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Land Tenure Center

HUMAN DIMENSIONS OF WILDLIFE CONSERVATION: A COURSE FOR M.Sc. STUDENTS IN WILDLIFE BIOLOGY AND CONSERVATION

Venue: National Centre for Biological Sciences

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Provided by the **Land Tenure Center**. Comments encouraged:
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Human Dimensions of Wildlife Conservation
A course for M.Sc. students in Wildlife Biology and Conservation
Venue: National Centre for Biological Sciences,
GKVK Campus, Bangalore 560065
20 to 31 July 2009

Offered by

- Adrian Treves, PhD, The Nelson Institute, University of Wisconsin-Madison, USA
- Teri Allendorf, PhD, The Nelson Institute, University of Wisconsin-Madison, USA
- Sanjay Gubbi, M.Sc., Centre for Wildlife Studies, Bangalore, India
- Ajith Kumar, PhD, Centre for Wildlife Studies, Bangalore, India
- With a guest lecture by Asmita Kabra, PhD

Background

Conservation of endangered species such as tigers and Asian elephants demands that we balance wildlife and human needs. To achieve this balance, each generation of wildlife conservation workers must understand ecological factors as well as sociopolitical and economic ones. Therefore interdisciplinary training is required for the next generation of conservation leaders. Through an Indo-US collaboration between two accredited, degree-granting institutions, we proposed to enhance the curriculum and training opportunities for Indian M.Sc. candidates studying wildlife biology and conservation. We proposed to integrate the human dimensions of wildlife conservation (human behavior, attitudes, land uses, economics and politics) in interdisciplinary and international perspective with existing course material, to improve the practice of conservation in India. Through a mix of classroom instruction, small-team advising, field practicum, and collaborative research, we propose to enhance a degree program for Indian students and advance an ongoing long-term, interdisciplinary collaboration between Indo-US partners. The M.Sc. degree in Wildlife Biology and Conservation (M.Sc. program hereafter) is a collaboration between the Tata Institute of Fundamental Research, the National Centre for Biological Sciences and the Centre for Wildlife Studies (www.msc.wcsindia.org or www.ncbs.res.in/index.php?option=com_content&task=view&id=273&Itemid=9). Thus far it has been predominantly focused on the natural sciences and mathematics as they pertain to *biological aspects of conservation*. With growing awareness of the demand for conservationists trained in human dimensions (human behavior, perceptions, attitudes, economics, and politics), the advisory board and instructional staff of the M.Sc. program invited Dr. Treves to help teach a new module in the *human dimensions of wildlife conservation*. Dr. Treves has taught various aspects of wildlife ecology and conservation as well as interactions with people since 1997, including serving as a visiting assistant professor at Makerere University, Uganda (2005-2006) and training Wildlife Conservation Society teams on conservation planning in D.R. Congo, Uganda, Madagascar, Nicaragua, and Bolivia. Since 2007, he has directed the Carnivore Coexistence Lab of the Nelson Institute for Environmental Studies at the University of Wisconsin in Madison, WI, USA (see www.nelson.wisc.edu/people/treves). The Nelson Institute is a world-class center for interdisciplinary study of the environment. Dr. Treves teaches international, interdisciplinary, applied conservation research and planning courses to prepare students to understand and master the theory and practice of conservation. His experiences with applied research using both ecological and social sciences provide international, diverse, and multidisciplinary perspectives on the problems facing current conservation teams.

In addition to the schedule below, instructors met individually with students throughout the training to discuss their research projects. Dr. Treves met with

- Priya (hyena, wolf surveys in Rajasthan),
- Cheti (blackbuck conflicts and conservation in the GBS),

- Killi (tiger prey surveys in S Karnataka),
- Bipin (hunting and depredation in Kurg areas),
- Rajat (hunting and bushmeat in Maharashtra),
- Sachin (chevrotain hunting surveys in Maharashtra),
- Meghna (community health and attitude survey in Maharashtra),
- Nishant (elephant conflict co-management in Bannerghata NP),
- Mayur (elephant conflict in Maharashtra. tourism management in Maharashtra, and wildlife monitoring in Great Himalayan NP),
- Tarun (crocodilian conflict and conservation in gharial reintroduction region),
- Imran (conservation in the face of corruption and criminal gangs) with Sanjay Gubbi,
- Girish (leopard conflicts in and around sugarcane fields),
- Nisarg (otter conservation in PAs of Karnataka-Kerala) with Sanjay Gubbi, and
- Sanjay Gubbi for PhD planning and collaboration on three papers relating to compensation for elephant damages, management of carnivore conflicts, and interventions to reduce threats to PAs).

Dr. Allendorf met with

- Cheti (local community perceptions of blackbuck),
- Nisarg (community involvement in conservation of otter),
- Nishant (citizen monitoring of elephants),
- Meghna and Sachin simultaneously (NTFP and sustainable extraction in northern Karnataka), and
- Mayur (local communities sustainable development in the Great Himalayan National Park).

