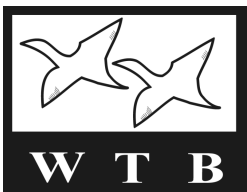


Workshop on  
**Developing a Conservation Education and  
Community Outreach Strategy for Tiger  
Conservation in Bangladesh**

Workshop Report  
March 2010



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The participants included: Ms Tandra Sikdar, Mr A N M Yasin Newaz, Mr Abdul Motaleb, Mr Shahriar Mannan, Mr Mostafa Nuruzzaman, Mr Sharif Jamil, Ms Elisabeth Fahrni Mansur, Mr Mohammed Abdul Baten, Mr Mohon Kumar Mondol, Ms Tamanna Majumder, Mr Tanjilur Rahman, Mr Md Abdullah Al Faruque, Mr Malcolm Whitehead, Ms Chloe Inskip, Dr Md Anwarul Islam, Dr Adam Barlow, Ms Christina Greenwood, Ms Gawsia Wahidunnessa Chowdhury, Mr Md Abdul Aziz, Mr Modinul Ahsan, Mr Iqbal Hussain, Mr Travis Child, Ms Tamanna Binte Rahman, Ms Rezvin Akter, Mr Ashraful Haque, Mr Mahbubul Alam, Ms Israt Jahan, Ms Samia Saif, Mr Alam Howlader and Mr Frits Hesselink.



# CONTENTS

<b>Executive summary</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
<b>Objective</b>	<b>3</b>
<b>Summary of the process</b>	<b>3</b>
<b>Conclusion</b>	<b>12</b>
<b>Recommendations</b>	<b>13</b>
<b>Next Steps</b>	<b>14</b>
<b>Appendix 1: Participant list</b>	<b>15</b>

## Executive summary

'Developing a conservation education and community outreach strategy for tiger conservation in Bangladesh' was organised by the Sundarbans Tiger Project on 13-17 March, 2010. It was the first step to develop a communication strategy for tiger conservation in Bangladesh to support the Bangladesh Tiger Action Plan 2009-2017 (BTAP)<sup>1</sup>. The workshop was designed based on best-practice approaches in Communication, Education and Public Awareness (CEPA)<sup>2</sup> developed by the International Union for Conservation of Nature (IUCN) for the Convention on Biodiversity (CBD) and Ramsar Wetland International<sup>3</sup>.

Human activities have led to massive forest destruction and carbon emission which resulting climate change. Human also continue to hunt or poach wildlife significantly. This is the time for our society to reconsider almost every practice of humankind and closing the knowledge-behaviour gap becomes increasingly important. Communications play a vital and central role to facilitate minimising the knowledge-behaviour gap. A strategic intervention program can address the needs of the target audience: messages, products, services, support and/or benefits that were identified as reasons individuals were conducting the "right" behaviour.

The workshop was entirely participatory, allowing participants to openly share their ideas and experience regarding not only tiger conservation but achieving positive behaviour change in general. Through a systematic process, the participants were first introduced to the idea of 'putting themselves in other's shoes' to appreciate how difficult it is to understand the different perceptions of different stakeholders. Participants then experienced these different perceptions first-hand through semi-structured interviews with six key target audiences from local villages. Following this, participants shared their experiences on positive change, how those changes were brought about, and what was significant about those changes. Participants also experienced change directly through interactive games. After that, they voted on the key issues affecting tigers and the Sundarbans and visualised a future in which these issues were solved. Based on these visions, participants developed 'change pathways' which identified which target audiences are involved in the issues/solutions and how their behaviours are linked. Participants then considered the knowledge, attitudes and practices (KAP) of each target audience and how these need to change to realise the desired behaviour changes - and therefore solutions to the key issues affecting tigers and the Sundarbans. Participants finally considered appropriate interventions to effect these changes. The workshop provided the first building blocks of the eventual communication strategy and was also the first step in establishing working relationships with other organisations and individuals.

On a whole, it was a unique learning experience for all of the participants. We learned about change, we discussed change, and we experienced change directly. The challenge for the communication strategy is to make change happen. During the course of the workshop, participants developed strong rapport with each other and it gave a platform to work together for tiger and the Sundarbans conservation.

