITAL LETTERS.
- Use large fonts. Use at least 18 pt so that people at the back of the room can read the text elements on the screen easily.
- Avoid excessive use of slide transitions and animations. Also keep animations consistent. A PowerPoint presentation is meant to be a visual aid, not the focus of the presentation. Do not use fancy animation effects unless absolutely necessary.

- Avoid having too many slides with text only. Use photos, charts and graphs. Meaningful photos are better than mainstream clip art.
- Use suggestive graphical illustrations as much as possible.
- People remember pictures and graphic metaphors far better than they do text. A few real photos related to your subject are best.
- Do not put in details you will not be addressing explicitly (e.g., long tables with less relevant information).
- Use thick lines in drawings (1½ points or more).
- Use strong colours for important information and pastel colours for unimportant information.
- Limit the number of slides.
- Spell-check — a spelling mistake is a horrible attention-magnet.
- Make sure your presentation can run on any computer.
- When you make a presentation in a new environment (at a conference venue or new training centre), check the hardware before your presentation (and have an audio cable at hand when using embedded sound and/or multimedia files).
- You are the added value of your presentation.

Use PowerPoint as a support for your presentation. You are the main channel of information! Do not just read out aloud what is written on the slides; the participants could do that themselves without your help!

Self-study. Everybody gets some time individually in order to solve a problem, prepare an issue, carry out a practical exercise, etc. and then reports back to the group. Trainer must demarcate some time during the training for the self study, along with networking time.

Problem solving. A challenge or a problem is presented to the participants. Tools (i.e., a calculator) or handouts may be provided that allow them to find the solution by experimenting and using previously acquired knowledge.

Quiz

A well-prepared quiz always raises the energy levels and encourages active participation. Here is a simple suggestion on how to combine visualization techniques and the quiz technique:

1. Prepare 25 (or more) intelligent questions of different degrees of difficulty. A 10-point question is easy, and a 50-point question very difficult.
2. Form three or more competing teams, visualize the 25 questions using 5×5 rectangular coloured cards. On the front of each card write 10, 20, 30, 40 or 50 and the category to which the question belongs (for example, ecology and behaviour of wildlife species-in-conflict, legal and policy instruments for HWC mitigation, cross-sector cooperation; HWC-safe livelihoods). The question itself is written on the back of the card. Remember to keep the score as the game proceeds and give the standings after each round.
3. Explain the rules: One player in the first team starts. She or he can choose the question (e.g., 'HWC-safe livelihoods 40!'). The text of the question on the back is now read out loudly so that everybody can hear (and can start thinking about the answer!). If the player answers the question correctly, her or his team gets 40 points. If she or he gives a wrong answer, the team loses 40 points. However, before answering, she or he may also say, 'I do not know, I give it to the group.' Now the other members of the team can confer and answer. If the answer is correct, the team gets 20 points (50 per cent). If the answer is incorrect, the team is deducted 60 points, i.e., 50 per cent more than for the individual wrong answer. The team can also decide that it is too risky to provide an answer themselves. In this case, the question is open to all the teams. The first team to shout can give it a shot. When someone from the second team knows the correct answer, this team gets the 20 points. But think twice—giving the wrong answer will lead to this team being deducted 60 points as well. It can then be offered to the remaining teams again and so on.
4. The next question can be chosen from the first participant of the second team. The same procedure is followed (first the player, second the team, third all the teams, etc.) until all 25 questions are answered. Finally, the scores are calculated. Don't to have a little prize for the winner ready, which can be easily shared by the entire team.



Role play

Selected participants act for a short time in prescribed roles in a given situation. The circumstance and roles are defined by the trainer. As the focus is on the lessons learned, a thorough debriefing session is extremely important.

A role play (or a role-playing game) is a real-life simulation in which the participants perform the roles of fictional characters. After the characters have been outlined, the participants are asked to volunteer to play one or the other of these. Sometimes the choice of character is left entirely to the participants; sometimes the trainer 'encourages' a participant to play a certain role. The participants determine the actions of their characters on the basis of their characterization (often provided in a role description).