Technical Agenda

Date	Agenda
July 20 Monday	<i>Morning session 10-11 am:</i> Introductions and overview
July 21 Tuesday	<p><i>Morning session 930 am – 1 pm:</i> Systematic conservation planning Part 1 (Treves) with coffee break at 11-11:25.</p> <ol style="list-style-type: none"> 1. Articulating a vision and defining time-limited, measurable goals for wildlife conservation 2. Assessing direct and indirect threats 3. Optimal participation across the project cycle <p><i>Afternoon session 230-5 pm:</i> Systematic conservation planning Part 2 (Allendorf and Treves) Tea at 4 p.m.</p> <ol style="list-style-type: none"> 4. Role-playing exercise (Multi-stakeholder threat mapping) 5. Intervention planning <p>Homework assignment: Please reflect on the multi-stakeholder threat mapping activity that we did in the afternoon and consider how this method would work in the Indian context. Please describe some strengths of this approach and some aspects that could be adapted for the Indian context and how you might adapt it. You can discuss it in pairs or groups if you want but please send in individual assignments. It should be ½-1 one page single-spaced. The idea for the exercise comes from the comment in</p>

	<p>class that it would be difficult for communities to criticize logging companies or the Forest Department in a public setting. Due 9:30 tomorrow.</p>
<p>July 22 Wednesday</p>	<p><i>Morning session 930 am – 1 pm:</i> Systematic conservation planning Part 3 (Treves and Allendorf)</p> <ol style="list-style-type: none"> 1. Appreciative inquiry 9:30-12, discussion 12-1 <p><i>Afternoon session 2-6 pm:</i> Systematic conservation planning Part 4 (Treves)</p> <ol style="list-style-type: none"> 2. Role-playing exercise (Participatory Intervention Planning) 3. Introduction to wolf conservation in Wisconsin and the USA 4. Case study: predicting conflicts between wolves and people 5. Monitoring systems and Adaptive management (Treves and Gubbi) <p>Homework assignment: Reflect on any of the tools we have used and apply them to a site you are familiar with (professional or personal experience). Talk about the advantages of this tool and how you might modify it to apply to the context you are considering. Due 9:30 a.m. tomorrow.</p>
<p>July 23 Thursday</p>	<p><i>Morning session 930-11 am:</i> Relocation as a conservation strategy (Kabra)</p> <p><i>Afternoon session 2-6 pm:</i> Introduction to methods Part 1 (Treves and Kabra)</p> <ol style="list-style-type: none"> 1. Case study: Strategic trade-offs for wildlife conservation eco-labels with a case study of Certified Wildlife Friendly 2. Social science surveys of attitudes, perceptions, and beliefs research design, and sampling bias. 3. Measuring household economic impacts (Kabra) <p>Homework assignment: There are five types of PRA tools described in sections B-G in the attached reading. Please read the section of tools assigned to you below and then with the others assigned to that section of tools, discuss and choose the one tool in the section assigned to your group that think would be most useful or interesting to apply to the study of park-people relations at Bannerghatta. Think about these tools especially in the context of human-elephant conflict. Be prepared as a group to discuss tomorrow morning at 9:30 which tool you chose and what you would hope to learn about people-elephant conflict (or more broadly, the park-people relationship). These tools are described in the context of HIV/AIDS, so you may need to be a little creative to apply it to the conservation/natural resources situation (Allendorf).</p> <p>Section B: Mayur, Imran, Jay Section C: Nishant, Rajat, Shivani Section D: Killi, Girish, Ipsita Section E: Bipin, Nisurg, Chetah Section F: Adi, Meghna</p>

	Section G: Sachin, Tarun
July 24 Friday	<p><i>Morning session 930-11 am:</i> Introduction to methods Part 2: What do we know and what do we need to know about Bannerghatta National Park?</p> <p><i>Mid-day session 11 am-3 pm:</i> Students form subgroups to develop draft methods for the field practicum</p> <p><i>Afternoon session 3-530 pm:</i> Feedback on student plans and discussion of methods (Treves, Allendorf, Gubbi)</p> <p>Homework assignment: develop survey for field practicum.</p>
July 25 to 27 Sat–Mon	<p><i>Saturday: Field practicum in Bannerghatta National Park (Treves, Gubbi and Allendorf): Interview and human use mapping methods</i></p> <p><i>Sunday: Field practicum in Bannerghatta National Park (Treves and Gubbi: Interview and measuring crop damage methods)</i></p> <p><i>Monday 2-4 pm:</i> analysis of data (Treves)</p>
July 28 Tuesday Note: all presentations by Allendorf unless noted otherwise	<p><i>Morning session 930-11 am:</i> Case studies of engaging communities in biodiversity conservation</p> <p><i>Afternoon session 11:30-1</i> Attitudes and perceptions of protected areas in Burma and Nepal</p> <p>Homework assignment: read project documents for tomorrow's exercise</p>
July 29 Wednesday	<p><i>Morning session 930-1100 am:</i> Presentation on donor evaluation and indicators and begin project document review exercise</p> <p><i>1100-1 pm:</i> Continue product document review exercise</p> <p><i>Afternoon session 2-4 pm:</i> Designing the human dimensions components of students' research projects</p> <p><i>4:30-6 pm:</i> Human dimensions research design exercise</p> <p>Homework assignemnt: read and prepare presentation for Gubbi's session tomorrow and read Burma article</p>
July 30 Thursday	<p><i>Morning session 930-11 am:</i> Introduction to multilateral and global conservation priorities in the Indian context (Gubbi)</p> <p><i>11:30-1 pm:</i> Discussion</p> <p><i>2-3 pm:</i> Discussion of Burma article: totalitarian regimes, ethics, and</p>

	conservation 3-4 pm: TEK and Ecotourism
July 31 Friday	<i>Morning session 930-1030 am:</i> Closing remarks, Evaluation and Summary





