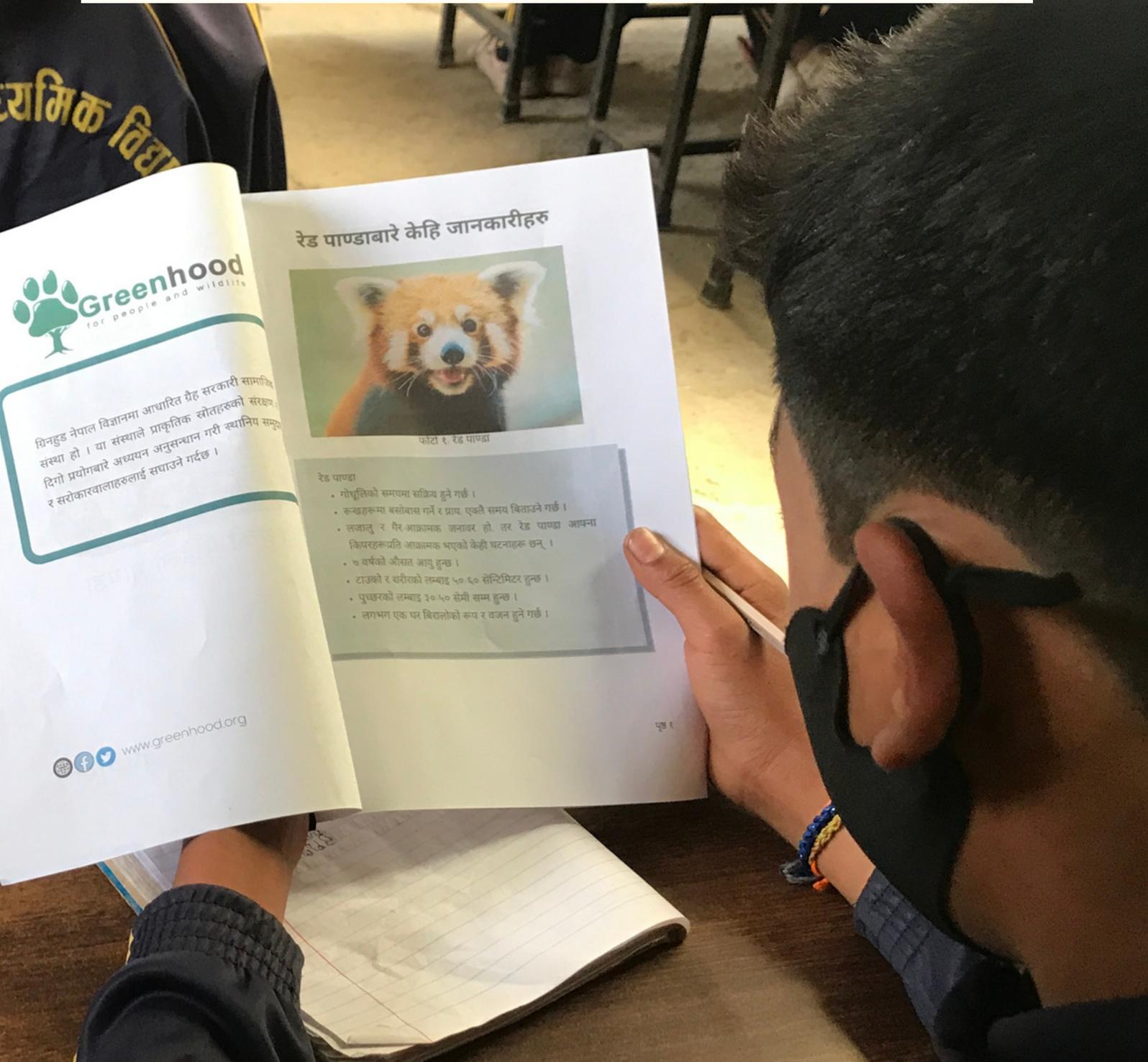


Implementing and evaluating conservation education interventions in Gaurishankar Conservation Area

Final Report, December 2022



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PHOTOGRAPHS:

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ILLUSTRATIONS AND DESIGNS:

Credits: Sabitri Rai

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Financial: Rufford Foundation (UK)

Administrative: Greenhood Nepal

Other support: Somy Bhattarai, Niru Basnet and Jeevan Newahang Rai

1. FINAL QUARTERLY UPDATES

1-day sharing-workshop was conducted in Shree Shiva Basic School at Shivalaya, Chuchure. Project updates along the results of research were shared with Gaurishankar Conservation Area officials, local government officials, experts, school authorities, students and concerned local stakeholders.