<sup>1</sup> Ahmed et al. 2009. Bangladesh Tiger Action Plan (2009-2017). Bangladesh Forest Department, Ministry of Environment and Forests, Government of the People's Republic of Bangladesh, Dhaka, Bangladesh.

<sup>2</sup> Hesselink et al. 2007. Communication, Communication, Education and Public Awareness (CEPA): A Toolkit for National Focal Points and NBSAP Coordinators. Secretariat of the Convention on Biological Diversity and IUCN: Montreal, Canada.

<sup>3</sup> A Guide to Participatory Action Planning and Techniques for Facilitating Groups, 2008, Ramsar Secretariat, Gland, Switzerland.

## Introduction

The Sundarbans Tiger Project organised the workshop with the vision to bring together key leaders from stakeholder groups interested in or already involved in Sundarbans and tiger conservation who could advise on the development of a Conservation Education and Community Outreach (CE & CO) strategy in support of the Bangladesh Tiger Action Plan (BTAP).

The workshop was the first step in bringing the BTAP to a larger audience of potential partners including Forest Department, local and national NGOs, local community people, media personnel; and laid the first building bricks for developing a communication roadmap. The BTAP lays the groundwork for tiger conservation activities in Bangladesh. However, we need to plan a communication strategy that helps understand what community is best to target, who the influencers are, and what behaviours are the best to target for change. It also helps identify the interventions which lead to the desired behaviours of the target audiences to conserve tiger and the Sundarbans.

This workshop took place on a boat in the Sundarbans – the purpose of which was to embed the participants in the conservation context of the BTAP. The participants were provided with the BTAP before the workshop as a reading material. Mr Frits Hesselink of HECT Consultancy and former Chair of the IUCN Commission on Education and Communication (CEC) with assistance from Mr Malcolm Whitehead, Head of Discovery and Learning, Zoological Society London (ZSL) supported the Sundarbans Tiger Project team in the facilitation of the workshop.

### At a Glance

**Venue:** M V Aboshar boat, Sundarbans

**Dates:** April 13-17, 2010

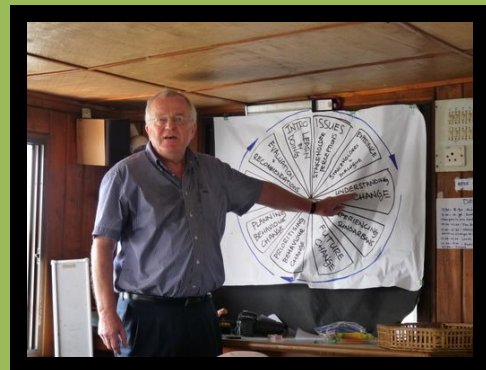
**Time:** 9:00 am to 6:00 pm

**Organiser:** Sundarbans Tiger Project.

**Resource Persons:** Mr Frits Hesselink, HECT Consultancy, Netherlands and former Chair of the IUCN Commission on Education and Communication (CEC).

Mr Malcolm Whitehead, Head of Discovery and Learning, Zoological Society of London (ZSL).

**Participants:** Members from Forest Department, Ministry of Environment and Forest, Ministry of Information, Local and National NGOs, Newspaper and Electronic media, and local community.



## Objective

The primary objectives of the workshop were to:

- Develop an integrated CE & CO Strategy in support of the BTAP.
- Develop a draft BTAP CE & CO implementation plan including research and campaign milestones.
- Establish a network amongst participants to facilitate BTAP CE & CO implementation activities.
- Build in country capacity by training participants in the following: Communication, Education, Participation and Awareness (CEPA) methodology; social marketing techniques; and in how to plan, design, implement, evaluate and monitor a CE & CO strategy and subsequent implementation plan.

## Summary of the process

The workshop adopted a hybrid methodology to CEPA mainly based on Ramsar Action Planning Guide and the CEPA toolkit of CBD. This consisted of ten steps starting with Introduction and Learn by Doing, and ending with Evaluation and Recommendations (see the 'wheel' diagram in the right hand photograph). It was a participatory approach and allowed ample time for discussion and participation. This multi-stakeholder workshop process was aimed at fostering a climate of trust and creativity, building the confidence and motivation of stakeholders to contribute. In the workshop, each step had implications for the previous steps as well as the following steps.

