

## Final Evaluation Report

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Your Details	
<b>Full Name</b>	Bikram Shrestha, PhD
<b>Project Title</b>	Integrating Snow Leopard and Co-predators (common leopard, wolf, lynx and Pallas's cat) Conservation with Livelihood Initiatives in Nepal
<b>Application ID</b>	28596-2
<b>Date of this Report</b>	15.05.22

**1. Indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.**

Objective	Not achieved	Partially achieved	Fully achieved	Comments
<p>Promote homestay and snow leopard-based ecotourism business plan in Jhong, Lower Mustang</p>				<p>A series of meetings were organised with DNPWC, NTNC/ACAP and ACAP-Jomsom office with the aim to develop the project plan. A meeting was held in ACAP-Jomsom office for conducting training on homestay and snow leopard-based ecotourism business plan in Jhong ward 2.</p> <p>We visited a total of 40 households of Putak, Jhong and Chhangur to identify households having potential to initiate homestay and select participants for the training.</p> <p>A training on "Homestay and snow leopard-based ecotourism business plan" was organised where 19 participants (12 men and seven women) attended. The training was intended to encourage participants on snow leopard conservation and the economic benefit it generates through homestay. To impart basic technical knowledge on the presence of snow leopard, a visit to Jhong valley, the area used by snow leopard, was organised. Here participants were trained on snow leopard tracking and prey counts.</p>
<p>Awareness of students and community on snow leopard conservation</p>				<p>A workshop on "Snow leopard and co-predators conservation awareness and education" was scheduled on the International Mountain Day, December 11, 2019. A total of 37 participants attended the workshop of which 12 were students from eco club (Green Force Club under ACAP Jomsom), three teachers, nine government staff, five ACAP-Jomsom/ staff, one FONAREM staff, six local people and one journalist. I was a key moderator of the workshop. A Powerpoint presentation was used to</p>

			<p>impart knowledge on the essential aspects of snow leopard conservation and how it contributes to conserving mountain biodiversity as a whole. The participants also shared their view and expressed their commitments to snow leopard conservation.</p> <p>Essays, poems and arts intra-school competition of grade 6 to 10 was conducted in Pokhara Metropolitan city. A magazine entitled "The Voice of Snow Leopard" is in the press now. It features articles written by students and peers on wide arrays of topics related to snow leopard and environments and will be widely disseminated.</p> <p>Postcards featuring snow leopard images have been developed as souvenirs and distributed to Lower Mustang. It will be widely distributed in other parts also.</p>
Snow leopard and prey monitoring and assessing functional corridor in Mustang and Manang			<p>The grant from the Rufford has also been used to fund a university student pursuing PhD study. The grant has been used to field work. Mr Ashok Subedi conducted the integrated study of snow leopard monitoring in Upper Manang and Nar-Pho valley using camera traps including prey base survey and livestock depredation.</p>

**2. Describe the three most important outcomes of your project.**

**a).** A homestay and an ecotourism management sub-committee with 13 executive members was formed at Jhong 2.

**b).** A workshop about awareness of students and community on snow leopard conservation was conducted in Lower Mustang. A total of 37 participants attended the workshop of which 12 were students from two eco clubs. Essays, poems and arts intra-school competition of grade 6 to 10 was conducted in Pokhara Metropolitan city. Six schools (eco-clubs) completed the programme. A magazine featuring 10 articles, four essays, one comic arts, three news and one interview chapter has been published and now it is in the press. A total of 500 postcards depicting image of snow leopard obtained from camera traps were produced and 100 of them distributed in Lower Mustang.

**c).** Data obtained from integrated study of snow leopard monitoring using camera trap, prey base survey and livestock depredation in Upper Manang and Nar-Pho valley is being processed for analysis and preparing a manuscript. This research was

conducted by a university student who received partial fund from this Rufford project.

**3. Explain any unforeseen difficulties that arose during the project and how these were tackled.**

We had envisaged to organise a workshop, inter-school essay and an art competition in Pokhara Metropolitan city. However, due to covid-19 pandemic we could not get this done as planned. We however, managed to accomplish this task through emails. The prolonged lockdown also delayed the registration and operation of homestay in full swing.

**4. Describe the involvement of local communities and how they have benefited from the project.**

Workshop on snow leopard and co-predators' conservation awareness and education workshop: A total of 37 people attended the workshop of which 12 were students, three teachers, nine government staff, five ACAP-Jomsom/ staff, one FONAREM staff, six local people and one journalist. They were educated on the important aspect of snow leopard and its linkage with ecotourism.

Training on homestay and snow leopard-based ecotourism business plan: A total of 19 participants (12 men and seven women) attended the training organised in Jhong-2. They gained knowledge and information on snow leopard conservation, and its benefit through ecotourism. They also learned the minimum requirements necessary to operate homestay. These participants also gained knowledge on snow leopard tracking and prey counts. This helped them track the presence of snow leopard in that area, assess the degree of functionality and devise appropriate conservation measures. We provided a partial fund to a PhD student for conducting camera trap, prey count survey and livestock depredation data collection. For camera trap monitoring, prey base count and livestock depredation data collection, six local people were trained and mobilised them to collect the data.

