Phase III
Mid Career Training of Indian Forest Service Officers: International Training Program
Colorado State University, U.S.A.
April 15 - 28, 2012

SUMMARY REPORT

WARNER COLLEGE OF NATURAL RESOURCES
Human Dimensions of Natural Resources Department &
Center for Protected Area Management and Training
Report Authors
This training program summary report was produced by Andrew W. Don Carlos, Tara L. Teel, and Morgan Adams of the Human Dimensions of Natural Resources Department at Colorado State University.

Acknowledgments

The Indian Forest Service Officer Training program coordinators at Colorado State University would like to thank the following organizations for their support and involvement during our April 2012 course.

- Indian Ministry of Environment and Forests
- Wildlife Institute of India
- Indian Council of Forestry Research and Education
- Indira Gandhi National Forest Academy
- Indian Forest Service
- USDA Forest Service, Arapaho/Roosevelt National Forest, Canyon Lakes Ranger District
- Poudre Wilderness Volunteers
- City of Fort Collins, Natural Areas Program
- Larimer County, Department of Natural Resources
- Larimer County Sheriff’s Office
- Colorado Parks & Wildlife
- USDA APHIS Wildlife Services, National Wildlife Research Center
- Denver Zoo
- Colorado State Forest Service
- USDOI National Park Service, Rocky Mountain National Park
- USDOI Fish and Wildlife Service, Rocky Mountain Arsenal National Wildlife Refuge
- Western Association of Fish and Wildlife Agencies
- Wyoming Game and Fish Department
- Colorado State University Human Dimensions of Natural Resources Department
- Colorado State University Center for Protected Area Management and Training
- Colorado State University Warner College of Natural Resources
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  - Field visit to the Colorado State Forest Service
  - Field visit to the Laramie Foothills Mountains to Plains Protected Area Corridor
  - Field visit to the Arapaho/Roosevelt National Forest
  - Field visit to Rocky Mountain National Park

### INTEGRATING SOCIAL CONSIDERATIONS IN CONSERVATION COMPONENT

  - Sessions led by CSU Human Dimensions of Natural Resources Faculty
  - Field visit to Rocky Mountain National Park
  - Special session sponsored by the Western Association of Fish and Wildlife Agencies

### SOCIAL ASPECTS OF HUMAN-WILDLIFE CONFLICT MANAGEMENT COMPONENT

  - Special session sponsored by the Western Association of Fish and Wildlife Agencies
  - Field visit to the CDOW Foothills Wildlife Research Facility
  - Visit to the USDA Wildlife Services National Wildlife Research Center
  - Field visit to Rocky Mountain National Park

### MID PROGRAM BREAK FIELD TRIP

  - Visit to Denver Zoo & Rocky Mountain Arsenal National Wildlife Refuge

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EXECUTIVE SUMMARY

From April 15 to April 28, 2012 Colorado State University’s (CSU) Warner College of Natural Resources held a training program for 30 visiting Officers from the Indian Forest Service (IFS). This program fulfilled the international component of Phase III – Mid Career Training for the 2012 IFS officer cohort. The development and execution of this training program was carried out under the CSU – Wildlife Institute of India (WII) International Memorandum of Understanding for research and capacity building, signed in 2008.

The course program for this training event was designed and coordinated by the CSU Department of Human Dimensions of Natural Resources and Center for Protected Area Management and Training in partnership with WII and the Indian Council for Forestry Research & Education (ICFRE). The goal of the program was to aid in enhancing protected area management, mitigation of human-wildlife conflict in and around protected areas, and the integration of social considerations in conservation planning and decision making.

Core content modules designed to meet the program goal were delivered through a combination of classroom and field-based instruction on the CSU campus, and at nearby protected areas and natural resource agency facilities. Classroom sessions were led by CSU faculty and invited resource persons and included a combination of lecture, discussion and group activities. Concepts and techniques covered in the classroom were demonstrated and further explored during field visits providing opportunities for on-site interaction with natural resource professionals.

This was the third annual offering of the program. Cohorts of 30 IFS Officers successfully completed the program in March, 2010 and May, 2011. The 2012 program employed a similar instructional design as was used during prior offerings with a few key modifications. Following a formal analysis of program evaluations provided by Officers participating in the 2010 and 2011 courses and discussion with collaborators at WII and ICFRE, a slightly revised course plan was designed and implemented in 2012.

This report outlines the organization, implementation, and results of the training program. The Training Program Overview section describes the training program design, including purpose and objectives, core content areas, instructional methods, schedule of events, and the training program team, including coordinators, instructors, resource persons, and participants. The Program Changes for 2012 section summarizes additions and changes to the course plan for each of the core content areas. The Training Program Component Description section briefly highlights technical aspects of the program for each core content area. The Summary of Training Program Evaluations section provides an overview of participant evaluations of various aspects of the course. The Conclusions section briefly summarizes the observations of the coordination team related to course accomplishments, group dynamics, participant feedback, and potential enhancements for future courses. Appendices include working group assignments, the detailed daily program agenda, and course evaluation forms.
TRAINING PROGRAM OVERVIEW

PURPOSE

To compliment existing modules of the Phase III IFS MCT Program through provision of on-site international training at CSU in the areas of protected area (PA) planning and management, integrating social considerations in conservation planning and decision-making, and social aspects of human-wildlife conflict (HWC) management.

OBJECTIVES FULLFILLED

- Expose participants to best practices and current trends in PA planning and management.
- Advance the adoption of conservation planning and decision models that explicitly incorporate social considerations (including social impacts, stakeholder tolerances and preferences, and stakeholder involvement).
- Introduce participants to “practical methodologies” that can be used to collect a range of social information for informed decision-making.
- Enhance understanding of various aspects of HWC with specific emphasis on how social considerations can be integrated into HWC management.
- Build professional networks and expand thinking about conservation challenges in a broader geographic and cross-cultural context.

CORE CONTENT AREAS

To meet the above objectives, this training program included instruction focused on three core content areas:

1) PA Planning & Management
2) Integrating Social Considerations in Conservation Planning & Management
3) Social Aspects of HWC Management

Specific thematic topics covered under each content area are described below.

Protected Area Planning & Management:

- Social, environmental, and economic benefits of PAs
- Overview of PA management systems in the US
- Integrated PA management planning
- Achieving/monitoring desired resource and social conditions; establishing indicators and standards
- Ecotourism and visitor management
- Interpretation
- Outreach; obtaining stakeholder support for PAs
- Integration of PA management with social and rural development in the regional context
- Managing PAs at multiple scales: municipal, state, federal
- Participatory management of PAs
- Climate change and PAs
- Institutional options for PA management
- Conservation finance
- Conservation law enforcement and resource protection
- Monitoring illegal resource use in PAs
**Integrating Social Considerations in Conservation Planning & Management:**

- Overview of the North American model of wildlife conservation
- The role of the social sciences or human dimensions (HD) in conservation planning and management
- Multi-disciplinary conservation planning and decision-making models that incorporate social science
- Core social science concepts and their application to conservation issues
- Practical methodologies for the collection of HD information
- Integration of HD information into wildlife agency decision-making in the U.S.
- Social conflict management and stakeholder involvement processes
- Use of HD information to inform public outreach/education initiatives

**Social Aspects of Human-Wildlife Conflict Management:**

- Overview of HWC issues in the U.S.
- HWC mitigation techniques; application and comparative analysis
- Acceptance capacities for human-wildlife interactions; balancing wildlife-related benefits and impacts
- Local cultural context and stakeholder values as a key to ensuring success of HWC mitigation efforts
- Monitoring and evaluation in HWC planning and management
- Emerging applications for HWC management: using geographically-referenced information to improve management response

**COURSE PROGRAM DESIGN AND INSTRUCTION**

**Instructional Methods**

This training program incorporated a variety of instructional methods designed to optimize course content delivery. Classroom and field instruction was organized by the core content areas and thematic topics outlined above. For each core content area, classroom instruction included sessions led by CSU faculty and invited instructors from resource management agencies. These sessions were held on the CSU campus and included a combination of lecture, discussion, and group activities. Concepts and techniques covered in the classroom were demonstrated and explored further on field visits to local PAs and natural resource agency offices and research centers. Field visits allowed participants opportunities for direct interaction with natural resource professionals representing a broad spectrum of organizations that are involved in conservation programs at multiple scales. The team of resource persons included officials from municipal, state, and federal government agencies, non-profit organizations, as well as private stakeholders.

**Working Group Assignments**

Participants were assigned to one of five working groups prior to arrival at CSU. Each group included six to seven members tasked with organizing relevant background resources and presenting about specific course topics upon return to India. The working group approach facilitated the summarization of course content for an experience sharing seminar with WII, IGNFA, ICFRE, and MOEF that included the IFS Officer cohort from this batch who attended the concurrent international training offered by the Swedish University of Agricultural Sciences. Presentations by each working group were to be structured to include the following:

1) International and national perspective on the topic
2) Observations made during the field visit
3) Relevance to Indian context and important lessons
Working groups were organized to address the following course topics and subtopics:

<table>
<thead>
<tr>
<th>Group Number</th>
<th>Topic</th>
<th>Sub Topics</th>
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</thead>
</table>
| VI           | Best practices and current trends in PA planning and management in the US | • Overview of PA management systems in the US  
- Managing PAs at multiple scales: Municipal, State, Federal  
- Climate change and PAs  
- Participatory management of PAs  
• Integrated PA management planning  
- Integration of PA management with social and rural development in the regional context  
- Achieving/monitoring desired resource and social conditions; establishing indicators and standards  
- Institutional options for PA management  
- Conservation finance  
• Conservation law enforcement and resource protection |
| VII          | Outreach, ecotourism, visitor management and interpretation | • Ecotourism  
• Visitor management  
• Interpretation  
• Outreach; obtaining stakeholder support for PAs |
| VIII         | Integrating social considerations in conservation planning and management | • Overview of the North American model of wildlife conservation  
• The role of the social sciences in conservation planning and management; multidisciplinary conservation planning and decision-making models that incorporate social science  
  - Core social science concepts and their application to conservation issues  
  - Practical methodologies for the collection of human dimensions information  
• Integration of human dimensions information into wildlife agency decision-making in the US  
• Use of human dimensions information to inform public outreach/education initiatives  
• Social conflict management and stakeholder involvement processes |
| IX           | HWC management in the US                   | • Overview of HWC issues in the US  
• HWC mitigation techniques  
  - Application and comparative analysis  
• Modern tools for monitoring and evaluation in HWC planning and management |
| X            | Modern tools for monitoring and evaluation of Human Wildlife Conflict | • Pro-active strategies for HWC prevention and mitigation that can account for social factors  
• Acceptance capacities for human-wildlife interactions; balancing wildlife-related benefits and impacts  
• Local cultural context and stakeholder values as a key to ensuring success of HWC mitigation efforts  
• Emerging applications for HWC management: using geographically-referenced information to improve management response |
Schedule of Events

The following two pages contain the schedule of events carried out to meet the objectives of this training program. A more detailed hourly agenda can be found in Appendix A.
### WEEK 1: April 15 – 21, 2011