While following a set of rules, the players still have the freedom to improvise: their spontaneous or strategic choices shape the direction and outcome of the game. Role play should be realistic. The role descriptions should enable easy identification (for example, a wildlife manager, a journalist and a local community representative, an animal rights activist or an NGO representative in a setting where an animal is injured in HWC and people are pressurizing the wildlife manager to capture the animal).

Role play activities need to be prepared carefully. Only very experienced trainers with motivated and well-functioning groups should use this method spontaneously. In all other situations, it is highly recommended that time be invested by the trainer, to prepare the exercise before the training session especially a reflection on the instructions to be given to each player. Good instructions increase the likelihood that the exercise will be a success. Role play may trigger strong emotions, particularly when it becomes obvious that the player is not just playing any role ('the applicant') but is herself or himself highly emotionally involved, acting out her or his own style of dealing with socially tense situations (nervousness, etc.). **Therefore, a thorough and clear debriefing of the players on a character-by-character basis is essential after each role play exercise, where they are symbolically 'released' from their roles.** Trainers should ensure that no feedback or reaction is given to any participant by the resource persons/ trainers themselves, before this 'release from the role' step is completed. Trainers should also ensure that there are no 'observers' in the room where the role play is being enacted, as the participants should find the room as a 'safe space' and presence of any person who is not part of the role play will disturb the equilibrium.



Socio-games

While role play and fish bowl refer to methods in which the participants identify temporarily with their assigned roles, socio-games are classified under the category of games. They are not primarily a method for teaching something specific (or reaching the learning outcomes pertaining to knowledge and skills). They do, however, address the social fact that all the people in the room are humans.

As such, participants want to know who the others are and how they tick. Psychologists call this the “need for affiliation” and “social comparison.” Does she know someone whom I know as well? Is he coming from the same region as me? Is there someone in this room who is into meditation? Who has more experience than me on this subject. The answers to such questions may determine the atmosphere of training; whether it will be a “good” experience or if people go home feeling depleted, not having enjoyed the experience.

As we can see it is worth investing some time in addressing the “human factor.” Socio-games are often used at the beginning of a training session as a “warm- up” or “icebreaker.” For example:

The trainer can use cards, rotating circles, benchmarking or any other method to implement the questions.

These are similar to role games, but the topics are related particularly to social and emotional issues. Aside from ‘playing,’ techniques such as interviewing the protagonist and freezing may be used to understand what people are experiencing in the given situation. This is a powerful method for trainings, workshops and meetings on human wildlife conflict mitigation where different stakeholders are present.

Simulation exercise

“A simulation example provided below begins with a case study (case can be real-life or fictitious. The benefits of using a fictitious case is that the individual bias is eliminated and the participants take an objective look at the issue as well as human relationships). The next step is a role play where trainer assigns roles to participants and the scene is enacted. The last and most crucial part of the simulation is the debriefing, which must be a two-layered exercise i.e. in the first round the participants reflect on their situation while being in the role, and then they come out of their respective roles and reflect on their own behaviors/ statements/ feeling when they were in a different role than their real-life roles”

Preparation of simulation a day or two in advance: The

participants are assigned to one of the roles introduced in any fictitious case. In the fictitious country of Ceebano, a state government is calling a meeting of all the heads of the government departments relevant to human wildlife conflict issues as a response to an external funding availability. The state government departments are required to reach a consensus on their priorities with regard to HWC mitigation.

The simulation case describes the details of the location, the situation and a scenario for a meeting/ discussion. The participants are assigned to one of the roles to be played in this fictitious country called Ceebano a few days in advance. Ideally, participants are assigned a role that is different from their viewpoint/position in the real world.

“Simulation - as the name suggests- is simulating a real life situation in the training hall for the participants, where the trainer has the opportunity to facilitate the participants on handling difficult situations, understanding other’s viewpoints, and deepening their own understanding of human values and attitudes, apart from gaining further understanding of the subject.”

Usually, an evening before, or on the same day, the participants also receive confidential instructions (after the assignment of their respective roles) that provide a more thorough introduction to the role they are playing, including their interests and initial positions. They are advised not to contradict what is in their confidential instructions but are encouraged to improvise beyond them as the process evolves.

They are advised not to tell or show their confidential instructions to anyone else except other members of their own small group.