Fig 1. Team leader, Sabitri Rai presenting about the project and research outputs

Stakeholders were keen to understand the research outputs and applauded project team work. They acknowledged and also mentioned that they have seen posters that were pasted in the markets, government offices and school premises. Project team thanked all the school authority, students, governmental officials and local participants.



Fig 2 & 3. School representatives, students, local government representative, local people were present in this workshop.

2. PROJECT HIGHLIGHTS

1ST QUARTER PROJECT HIGHLIGHTS

Research permission were acquired during the first quarter. Necessary visits and meetings with school authority and local stakeholders were done.

Permission to conduct the Conservation School series at six different schools of Gumdel and Chuchure were acquired.



Fig 4. Consulting with school authority for permission to conduct the Conservation School

2ND QUARTER PROJECT HIGHLIGHTS

Conservation School series were conducted at six different schools of Gumdel and Chuchure of Ramechhap district. Art workshops were conducted during the Conservation School series where conservation posters were developed from the arts done by the school students.

157 students from six different schools participated during the research. More than 180 students participated in the Conservation School series.



Fig 5. Students posing with their arts after the arts workshop during Conservation School

2. PROJECT HIGHLIGHTS

3RD QUARTER PROJECT HIGHLIGHTS

Two main student-led activities like focus group discussions (FGDs) and poster campaigns were successfully completed at Ramechhap.

FGDs(n=2) were participated by the local communities. While the poster campaign (n=2) were held at school and market areas. Students actively participated in poster distribution and pasting at different strategic location of project sites.



Fig 6. Students checking out the pasted conservation poster in their classroom

4TH QUARTER PROJECT HIGHLIGHTS

One day sharing workshop was conducted to share the results of the research. Project updates were shared among the local stakeholders.

Red panda conservation dialogue was done with the help of the students. Ice-breaking session was conducted with the students where many wrote beautiful poems about red panda and advocating about its conservation.



Fig 7. One day sharing workshop conducted at Shivalaya

3. PROJECT BRIEF & RESULTS

PROJECT SITE

This project was implemented at Chuchure of Gokulganga Rural Municipality and Gumdel of Umakunda Rural Municipality of Ramechhap district (Central Nepal). These sites lie inside the Gaurishankar Conservation Area (GCA). GCA is a mountainous protected area in the heart of the Sacred Himalaya Landscape that hosts endangered species like himalayan black bear, musk deer, snow leopard including Red Panda (*Ailurus fulgens*).

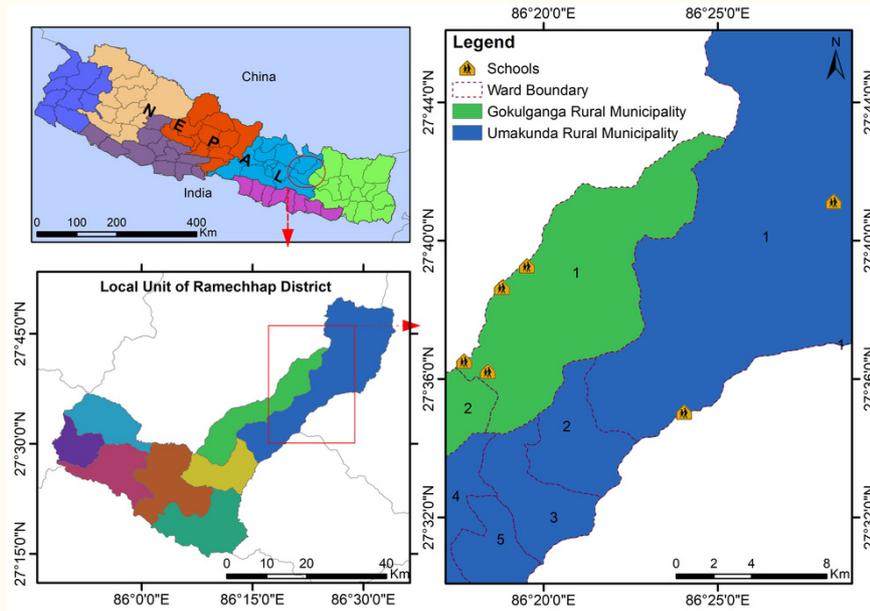


Fig 8. Study site of the project

Conservation awareness

Conservation awareness among the school children were found to be low despite lying close to the Gaurishankar Conservation Area.

Treatment group answered more correct responses than the control group. For example, see figure i. Treatment group (n=98 students) gave more responses than the control groups (n=25 students).



Fig i & ii. Word cloud made from the responses of Control group (stage left) and Treatment group (downstage left)

3. PROJECT BRIEF & RESULTS

Treatment group students (n=98 students) gave more responses than the control groups' students (n=25 students). Students at the treatment groups gave more correct responses after they participate in the intervention i.e. red panda's conservation education. They were confident while answering the questions. They also retained all the information very well and presented all these information to local communities during focus group discussions.