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<tr>
<th>SUNDAY (April 15)</th>
<th>MONDAY (April 16)</th>
<th>TUESDAY (April 17)</th>
<th>WEDNESDAY (April 18)</th>
<th>THURSDAY (April 19)</th>
<th>FRIDAY (April 20)</th>
<th>SATURDAY (April 21)</th>
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<tbody>
<tr>
<td><strong>Morning Activities</strong></td>
<td><strong>ARRIVAL DAY</strong></td>
<td><strong>Introductions, Course Orientation [TT/JB/ADC]</strong></td>
<td><strong>Special Session Sponsored by the Western Association of Fish &amp; Wildlife Agencies</strong></td>
<td><strong>Integrating Social Considerations in Conservation</strong></td>
<td><strong>PA Planning &amp; Management</strong></td>
<td><strong>Mid-Program Evaluation [TT/JB/ADC]</strong></td>
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<td></td>
<td><strong>Geographical Overview of USA [ADC]</strong></td>
<td><strong>Current Trends, Issues, &amp; Techniques Relevant to Mitigating HWC [BD]</strong></td>
<td><strong>Role of the Social Sciences in Conservation Planning and Management [TT]</strong></td>
<td><strong>Institutional Options for PA Management [JB]</strong></td>
<td><strong>PA Planning &amp; Management</strong></td>
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<td><strong>Tour of CSU Campus [MC]</strong></td>
<td><strong>Social Science Concepts and Methodologies for Addressing Conservation Issues [TT/AB/ADC]</strong></td>
<td><strong>Landscape-Scale Conservation &amp; Land Use Planning [GW]</strong></td>
<td><strong>Landscape-Scale Conservation &amp; Land Use Planning [GW]</strong></td>
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<td><strong>Afternoon Activities</strong></td>
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<td><strong>Overview of Wildlife Conservation &amp; Protected Area (PA) Management in the U.S. North American Model of Wildlife Conservation [ADC]</strong></td>
<td><strong>HWC Management &amp; Application of Modern Tools in Wildlife Research</strong></td>
<td><strong>Special Session Sponsored by the Western Association of Fish &amp; Wildlife Agencies [Continued]</strong></td>
<td><strong>PA Planning &amp; Management</strong></td>
<td><strong>Full Day Field Visit: Soapstone Prairie Natural Area/Red Mountain Open Space: Laramie Foothills Mountains to Plains Project</strong></td>
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<td><strong>Visit to U.S. Dept. of Agriculture – Wildlife Services: National Wildlife Research Center [TT/ADC]</strong></td>
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<td><strong>Field visit to Colorado State Forest Service [JB/TT/ADC]</strong></td>
<td><strong>Landowner Incentive Programs for Private Land Conservation [GW]</strong></td>
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<td><strong>CSFS Forestry and Conservation Education Initiatives</strong></td>
<td><strong>Corridor-Level Conservation with Multiple Stakeholders</strong></td>
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<td><strong>Nursery Operations</strong></td>
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<td><strong>Evening Activities</strong></td>
<td><strong>Pick up at airport</strong></td>
<td><strong>Reception Dinner</strong></td>
<td><strong>Optional Shopping in Fort Collins</strong></td>
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<td><strong>Optional Field Trip Denver Zoo</strong></td>
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<td><strong>Check in at hotel</strong></td>
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<td><strong>Rocky Mountain Arsenal National Wildlife Refuge</strong></td>
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<td><strong>No scheduled activities</strong></td>
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**MID-PROGRAM BREAK**
### WEEK 2: April 22 - 28, 2011

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<th>SUNDAY (April 22)</th>
<th>MONDAY (April 23)</th>
<th>TUESDAY (April 24)</th>
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<th>FRIDAY (April 27)</th>
<th>SATURDAY (April 28)</th>
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<tr>
<td><strong>Morning Activities</strong></td>
<td><strong>Afternoon Activities</strong></td>
<td><strong>Evening Activities</strong></td>
<td><strong>3 DAY FIELD VISIT: ROCKY MOUNTAIN NATIONAL PARK (RMNP) [JB/TT/ADC/PN]</strong></td>
<td><strong>DEPARTURE DAY</strong></td>
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<td><strong>PA Planning &amp; Management</strong></td>
<td><strong>Full Day Field Visit:</strong> Arapaho / Roosevelt National Forest [JB/TT/ADC]</td>
<td><strong>History of RMNP</strong></td>
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<td><strong>PA Administration &amp; Management</strong></td>
<td><strong>Visitor Management</strong></td>
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<td><strong>Gaining Public Support for a PA by Working with Local Communities</strong></td>
<td><strong>Trail Systems: Design &amp; Maintenance</strong></td>
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<td><strong>Current Research &amp; the Research-Management Interface in RMNP</strong></td>
<td><strong>Balancing Conservation and Human Livelihoods in Periyar Tiger Reserve [AKB]</strong></td>
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<td><strong>Interpretative Programming at RMNP</strong></td>
<td><strong>Integrating Social Considerations in Conservation</strong></td>
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<td><strong>TRAVEL TO YMCA of the Rockies – Estes Park, Colorado</strong></td>
<td><strong>Monitoring Visitor Experience [PN]</strong></td>
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<td><strong>Ungulate Population Research, Management, &amp; Monitoring</strong></td>
<td><strong>Climate Change, Invasive Species and Emerging Global Challenges in PA Management</strong></td>
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<td><strong>Backcountry Wilderness Management</strong></td>
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<td><strong>Program Synthesis &amp; Wrap-Up [TT/JB/ADC]</strong></td>
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<td><strong>Evolution &amp; Current Trends / New Directions in PA Management [JB]</strong></td>
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<td><strong>Program Evaluation &amp; Course Feedback [TT/JB/ADC]</strong></td>
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<td><strong>Farewell Dinner</strong></td>
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<tr>
<td><strong>INSTRUCTORS:</strong></td>
<td>TT – Dr. Tara Teel</td>
<td>JW – Mr. Jim Wurz</td>
<td>AB – Dr. Alan Bright</td>
<td>MG – Dr. Michael Gavin</td>
<td>BD – Mr. Brian Debolt</td>
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<td>JB – Mr. Jim Barborak</td>
<td>NS – Mrs. Natalie Sexton</td>
<td>KL – Dr. Kirsten Leong</td>
<td>JS – Dr. Jennifer Solomon</td>
<td>GW – Dr. George Wallace</td>
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<td>ADC – Mr. Andrew Don Carlos</td>
<td>SL – Mrs. Stacy Lischka</td>
<td>MC – Ms. Mindy Clarke</td>
<td>AKB – Dr. Anil Bhardwaj</td>
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TRAINING PROGRAM TEAM

The development and delivery of this training program relied on the hard work and dedication of many people. From the coordinators, instructors, CSU support staff, and natural resource agency personnel to the Officers and faculty collaborators in India, each member of the training team contributed to the program in a unique and important way. The following section identifies the coordinators, instructors, CSU support staff, U.S. partner organizations and resource persons, and participating IFS Officers.

Coordinator Photos, Bios & Contact Information

Dr. Tara Teel – Training Program Co-Leader
Associate Professor
Department of Human Dimensions of Natural Resources
Colorado State University
(970) 491-7729
tteel@lamar.colostate.edu

Dr. Tara Teel is an Associate Professor in the Department of Human Dimensions of Natural Resources at Colorado State University. She also currently serves as President of the Social Science Working Group of the Society for Conservation Biology. Her work focuses on improving conservation decision-making through understanding human thought and behavior and through building social science capacity among conservation professionals. Much of her research has been devoted to examining human-wildlife relationships, with a particular focus on human values toward wildlife, attitudes toward wildlife-related issues, and the social factors underlying human-wildlife conflict. She works closely with natural resource agencies and organizations in the application of social science to inform their planning, management, and communication efforts. Dr. Teel teaches courses at CSU in natural resources tourism, theory in human dimensions of natural resources, and survey research methods and statistics. She has also organized a number of human dimensions short courses and training programs for practitioners. She received her Ph.D. in Human Dimensions of Natural Resources from CSU, with emphasis in social psychology, and M.S. and B.S. degrees in Fisheries and Wildlife Management from Utah State University.

Mr. Andrew Don Carlos – Training Program Co-leader
Research Associate
Department of Human Dimensions of Natural Resources
Colorado State University
(970) 491-7214
awdc@lamar.colostate.edu

Mr. Andrew W. Don Carlos is a Research Associate, Instructor, and Ph.D. student in the Human Dimensions of Natural Resources Department at Colorado State University. His studies, research, and teaching are primarily focused on social science applications to inform natural resource management. Examples of his recent research projects include an evaluation of a multi-agency communication campaign aimed at promoting wildfire safety behaviors among residents of Colorado’s wildland-urban interface, an examination of public attitudes toward the management of conflict between humans and black bears (Ursus americanus) in Colorado, and a nationwide study on the experiences and perceptions of visitors to the U.S.
Fish and Wildlife Service’s National Wildlife Refuge System, conducted while working as a social scientist for the Policy Analysis and Science Assistance Branch of the U.S. Geological Survey. Andrew’s current research work at CSU includes an analysis of professional interpretations of microtopography in Colorado wetlands, a human dimensions study on conservation of the San Clemente Island Fox (Urocyon littoralis clementae), and a multidisciplinary investigation of conflicts between humans and coyotes (Canis latrans) in the Denver Metropolitan Area. Andrew is the co-instructor of an undergraduate course on social aspects of natural resource management and also serves as a Co-leader and instructor for a CSU-led training program for visiting officers from the Indian Forest Service. This program was designed in collaboration with partner institutions in India to emphasize principles of protected area management, social science applications in conservation, and human-wildlife conflict mitigation techniques. Andrew received his M.S. in Human Dimensions of Natural Resources from CSU and a B.S. in Geography and Natural Resources from the University of Minnesota.

Mr. James Barborak – Training Program Co-Leader
Co-Director of the Center for Protected Area Management and Training
Department of Human Dimensions of Natural Resources
Colorado State University
(970) 491-2117
jim.barborak@colostate.edu

Mr. Jim Barborak is the Director of the Center for Protected Area Management and Training in the Warner College of Natural Resources at Colorado State University. He has his B.S. and M.S. degrees in natural resource management from Ohio State University and is a doctoral candidate at the Yale School of Forestry and Environmental Studies. His areas of interest and expertise include protected area planning, finance, institutional strengthening, and capacity building, as well as buffer zone and conservation corridor design and management, ecotourism and wildlife conservation. Barborak has worked throughout the Western Hemisphere in over 20 countries as a conservation trainer, project designer and evaluator, fundraiser, and protected area planner and strategist. Before joining CSU in 2009 he served four years as the Coordinator of the Protected Area and Conservation Corridor Unit for Conservation International’s Mexico and Central America Program, and before that he held a similar regional post for many years for the Wildlife Conservation Society. Earlier in his career he held a series of positions with organizations including the Costa Rican National Park Service, the Tropical Agricultural Research and Training Center (CATIE), IUCN and WWF, and was a Peace Corps Volunteer with the Honduran Wildlife Department. He has taught at a number of universities, including CATIE, Idaho, Tulane, the University for Peace, and INCAE Business School. He has served as a consultant to the World Bank, IDB, FAO, UNDP, UNESCO, and on a number of USAID and GEF projects. He is an active member of the World Commission on Protected Areas, the Tropical Science Center and the Mesoamerican Society for Biology and Conservation. Barborak is an avid outdoorsman.
Mr. Ryan Finchum – Training Program Co-Leader  
Co-Director of the Conservation Leadership Program  
Department of Human Dimensions of Natural Resources  
Colorado State University  
(970) 491-6593  
ryan.finchum@colostate.edu

Ryan Finchum, M.S., is the co-director of the Conservation Leadership Program at Colorado State University. This program entitled, Conservation Leadership through Learning, is a re-design of how we conduct graduate-level education for an audience increasingly interested in develop leadership skills for inter-disciplinary, system's based approaches to environmental problem solving. In addition Mr. Finchum is a specialist with the Center for Protected Area Management and Training. He has a master’s degree in protected area management under the Peace Corps master’s internationalist program where he researched, "The Beliefs and Perceptions of Fishermen Regarding Management Actions, Regulations, and the Protection of the Galapagos Marine Reserve, Ecuador". Ryan’s primary areas of interest include ecotourism, interpretation, protected area management, and conservation capacity building.