The participants review their confidential instructions and reflect upon the roles they will play, including how they will shape their perspectives on the issues at hand. If they have any questions or concerns, they discuss these with the facilitators directly.

The game begins

The group convenes to play their predetermined character roles in the fictitious country called Ceebano. They now discuss the theme subject, which is how to prioritize the external funds coming to Ceebano.

The group must discuss the following adaptation strategies and identify which ones enjoy the widest support:

- Subsidized Electric Fencing to plantations in the periphery of Protected areas
- Population reduction of the conflict species to carrying capacity of the Protected Areas and habitats
- Early warning and rapid response system to be established in each division
- Changing the crops being grown in the conflict areas, to ensure that wild animals are not attracted to the crops
- Resettlement of periferial villages to distant areas

When discussing each of these mitigation measures, participants consider the following criteria:

- What are the long-term and short-term implications of these approaches for Ceebano. How do these approaches address the key issues in a holistic way, i.e. addressing the conflict situations by protecting people without harming animals?

Important instructions to be given to the participants:

- You will likely have your own opinions on the questions this exercise raises, but you are urged to stay true to your roles as described in your confidential instructions.
- One goal of an exercise such as this is to allow participants the chance to think beyond their usual biases and experiences and put themselves in the shoes of other stakeholders. The debriefing session at the end of the exercise will provide each participant an opportunity to step out of his or her simulation character and relate the lessons he or she learned to the actual everyday situations e or she faces. A thorough and clear debriefing of the players on a character-by-character basis is essential after each simulation exercise, where they are symbolically 'released' from their roles. Trainer should ensure that no feedback or reaction is given to any participant by the resource persons/ trainers themselves, before this 'release from the role' step is completed. Trainers should also ensure that there are no 'observers' in the room where the simulation is being enacted, as the participants should find the room as a 'safe space', while presence of any person who is not part of the simulation will disturb the equilibrium.

Story telling. The audience listens to a story. The voice is important. The story should not be too long. The acceptance of stories may vary from culture to culture and type of audience and the issue to be conveyed. Usually story telling works well during a field visit to share the details of the issue and connection with that area.

Making your own video and being a conservation reporter

Watching videos at a training session is easy—provided you find suitable videos. But have you ever thought about making a video with your participants or, more precisely, creating the conditions that allow your participants to make meaningful videos and by doing so apply their knowledge of the topic and gain additional insights? All you need are some mobile phones with video functionality or one or two video cameras.

1. Choose a topic that allows the participants to develop some creativity in capturing it on video.
2. Instruct them to produce a 5-minute clip. They can ask people on the street for statements, they can use cardboard as a box for a television speaker, they can paint a diagram on the flip chart to be filmed for 10 seconds. Ideally, they should be able to demonstrate a process, a product or solution, etc.
3. Finally, the results (videos) of the small groups are shown to the plenary group for discussion. And if they are relevant, some participants may even upload them to YouTube after the session.

Keep in mind the fact that ‘making a video’ as a training method does not aim for technical perfection. If you do not have a separate microphone for the reporter, simply play with a big pen as if it were one. Funny videos will be best remembered!

World Café/Knowledge Café

The World Café or Knowledge Cafe method is a simple, effective and flexible format for hosting large group events. A creative process is set in motion within a relaxed, coffeehouse-like atmosphere. Several rounds of discussion, knowledge exchange and idea generation among the participants often lead to new insights and perspectives.

Setting: Create a ‘special’ environment, most often modelled on tea house or the café. Place coloured pens and flip chart paper on the tables. There should be four to eight chairs at each table depending on the total number of participants.

Welcome and introduction: The facilitator begins with a warm welcome and an introduction to the knowledge Café process, establishing the context, sharing the Café ‘etiquette’ and putting participants at ease. The leading questions or topics for each table are briefly explained.

Group ‘pollination’ rounds: The Café house talks begin with the first of three (or more) 20-minute rounds of conversation for the groups seated at each table. At the end of the 20 minutes, each member of the group moves to a different table, except for one person who stays and acts as the ‘table host’ for the next round. She or he then welcomes the next group and briefs them quickly on what was discussed in the previous round. Ideas from each participant are left on each table like pollination process, and each table experiences different angle of discussions due to changes group dynamics.