Each of the ten steps followed are summarised below.

### 1. Intro: Learning by doing

**Objective:** Introduction of the participants, set workshop rules, and explore expectations of the workshop.

**Exercise:**

- Ice-breaker: organising a circle by the participants in alphabetical order of their first name, date of birth, number of years working with Sundarbans.
- Open discussion to set workshop rules and expectations.

**Outputs:**

- Introductions and learning about each other
- Establishing workshop rules and list of one-word expectations.
- Learning about others' workshop experiences and ideas on what makes a good and effective workshop.



- 
- The image shows a handwritten list of ten workshop rules on a piece of paper. The title is 'WTB WORKSHOP RULES'. The rules are numbered 1 through 10. The text is written in black ink on a white background.
1. Switch off/silent your cell phone
  2. Expectation, pre and post evaluation.
  3. Interactive
  4. Effective participant
  5. Appropriate criteria for group selection
  6. Respect, attention, listen to other participant.
  7. Problem solving. Practical and field work.
  8. Focus on case study and success story
  9. Clear briefing
  10. Positive contribution

## 2. Issues: Stakeholder perceptions

**Objective:** To identify different perspective of the major stakeholders about the conservation of the tiger and its habitat, and to realise how difficult it is difficult to really view issues from someone else's perspective.

### Exercise:

- Group-work: in four groups, participants were asked to imagine they were a businessman, conservation expert, forest user and government official and to answer the question: how do you see the main issues affecting the Sundarbans?

### Outputs:

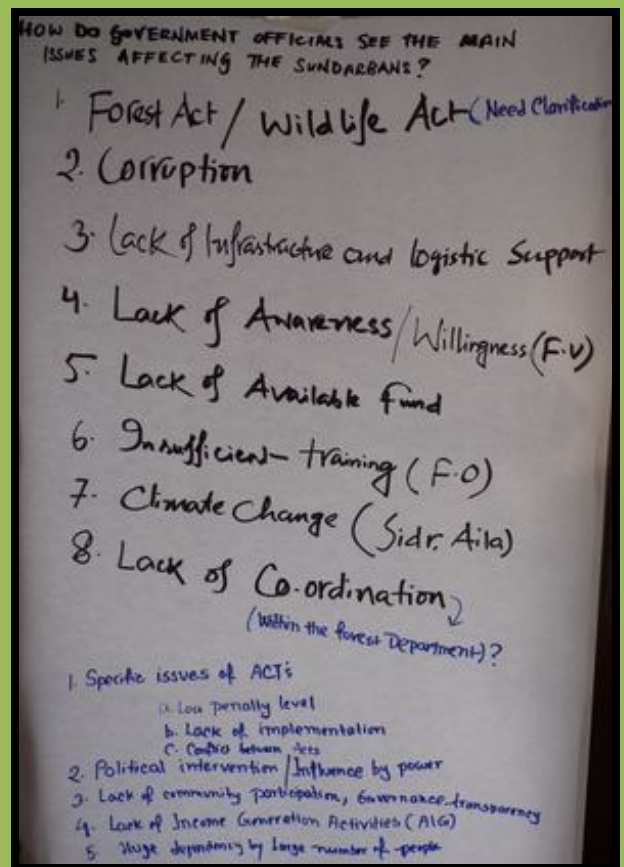
- Lists of (our assumptions of) how four major groups think about the various aspects of conservation of the tiger and its habitat, discovering new perspectives.
- Identifying common prejudices and biases, realising it's difficult to view issues from someone else's perspective without really knowing what life is like for them, what is important to them and how they think.

## 3. Experience: Meaningful dialogue with local stakeholders, including FD staff

**Objective:** To learn how to design and conduct semi-structure interview; and also importance of making rapport with target audiences. To realise that there is a difference between our assumptions about someone else's views, and their actual views – you need to talk with them directly to find out their reality!

### Exercise:

- Interview preparation: participants were asked to choose one of six possible local community groups i.e. Resource users, Women, Youth, Local opinion leaders, Businessman, Forest Department that they would like to interview and interact with. Then the participants split into teams to prepare for the actual interaction, considering the following questions: What you want to get out of the interview? How to introduce yourselves? How to break the ice? How to avoiding leading questions?
- Interviews were conducted with the groups followed by discussion on how participants felt, what went well, what was difficult, how the findings differed to our assumptions from exercise 2?