Dr. Michael Manfredo – Training Program Co-Leader  
Professor & Department Head  
Department of Human Dimensions of Natural Resources  
Colorado State University  
(970) 491-0474  
michael.manfredo@colostate.edu

Michael Manfredo is a Professor and Head of the Department of Human Dimensions of Natural Resources at Colorado State University. His research, teaching and outreach activities focus on the role of social science in natural resource management, with a specific interest in applying attitude and value theory to natural resource issues. Dr. Manfredo has been principal investigator on over 75 projects with funds primarily obtained from fish, wildlife, and land management agencies. He has also published over 65 peer-reviewed articles in a wide variety of natural resource journals, and recently published the book, Who Cares About Wildlife? Social Science Concepts for Exploring Human-Wildlife Relationships and Conservation Issues, released in 2008. Dr. Manfredo received B.S. and M.S. degrees from the Pennsylvania State University and his Ph.D. from Colorado State University.
Instructors, Affiliations & Contact Information

**Dr. Tara Teel**
Associate Professor
Human Dimensions of Natural Resources
Colorado State University
Email: tteel@lamar.colostate.edu

**Mr. Jim Barborak**
Director
Center for Protected Area Management and Training
Human Dimensions of Natural Resources
Colorado State University
Email: jim.barborak@colostate.edu

**Mr. Andrew Don Carlos**
Research Associate
Human Dimensions of Natural Resources
Colorado State University
Email: awdc@lamar.colostate.edu

**Mrs. Natalie Sexton**
Wildlife Biologist/Human Dimensions
Policy Analysis & Science Assistance Branch
United States Geological Survey
Email: sexton@usgs.gov

**Dr. Kirsten Leong**
Biological Resources Division
United States National Park Service
Kirsten.leong@nps.gov

**Dr. Jennifer Soloman**
Assistant Professor
Human Dimensions of Natural Resources
Colorado State University
Jennifer.soloman@colostate.edu

**Mr. Jim Wurz**
Protected Area Specialist
Center for Protected Area Management and Training
Human Dimensions of Natural Resources
Colorado State University
Email: james.wurz@colostate.edu

**Mrs. Stacy Liska**
Human Dimensions Specialist
Colorado Parks and Wildlife
Email: stacy.lishka@state.co.us

**Dr. Michael Gavin**
Assistant Professor
Human Dimensions of Natural Resources
Colorado State University
Michael.gavin@colostate.edu

**Mr. Brian Debolt**
Carnivore Management Specialist
Wyoming Game and Fish Department
brian.debolt@wy.state.us

Colorado State University – Training Program Support Staff

**Mindy Clarke**
Graduate Research Assistant
Human Dimensions of Natural Resources

**Alia Dietsch**
Graduate Research Assistant
Human Dimensions of Natural Resources

**Becky Thomas**
Graduate Research Assistant
Human Dimensions of Natural Resources

**Daniel Silvas**
Graduate Research Assistant
Human Dimensions of Natural Resources

**Danielle Ross-Winslow**
Graduate Research Assistant
Human Dimensions of Natural Resources

**Ashley Gramza**
Graduate Research Assistant
Fish, Wildlife & Conservation Biology
Human Dimensions of Natural Resources

**Morgan Adams**
Graduate Research Assistant
Human Dimensions of Natural Resources

**Peter Horgan**
Undergraduate Intern
Human Dimensions of Natural Resources
Field Visit Partner Organizations and Associated Resource Persons

<table>
<thead>
<tr>
<th>PARTNER ORGANIZATION</th>
<th>RESOURCE PERSONS</th>
</tr>
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</table>
| Colorado Parks & Wildlife  
Foothills Wildlife Research Facility  
Wildlife Health Program  
&  
Fort Collins Service Center  
[http://wildlife.state.co.us/Pages/Home.aspx](http://wildlife.state.co.us/Pages/Home.aspx) | Tracy Davis  
Facility Manager  
Dr. Lisa Wolfe  
Veterinarian  
Shane Craig  
District Wildlife Manager |
| U.S. Department of Agriculture  
Animal and Plant Health Inspection Service  
Wildlife Services  
National Wildlife Research Center  
Public Affairs Specialist  
Dr. Mark Tobin  
Assistant Director  
Drs. Kathy Fagerstone, Kurt VerCauteren, & Stewart Breck  
Scientists |
| Colorado State Forest Service  
[http://csfs.colostate.edu/](http://csfs.colostate.edu/) | Jamie Dahl  
Warner College of Natural Resources Liaison  
Lisa Mason  
Education and Outreach Specialist |
| City of Fort Collins  
Natural Areas Program  
Senior Environmental Planner |
| Larimer County  
Natural Resources Department  
Open Lands Program  
&  
Sheriff’s Office  
[http://www.co.larimer.co.us/](http://www.co.larimer.co.us/) | Meegan Flenniken  
Resource Program Manager  
(Planning, Development & Land Stewardship)  
Jim Westerfield  
Deputy |
### Field Visit Partner Organizations and Associated Resource Persons (continued)

<table>
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<tr>
<th>PARTNER ORGANIZATION</th>
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<td><strong>Denver Zoo</strong>&lt;br&gt;<a href="http://www.denverzoo.org/">http://www.denverzoo.org/</a></td>
<td>Erin Stotz&lt;br&gt;Conservation Biology Assistant&lt;br&gt;Steve Salg&lt;br&gt;Project Manager, Planning and Capital Projects&lt;br&gt;Brad Parks&lt;br&gt;Public Programs Director&lt;br&gt;Matthew Herbert&lt;br&gt;Outreach Manager&lt;br&gt;Andrew Rowan, Mike Murray, Laura Morrell, &amp; Amanda Faliano&lt;br&gt;Zookeepers, Large Mammals Division</td>
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<td><strong>U.S. Department of the Interior</strong>&lt;br&gt;National Park Service&lt;br&gt;Rocky Mountain National Park&lt;br&gt;<a href="http://www.nps.gov/romo/index.htm">http://www.nps.gov/romo/index.htm</a></td>
<td>Vaughn Baker&lt;br&gt;Superintendent&lt;br&gt;Ben Bobowski&lt;br&gt;Acting Deputy Superintendent&lt;br&gt;Chief of Resource Stewardship&lt;br&gt;John Mack&lt;br&gt;Branch Chief, Natural Resources&lt;br&gt;Paul McGlaughlin&lt;br&gt;Ecologist&lt;br&gt;Jean Muenchrath&lt;br&gt;Park Ranger, Division of Interpretation&lt;br&gt;Katy Sykes&lt;br&gt;Manager, Information Office&lt;br&gt;Kyle Patterson&lt;br&gt;Public Information Officer&lt;br&gt;Jim Sanborn&lt;br&gt;Chief of Law Enforcement&lt;br&gt;Kevin Dowell&lt;br&gt;Trails Program Supervisor&lt;br&gt;Dr. Dave Pettebone&lt;br&gt;Wilderness Manager</td>
</tr>
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<td><strong>U.S. Department of Agriculture</strong>&lt;br&gt;National Forest Service&lt;br&gt;Arapaho-Roosevelt National Forest&lt;br&gt;<a href="http://www.fs.gov">http://www.fs.gov</a></td>
<td>Kevin Atchley&lt;br&gt;District Ranger&lt;br&gt;Andrea von der Ohe&lt;br&gt;Recreation Planner&lt;br&gt;Reagan Cloudman&lt;br&gt;Public Information Officer&lt;br&gt;Lenora Arevalos&lt;br&gt;Law Enforcement Officer</td>
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<tr>
<td>Name</td>
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<tr>
<td>Abhay Kumar Srivastava</td>
<td>Divisional Forest Officer</td>
</tr>
<tr>
<td>Ajay Kumar Dubey</td>
<td>Divisional Forest Officer, Malda</td>
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<tr>
<td>Amit Verma</td>
<td>Divisional Forest Officer</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>Anand Kumar Prabhakar</td>
<td>Deputy Conservator of Forests (Headquarter)</td>
</tr>
<tr>
<td>Dr. K. Anandh</td>
<td>Divisional Forest Officer</td>
</tr>
<tr>
<td>Biju Lal.T.R.</td>
<td>Deputy Conservator of Forests</td>
</tr>
</tbody>
</table>
Dr. Chanda Ram Meena  
Deputy Conservator of Forests  
Rajasthan Forest Department  
Rajasthan, India  
Contact Information: cr_meena2003@rediffmail.com

Chandrashekhar M. Dharankar  
Deputy Director, Social Forestry Division, Jalgaon  
Government of Maharashtra, Rural Development & Water Conservation Department  
Maharashtra, India  
Contact Information: cmdharankar@gmail.com

Prafulniraj Fulzele  
Divisional Forest Officer  
IGNFA  
Uttarakhand, India  
Contact Information: prafultiraj@hotmail.com
Georgi P. Mathachen
Deputy Conservator of Forest, Nilambur (North) Division
Kerala Forest and Wildlife Department
Kerala State, India

Contact Information: georgimathachen@gmail.com

K. Kannan
Divisional Forest Officer
Ministry of Environment and Forest
Punjab, India

Contact Information: kannanifs@yahoo.co.in

Longjam Joykumar Singh
Deputy Conservator of Forests
Forest Department
Manipur, India

Contact Information: jk_angomcha@hotmail.com
Leichonbam Lukhoi Singh
Deputy Conservator of Forests
Forest Department
Manipur, India
Contact Information: l_leichonbam@rediffmail.com

Maneesh Mittal
Deputy Conservator of Forests, Mirzapur
Forest Department
Uttar Pradesh, India
Contact Information: maneeshmittal@gmail.com

Neha Verma
Deputy Director
Uttarakhand Forestry Training Academy
Uttarakhand, India
Contact Information: amitneha@yahoo.com
Pawan Kumar Agrahari
Divisional Forest Officer
Forests Department
Meghalaya, India

Contact Information: pawan_agrahari@rediffmail.com

Prachi Gangwar
Deputy Project Director
Watershed Management Directorate
Uttarakhand, India

Contact Information: gangwarprachi78@rediffmail.com

Pradeepa Janahan
Deputy Conservator of Forests
Forest Department
Maharashtra, India

Contact Information: deepaifs@yahoo.co.in
<table>
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<tr>
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<th>Position</th>
<th>Organization</th>
<th>Location</th>
<th>Contact Information</th>
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<tr>
<td>Rahul</td>
<td>Indian Forest Service</td>
<td>Uttarakhand Forest Department</td>
<td>Uttarakhand, India</td>
<td><a href="mailto:august16@rediffmail.com">august16@rediffmail.com</a></td>
</tr>
<tr>
<td>Rajesh Kumar Pandey</td>
<td>Divisional Forest Officer, Marwahi</td>
<td>Forest Department Chhattisgarh</td>
<td>Chhattisgarh, India</td>
<td><a href="mailto:rjshkmrpdny@rediffmail.com">rjshkmrpdny@rediffmail.com</a></td>
</tr>
<tr>
<td>Dr. Sandeep Kumar</td>
<td>Deputy Conservator of Forests</td>
<td>Gujarat Forest Department</td>
<td>Gujarat, India</td>
<td><a href="mailto:dcfwildlife@gmail.com">dcfwildlife@gmail.com</a></td>
</tr>
</tbody>
</table>
Shailesh Satyakamal Anand  
Divisional Forest Officer  
Ministry of Environment and Forests, Government of India  
Uttarakhand, India  
Contact Information: shaileshanandifs@gmail.com

Shanmugam Venkatachalam  
Divisional Forest Officer, Katghora Forest Division  
Forest Department, Government of Chhattisgarh  
Chhattisgarh, India  
Contact Information: venkatifs@gmail.com

Suvasish Das  
Divisional Forest Officer  
Kachugaon Forest Division, Dept of Forests, Assam Govt  
Assam, India  
Contact Information: sdasifs@gmail.com
Vijai Natarajan
Divisional Forest Officer
Forest Department, Government of Rajasthan
Rajasthan, India
Contact Information: vijaiifs@yahoo.co.uk

Waikhom Yaiskul Singh
Deputy Conservator of Forests
Forest Department Manipur
Manipur, India
Contact Information: yaiskul@rediffmail.com

Yogajayanand M
Deputy Conservator of Forests
Forest Department
Uttrakhand, India
Contact Information: yogaifs@yahoo.co.in
KCA Arun Prasad  
Associate Professor  
Indira Gandhi National Forest Academy, Dehradun  
Uttarakhand, India  

Contact Information: kca_arun@rediffmail.com  
kcaarunifs@gmail.com

Rakesh Kumar Dogra  
Assistant Director General (Education)  
ICFRE, Ministry of Environment and Forests, Government of India  
Uttarakhand, India  

Contact Information: dogrk@icfre.org

Anil Kumar Bhardwaj  
Scientist "F"  
Wildlife Institute of India  
Uttarakhand, India  

Contact Information: anilbhardwaj@wii.gov.in
PROGRAM CHANGES FOR 2012

ADDITIONS & CHANGES TO CORE CONTENT AREAS FOR 2012

The successful delivery of a training program of this type must be a fluid process that is sensitive to the relevant informational needs of the professionals for which it was designed. As such, a program can benefit from regular evaluation and course modifications. To ensure that the international component of the IFS MCT program is achieving its stated objectives, formal course reviews are performed. Following the initial offerings of the program in March 2010 the CSU coordination team solicited feedback about the program content, organization, and logistics from participating IFS Officers, participating faculty from WII and IGNFA, course instructors, and resource persons. Program design aspects were then discussed with collaborators at WII, IGNFA, and ICFRE in late 2010 and early 2011. Potential improvements were identified for the May 2011 and April 2012 courses including minor changes and additions to course content and a few other modifications. These are described below as they relate to each core content area.