Questions: Each table work on a different question relating to a specific topic. The question should be visualized at each table, i.e., in the form of a flip chart next to the table or board with cards. In some variations, same question can also be put up on each table to understand different perceptions of groups of people on the same issue, if the training group has participants from varied disciplines or functionalities.

Harvest: After several rounds of discussions, the main results are collected at each table and presented visually by table hosts, to the whole group. All participants contribute to the discussions. Finally, the results are displayed on the walls to present a visual gallery.

The Knowledge Café method can be modified to suit the group requirements, the stage of the training at which this method is being used, the availability of time, etc.

10.4 Energizers

Energizers are needed as a source of refreshment after long periods of concentration, usually spent seated in an unchanged position. By promoting blood circulation through movement and stretching and briefly focusing on something completely different, the thinking faculties are given a break and are refreshed. Energizers and icebreakers can be a lot of fun.

During a training/classroom session, there are some moments when the group energy becomes too low to allow participants to absorb anything. These situations might arise due to the weather, time (after lunch) or any other reason. It is the responsibility of the trainer to identify such moments and make space for the group to regain its energy. Energizers are also helpful in bringing the group to focus just before beginning a rather serious topic. The following is a selection of some energizers that can be used as such or after necessary customization by trainers:

'Bring me something blue'

Competing groups are challenged to find, as fast as possible, an object determined by the trainer. 'Bring me something blue!' There is one point for the fastest group delivering anything blue to the trainer of the class. 'Bring me a credit card' or 'a signature from the receptionist' or (for outdoor energizers) 'a stone,' 'a white flower,' etc.

Clapping on the ground

A different category of energizers includes those that make everybody physically imitate somebody or do something strange at the same time. For example, you may ask people to kneel down and put their hands on the ground in front of them. Now instruct them, 'First, please put your left hand, exactly to the left side of your left neighbour's right hand.' When this is done, give the following instruction: 'Now put your right hand exactly to your right neighbour's left hand.' If done correctly, there will now be a circle of hands on the ground, in which everybody has between her or his hands, two other hands (from the neighbours on the left and right). Now the real fun (and concentration) starts, when you instruct the participants, 'Now we are going to go around the circle, clapping on the ground in sequence. Each hand, one clap. After one hand claps, the neighbour has to clap. As fast as possible!' Chaos! (You can even introduce double clapping once the group has mastered the coordination necessary for the single claps.)

The blinking murderer

The participants stand in a circle facing inward. The trainer has written a little message for each person, on game-cards. One card is the 'murderer' card, and a second one is the 'detective' card. The rest of the cards are empty or contain meaningless information. Once the cards have been distributed, the detective goes into the middle of the circle and has the task of identifying the 'murderer' as fast as possible. The murderer does not reveal her or his identity but begins her or his mission by

blinking her or his eyes. She or he looks directly at people in the circle and blinks. If someone clearly recognizes that the killer is blinking at him or her, it is too late—he or she must fall to the ground. Slowly each person in the circle will be ‘softly killed’. The more alert the detective, the faster the murderer is identified and arrested. Then the game can be restarted by dealing the cards again.

‘now we touch our nose!’

This kind of energizer exercise requires the full concentration of the audience. The trainer gives a command that everybody has to follow: ‘Now we touch our noses.’ ‘Now we put our left leg over the right.’ Not difficult so far, but, while speaking, she or he is demonstrating something different with her or his own body (for example, touching her or his ear while she or he commands everybody to touch their noses). This energizer also has very important communication message for the participants, i.e. it is not so much what you say, but what you do is observed and followed by others.