- Discussion on meaningful dialogue and the importance of establishing relationships based on respect, trust and mutual understanding. Looking back on the group's initial hesitation of the appropriateness of the interviews - as they might disrupt existing relations with communities - and the feeling of success regarding how well the interviews went.

#### Outputs:

- Basic understanding of semi-structure interview and how to design it.
- Using open questions and icebreaking techniques for interviews.
- Body language, follow up questions to clarify, giving examples, checking understanding and summarising is very important factors for a successful interview.
- Rapport with local community and Forest department staff interviewees.
- Experiencing the perception of the selected group towards tiger conservation.
- Learning that assumptions are not always right, we should always validate the assumptions before action.

#### 4. Understanding change

**Objective:** To understand the various factors involved in achieving a *significant* change.

#### Exercise:

- Ball-game to demonstrate the factors required for significant change: to experience the difference between incremental and significant change and analyze the factors that are needed for significant change, such as out of the box thinking, leadership, cooperation. The team was gathered in a circle, given a ball and instructed that every member of the team must touch the ball. The task was repeated and the time taken to complete the task was recorded. This was followed by a discussion on the learned aspects of change.

DOs	DO NOTs
<ul style="list-style-type: none"> <li>• IDENTIFY WHO YOU ARE &amp; WHY YOU ARE THERE</li> <li>• BUILD A PERSONAL CONNECTION</li> <li>• GIVE ENOUGH TIME</li> <li>• LISTEN! LET THEM TALK</li> <li>→ BITE YOUR TONGUE</li> <li>• PREPARE BEFORE YOU GO</li> <li>• PUT 'THEM' AT EASE</li> </ul>	<ul style="list-style-type: none"> <li>• BE TOO VAGUE (HOW IS LIFE? etc)</li> <li>• WORK WITH TOO MANY PEOPLE AT ONCE EXPECTATIONS</li> <li>• RAISE HOPE MAKE PROMISES</li> <li>• ASK LEADING QUESTIONS</li> </ul>

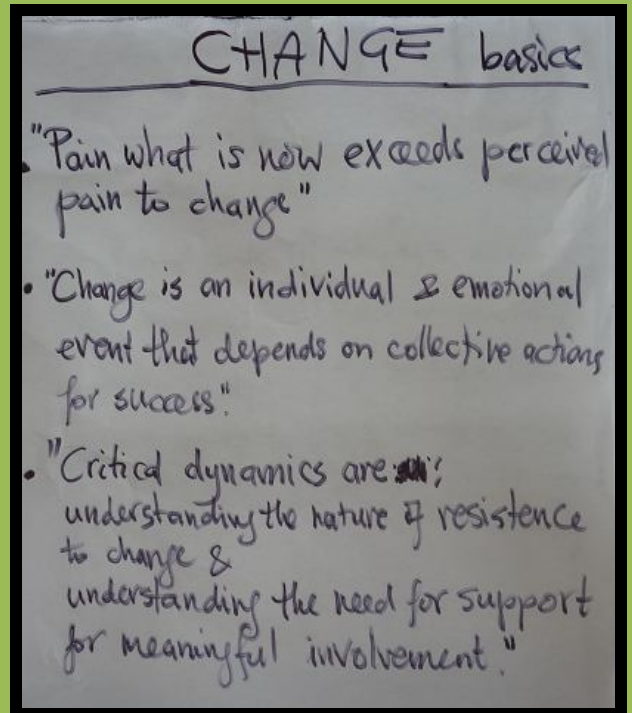




- Story-telling: to analyze one's own experiences with significant change and the role of communication to help change knowledge, attitudes and practices of key target audiences. Everybody was asked to recall the most significant positive change affecting the sustainability of the Sundarbans or elsewhere in the last 15 years and to note: where the change took place; who changed their behaviour; what the behaviour changed from, and to; when this change took place; how the change happened; and why this was a significant positive change. The participants then formed groups of four, exchanged stories, and selected on the best one, which was then retold to the entire group by someone other than the person who came up with the story. This was followed by a group discussion on the role of changing knowledge, attitudes and practices.
- Game to experience the reality of change: change is an individual and emotional event that depends on collective action for success. You need to change as a group; you need to be able to be in contact with others to see how they do it; especially how they cope with their natural resistance against change. Each individual stood in a clear space and were told they are not allowed to speak or move. The participants were instructed that they are employees of a company and that the customers have complained about their *appearance!* To satisfy the customers they have to change one aspect of their appearance. The customers are still not satisfied so they have to change another three things, and then another three things. Group discussion on how it felt followed.