Protected Area Planning & Management

A geographical overview of the U.S. and Colorado was included at the beginning of the program to help orient participants to the American landscape before introducing the U.S. system of PA management.

The field visit to Rocky Mountain National Park was lengthened from 1 to 3 days to provide a more immersive field experience in a U.S. PA, and expand opportunities for interaction with park resource persons.

A field session on “Research and Learning” was developed with resource persons from Rocky Mountain National Park to provide a more comprehensive demonstration of how interpretive services are designed and carried out in U.S. PAs.

An expert panel of law enforcement officers from different local agencies was assembled to provide an in-depth discussion about natural resource protection and the maintenance of law and order in and around PAs.

Integrating Social Considerations in Conservation Planning & Management

An expanded group exercise was developed to demonstrate techniques for the collection of basic social science information to support wildlife management decision-making in the Indian context.

An expert panel was assembled in 2012 to relay examples of on-the-ground management applications of social science within U.S. federal and state land management agencies.

Social Aspects of Human-Wildlife Conflict Management

A field visit was arranged with the Colorado Division of Wildlife to provide additional opportunities for interaction with state wildlife agency resource persons and discussion of wildlife research techniques.
Classroom and field-based sessions on PA planning and management were led by instructors from CSU’s Human Dimensions of Natural Resources Department and Center for Protected Area Management and Training. Program objectives for this content area were met through seven classroom lecture/discussion sessions held on the CSU campus, a half-day field visit to the Colorado State Forest Service, a full-day field visit to a multi-stakeholder (city, county, private) PA network, a full-day session at field sites and facilities on the Canyon Lakes Ranger District of the Arapaho/Roosevelt National Forest, and two full field days in Rocky Mountain National Park. Below are brief descriptions that highlight content covered during these sessions:

**Field Visit to the Colorado State Forest Service**

This session provided an overview of forests and forest management in Colorado. An introduction to Colorado’s forest types and managerial jurisdictions was followed by a discussion of current forest management issues and research. Topics included forest disease (pine beetle) and fire management. A tour of onsite facilities demonstrated the role played by CSFS in the areas of nursery operation, technical forestry support, and wildland fire management.
Field Visit to the Laramie Foothills Mountains to Plains Protected Area Corridor

To complement classroom sessions focused on institutional options for PA management and landscape-scale conservation, a field visit was arranged to a local multi-stakeholder PA network. Field sites included PAs managed by the City of Fort Collins Natural Areas Program, the Larimer County Open Lands Program, and private agricultural lands protected under conservation easement. Discussions with PA planners and managers, as well as private landowners focused on the unique roles played by the various stakeholders in a collaborative, landscape-scale conservation effort. These visits also included discussions and demonstrations of interpretation program and trail design, water resource management, wetland restoration, and conservation incentive programs on private land.

Field Visit to Arapaho/Roosevelt National Forest: Canyon Lakes Ranger District

After receiving an overview on the U.S. federal PA system in the classroom, the group met with U.S. Forest Service staff representing the Canyon Lakes Ranger District. Topics of discussion included the organization of the U.S. National Forest Service and current management of timber production, grazing, recreational activities, and wildfire on the Canyon Lakes Ranger District. The morning session concluded with a special panel discussion in the field that on conservation law enforcement and resource protection that included officers from the U.S. Forest Service, State Division of Wildlife, and County Sheriff’s Office. The panel discussed jurisdictional cooperation, incident response protocols, emergency management, legal mandates and authorities relevant to prosecuting offenders, and technical aspects of patrolling and general crime prevention. The afternoon session included visits to various demonstration sites and facilities on the Canyon Lakes District to further discuss PA management topics including recreation facility design, forest disease mitigation, and wildland fire management.
Field Visit to Rocky Mountain National Park

The training group spent two full days at the fifth most visited National Park in the U.S. Resource persons from the park staff organized a program of lectures, discussions, and site visits to emphasize and demonstrate various aspects of managing U.S. National Parks. Topics covered during presentations included an overview of park management issues, a historical perspective on the U.S. National Park Service and RMNP, a discussion about fostering public support through partnership with communities adjacent to the park, and the financial aspects of park management, including concessionaire operated services. Dr. Anil K. Bhardwaj from WII provided an overview of National Park management issues at India’s Periyar Tiger Reserve.

During field site visits, resource persons led instructional sessions focused on key PA management techniques employed in the park. Members of the RMNP Division of Interpretation discussed how the park designs and implements education and interpretation programs and demonstrated multiple methods used to provide interpretive services for park visitors. Resource specialists discussed current research and monitoring operations being carried out in support of wildlife and ecological conservation in the park and neighboring PAs.

Management of visitor experience through the provision of appropriate public use infrastructure and transportation systems was demonstrated during visits to transit stations and discussions with the supervisor of the park’s trail system. A wilderness management specialist discussed legal and policy implications of the U.S. Wilderness Act. The field tour culminated with a discussion led by a park ecologist about how RMNP and the National Park Service are working to address current issues of global concern in PA management, including the mitigation of impacts associated with invasive species and climate change.
Course sessions for the integration of social sciences in conservation component were led by instructors from CSU’s Human Dimensions of Natural Resources Department and a state agency representative sponsored by the Western Association of Fish and Wildlife Agencies. Program objectives for this content area were met through four lecture, discussion, group activity, and panel discussion sessions held on the CSU campus. Themes and concepts introduced during classroom sessions were further discussed at various points during visits to local PAs, including Rocky Mountain National Park, and other natural resource agency facilities. Below are brief descriptions that highlight content covered during these sessions:

**On Campus Sessions led by CSU Human Dimensions of Natural Resources Department Instructors**

This set of sessions was designed to emphasize the growing need for the integration of social sciences to enhance the success of conservation initiatives. Instructors provided an overview of the role of social sciences in conservation, described conceptual frameworks and methodologies for the collection and interpretation of social science information, and demonstrated the utility of social sciences in conservation decision-making. Lectures focused on disciplinary traditions in the social sciences and the unique contributions they have made to conservation and, ultimately to the development of a field now widely recognized as ‘Human Dimensions of Natural Resources.’ Case studies were used to highlight how commonly used concepts such as attitudes and techniques such as survey research have been applied to address wildlife management issues. A group activity placed these conceptual and methodological approaches within the context of wildlife and PA management in India. The exercise explored techniques for the elicitation of salient beliefs that would form the basis of public attitudes toward the reintroduction of a carnivore species at an Indian PA.
Field Visit to Rocky Mountain National Park

A CSU researcher joined the group on-site at a high use recreation area in RMNP to discuss the findings of recent research on PA transportation systems and visitor preferences and experiences. The case study demonstrated how the park employed a social science approach to address management challenges such as crowding, public safety concerns, and the need to reduce visitor impacts on park resources including opportunities to experience natural sounds and night skies. This provided an opportunity to discuss how social science methodologies are increasingly being used to measure visitor experiences and preferences in an effort to inform PA planning and management.

Several other examples of how social sciences are being applied to support PA management were discussed during field site visits in RMNP. These included economic analysis of park initiatives and infrastructure development, analysis of stakeholder input during management planning, assessments of the beliefs and attitudes toward park management among residents of adjacent communities, development and evaluation of interpretive programs, and monitoring of specialized visitor uses including angling and mountaineering.

Special Session Sponsored by the Western Association of Fish and Wildlife Agencies

This session allowed participants to better understand how U.S. state and federal natural resource management agencies integrate social science into the decision-making process. Human Dimensions Specialists from the National Park Service, U.S. Geological Survey, and Colorado Division of Parks and Wildlife led a panel session. Examples of specific issues where social sciences were applied included management of ungulate populations on federal lands, mitigation of conflicts between humans and wildlife in urban areas, and monitoring visitor experiences and management preferences for U.S. National Wildlife Refuges. Discussions provided opportunities to relate these examples to similar challenges facing wildlife managers in India.
Course sessions focused on HWC management were led by faculty from CSU’s Human Dimensions of Natural Resources Department and partners at USDA Wildlife Services National Wildlife Research Center and a state wildlife agency sponsored by the Western Association of Fish and Wildlife Agencies. Program objectives for this content area were met through two classroom lecture/discussion sessions held on the CSU campus and visits to local research facilities and PAs. Below are brief descriptions that highlight content covered during these sessions:

**Special Session Sponsored by the Western Association of Fish and Wildlife Agencies**

During this session, a HWC management specialist from Wyoming Game & Fish Department presented on HWC issues, trends, and the application of modern tools and techniques for mitigation. The presentation described the types of HWC common to the Rocky Mountain region including species involved, types of damage/losses, and management techniques used by the agency. Particular focus was given to livestock depredation and other conflicts involving large carnivores near PAs in the Greater Yellowstone Ecosystem. An informal discussion with IFS Officers provided an opportunity for a comparative look at incident investigations, compensation programs, and management responses used in Wyoming and India.

**Visit to the Colorado Division of Parks and Wildlife - Foothills Research Facility**

This visit provided an overview of the CPW Wildlife Health Section. A tour of the onsite research and animal holding facilities provided demonstrations of animal husbandry techniques for ungulate and carnivore species under study. Presentations on current research projects focused on ungulate diseases (Chronic Wasting Disease, Brucellosis, Scrapie), wildlife immobilization techniques (drugs/dosages, capture methods, translocation), and disease transmission to carnivores. A question and answer session followed that included facility management and veterinary resource persons.
Visit to the USDA Wildlife Services - National Wildlife Research Center

This visit provided an overview of HWC issues in the U.S. and the role of USDA Wildlife Services in conflict management. A public affairs specialist and administration official described the NWRC mission, organization, and research program areas. Center scientists gave presentations on research efforts and technologies applied to various HWC management issues including invasive species, zoonotic diseases, avian species management, carnivore disease ecology, and wildlife fertility control. A tour of onsite research facilities was followed by a panel discussion between IFS Officers and NWRC scientists on HWC management applications in the U.S. and India.

Field Visit to Rocky Mountain National Park

This visit included a presentation by park staff about ungulate population and vegetation management in RMNP. The group observed several herds of North American elk which are the focus of a multi-faceted study on ungulate ecology in the park that includes experiments on control measures such as contraception, culling operations, and range exclusion.
During the mid-program break on April 21 and 22, two optional field trips were organized to compliment the core content areas of the training program. Brief descriptions highlighting these field trips are below:

**Visit to Denver Zoo**

Some members of the IFS Officer group participated in a tour and educational program offered by the Denver Zoo. Resource persons on the zoo staff including project managers, education/outreach specialists, exhibit designers, and animal care specialists gave presentations about Denver Zoo programs and operations. The tour concluded with an interactive discussion focused on the role of zoos in wildlife conservation and education. Participants also had the opportunity to tour a new Asian Tropics exhibit.