**5. Are there any plans to continue this work?**

We do have strong plans to continue the initiatives of this project. We worked in close coordination with ACAP-Jomsom office and formed the homestay and ecotourism sub-committee. We are also helping 10 homestays to obtain registration from rural municipality and ACAP-Jomsom Office. This will enable homestays to attain legal status and make them eligible to access resources from the government and relevant line agencies. Data and information obtained from camera trap will be shared with DNPWC for replicating in the same and new areas. Due to enhanced capacity imparted by this project, local schools will continue to organise awareness programmes on snow leopard conservation and will mobilise eco clubs.

**6. How do you plan to share the results of your work with others?**

We have produced 500 magazines featuring articles written by students and peers on snow leopard and environments which will be widely disseminated to larger

audience. A paper on camera trap survey will be published in peer-reviewed journal and also with DNPWC. Project events and news published in province-level daily newspaper, online newspapers and personal Facebook of PI will also inform audience on snow leopard conservation, lesson learned and experiences.

### **7. Looking ahead, what do you feel are the important next steps?**

Important next steps are as follows:

- Strengthening homestays for economic viability.
- Camera traps survey replicates in the existing and new areas.
- Climate resilience adaptation strategies focusing on households affected by depredation caused by snow leopard and prey species (blue sheep or Himalayan tahr).

### **8. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the Foundation receive any publicity during the course of your work?**

Yes, we used the logo in flex print used for workshop, PowerPoint presentation, postcards, as well on the certificates that were provided to the students and schoolteachers.

### **9. Provide a full list of all the members of your team and their role in the project.**

**Bikram Shrestha:** Worked as Principal Investigator, executed project activities with direct involvement, frequently communicated with homestay sub-committee Jhong-2, schoolteachers and magazine designer, and reviewed and edited all the content of magazine.

**Bunu Vaidya:** Involved in meetings with DNPWC for developing the project plan, provided guidance to homestay and ecotourism, developed progress reports, and reviewed and edited all the contents of magazine.

**Ashok Subedi:** Conducted integrated study of snow leopard using camera trap, prey base counts and livestock depredation in Upper Manang and Nar-Pho valley. He is doing his PhD on the ecology of snow leopard and blue sheep in the trans-Himalayas of Nepal from Wageningen University in the Netherlands.

**Neelima Kayastha:** Assisted in education program in Pokhara city, coordinated with schools' teachers in person, collected the student's poems, essay and arts and did typewriting in the word doc., coordinated with off-set press for magazine production.

### **10. Any other comments?**

A magazine entitled "The Voice of Snow Leopard" features articles written by students and peers on wide arrays of topics related to snow leopard and

environments will be widely disseminated. The best essays, poems and arts selected from intra-school competition in Pokhara Metropolitan city are as follows:

SN	Student name	Title of essay/poems and arts	School
1	Shreyaskar Pathak	Creating Environment for Snow Leopard and Human Coexistence	Kumudini Homes Secondary School
2	Bapin Pun	Snow Leopard, Snow Leopard, Snow Leopard	Nobel Secondary School
3	Yangji Gurung	Snow Leopard: an iconic species of Nepalese Himalaya	St Mary's Secondary School
4	Karuna Kafle	Him Chituwa (Himal ko rani) [snow leopard - queen of the mountain]	St Mary's Secondary School
5	Asim Thapa	Pallas's cat	Motherland Secondary School
6	Pawan Adhikari	Snow leopard art-comic	Suryodaya English Boarding School
7	Nikesh Gurung	Snow leopard art-comic	Lotus Academy School
Teacher coordinators: 1. Mukesh Kumar Adhikari, Kumudini Homes Secondary School 2. Salina Acharya, St Mary's Secondary School 3. Satya Narayan Shrestha, Nobel Secondary School			

We provided the certificates and awards to the best students as mentioned above. Similarly, we also provided the certificate and token of love to teacher coordinators for completing the intra-school snow leopard art, poem and essay competition program.

We would like to thank The Rufford Foundation for the grant support, DNPWC for project approval and overall guidance, ACAP/NTNC for providing the project permission, ACAP/Jomsom office staff for cooperation to conduct overall project activities in Lower Mustang, and local people, local government bodies and CAMC staff and Jhong Youth Club, School teacher & students from Lower Mustang and Pokhara city for helping to execute project activities.



Figure 1. "Token of Love" to teachers for completing the program. Figure 2. Certificate to school students for participating the program.



Figure 3. Certificate to teacher coordinators for completing the program. Figure 4. Distribution of certificates, awards and a token of love to a student and a teacher in a school.



Figure 5. Camera trap monitoring in the Manang by a team member (Ashok Subedi, PhD candidate).