Prime numbers

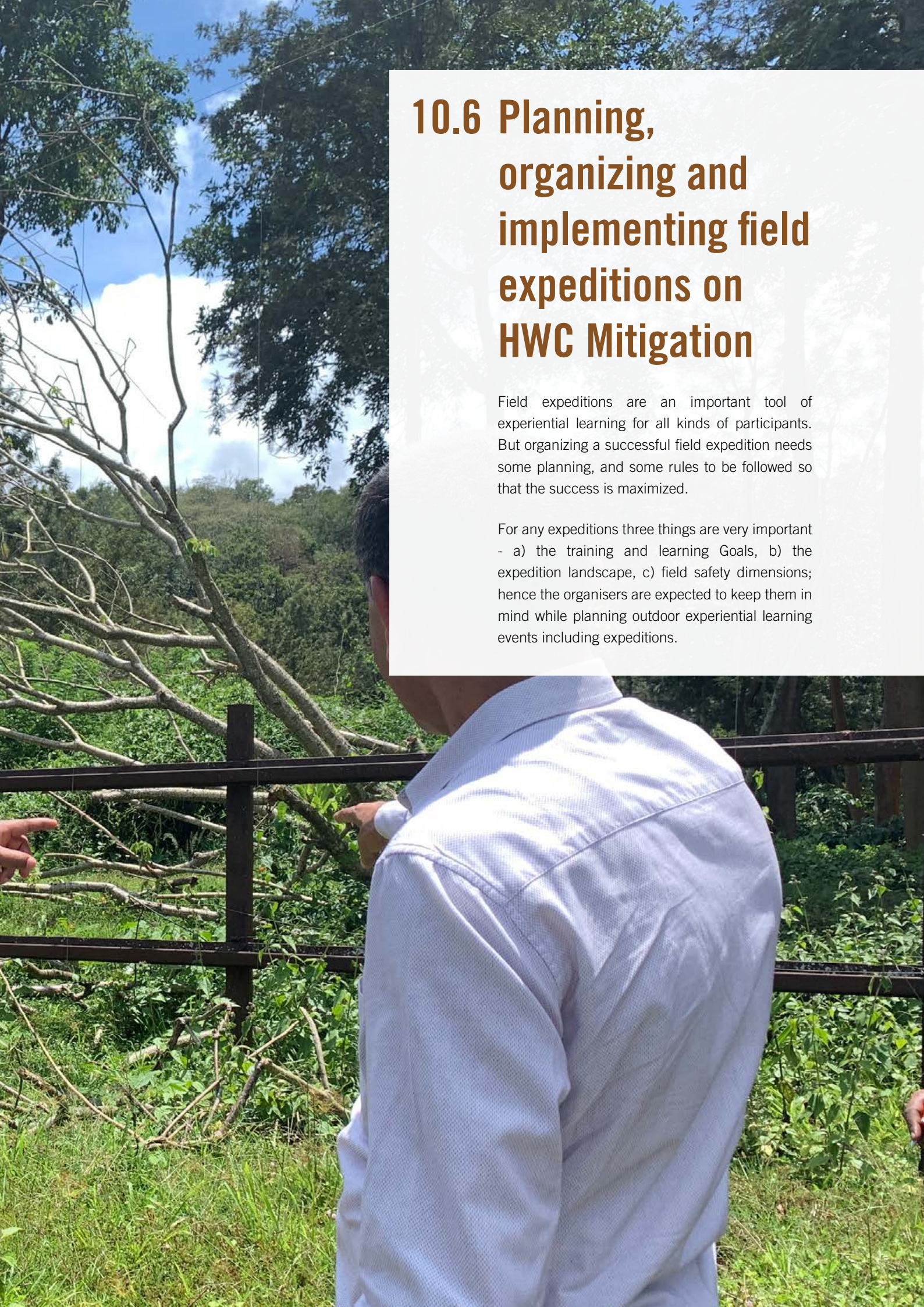
High levels of concentration are required for counting games also. The easiest game is to request everybody to count but establish some arithmetic rules: When a number can be divided by 7, don’t say ‘7’ or ‘14’, but instead say ‘Aha,’ if the number is a prime number (1, 2, 3, 5, 7, 11, 13...), say ‘Oye,’ etc. Participants who fail to do so keep getting eliminated from the group.

10.5 Team-building exercises

There are fundamental differences between energizers and team-building exercises. The team-building exercise is not designed principally to have fun but rather to help people cooperate better and communicate more efficiently. You will need more time for a team-building exercise, and you will need to issue instructions clearly and debrief the teams when you finish. The debriefing session will include questions such as these: What did you experience? Who was the leader? Did you feel personally involved? Were you involved or left out? Why did it work, why not?