**Field Visit to Rocky Mountain Arsenal National Wildlife Refuge**

A group of IFS Officers participated in a driving and hiking tour of the Rocky Mountain Arsenal National Wildlife Refuge. A classroom session provided an overview of the US National Wildlife Refuge System and management objectives for the provision of wildlife-dependent recreation opportunity. A field tour provided viewing opportunities for bison, deer, coyotes, and several species of birds.
SUMMARY OF TRAINING PROGRAM EVALUATIONS

At the conclusion of the first week of the training program as well as upon its completion, each participating IFS Officer filled out evaluation surveys. The mid-program evaluation comprised open-ended questions. The final program evaluation contained the same open-ended prompts as well as fixed-item questions (ratings measured on a scale where 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent). Results of the evaluations will be formally reviewed by the program coordinators and will guide the development of future training programs. The survey document with response frequencies and average ratings can be found in Appendix B at the end of this report. The surveys focused on the following themes:

- Overall evaluation rating for the training program and general comments.
- Evaluation ratings for technical aspects of program design and delivery.
- Aspects of the program that participants particularly liked.
- Applicability of training program content to participants’ work upon return to India.
- Suggested changes for improvement of future training programs.
- Suggested topics of interest that were not covered during the program.

Overall, survey results suggest that participants were quite satisfied with the training program. The average overall rating of the program was 3.73 out of 4, with 73% of participants giving the program an “Excellent” rating and 27% rating it as “Good.”

Both mid and post program responses indicated that participants particularly enjoyed hands-on experiences with course topics provided during field visits. They also appreciated the quality of classroom presentations by highly qualified instructors from CSU and natural resource agency partners. Additionally, participants found the program to be very well organized, and responded positively to the quality of facilities and accommodations.

Participants identified many aspects of the program content that they felt would be directly applicable to their work in India. With regard to PA management, the most applicable themes included institutional arrangements, planning for visitor and tourism management and participatory approaches such as landscape-scale management involving multiple stakeholders, and the use of conservation easements on private lands. Many participants also indicated that exposure to methods and technologies used in the U.S. for HWC mitigation and wildlife conservation in general could be particularly applicable to their own wildlife management efforts. In addition to these themes, several participants suggested that program sessions focusing on the integration of social science in conservation were especially relevant to addressing current management issues in India.

The most common suggestion for improvement of future training programs was to expand the focus on field visits. Many participants felt that they benefited most when concepts were demonstrated and explored in the field, and thought that the number of field visits offered during the program could be increased. Additional suggestions included providing visits to PAs in other parts of the country (especially Yellowstone National Park), and supplying background documents on the U.S. agencies including organizational flow charts and copies of management plans and regulations. Some participants also felt that the program at the Denver Zoo could be made compulsory in future programs.

Participants identified a few areas of interest that were not fully covered during this training program. Some, for example, were interested in learning more about U.S. forest management policy and laws as well as more advanced law enforcement techniques. Other topics mentioned by some participants included general forest administration, and interagency cooperation.
CONCLUSIONS

The 2012 Phase III – Mid Career Training of Indian Forest Service Officers; International Program at CSU achieved its purpose and fulfilled stated objectives. Formal and informal feedback from course participants, instructors, and resource persons was overwhelmingly positive. As in the 2010 and 2011 courses, everyone involved demonstrated a high level of motivation for professional and cultural exchange. This sense of purpose and commitment to learning was evident throughout the course and yielded a very positive group dynamic that was critical to successfully covering such a broad range of content in a limited amount of time.

The organizational skills and training experience provided by faculty and staff from the CSU Human Dimensions of Natural Resources Department and Center for Protected Area Management and Training was a key element in the successful development and execution of this program; however, the contributions of partner agencies and institutions also made it possible to deliver a dynamic training experience for the IFS Officers. Once again, the program coordinators received a great deal of time, effort, and professional expertise from the individuals and organizations acknowledged throughout this report. The strong relationships and spirit of collaboration between the Warner College of Natural Resources and the local community of conservation professionals continues to be a hallmark of Colorado State University’s success as a global leader in natural resource education. Support and input from partners at the Wildlife Institute of India, Indira Gandhi National Forest Academy, and the Indian Council for Forestry Research and Education have facilitated the continual evolution of this program.

The Indian Forest Service Officers for whom this training program was designed brought a wealth of knowledge, experience, and dedication to their profession. They consistently demonstrate to their U.S. counterparts that a commitment to conservation is indeed global in nature, and that teaching and learning flows in both directions. For all involved, this opportunity to share experiences and broaden views enriches the understanding of issues and challenges that will define the future of conservation.

A review of program evaluations, informal feedback, and consultation with collaborators will be considered as the coordination team moves forward with the development of proposal for future offerings of the IFS MCT International Program at CSU. Course refinements will be carefully applied in order to ensure that the program is responsive to training needs that are continually shaped by rapidly changing resource conservation challenges. The coordination team hopes to continue building on the success of the first three training programs and develop further opportunities for cooperative efforts between CSU and conservation partners in India.
APPENDICES

APPENDIX A. Detailed Daily Program Agenda

Phase III Mid-Career Training of Indian Forest Service Officers: International Training Program at Colorado State University, USA
April 15 – 28, 2012

DAILY AGENDA

Sunday, April 15: ARRIVAL DAY

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<td>~1:35pm</td>
<td>Arrive at Denver International Airport</td>
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<td></td>
<td>Travel to Fort Collins</td>
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<td></td>
<td>Welcome/Check-in at Best Western University Inn (BWUI)</td>
</tr>
</tbody>
</table>

Monday, April 16: Introductions, Course Orientation, Overview of Wildlife Conservation and Protected Area (PA) Management in the United States

AM CSU Campus Sessions (Shepardson Hall -- Room 102)
PM CSU Campus Sessions (Rockwell Hall -- Room 165)

<table>
<thead>
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<tbody>
<tr>
<td>9:30am</td>
<td>Meet in BWUI Lobby for Walk to CSU</td>
</tr>
</tbody>
</table>
| 10:00am – 11:30am | Introductions and Course Orientation  
[Dr. Tara Teel, Jim Barborak, & Andrew Don Carlos] |
| 11:30am – 11:45am | Tea Break                                                              |
| 11:45am – 12:15pm | Geographical Overview of USA and Colorado [Andrew Don Carlos]         |
| 12:15pm – 1:30pm | Tour of CSU Campus [Mindy Clarke]  
Lunch                                                        |
| 1:30pm – 2:30pm | North American Model of Wildlife Conservation [Andrew Don Carlos]     |
| 2:30pm – 2:45pm | Tea Break                                                              |
| 2:45pm – 3:45pm | Overview of U.S. PA System [Jim Wurz]                                |
| 4:00pm - 4:30pm | WCNR Computer Lab Orientation (Optional) [Mindy Clarke]               |
| 6:30pm – 8:30pm | Reception Dinner at Sri Thai Restaurant  
(Vans depart BWUI starting at 6:15pm)                           |
**Tuesday, April 17: Human-Wildlife Conflict Management**  
Morning CSU Campus Session (LSC – Room 228)  
Afternoon Visits to Colorado Parks & Wildlife (CPW), Foothills Wildlife Research Facility & U.S. Dept. of Agriculture, APHIS, National Wildlife Research Center (NWRC)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30am – 9:00am</td>
<td>Daily Preparations and Announcements</td>
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</table>
| 9:00am – 11:00am | *Special Session Sponsored by the Western Association of Fish & Wildlife Agencies:*  
Trends, Issues, and Techniques Relevant to Mitigating Human-Wildlife Conflict  
*[Brian Debolt, Wyoming Game & Fish Department]* |
| 11:00am – 12:00pm | Lunch at Taj Mahal Restaurant                                        |
| 12:30pm – 2:00pm | Visit to CPW Foothills Wildlife Research Facility  
Overview of CPW Wildlife Health Research Section  
Tour of Research Facility |
| 2:30pm – 5:00pm | Visit to NWRC  
NWRC Panel Presentation/Discussion: Current HWC Research and Management  
Tour of NWRC Facility |
| 6:00pm - 8:30pm | Optional Shopping in Fort Collins (Vans depart from BWUI @ 6:00pm) |

**Wednesday, April 18: Integrating Social Considerations in Conservation**  
CSU Campus Sessions (LSC – Room 228)

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30am – 9:00am</td>
<td>Daily Preparations and Announcements</td>
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</tbody>
</table>
| 9:00am – 10:00am | The Role of the Social Sciences in Conservation Planning and Management  
*[Dr. Tara Teel]* |
| 10:00am – 10:15am | Tea Break                                                            |
| 10:54am – 12:15pm | Social Science Concepts and Methodologies for Addressing Conservation Issues  
*[Dr. Tara Teel; Dr. Alan Bright; & Andrew Don Carlos]* |
| 12:15pm – 1:30pm | Lunch                                                                 |
| 1:30pm – 2:45pm | Social Science Concepts and Methodologies for Addressing Conservation Issues (contd.)  
*[Dr. Tara Teel & Dr. Alan Bright; & Andrew Don Carlos]* |
Thursday, April 19: **PA Planning and Management**

CSU Campus Sessions (LSC – Room 203-205)
Afternoon Field Visit to Colorado State Forest Service (CSFS)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30am – 9:00am</td>
<td>Daily Preparations and Announcements</td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td>Institutional Options for PA Management [Jim Barborak]</td>
</tr>
<tr>
<td>10:00am – 10:15am</td>
<td>Tea Break</td>
</tr>
<tr>
<td>10:15am – 11:15am</td>
<td>Landscape-Scale Conservation &amp; Land Use Planning [Dr. George Wallace]</td>
</tr>
<tr>
<td>11:30am – 12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45pm – 1:45pm</td>
<td>Methods for Monitoring Illegal Resource Use in PAs [Drs. Michael Gavin &amp; Jennifer Solomon]</td>
</tr>
<tr>
<td>2:15pm – 2:30pm</td>
<td>Meet at CSFS Offices</td>
</tr>
<tr>
<td>2:30pm – 4:00pm</td>
<td>Overview of CSFS Programs, Presentation/Discussion with CSFS staff:</td>
</tr>
<tr>
<td></td>
<td>-CSFS Forestry and Conservation Education Initiatives</td>
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<tr>
<td></td>
<td>-Tour of Nursery Operations</td>
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</table>

Friday, April 20: **PA Planning and Management**

Full Day Field Visit to Local PA Network, Laramie Foothills Mountains to Plains Corridor

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am</td>
<td>Distribution of Mid-program Evaluation Forms</td>
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<tr>
<td></td>
<td>Vans Depart from BWUI</td>
</tr>
<tr>
<td>8:30am – 11:00am</td>
<td>Visit to Soapstone Prairie Natural Area / Red Mountain Open Space: Laramie Foothills Mountains to Plains Project</td>
</tr>
<tr>
<td>11:00am – 11:45am</td>
<td>Tour of Sol Dias Farm: Landowner Incentive Programs for Private Land Conservation [Dr. George Wallace]</td>
</tr>
<tr>
<td>11:45am – 1:00pm</td>
<td>Lunch at Sol Dias Farm</td>
</tr>
</tbody>
</table>
1:00pm – 2:30pm
Presentations by City and County officials
Discussion of Collaborative / Corridor-Level Conservation with Multiple Stakeholders
[Daylan Figgs, Senior Environmental Planner City of Ft. Collins Natural Areas Program
Meegan Flenniken, Resource Program Mgr. Larimer County Natural Resources Dept.]