### Outputs:

- Experiencing personally the emotions of having to change.
- Stories of past conservation interventions that have resulted in positive change, and identifying some of the ways in which that change was brought about. You can learn from past success. From the stories we learned that change often starts with a pioneers/early adaptors and expands outwards.



- Understanding change is not easy and at times it can be emotional and painful. Change is made easier if it is a shared experience, both for: (i) comfort and security; and (ii) information sharing and inspiration.
- Discovering some of the requirements of change: understanding the context; meaningful interaction; having/forming clear objectives; planning; leadership; imagination; teamwork; identifying social constraints; learning to deal with and solve conflicts; improvising.



## 5. Experiencing Sundarbans

**Objective:** To explore and experience the Sundarbans and the home of the tiger.

### Exercise:

- Participants took a walk through a grassland area of the forest to one of its beaches on the Bay of Bengal to experience together the tiger habitat and to reflect on 'What are we doing this workshop for?'



### Outputs:

- Exploring a natural Sundarbans grassland and beach. Experienced some of the different vegetation types and able to see chital, tiger pug-marks and tiger scratch-marks. Participants were able to experience the reality of being on-foot in a tiger inhabited area.
- It's almost impossible to appreciate the danger the forest users face when walking in tiger habitat without actually experiencing a dangerous situation or incident.
- We all love Sundarbans natural beauty and we emotionally attached with the fact that we have to do something about its conservation.



## 6. Future change

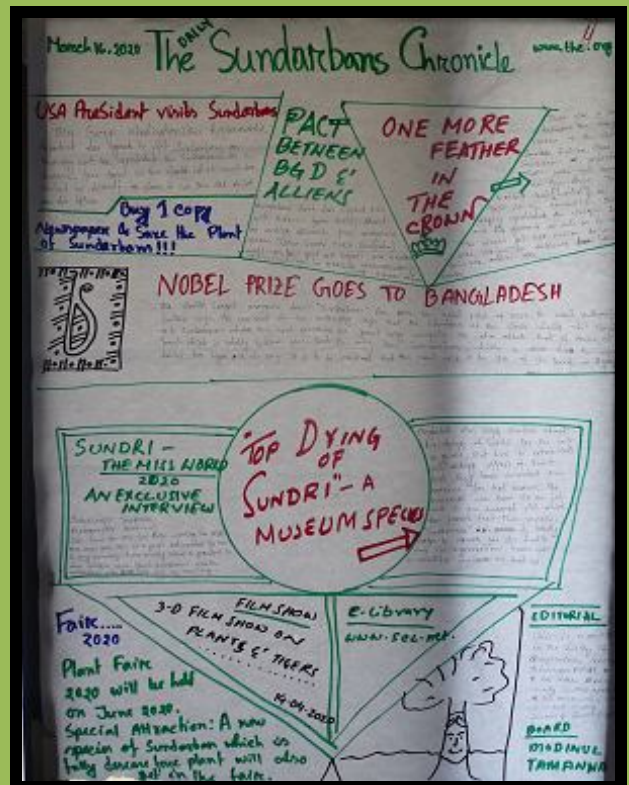
**Objective:** To set a 2020 vision for each of the threats/issues defined in the BTAP.

### Exercise:

- 2020 Newspaper headlines: the major threats to the tiger and the Sundarbans from the BTAP threat analysis were used as input. The participants split into pairs and selected one issue per pair. Each pair was asked to imagine how they would like to see the issue ten years from now. Each pair then developed a newspaper front page based on how that issue would be reported in 2020 in a best-case scenario i.e. imagining the issue has been resolved.

### Outputs:

- As a group we envisioned a better future towards which we could work. This also brought forward ideas for some of the potential interventions that could lead to this positive change.



