

Project Update: September 2017

1. **School Teaching:** To deliver the positive message of rhino in local community, we made the presentation "Rhino! Our Recognition, Our Pride" and utilise for campaign and school teaching. We organised the teaching programme in those schools which are close to rhino pocket area outside the buffer zone of Chitwan National Park. We know the students are the future manager of natural resources so we focused not only adult people but also (children) school students. With school teaching, we provided the Rhino Conservation Educational Toolkit to school library so that students, teachers and other interested people can get depth knowledge about rhino.

2. **Educational Toolkit Publication:** We have published Rhino Conservation Education toolkit as second edition. In this second edition, we have updated the status of rhinos in Nepal and important activities those are being made by different stakeholders. We have highlighted the great achievement "Zero Poaching Year Celebration" and its message towards international community. Similarly, we have added one chapter rhino translocation and its importance. The authors of the publication are; Suman Bhattarai and Deepa Paudel, Assistant Professor, Institute of Forestry, Pokhara Campus, Pokhara, Nepal.

3. **Educational Toolkit Distribution:** We distributed these rhino conservation educational toolkits in local school of buffer zone of Chitwan National Park and the outside the protected area where rhinos are found. Similarly, we distributed toolkits to Community Forest User Groups inside and outside the protected area of the Chitwan National Park. At first we have planned to release these toolkits in the occasion of 8th WORLD RHINO DAY (September 22nd 2017) but we felt that it is better to distribute during the school teaching and community interaction programme. So, we distributed these toolkits before its releasing date. In the toolkit, Bir Bahadur Khanal Chhetri PhD, Campus chief of Institute of Forestry, Pokhara Campus and Professor Krishna Raj Tiwari PhD, Dean-Institute of Forestry, have given the statement of congratulation for our accomplishment on this toolkit. In addition, we took ISBN number from the Central Library of Tribuvan University, Nepal.

4. **T-shirt Production:** This time we produced t-shirt having message "Rhino-Our Recognition, Our Pride". These t-shirts were distributed to those members who directly involve in project activities; awareness creation, survey and other field based project activities.

5. **Household Survey:** Rhino Count -2015 found the rhino outside the protected area and its buffer zone of Chitwan National Park. We all know that people may have different thinking with presence of new wildlife species and increasing of wildlife number in their surrounding forest and locality. Presence of new animal and their increment in the locality generates positive and negatives impacts to local community so the sustainability of increased population depends on community perception. So, we have targeted to know public perception towards the presence of rhino in their locality. We did the household survey in those community forest user groups outside the protected area where rhino are found in count 2015.

6. Conservation based Student Interaction: Based on our project and Rufford Small Grant Foundation Coverage, we made teaching material and utilised for the academic programme. We took class and gave presentation entitled "In current Context, wildlife Biology based; Research Area & Proposal Development" to M Sc forestry students of Institute of Forestry, Pokhara Campus Pokhara Nepal. As mentioned in proposal, we are mobilising conservation based students and utilising the finding and project activities as teaching materials. The teaching material was prepared in the joint venture with Bishnu Hari Wagle and Deepa Paudel, Assistant Professor, Institute of Forestry, Pokhara Campus, Pokhara, Nepal.

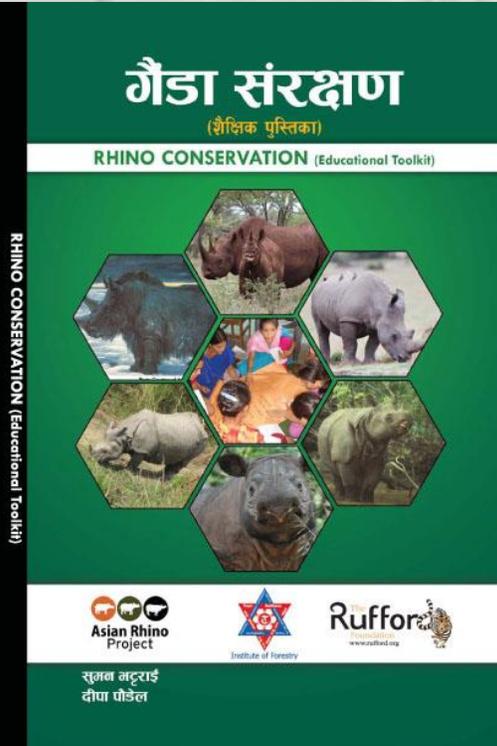
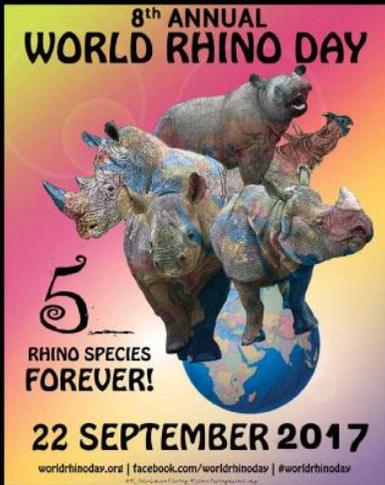
Similarly, in the initiation of SHEAC-IOF we shared our project concept, strategy, activities among the students. With this sharing, we trained student about how to develop proposal and what should be considered while developing proposal?

7. Pamphlet Production: With the change in time series, we have prepared pamphlets with updated information. The pamphlet is in the short form booklet from which people can get information about the rhino. It is digital based publication. We printed when we move for teaching programme.

8. Article Preparation and Submission: We have developed the article entitled "World rhino day: Background & Rationale" and provided to publish in the publication of WWF programme. The article has attempted to explore the cause of initiation of world rhino day celebration, importance of world rhino day in current context, how are people celebrating? What impact can it do in future? How was it initiated in Nepal? WWF Nepal will distribute their publication in all protected area of lowland where rhino are found. So, we have expected that article will be disseminated widely and reach to our local target group also.

9. Coordination: While implementing the project activities, we use to coordinate with other grantee for making the activities more effective and make integration with other related issues. This time also we coordinated the Paras Bikram Singh, Deepa Paudel and other many more institutions.

Acknowledgement: To make this programme success, many people and institutions have made contribution so I acknowledge Bimal Kanta Dallakoti, Kiran Timalsena, Professor Santosh Rayamajhi PhD, Professor Krishna Raj Tiwari PhD, Dean-IOF, Bishnu Hari Wagle, Rajan Subedi, Kedar Nath Paudel-IOF, Kedar Nath Paudel-DFO/Chitwan, Deepa Paudel, Paras Bikram Singh, Santosh Paudel, Anu Paudel, Ambika Regmi, Brasha Tripathi, Pratiksha Dahal, Youban Kumar Parajuli, SHEAC-IOF, Asian Rhino Project-ARP, Australia, GGN-Nepal. Similarly, I would like to remember the community forest user groups, schools and teachers of local level and many other who are directly and indirectly involving in project activities. We have mobilized students so that they are taking the project as learning platform.



Promotional materials



Left: Rhino Conservation Educational toolkit Distribution and Community interaction. Right: Teaching programme.



Left: Rhino Conservation Educational toolkit Distribution. Right: Elephant riding inside CNP



Left: Rhino during field visit. Right: Consultation with local people.



Left: Project Proposal Sharing and development. Right: Interaction with representative of forest user groups.