2:30pm – 5:00pm
Visits to Local City Parks/Natural Areas, County Parks and Open Space
Horsetooth Mountain Park, Reservoir Ridge Natural Area, Lee Martinez Park

MID-PROGRAM BREAK

Saturday, April 21: Ex-situ Wildlife Conservation & PA Planning & Management for Wildlife Dependent Recreation in an Urban Setting Field Trip to Denver Zoo & Rocky Mountain Arsenal National Wildlife Refuge

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:30am</td>
<td>Vans Depart from BWUI</td>
</tr>
</tbody>
</table>
| 9:45am - 10:00am| Greet at Entrance  
Short introduction to Denver Zoo  
Brief overview of schedule |
| 10:15am -11:00am| Conservation at Denver Zoo Presentation  
- Denver Zoo’s conservation efforts around the globe  
- Education and outreach programs at Denver Zoo |
| 11:15am – 12:00pm| Animal Tour/Behind the Scene:  
- Giraffe feeding  
- Predator Ridge |
| 12:00pm – 12:30pm| Lunch at Kamala Cafe                                                  |
| 12:30pm – 1:45pm| Tour of Toyota Elephant Passage or Self-Guided Zoo Tour               |
| 1:45pm – 2:00pm | Meet at Zoo entrance for departure                                    |
| 2:00pm – 2:30pm | Travel to Rocky Mountain Arsenal National Wildlife Refuge             |
| 2:30pm – 3:00pm | Overview of U.S. National Wildlife Refuge System [Andrew Don Carlos] |
| 3:00pm – 4:30pm | Tour of Rocky Mountain Arsenal National Wildlife Refuge  
- Visitor Center  
- Wildlife Viewing Trails |
| 4:30pm – 5:30pm | Return to Fort Collins                                                |
Sunday, April 22:
Optional Field Trip to Denver Museum of Nature and Science

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00am</td>
<td>Vans Depart from BWUI</td>
</tr>
<tr>
<td>~2:00pm</td>
<td>Depart for Return Trip to Fort Collins</td>
</tr>
</tbody>
</table>

Monday, April 23: *PA Planning and Management*
Full Day Field Visit to Arapaho/Roosevelt National Forest (ARNF)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30am</td>
<td>Vans Depart from BWUI</td>
</tr>
<tr>
<td>8:45am – 9:00am</td>
<td>Meet at ARNF Facility (Fort Collins)</td>
</tr>
</tbody>
</table>
| 9:00am – 10:00am| Welcome and Introductions  
Overview: U.S. National Forest System & ARNF Canyon Lakes Ranger District (timber, grazing, recreation) 
Discussion with ARNF Staff (Q&A) |
| 10:00am – 10:30am| Wildfire Management on U.S. National Forests  
- Roosevelt Hot Shots                                                             |
| 10:30am – 11:30am| Drive to Red Feather Lakes – Beaver Meadows Ranch Resort                                                                                       |
| 11:30am – 12:30pm| Panel Presentation/Discussion: Conservation Law Enforcement & Resource Protection  
[Lenora Arevalos, Law Enforcement Officer, USFS;  
Shane Craig, District Wildlife Manager (North Poudre District), CPW;  
Jim Westerfield, Deputy, Larimer County Sheriff’s Department ] |
| 12:30pm – 1:30pm | Lunch at Beaver Meadows Ranch Resort                                                                                                 |
| 1:30pm – 4:00pm | Site Visits on Roosevelt National Forest - Canyon Lakes Ranger District                                                             |
| 4:00pm          | Travel Back to Fort Collins                                                                                                          |
**Tuesday, April 24:**  
*PA Planning and Management*

Morning CSU Campus Sessions (LSC – Room 214-216)  
Afternoon Travel to YMCA of the Rockies, Estes Park Center

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am – 9:00am</td>
<td>Daily Preparations and Announcements</td>
</tr>
<tr>
<td>9:00am – 10:15am</td>
<td>Planning Frameworks for Tourism and Visitor Management [<em>Jim Wurz</em>]</td>
</tr>
<tr>
<td>10:15am – 10:30am</td>
<td>Tea Break</td>
</tr>
<tr>
<td>10:30am – 11:30am</td>
<td>Interpretation in Protected Areas [<em>Mr. Ryan Finchum</em>]</td>
</tr>
<tr>
<td>11:30am – 12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30pm</td>
<td>Vans Depart from BWUI \nTravel to YMCA of the Rockies, Estes Park Center \nCheck in</td>
</tr>
</tbody>
</table>

**Wednesday, April 25:**  
*PA Planning and Management, HWC Management, Integrating Social Considerations in Conservation*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Vans Depart from YMCA</td>
</tr>
<tr>
<td>8:30am – 8:45am</td>
<td>Meet at RMNP Beaver Meadows Visitor Center</td>
</tr>
<tr>
<td>9:00am – 9:30am</td>
<td>RMNP Overview Video</td>
</tr>
<tr>
<td>9:30am-11:30am</td>
<td>Welcome – Introductions \nHistory of the U.S. National Park Service and RMNP \nOverview of Park Administration &amp; Management Issues \nGaining Public Support for a Protected Area by Working With Local Communities \n[<em>Paul McLaughlin; Katy Sykes; John Hannon, RMNP</em>]</td>
</tr>
<tr>
<td>11:30am – 1:30pm</td>
<td>Lunch and Walking Tour of Downtown Estes Park, PA Gateway Community</td>
</tr>
</tbody>
</table>
1:30pm – 4:00pm
Re-enter Park through Fall River Entrance – Driving tour (Sheep Lakes, Alluvial Fan, Many Parks or Rainbow Curve, Upper Beaver Meadows and/or Moraine Park)
Research & Learning in RMNP:
- Interpretation [Jean Muenchrath, RMNP]
- Elk research, monitoring, and management [John Mack, RMNP]
- Backcountry wilderness management / permitting [Dave Pettebone, RMNP]

4:00pm – 5:00pm
Return to YMCA

Thursday, April 26: PA Planning and Management, HWC Management, Integrating Social Considerations in Conservation

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00am - 8:45am</td>
<td>Optional Wildlife Viewing Tour in RMNP</td>
</tr>
<tr>
<td>8:45am – 9:00am</td>
<td>Meet at RMNP Beaver Meadows Visitor Center</td>
</tr>
<tr>
<td>9:00am-10:00am</td>
<td>Overview of visitor management in RMNP [Jim Sanborn, RMNP]</td>
</tr>
<tr>
<td>10:00am-11:00am</td>
<td>Trail systems/design/maintenance [Kevin Dowell, RMNP]</td>
</tr>
</tbody>
</table>
| 12:00pm – 1:00pm| Presentation on National Park Management Issues in India: Balancing Conservation and Human Livelihoods in Periyar Tiger Reserve  
[Presentation by Dr. Anil K. Bhardwaj, Wildlife Institute of India] |
| 1:00pm – 2:15pm | Lunch in Estes Park                                                                        |
| 2:15pm – 3:45pm | Driving Tour: Bear Lake Road – Monitoring Visitor Experience in U.S. National Parks  
[Dr. Peter Newman, Associate Dean of Academics, CSU Warner College of Natural Resources & Director of CSU Park Studies Unit] |
| 4:00pm – 5:00pm | Climate change, invasive species, and other emerging global challenges in PA Mgmt:      
- Climate research and adaptive management in RMNP [Paul McGlaughlin, RMNP] |
| 6:30pm-8:30pm   | Farewell Dinner: YMCA of the Rockies (Room TBD)                                           |
Friday, April 27: Program Wrap-Up and Evaluation
YMCA of the Rockies, Estes Park Center

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:00am – 8:30am</td>
<td>Daily Preparations and Announcements</td>
</tr>
<tr>
<td>8:30am – 9:30am</td>
<td>Evolution and Current Trends / New Directions in PA Management [Jim Barborak]</td>
</tr>
<tr>
<td>9:30am – 10:00am</td>
<td>Program Synthesis and Wrap-Up, Program Evaluation and Course Feedback [Dr. Tara Teel, Jim Barborak, &amp; Andrew Don Carlos]</td>
</tr>
<tr>
<td>10:30am</td>
<td>Check out / Depart for Fort Collins</td>
</tr>
</tbody>
</table>

Saturday, April 28: DEPARTURE DAY

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3:00am</td>
<td>CSU Bus Departs from BWUI (be in lobby with luggage no later than 2:45am)</td>
</tr>
<tr>
<td></td>
<td>Travel to Denver International Airport to Return Home</td>
</tr>
</tbody>
</table>
### 1. Overall, what are some of the things you particularly liked about the training program?

<table>
<thead>
<tr>
<th>I liked the module on Human Dimensions very much! Which is absolutely new for me. And I am thinking of using some of the aspects in management of resources for decision making. The concept of to Natural Rec. Often I see an initiative of country's organization in purchasing land is nothing for Future of Conservation Face in World. Also- all the dedication and sincerity of all your members/team is simply great.</th>
<th>I liked the programme very well planned both class room and field visit was excellent. The field learning and interactions with experts were very good. Almost all the parts of training I liked. The experience of law enforcement, fire fighting systems I liked most. Along with this class room sessions related to Human Dimensions was excellent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I liked every part of the program, specifically field visits</td>
<td>Precise and well structured program modules. Intelligent and experienced resource persons. Relevant and practical outdoor/field trips. Patience and logistics support in this international program.</td>
</tr>
<tr>
<td>1. Logistics 2. Experienced resource persons 3. well structured modules 4. macro/micro levels of fields in wildlife &amp; forestry</td>
<td>1. The program will help us to adopt positive methodologies of conservation in our areas. 2. Analysis and workable solutions work a particular problem. 3. Very precise and planned training program. 4. Many of the learnings can be implemented in our case.</td>
</tr>
<tr>
<td>Field visit to Soapstone Prairie Natural Area and Red mountain open space, Dr. George Wallace, Sol Dias farm, Denver zoo, U.S. National Wildlife Refuge, Denver Museum of Nature and Science. Visit to CPW Wildlife Health Research Station, NWRC facilities and ARNF facilities and interaction with the office and staff of facilities. Classroom presentations and the interactions with the Resource program.</td>
<td>The program inputs are very good. The resource persons are excellent. The field trips were very good.</td>
</tr>
<tr>
<td>Introducing session was extremely good and expectations sought from each participant also something different. Quality of lectures are really great, helpful, and understanding. Dedication of the faculty in every aspect is always wonderful and has to be continued for the future courses also.</td>
<td>1. Wildlife conservation module in USA. 2. Human-wildlife conflict. 3. Social science in conservation issues/planning/management. 4. Rural visits and interactions. 5. Tourism, visitor management, Awareness prog. Modules were relevant to current scenario and meticulously planned and executed. Benefited to large extent from field visits and interactions with the field officers and managers, scientists, NGO's/conservationists. Literature related to various aspects of wildlife mgt (compact disc) were very useful to learn the concepts, techniques. The Organisers of the training program were helpful, co-operative, facilitated mutual learning.</td>
</tr>
<tr>
<td>Liked both the class room and field visits. Keep it up!</td>
<td>Human dimensions of wildlife conflict. Wildlife research. Law enforcement. Mgt of zoo animals. PA mgt techniques/tools. Involvement of core faculty and other resource persons. Coordination of different agencies (Federal, local and private) for conservation programmes. Concept of easements for landscape level conservation initiatives. Field visits in general and interactions with enforcement agencies. Adequate basic informations were provided. Overall management issues discussed properly. Discussion- Explained nicely. Wide variety of speakers. Field visits. Interaction with law enforcement officers.</td>
</tr>
<tr>
<td>Well planned, diverse and relevant exposure. Great execution. Interest taken by all the speakers. Interactions with State/Nat. Forest Service, law enforcement, NWRC, State Wildlife Research Centre Personnel and with George Wallace. USA is doing a lot of Sincere efforts to conserve natural resources. Dealing of human wildlife conflict is very impressive. Human Dimensions are being taken care of equally. People's participation to protect PAs of forest conservation are amazing. A lot of work has been done in data collection. Forests are being treated on watershed basis which is very good. Interaction with officers and staff of different implementing agencies in US and different areas they manage. Interaction with private individuals like George Wallace on conservation in farms. Good mix of class and field. Few exercises like Randomized Response Technique. Lecturers like Mr. Barborak who can relate to issues in countries like India and Latin American and compare with US and help us in understanding.</td>
<td></td>
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</table>
The lecture given was good and the visits to Arapaho, Roosevelt National Park, Denver zoo was good.