## 7. Prioritising behaviour change towards a future positive change for the tiger

**Objective:** To identify the key target audiences involved in each issue and to prioritise the issues.

### Exercise:

- Identifying target groups: in the same pairs, participants reviewed each newspaper for 2 minutes each. Splitting into groups of four, participants then reviewed two newspapers and identified and listed the target audiences involved according to the headlines and article details.
- Prioritising issues: participants then discussed which issues seemed to be the most important. Each individual then had three votes to choose the most important issue for them personally. Votes were tallied and issues were ranked by number of votes.



## Outputs:

- The top six voted issues were (in order): climate change; prey poaching; non-timber forest product collection; retribution killing; wood collection; tiger poaching.
- Understanding that the different stakeholders have different priorities.
- Priorities based on scientific research and priorities based on perceptions do not always match.
- Identifying prioritisation criteria upfront may help make a common basis for prioritisation.

## 8 & 9. Planning behaviour change and communicating interventions

**Objective:** To develop a 'change pathway' for each issue based on what behaviour change is required of each target audience considering assumed current knowledge, attitude and practice (KAP).

### Exercise:

- Change pathways: the top six issues from the voting session were selected for further exploration. Groups of four were assigned to each issue and were asked to create one change pathway for that issue. First they were asked to re-word the issue as a vision (e.g. 'retribution killing' becomes 'peaceful coexistence') and to think of the behaviour changes necessary to achieve that solution in the form of 'the behaviour of target audience X changes from behaviour A to behaviour B'. The resulting string of behaviour changes for a particular issue was called a 'change pathway'.
- Following this, the groups were asked to consider the changes in knowledge, attitude, and practice (KAP) in each target group that are needed in order to change each of the identified behaviours. These current and desired KAPs were added to the change pathway for that issue.



- Finally, groups were asked to think of suitable communication interventions to generate each KAP change in order to bring about the behaviour change in each target audience. This information was added to the change pathway.

### Outputs:

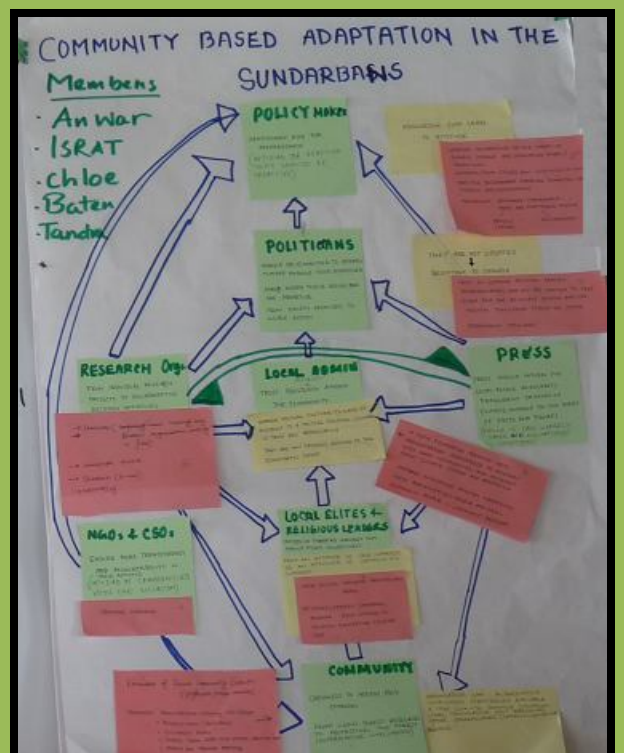
- Identifying specific behaviours of specific target audiences that need to change in order to realise the solution to the issue.
- Identifying the knowledge, attitudes and practices (KAP) that would need to change in order for those behaviours to change.
- Identifying possible communications interventions that would help to drive the KAP change.
- Realisation of the need for in-depth research to validate assumptions before diving into the communications interventions – avoid wasted effort!
- The behaviours of different groups are connected in complex ways and only by doing this exercise did many of the more subtle connections become obvious. For example, for a some issues, forest resource users' behaviour can be changed if you can change a businessman's behaviour or FD's behaviour or vice versa.

## 10. Evaluation and recommendations

**Objective:** To evaluate the workshop process, facilitation and learning experience as well as to take recommendations from the participants for future improvement and next steps.