A man in a white shirt is seen from the back, looking out over a lush green landscape. In the foreground, there is a dark metal fence. The background is filled with dense green trees and foliage under a blue sky with some clouds. The overall scene suggests an outdoor field setting.

10.6 Planning, organizing and implementing field expeditions on HWC Mitigation

Field expeditions are an important tool of experiential learning for all kinds of participants. But organizing a successful field expedition needs some planning, and some rules to be followed so that the success is maximized.

For any expeditions three things are very important - a) the training and learning Goals, b) the expedition landscape, c) field safety dimensions; hence the organisers are expected to keep them in mind while planning outdoor experiential learning events including expeditions.

10.6.1 Selection of site

The site should be chosen very carefully to give the participants the best learning experience.

An appropriate site should be selected on the basis of the learning out-comes. The site should be not very far from the training venue, if the field expedition is part of the training module. This is so that travel time is minimized. The travel time should be less than 30 minutes so that the maximum time is spent in observation or work to achieve the learning outcomes.

If the field expedition is being organized as a stand-alone training measures in itself, then the selection of site can be based on its learning potential. In both cases, a thorough survey of the site should be performed to check whether the site is appropriate for the objective of the visit. The site should also be assessed from the point of view of its learning potential (number of type of species-in-conflict in the landscape, type of mitigation measures implemented, existence of evidence of impact of such measures, opportunity to interact with variety of stakeholders, new technology being used for early warning in that landscape) as well as safety and safety risks.

The weather conditions that will prevail during the survey should also be assessed. This will give an idea of when to organize the field visit, i.e., season, time, etc.

10.6.2 Expedition briefing

An expedition briefing should be prepared on the basis of the initial assessments. The expedition briefing document is the primary disclosure document that you share with your participants. It is your main tool for communicating with participants and setting their expectations at the right level prior to their arrival at the field site. Therefore, it is essential that the trainers spend good time in working on this document, which

- clearly outlines the objectives of the expedition
- places their learning in the wider context of the goals of the expedition
- clearly identifies the leadership of each team, including the roles and responsibilities of each participant.
- provides detailed information about the location, including any pertinent cultural information
- highlights potential hazards and safety recommendations for the expedition site.
- provides detailed logistical information, such as what participants may expect to eat, where they will sleep, what their daily routine will be, how they will be transported during the expedition and all meeting and departure details
- provides information on what will happen in the event of an emergency, and provides contact details of the organizing team members.

If all these points are clearly and accurately addressed, the participants' expectations should be matched or, hopefully, exceed during the expedition.

Preparation of this document requires good amount of time and resources as one-time investment, and follow-up editing after every few years. Therefore, national and state training institutions must prepare such briefing document, when they have same expedition sites to be visited each year. For stand-alone trainings, however, the institutions and trainers can decide for bring a smaller document, rather than a detailed structured one. A sample of expedition briefing on HWC mitigation, and another of expedition to a coastal and marine areas are available from [this link](#)

Addressing health and Safety issues:

In case you plan the expedition to an area with known risks, such as an area with an ongoing HWC-related emergency situation, it is important to understand the importance of risk disclosure to the participants. Using your expedition briefing to disclose known risks of the expedition site is very important as the participants will use the briefing as a tool to work on their personal safety measures and adhering to the field protocols and Do's and Dont's as elaborated by the organisers.

It is recommended that before the expedition the organizers obtain details of the participants such as personal information, health details and travel details.

Liability release, Assumption of risk and Indemnity Agreement

The organizers may consider getting a liability release signed by the participants as well as the resource persons, if they belong to different institutions. Any additional forms such as confirmation of vaccinations, health status etc should be signed before beginning the activity.

Any expert who comes as a resource person and is involved in the field activities should sign a liability release form.

A sample of the liability release form is available in the last section.

Briefing in the field (5 minutes)

It is a good practice to have a short safety briefing at the start of the field activity in the field. This is to minimize the risk by reminding the participants about the risk at the sites. This may be repetitive, but it is necessary. Also, remind the participants about the duration of the activity and the place and time for assembly after the activity.

Debriefing/reflection session

At the end of the activity, there should be a short debriefing session in the field so that the participants can appreciate what they have experienced.