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<tr>
<th>2. Do you have any suggestions or ideas for changes that you think might improve this type of program in the future (please be as specific as possible)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some exercises of using statistical tool etc. in Human Dimensions can be included. Practical Hands on for how questionnaires are set up and various value carryout etc. Participants session may help in improving the programme.</td>
</tr>
<tr>
<td>1. Class time should be lessed, so that one can get more time at room for next day preparation as then we would see more in rooms and libraries. 2. two weeks for the program is less time, it should be at least three weeks.</td>
</tr>
<tr>
<td>Interactions with undergraduates/graduates students of CSU who are pursuing FORESTRY/wildlife as a career option. To know what the next generation perceive about Natural Resources.</td>
</tr>
<tr>
<td>1. Panel discussions can be done after each module. The class room sessions should be partly included with more field visits. Movies about forestry programs, successful stories about conservation can be included.</td>
</tr>
<tr>
<td>Visit to the timber working areas of the forests of United States.</td>
</tr>
<tr>
<td>The visit to local parks can be done away with. Some more time to be spent at Denver Zoo so that the participants can have a look of all the enclosures.</td>
</tr>
<tr>
<td>Initial classes should emphasize the various administrative hierarchies including wildlife, forest service, and national park service since there is a great confusion in understanding the system prevailing in the USA. Timings can be taken care of every session. Local visits can be included as a part of the training schedule. Overall arrangement was good, since short time programs can cover only so much sessions.</td>
</tr>
<tr>
<td>During this whole period it can be difficult to cover our important topics. One topic on illegal trade of wildlife and wildlife products may be ridiculous. Application of Remote Sensing and GIS, MIS in Forest and wildlife management may be included. Module on watershed management/advanced technologies in practice may be included.</td>
</tr>
<tr>
<td>Field visits may be done using one vehicle so that everybody fits into it so the travel time may be used to narrate about the area, which would help the participants in understanding the culture and things like that. Thanks a lot! Mr. Jim for having some useful discussion with me during our trip to the Open Space Area.</td>
</tr>
<tr>
<td>1. Some inputs on Forest Management and utilization with help to learn better insight in better resource use. 2. Some inputs on processing of forest products for utility enhancement. Everything is well structured for given time. However, hands on exercises for designing of questionnaires could provide additional skill for research and monitoring. (We may think of providing this as small groups exercise for the group which they could undertake overnight and discuss next day).</td>
</tr>
<tr>
<td>Not specific. The presentation/reading material should be given a day before for self-study. Zoo visit should be excluded to weekends. Weekend off should be declared far advance. No classes on first few days. Rocky trip should be Mon-Thurs so that it is not too tight on Friday.</td>
</tr>
<tr>
<td>The weekend program should have been made optional from the very beginning so that the air tickets to other places of interest could have been booked in time. A talk with forest dwellers should also be arranged which will help us to understand the perception of forest dwellers.</td>
</tr>
<tr>
<td>1. Somebody who knows the entire natural resource management system in US and relate with Indian System and give an overall idea of it systematically 2. An overview of subjects and courses offered in university in natural resource management.</td>
</tr>
<tr>
<td>More of field trips should be made and interaction with field staff should be there.</td>
</tr>
</tbody>
</table>
3. Are there any topics of interest or importance to you that we did not cover but that you think would be helpful for future participants?

Silvicultural practice adopted and working of forests can be added in next module. Mechanism in Timber Operations/Logging can be demonstrated.

All topics of my interest were covered

None. Topics presented have covered various aspects of managing Natural Resources very well.

Water and soil conservation in detail. Active research and evaluation.

Nursery management. Logging operations. Legal institutions and provisions.

Hierarchical system should be taught. Conflict management and lots of local examples can be discussed a lot. Conflict between different department and role of forest department in the whole society or scenario can be well explained. Separate class for all the advanced technologies can be included. Protection measures taken by the department can also be elaborated with examples of protection.

Illegal trade of wildlife and wildlife products.

The training program has covered major topics that has wider scope and application.

Local interactions are going to seen regularly in the near future. Case studies of some successful re-introduction programme would be of great help to the office at this level of experience (7-9 years). I like the California Condor.

Forest management of wood based processing work exposure. Exposure to Aspen Decline and Pine Beetle research exposure.

I think most of the topics were covered in the given time.

I like the remote sensing GIS and satellite imageries based plan preparation. If time available, it may be included.

Introduction to wildlife statistics/techniques. Some inputs on how companies like "Ducks Unlimited" work.

Techniques of wildlife census.

Forensics in wildlife cases should be added.

1. Physical barriers to wildlife that would be helpful in keeping animals away. 2. Database management of protected areas.

4. Any additional comments about the training program?

If the class could be winded up by 4:30 p.m. or 4:45 p.m. it would be nicer. Many of us are in US for first time.

Excellent program. Great work. Thank you.

Overall, a very good program. Keep it up. All the best and thank you.

Course is beautifully designed and could all the aspects of wildlife management. Thank you for making our learning at CSU a pleasant one.

It’s good. Great work. If possible, a trip to Yellowstone National Park may be added.

Topics are very well covered keeping the time constraint. Interest taken by lecturers/guest speakers are mind boggling. Efforts taken by the faculties esp. Ms. Teel Tara, Mr. Andrew, Mr. Jim are always welcoming. Special efforts taken by the whole team regarding personal visits also impressed a lot. Lot of interesting topics were covered, but introducing class (for the whole day) should make understand the participants about the system very well so that further classes make understand easier.

Excellent. Please keep it up. Provide some information on available opportunities of research training and education in CSU if possible (Maybe next time).

Everyone is very helpful and all folks are doing a great job. Keep it up.
1. Overall, what are some of the things you particularly liked about the training program?

1. Good mix of field and classes. 2. Direct interaction and exposure to all agencies working in the natural resources man in USA. 3. Involvement of few people could connect to needs of Indian officers (ie Jim Barbarack, Paul, etc). 4. Good facilities of stay in Fort Collins and Estes Park. 5. New ideas like Randomized Response Technique, conservation easement, etc.

1. Dedication of all presenters and the hard work they have put to give relevant inputs to us. 2. The specialisation/knowledge everyone in the field and the idea of specialisation of staff in particular fields. 3. The equipment/technology used by the agencies for the various functions they do and incorporating those in our work. 4. Efforts for developing contraceptions for animals.

1. Involvement, commitment and dedication of the organisers. 2. Varied exposure to different aspects of forest and wildlife management. 3. Good mix of classroom sessions and field visits. 4. Well structured topics; Relevant issues covered; Meticulously planned classroom sessions and field visits. A new approach for Natural Resource management study of human dimensions was interesting and useful.

1. Resource persons dealt with the topics excellently. Thorough indepth analysis/presentations. Practicability of the topics discussed. Class room inputs of field unit very well coordinated.

1. The training program was a good combination of classroom and field exposure. It was a good effort from all the agencies related to the forest management.

1. Exposure to multi facet management issues and the agencies handling the same. The co-ordination across the agencies and co-operation between different institutions. Good mix of lectures and field.

1. The most advanced techniques of firefighting, law enforcement.

1. Exposure to new management systems and technical things. Field visits.

1. Very planned and systematic presentations, field visits. 2. Solutions to questions.

1. It was an excellent exposure for us. The way PA areas are being managed here is very effective. Staffs have specialized skill. Human Dimensions have been taken care of very effectively. Wildlife Conservation model, Human-wildlife conflict, Social science in conservation issues/Planning/Management, Tourism, Visitor Management, Awareness, Forest Ranger.

1. The program inputs specifically the field trips are very good. The management issues dealt within the classroom sessions as well as in the field were exciting.

1. The design of the programme was good mix of classroom presentation followed by field visit. All resource persons we heard were actual field practitioners. The aspect of Human dimensions of wildlife was excellent.

1. This programme gave the overall of wildlife management in US. Trip to RMNP was excellent, learnt about educational activities and habitat management of the park.

1. Introduction session was extremely good of expectations sought from each participant also an innovative idea.

1. Structure and composition of training programme was excellent. The whole programme was very good amalgamation of classroom sessions and field learning.

1. Fire fighting response system working. 2. Use of research base in mitigation wildlife-human conflicts in PA. 3. Efficient use of existing staff; facilities of natural resources.

1. Liked both the class room sessions and field trips.


1. Well organized programme. Presentations are really nice.

1. Multiplicity of perspectives from federal to state to local and even individual level. Excellent resource persons and well planned.

1. Professional approach, fair mix of classroom and field session, interactive sessions.

1. Preparedness and professionalism.

1. Training was well planned and very interactive. I am carrying back some of key words (some of them were in my mind but
were feeble). Those words are Adaptive Management, Conservation Easements, Partnerships, Volunteers, Science in Management, Rising standards, etc.

Classroom lectures and the interactive sessions with the resource personnel were very good. Visit to Rocky Mountain National Park, George Wallace, Sol Dias farm and their management exposure was very good.

Law enforcement in Park management. Interpretation of Park Management.

Environment interpretation.

Speaker selection and organization of the entire module covering various related agencies with appropriate field visits.

2. Do you have any suggestions or ideas for changes that you think might improve this type of program in the future (please be as specific as possible)?

1. Somebody who can give an overview of different agencies in US involved in nat res mgmt and compare with India to get a systematic idea. 2. An overview of subjects so courses offered in CSU and other universities in US in nat res mgmt.

3. In introducing class- brief about type of recycling waste in US so that we don't mess up.

1. Spend first 2 days to make the participants understand the various departments in the US natural resource mgmt as it is quite confusing. 2. More exposure of how field staff do their office work i.e. use of Information Technology and GIS-RS in day-to-day work. 3. The well known expertise of CSU is in statistical methods. More exposure in this is also important as currently the managers are drifting away from the science of wildlife mgmt in India. Such exposure will be very relevant.

1. More exposure on census techniques. Most of the research work discussed in this training was related to Human Dimensions. Some in depth exposure to habitat management, census techniques, software tools used in wildlife management and monitoring would be great. 2. Some demonstration of mechanised plantations, felling of trees and other forestry activities. 3. More input on the fire management.

Modern technologies in the Natural Resource management (GIS, Remote Sensing, MIS, Information and database management aspects) may be included. More field visits to be included in the training program.

The newcomer trainees do not have idea of local traditions and law etc. On first day, they should be educated on these issues, so as to have more responsible and responsive behavior, without fear of unforeseen evils.

Interactions with young aspiring Graduates who would like to take up wildlife/forestry as a career option.

1. If program duration is longer, it will be possible to visit more areas. 2. The structure of governance is very difficult in this Country and some of the times major time goes in understanding the same; so it will be prudent if some of those can be cleared back- in India itself or on the first day of visit only.

The training program should be at least three weeks. It should include visit of other states so that we can compare the two.

More field visits than classroom sessions. Half day lecture and half day field visit will be fine. More time for seeing places.

More field visits. Visit to other state than Colorado.

Topics on illegal wildlife and wildlife procurements, forest-fire presentation and tourism may be included in lecture. Rules of USA (forest & Wildlife).

The visit to local parks can be done away with. Also the visit to Denver zoo can be elaborated so that the participants get to spend some more time to see all enclosures.

In module of wildlife and human dimension, we could have more practical hands on session with statistics and designing questionnaire. The evening hours are stretched a bit short. I would support if the programme could be extended till 4 p.m. and not later.

1. More input on forest fire management. 2. Other forestry activities like logging/other operations.

Initial classes can more talk about the organization structure of various agencies involves in the natural resources management. Rocky Mountain visits should comprise mainly field visits other than the lectures.

Participants sessions should be incorporated (one sessions).

1. Incorporation of some modules on production forestry and soil moisture conservation. 2. Some modules on plantation and tree improvement.

Exposure to the PA (RMNP) can be made more. Visits to more areas to observe the management strategies etc.