### Exercise:

- Each individual was asked to record what they learned in each time slot and what the positive changes in their personal KAP were. They discussed this in pairs and were then offered the chance to report back to the main group.



- As a group, feedback was sought on the most meaningful experience of the workshop, what went well, what could be done better next time, and how to capitalise on the learning from the workshop.
- Each individual was then asked to write a letter to themselves outlining the three most important things they learned and three things they commit themselves to doing in the future. This letter was then posted to each individual two weeks after the workshop as a tool to help keep their commitments fresh in their minds.

### Outputs:

- Participants found the following things valuable: experiencing real situations (fieldwork); addressing multi-disciplinary issues; the fact that WTB offered training instead of just asking for help; positive atmosphere and level of group commitment.
- Things that participants suggested could be improved in the future were: more detailed expectations; involve local communities more directly; have more reading materials and case studies.
- According to participants, we could capitalize on the joint learning trip through regular communication and involving participants in future strategy development and implementation activities.

WHAT WENT WELL?	WHAT TO DO DIFFERENT NEXT TIME?
Time Management	Visit high priority area
Participation	Involvement victims / beneficiaries more directly in workshop
Sharing / groupwork	- Case studies
Fieldwork	- Documentation
Food	- Power analysis
Innovation	- Entertainment
Brainstorming	- Summarise tiger action plan
Facilitation	- Reading materials
Positive	- Selection of participants
Positive attitude of Forest Department person	- Feedback for every session
Composition of participants	- Pre- and post-evaluation forms
Session structure	- More detailed expectations
Hospitality	- Field excursions better organised - safety
Malcolm's performance (tiger hello)	
Culture night	
Cordial atmosphere	
Pre-planning	



## Conclusion

The workshop was a learning experience for all. The participatory process gave us the opportunity to look at the tiger conservation from different perspectives and motivated us to work further on it. The main objective of the workshop was to develop a CE & CO strategy in support of the BTAP. But after the workshop we had a better idea about the whole strategy development process and we found that it is not possible to develop a whole strategy in 5 days workshop. It involve conducting formative research in the target population on conservation behaviours, knowledge, attitudes and plan intervention program to provide messages, services, support and/or benefits to get the desired behaviour. The workshop was first phase of developing this roadmap. This groundwork will form the basis for next steps in further developing the behaviour change pathways and therefore a communication strategy that will include the target audiences, the influencers, and the best behaviours to target for change also the intervention ideas. Subsequently, the implementation plan will be developed in another multi-stakeholder workshop.

One of the major objectives of the workshop was to create a platform from which prospective partners can collaborate and participate in developing a multi-stakeholder communication strategy for tiger conservation in Bangladesh. This was satisfactorily achieved in the workshop as noted by participants in the evaluation session. However, this objective is ongoing and we must continue to work on maintaining participation and involvement constantly.

The workshop was also an opportunity for the participants to develop their own capacity in strategy development using CEPA methods and social marketing techniques. Participants agreed that this workshop provided guidance tools on developing effective conservation strategies focusing on behaviour change and the role of communication in this process.



## Recommendations

The following recommendations came forward from the evaluation session. We hope they will provide the Sundarbans Tiger Project and others with a framework for moving forward. No single organisation can bring these recommendations to fruition; rather, the need for strategic co-operation of a number of partners towards a set of common objectives is a fundamental finding of this report.

The key recommendations are:

- Establish regular communication among the workshop participants. A network/collaboration is necessary to enable the participating organisations to work together for tiger conservation.
- Need to reach out further with the Forest Department to develop the strategy further as FD is the major stakeholder of Sundarbans and key implementation partner of the strategy.
- An effective follow up process will to be developed by STP to ensure continual participant involvement and completion of the strategy development stage.
- Local communities should be involved in the strategy development process through KAP survey, FGDs and collaborative implementation plan.
- All the assumptions made by the participants regarding behaviour change, KAP and communications interventions during the strategy development process, must be validated by the target audiences through focus group discussions (FGDs) and surveys to develop an effective and efficient communication strategy and implementation plan.
- Direct communication with the target audiences is necessary to complete the KAP surveys and FGDs.
- WTB need to build skills of the STP team to undertake these FGDs and surveys. Partner organisations with existing skills and manpower can collaborate in this effort.