A reflection session should be planned in detail so that each group or individual can reflect upon the learning and all the participants can learn from the experience of the others and the learning outcomes for which the field visit was planned are achieved.

Tools for reflection session

Different tools can be used for reflection:

- i) *Fishbowl method*. Please refer to section X for details.
- ii) *Group presentation*. This can be done using a chart, a PowerPoint presentation or a photo slide show/video from the field.
- iii) *Individual reflection*. Each participant is given a chance to tell the others what the highlight of the field visit was for him or her.
- iv) *Dialogue and brainstorming*. Please refer to section X for details.

10.6.3 How is the learning experience enhanced?

Field visits should be organized to permit participants in applying the knowledge gained in each module the classroom/training session to field situations.

The learning journal providing a guided learning and reflection during the expedition helps the participants gain some understanding before their arrival, reflect during the programme and act when they go back. The journal also acts as a personal field diary for the participants for their notes and reflections.

Effective Briefing

Brief the participants about the site, and show them a Google map if required to explain the route. Brief the participants about the observations to be made, health and safety (cap, water, temperature, etc.), clothing and footwear. Also brief them about the cultural issues if there are any. Brief them about the kind of photos to be taken. Remind the participants to note down what they learn in the space given in the learning journal for reflection.

Key points for briefing

The participants should be informed about the site and the activities. They should be briefed about cultural issues if any. They should also be briefed about some laws related to Protected Areas (in case the forest being visited has been deemed as protected) and what they should pick and what they should not. They should be briefed about health and safety, i.e., to be wary of poisonous plants, hydration, etc. They need to be informed about the duration of the activity.

Methods

Dialogue and brainstorming

The participants can have a dialogue with the expert or a brainstorming among themselves prior to going to the field.

Walk and talk

An expert gives a briefing about the importance of conservation of wildlife and the associated ecosystem services if this has not been covered in the classroom session. It is delivered in a participatory manner by asking participants what they observe (different animal species (birds, mammals, etc.), different ecosystems (forests, grasslands etc.), The expert can brief participants on the economic losses on account of human wildlife conflicts, or the negative impact of the same on conservation efforts for wildlife in particular and ecosystems in general.

The expert's briefing is based on the responses. Similarly, the participants are asked about other observations. They typically come up with observations about the soil, plants, animals, birds, fish, water, estuaries, tourism, temples, etc. The facilitator can brief the participants about ecosystem services on the basis of the responses.

Case study

Use the case study method if suitable sites are not present in the area. Case studies should also be used for obtaining a better understanding before going to the site. If there are no local case studies, then case studies from other areas should be discussed with the participants.

Icebreaker with the local community

The participants should use an icebreaker when interacting with the community as members of the local community may not be very comfortable interacting with the media at first without a proper introduction. The participants can introduce themselves as students who are learning about problems related to conflicts between humans and local wildlife. Once the participants gain the confidence of the community, the local people will feel proud to share. So, the specific icebreaker can be decided on by the whole group so that everyone speaks in the same tone during interactions.

There can be a local person who can introduce the participants to the community and fix a meeting, or the participants can be taken to the outskirts of the village, where the participants just make their observations.

Dividing the group to enhance cross-learning among participants

Divide the group into teams depending on the number of participants. Each group can be given a different activity, e.g., details of local livelihoods, diversity of animals in the forest around the area; species with which most of the conflict occurs, any particular patterns of the conflict eg. the time (let us say the species usually comes in the village or farmland in late evenings or night), the population of the herd or pack, if the behaviour of animals has become more aggressive with time etc., the response of the local community, whether the entire community supports the response or there are varying opinions, involvement of the local forest department and so on and so forth.

The group can be divided depending upon the different observations required. If the time is limited, then different groups can be given different observations to perform; if there is sufficient time, then all the groups can be given the same tasks for observation.

Field learning journal for the participants to facilitate individual learning and reflection

Provide handouts to the participants for recording their field observation, and discuss it with them to answer any questions that they might have. It is a good practice to have the participants fill up one field learning journal as a demonstration, so that they are clear on the questions and possible notes to be taken in the field.