Field visits. We stopped at many points which can be reduced.

RMNP can be concentrated in 2 days. More emphasis on tools and techniques on human dimensions and technology.
Well planned.

Exposure visit to timber working areas may be added.

Start out the day (?) and more time on hiking (?) field visit and Rock mountain.

Some more seminar on topics relevant to Indian Content, for ex. forest fire may be included.

### 3. Are there any topics of interest or importance to you that we did not cover but that you think would be helpful for future participants?

<table>
<thead>
<tr>
<th>1. Any examples from US or abroad of successful physical barriers to wildlife including elephant. 2. Database management of protected areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Statistical methods. 2. Financial rules etc. followed here and the beaurocratic rules here which may help us ease those out in India as they are very restrictive.</td>
</tr>
<tr>
<td>1. Recent trends and approaches in watershed management. Modern tools, equipment/instruments used for various purpose in Natural resource mgt.</td>
</tr>
<tr>
<td>Developing an Interpretation programme for a PA needs more inputs. Use of modern tools in field should be demonstrated.</td>
</tr>
<tr>
<td>Success stories of a problem area treated through management practices and discussion/talk with people involved in the process.</td>
</tr>
<tr>
<td>1. If some inputs on ecology studies like carrying capacity calculation; minor forest produce-irrigation are also (?) then it will be more fulfilling. 2. wetland management</td>
</tr>
<tr>
<td>All topics were covered.</td>
</tr>
<tr>
<td>Fire management drill. Should explore more of Rocky mountains management.</td>
</tr>
<tr>
<td>Forensics of wild animal should be covered.</td>
</tr>
<tr>
<td>Nursery management, logging operations, legal institutions and provisions.</td>
</tr>
<tr>
<td>1. Various funding at US and international level available and method of applying for grants for PAs etc. could be incorporated. 2. Silviculture practice and timber operation mechanization could be covered too.</td>
</tr>
<tr>
<td>1. Forest fire management. 2. Interaction with visitors in the park with local communication.</td>
</tr>
<tr>
<td>The training gave us overall idea of the system functioning in the US. Some special module or training program (3-4 days) will significantly improve the skill of participants. Contacts areas can be shown in the field.</td>
</tr>
<tr>
<td>Research in field of PA protections and habitat improvement.</td>
</tr>
<tr>
<td>Plantation and production forestry.</td>
</tr>
<tr>
<td>As mentioned before, some input on reintroduction.</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>More emphasis on fire management and conifer nursery is required.</td>
</tr>
<tr>
<td>voluntary of ecological</td>
</tr>
<tr>
<td>1. Strengthening of forest based local institutions. 2. Forest fire management. 3. Mob management.</td>
</tr>
<tr>
<td>Use of GIS.</td>
</tr>
<tr>
<td>Hands on session on designing of survey questionnaire could be useful.</td>
</tr>
<tr>
<td>General Forestry Management for Production Forestry other than wildlife.</td>
</tr>
<tr>
<td>Structural/organization etc. of Park Service, Forest, etc.</td>
</tr>
<tr>
<td>Session</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Geographical Overview of USA and Colorado (Andrew Don Carlos)</td>
</tr>
<tr>
<td>North American Model of Wildlife Conservation (Andrew Don Carlos)</td>
</tr>
<tr>
<td>Overview of the US Protected Area System (Jim Wurz)</td>
</tr>
<tr>
<td>Special Session Sponsored by the Western Association of Fish and Wildlife Agencies: Trends, Issues, and Techniques Relevant to Mitigating Human-Wildlife Conflict (Brian Debolt)</td>
</tr>
<tr>
<td>The Role of the Social Sciences in Conservation Planning and Management (Tara Teel)</td>
</tr>
<tr>
<td>Social Science Concepts and Methodologies for Addressing Conservation Issues (Tara Teel, Alan Bright &amp; Andrew Don Carlos)</td>
</tr>
<tr>
<td>Special Session Sponsored by the Western Association of Fish and Wildlife Agencies: Integrating Human Dimensions into Wildlife Agency Decision-Making (Stacy Lischka, Natalie Sexton, &amp; Kirsten Leong)</td>
</tr>
<tr>
<td>Institutional Options for Protected Area Management (Jim Barborak)</td>
</tr>
<tr>
<td>Landscape Scale Conservation and Land Use Planning (George Wallace)</td>
</tr>
<tr>
<td>Methods for Monitoring Illegal Resource Use in Protected Areas (Michael Gavin &amp; Jennifer Solomon)</td>
</tr>
<tr>
<td>Planning Frameworks for Tourism and Visitor Management (Jim Wurz)</td>
</tr>
<tr>
<td>Interpretation in Protected Areas (Ryan Finchum)</td>
</tr>
<tr>
<td>Evolution and Current Trends/New Directions in PA Management (Jim Barborak)</td>
</tr>
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</table>
5. Please evaluate the following *field components* of the training program.

<table>
<thead>
<tr>
<th>Visit to Colorado Parks and Wildlife Foothills Research Center</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>40</td>
<td>53</td>
<td>3.46</td>
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<table>
<thead>
<tr>
<th>Visit to the National Wildlife Research Center</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>27</td>
<td>70</td>
<td>3.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colorado State Forest Service Office and Field Visit</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>40</td>
<td>57</td>
<td>3.53</td>
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</table>

<table>
<thead>
<tr>
<th>Field Visit to City of Fort Collins and Larimer County Managed PAs, Sol Dias Farm</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>0</td>
<td>4</td>
<td>30</td>
<td>66</td>
<td>3.62</td>
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</table>

<table>
<thead>
<tr>
<th>Optional Field Trip to Denver Zoo <em>(only rate this if you attended)</em></th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>83</td>
<td>3.83</td>
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<table>
<thead>
<tr>
<th>Optional Field Trip to Rocky Mountain Arsenal Wildlife Refuge <em>(only rate this if you attended)</em></th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>23</td>
<td>68</td>
<td>3.59</td>
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<table>
<thead>
<tr>
<th>Optional Field Trip to Denver Museum of Nature &amp; Science <em>(only rate this if you attended)</em></th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Arapahoe-Roosevelt National Forest Office and Field Visit</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
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<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>63</td>
<td>3.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Visit to Rocky Mountain National Park</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>83</td>
<td>3.83</td>
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</tbody>
</table>

6. How would you evaluate the following *aspects* of the training program?

<table>
<thead>
<tr>
<th>The collection of themes covered</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>50</td>
<td>50</td>
<td>3.5</td>
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</table>

<table>
<thead>
<tr>
<th>The quality of instruction</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>69</td>
<td>3.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The materials used and handed out</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>14</td>
<td>31</td>
<td>55</td>
<td>3.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The quality of the classroom facilities and equipment</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>26</td>
<td>70</td>
<td>3.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The balance of theoretical and practical information</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>6</td>
<td>27</td>
<td>67</td>
<td>3.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The balance of presentations, discussions, and field visits</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>3.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact with natural resource management agency personnel in the USA</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
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<td>3</td>
<td>23</td>
<td>73</td>
<td>3.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The relevance of the curriculum for your work</th>
<th>1 Poor (%)</th>
<th>2 Fair (%)</th>
<th>3 Good (%)</th>
<th>4 Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>10</td>
<td>37</td>
<td>53</td>
<td>3.43</td>
</tr>
</tbody>
</table>
7. Please list three concepts, methods, or other things learned during the training program that you think will be applicable to your work upon return to India:

- Specialisation of staff.
- Conservation easement.
- Technology use.
- Imperative given to Human Dimensions.

- Population census of herbivores as told by John, Ranger and RMNP.
- RRT techniques for collection information.
- Interpretation and outreach of various aspects of forest/wildlife mgmt.

- Specialisation of human resource to effectively perform various roles.
- Extensive research and scientific evaluation of problems and ways to solve them.
- Tools, techniques, and technologies used in management.

- Conservation easements-landscape level conservation.
- Human-wildlife conflict management methods.
- Human dimensions aspect in Natural Resource mgmt-study methods/approaches.

- Concept of landscape scale conservation with help of easements.
- Framework planning for Tourism/Interpretation in PA.

- Use of technology for protected area management.
- Trained, skilled and dedicated personnel with passion for their work.
- Community sensitivity toward issues and their involvement.

- Professional approach in execution of management practices.
- Use of technology to reduce human effort.
- Coordination among different agencies and stakeholders.

- Positive attitude within the system.
- Specialization at field level and dividing National park mgmt into different Divisions.
- High technology use in human-wildlife conflict mitigation.

- More thoroughness of the knowledge of all officers and staff.
- To equip the department with advanced technologies periodically.
- Highlight the activities.

- Positive conservation methodologies.
- Responsible behaviour of individuals of officers.
- Conservation Easements.

- Management Information system.
- Rapid Response system.
- Law enforcement and abidement.

- The concepts, emotional news concept of Human Dimensions of Wildlife Management.
- Various technologically advanced methods of dealing with man-animal conflict.
- Effectiveness of small numbers of people delivery. The senses in various capacity.
- Alternative new way of conservation.

- Recreational activities in park.
- Involvement of communities.

- Systems of both countries are very different from every aspect.
- Conflict management, conservation easement, Junior Ranger (Interpretations and Awareness creation) can be outwardly tried out.
- Conservation easement-policy level intervention is required.

- Rapid Response System (fire, law enforcement, rescue, conflict).
- Recreational awareness.
- Use of Human Dimensions in management.

- Rapid response of fire, wildlife-man conflict and wildlife rescue.
- Peoples participation in PA mgmt.

- WL population management.
- Visitor management.
- Interpretation works.

- Private partnership in conservation.
- Ex situ conservation · zoo.
- Research.
- Interagency cooperation.
- Human dimensions.
- Interpretation and outreach programme.

- Rapid response team.
- Contraceptive of sterilisation.
- PA management.

- Multi institutional approach to solve issues.
- Innovative Funding techniques.
- Specialist in place.

- Conservation Easements.
- Volunteer services.
- Multi Agency coordination.

- Conservation easements methods.
- Rapid response system and interpretation and outreach programmes of forestry services will be of great value.

- Capacity building of forest results.
- Specialisation in activities.
- Control of forest fires.

9. Any additional comments about the training program?

All members of team was dedicated and committed.

It was great!

I got a good exposure in the training program about various aspects of Natural Resource mgt. my heartfelt and sincere thanks to all the organisers.

Excellent!

Excellently coordinated. All the very best. Very fruitful international cooperation.

The training programme is very useful and must continue in future. Even, it should be extended to the whole group of 60 participants instead of 30 only for a better exposure to all the participants of Phase III MCT group.

The stay was quite comfortable and the logistic needs were well taken care off. It will be good if some mismanaged area is also shown so we can have idea of both the extremes.

Hard work of the team is commendable.

It was a wonderful experience.

Dedication of faculty members and assistants cannot be expressed in words-Thanks.

Some more field trips, increase the length of training so as to include some other states of visit.

The classroom directions could be reduced and total direction of conservation environment. Since most of us are here first time in US we would come to know a social tradition of a US citizen on an example.

Other states visit can also be included. Excellent programme.

Excellenty organized, good emphasis on practical aspects, initial clarification on organization structure, more field time in Rocky Mountain National Park.

All members of team was dedicated and committed.

Training program can be extended to 3 weeks for more exposure to production forestry. Tree improvement and forestry product processing.

Liked both the class room sessions and field trips.

After come to RMNP we can be given more opportunity to visit inside the management areas strategies, so that we can do "seeing is believing."

Well organised programme.

Thanks. :)

Well done. Keep it up.

Thank you for making our learning at CSU a memorable one.

Training program is very good.

Make short the lecture and more exposure to the field.

<table>
<thead>
<tr>
<th>Score</th>
<th>Poor (%)</th>
<th>Fair (%)</th>
<th>Good (%)</th>
<th>Excellent (%)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. What is your overall evaluation of the training program?</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>73</td>
<td>3.73</td>
</tr>
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