These word clouds were also presented at the one-day sharing workshop.



Fig iii. Word cloud depicting the responses of treatment groups before the intervention



Fig iv. Word cloud depicting the responses of treatment groups after the intervention



Fig v. Word cloud depicting the responses of treatment groups after the intervention

4. PROJECT ACTIVITIES

CONSERVATION SCHOOL SERIES

We conducted six Conservation School at the project sites, namely Gumdel and Chuchure of Ramechhap district. Total 157 students from 4, 5, 6, 7 and 8 school years participated.

Red panda booklet was developed and used to educate the school students. Red panda's habits, habitats along the threats were focused on the Conservation School sessions. Art workshop was also conducted where best arts were selected for the poster development.



Fig 9. Students reading the red panda booklet developed by project team



Fig 10. Project team educating school students regarding the red panda with the help of booklet



Fig 11. Team showcasing the conservation posters developed from the arts done by student

CONSERVATION EDUCATION

Conservation education regarding red panda were shared among school students. The content included red panda's habits, habitats and the conservation threats.

Conservation solutions were shared and discussed with the students. More than 200 students were benefitted directly from the Conservation School series.

4. PROJECT ACTIVITIES

RESEARCH

Pre- and post-test control experimental design was conducted to explore the effectiveness of the conservation education among the school students.

Two groups of students namely control and treatment groups were grouped to evaluate effectiveness.



Fig 12. Students filling the questionnaire



Fig 13. Student talking about red panda conservation importance during focus group discussion

STUDENT-LED FOCUS GROUP DISCUSSIONS

Student-led focus group discussions at the project site were conducted to discuss more on red panda's conservation. Local people also participated during these events.

POSTER CAMPAIGNS

School students pasted the conservation posters in the strategic locations like markets, school compounds and governmental offices.



Fig 14. Student pasting the conservation poster of red panda near the marketplace

5. POSTERS DEVELOPMENT & DISTRIBUTION

Project team developed and distributed conservation posters (n=200) from the arts done by student during the Conservation School series. Team also pasted them at project sites, Chuchure and Gumdel. Posters were distributed to school authorities, conservation Office and local residents during focus group discussion (n=2) and poster campaigns (n=2).

Students pasted the stickers at different strategic locations like their school premises and markets.



Fig 15. Project team distributing conservation posters to the school authority



Fig 16. School students and teacher pasting Conservation posters in their school premises as well as in their community



Fig 17. Conservation posters pasting and distribution done at project sites

5. POSTERS DEVELOPMENT & DISTRIBUTION

Team met students whose drawings and slogans were featured in the posters. Team met students during poster campaigns and appreciated students' commendable work during the poster development. Students were highly motivated to see their worked being featured in the posters.



Fig 18. Kritika Bhujel, grade 8 student of Shree Seti Devi Secondary School posing with her art. She was beaming with smile after she saw conservation posters that have her two slogans.



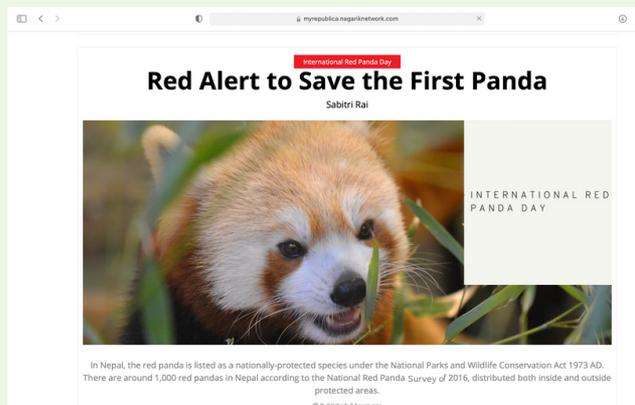
Fig 19. Paras Thapa, student of Shree Seti Devi Secondary School drawing red panda during the Red panda art workshop. He posed with the conservation poster inside his classroom that has his drawing.

6. PUBLICATIONS

As a part of project activities, we published op-ed article in Nepali language on Kantipur Daily, national newspaper and an op-ed article on myRepublica, national newspaper, a blog in the Greenhood Nepal's website and

1. [हाब्रेको बासस्थानको सुरक्षा](#) (Protecting Red panda's habitat) (*Published on September 19, 2022*)
2. [Red Alert to Save the First Panda](#) (*Published on September 18, 2021*)
3. [Classroom impressions of red panda: learning together for conservation](#) (*Published on August 11, 2022*)

These op-ed articles and blog were widely shared through social media posts of project leader and Greenhood Nepal. Op-ed articles advocated about red panda conservation and threats that impact red panda. While the blog was based on the Conservation School series' field anecdote at Gumdel and Chuchure.