The trainer can pick and choose the field observation questions and edit the field learning journal to match the possible issues to be observed at the selected site.

Debriefing/wrap-up to fill the gaps in the information

Do a quick wrap-up for about 5 minutes reflection once the activity is finished. It should be the high-lights of the groups (just one point each). This will help groups learn anything that they missed and will give them a chance to see it while they are in the field.

Detailed reflection to consolidate views and cross-checking perceptions

Conduct a detailed reflection session, preferably on the same day or the next day, for about 1 hr to 2 hrs. Methods to be used:

- *Personal reflection.* Each participant reflects on one highlight or something learnt from the visit.
- *Group reflection.* Each group makes a presentation with the help of a chart or PowerPoint and photos and videos.
- *Fishbowl method.*
- *Dialogue and brainstorming.*

SECTION XI

Tools and handouts

This section provides tools, formats and handouts and instructions to be provided during sessions. The trainers can customize and take printouts for their own use or for the participants, as the case may be.

Examples of Participatory Methods

Perspectives/Reflections

Knowledge Cafe

Simulations

Films

Generating & Discussing Ideas

Assimilation of Knowledge for practical application

Brainstorming

Fishbone

Bus-stop method

Case studies

Field expeditions

Role Play

Brainwriting

Mind-maps

Knowledge Cafe

Demonstrations

Computer-Based interactive sessions

Quiz

Flashlights

Films

Dilemmas

Reflection in groups

Assignments - groups

Sharing Experiences

Assimilation of Knowledge for Long-term impact

Interactive Lecture

PowerPoint

Market-place

Simulation

Problem Solving

Self-study

Expert interviews

Benchmarking

Moderated discussions

Introductions, icebreakers, energizers, team-building exercises

Handout 11.1 Taking Participant's Feedback: Daily reflection

handout on reflections: Formats for participants to capture experiences

Session	What is easy for me?	What is challenging for me?	What do I want to change in training methods/ daily schedule/ etc.*	Conclusions – what do I want to do with my insights?

* “No sessions after lunch” is not a valid option ☺

Handout 11.2 Taking Participant's Feedback: End of the course

Dear participant,

Thank you for your participation in the course on _____.

We request your support in contributing to further improvement of the curriculum, and Training material. To help us further enhance the alignment of such course with your needs and the needs of the future course participants, we would request you to participate in this survey and share your experience and any suggestions you might have for improvements.

Please read the following statements and indicate your level of agreement by marking the appropriate box.

You have six possible answers ranging from “totally disagree” to “totally agree”. If you cannot answer or do not wish to, please tick the “no answer” box.

Thank you for your help and support!

Your trainer

1. Working and learning methods

	Totally disagree	Totally agree	No answer
The content and outcomes of the individual sessions were clear throughout.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Participants were able to bring their own experience and examples into the sessions	<input type="text"/>	<input type="text"/>	<input type="text"/>
The material (e.g., presentation, handbook, handouts etc.) helped me to understand the content better.	<input type="text"/>	<input type="text"/>	<input type="text"/>
The working and learning methods were appropriate to the tasks and suitably varied.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I could relate the examples to the context of my own work and life.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Self-assessment: how far do you think you have achieved the learning outcomes of Module 1?

[*these are only samples learning outcomes. Trainer must use the learning outcomes of the specific training]

learning outcomes	Degree of achievement				
	Perfectly	Easily	To some extent	Not so well	cannot
I am able to:					
explain the term 'Biodiversity' and describe different aspects of the concept					
outline different types of ecosystem services arising out of coastal and marine biodiversity					
express the difference between terrestrial and coastal ecosystems with clear examples					
Illustrate different types of coastal and marine habitats and summarize the threats that they face					
the ecological basis for conserving coastal and marine biodiversity					
Explain the key differences between landscapes and seascapes					
appreciate the difference in socio-economic and political contexts of terrestrial and coastal-marine ecosystems and their management					

What competences or expertise have you acquired in addition to the training course's explicit outcomes?

Knowledge:

.....
.....

Skills:

.....
.....

Values

.....
.....

Which training method/ session you liked the most?

.....
.....

Any other suggestion you would like to provide for improving the upcoming trainings?

.....
.....

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