## Next Steps...

**March to April, 2010:** Continue working on change pathways to further flesh out the target groups involved, the desired behaviour changes in these groups, KAP information, and communications interventions. This will be an open process run by the STP team with invitation to workshop participants to join at their convenience.

**May, 2010:** STP to hold follow-up meetings with the participants from NGOs and Forest Department to seek feedback on and finalise change pathways.

**June to October, 2010:** WTB with their partner organisations will validate workshop assumptions relating to behaviours and KAP information by direct contacting the target groups to undertake focus group discussions, surveys and interviews. Also generate and test communication intervention ideas during this process.

**November, 2010:** KAP analysis and fine-tune intervention ideas by WTB and partner organisations; and finalise the communication strategy.

**December, 2010:** WTB to hold another workshop to prepare the communication interventions implementation plan with assigned roles, timelines and budget.

## Appendix 1: Participant list

Name	Designation & Organisation
<b>Ms Tandra Sikdar</b>	Deputy Secretary (Admin), Ministry of Information
<b>Mr A N M Yasin Newaz</b>	DFO, Wildlife Management and Nature Conservation Division, Khulna, Forest Department
<b>Mr Abdul Motaleb</b>	Research Associate, IUCN Bangladesh
<b>Mr Shahriar Mannan</b>	Communication, Outreach and Governance Facilitator (COGF), Sundarban Cluster, USAID Integrated Protected Area Comanagement (IPAC)
<b>Mr Mostafa Nuruzzaman</b>	Director, Shushilan
<b>Mr Sharif Jamil</b>	Joint Secretary, Bangladesh Poribesh Andolon
<b>Ms Elisabeth Fahrni Mansur</b>	Education and Training Coordinator, Bangladesh Cetacean Diversity Project
<b>Mr Mohammed Abdul Baten</b>	Research Associate, Unnayan Onneshan
<b>Mr Mohon Kumar Mondol</b>	Director, Ledars
<b>Ms Tamanna Majumder</b>	Senior Correspondent, NTV
<b>Mr Tanjilur Rahman</b>	Independent Conservation Filmmaker, WildEye
<b>Mr Md Abdullah Al Faruque</b>	Assistant Professor, Shyamnagar Mohsin College, Satkhira
<b>Mr Malcolm Whitehead</b>	Head of Discovery and Learning, Zoological Society of London
<b>Ms Chloe Inskip</b>	PhD student, Kent University, England
<b>Dr Md Anwarul Islam</b>	CEO, WTB and Professor, Dept. of Zoology, DU
<b>Dr Adam Barlow</b>	Programme Manager, Sundarbans Tiger Project, WTB & ZSL
<b>Ms Christina Greenwood</b>	Programme Manager, Sundarbans Tiger Project, WTB
<b>Ms Gawsia Wahidunnessa Chowdhury</b>	Member, WTB and Assistant Professor, Dept. of Fisheries and Marine Sciences, NSTU
<b>Mr Md Abdul Aziz</b>	Assistant Professor, Dept. of Zoology, JU
<b>Mr Modinul Ahsan</b>	Participatory Management and Community Outreach Coordinator, Sundarbans Tiger Project, WTB
<b>Mr Iqbal Hussain</b>	Awareness and Education Coordinator, Sundarbans Tiger Project, WTB
<b>Mr Travis Child</b>	Assistant Coordinator, Sundarbans Tiger Project, WTB
<b>Ms Tamanna Binte Rahman</b>	Assistant Conservation Programmes Coordinator, Sundarbans Tiger Project, WTB
<b>Ms Rezvin Akter</b>	Awareness and Education Officer, Sundarbans Tiger Project, WTB
<b>Mr Ashraful Haque</b>	Participatory Management and Community Outreach Officer, Sundarbans Tiger Project, WTB
<b>Mr Mahbubul Alam</b>	Programme Officer, Sundarbans Tiger Project, WTB
<b>Ms Israt Jahan</b>	Programme Officer, WTB
<b>Ms Samia Saif</b>	Programme Officer, Sundarbans Tiger Project, WTB
<b>Mr Alam Howlader</b>	Wildlife Technician, Sundarbans Tiger Project, WTB