7. FEATURE PUBLICATION



Local online portal '*Sidha Press*' featured the One-day sharing workshop event conducted in 13th November, 2022 at Shivalaya (Chuchure, Ramechhap). This feature article was published in 15th November, 2022.

8. STUDENTS ARTS AND CONSERVATION POSTERS

These conservation posters were developed with the help of students' drawings from art workshops during the Conservation School series. Best drawings and slogans were chosen. These posters were distributed and pasted at different strategic locations with the help of school students.



Art by: Lakpa Sherpa,
Shree Mahalangur Secondary School, Gumdel

हल्लाको पछि नलागौं ।
रेड पाञ्चाको अछोटोपहारको कुनै उपयोग छैन।
गलत हल्लाको पछी लागी हाम्रोलाई दुःख नदिउ ।

राष्ट्रिय निकुन्ज तथा वन्यजन्तु संरक्षण ऐन (१०२१) अनुसार हाम्रो रेड पाञ्चा एक संरक्षित वन्यजन्तु हो । यसको आछोटोपहार रक्ष्ने, खरिद गर्न किची गर्न वा औषधरूपमा गर्ने जस्तिलाई ५ लाख रुपैयाँसम्म जरिवाना वा ५ वर्षेदेखि १५ वर्षसम्म कैद वा दुई सजाय हुन्छ ।

त्यसैले यस्ता कार्यमा सहभागी नहोऔं ।
हाम्रो संरक्षण गरौं ।

संरक्षित क्षेत्रमा शेरपा संरक्षण विभाग प्रशासकहरूको कार्यलय र मुद्राङ्कन, पोखरा
सि.सं. २०५८, अर्जुन संरक्षण विभागका सहायी निगमहरूको साथ पत्रिका विक्रय र वसूला हुन् ।
www.greenhood.org



Art by: Sandoma Sherpa,
Shree Mahalangur Secondary School, Gumdel

हाम्रो (रेड पाञ्चा) संरक्षण गरौं ।

हाम्रोले खान्छ बाँस,
हाम्रो सबै हुँदैछन् नाश ।
गरेर यिनको बचावट,
बल्ल हुन्छ वनजङ्गलको सजावट ।

(सा.सं. २०५८, अर्जुन संरक्षण विभाग, पोखरा)

संरक्षित क्षेत्रमा शेरपा संरक्षण विभाग प्रशासकहरूको कार्यलय र मुद्राङ्कन, पोखरा
सि.सं. २०५८, अर्जुन संरक्षण विभागका सहायी निगमहरूको साथ पत्रिका विक्रय र वसूला हुन् ।
www.greenhood.org



Art by: Paras Thapa,
Shree Seti Devi Secondary School, Chuchure

हाम्रो (रेड पाञ्चा) संरक्षण गरौं ।

लोप हुन लागेको हाम्रो बस्ने निगालोको घारी,
उसको संरक्षण गर्न हौ हाम्रो जिम्मेवारी ।
हाम्रो पाइन्छ हिमालमा माथि,
यसको संरक्षण गर्न नभूलौं हे साथी ।

(सा.सं. २०५८, अर्जुन संरक्षण विभाग, पोखरा)

संरक्षित क्षेत्रमा शेरपा संरक्षण विभाग प्रशासकहरूको कार्यलय र मुद्राङ्कन, पोखरा
सि.सं. २०५८, अर्जुन संरक्षण विभागका सहायी निगमहरूको साथ पत्रिका विक्रय र वसूला हुन् ।
www.greenhood.org

9. ONE DAY SHARING WORKSHOP



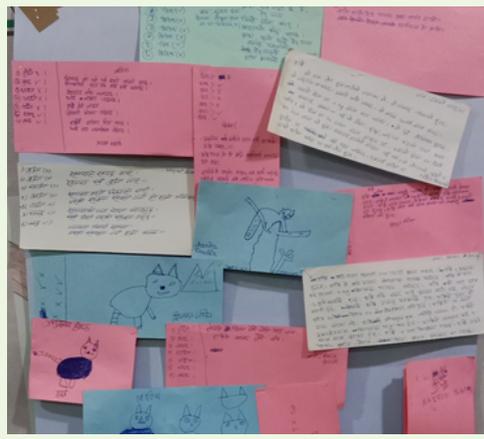
खिबका
 प्रकृतिमा रहेको सबै रङ्गको
 बालु पहेला, (२)
 हाम्रो पाखा ले नै हाम्रो प्रकृतिमाई लगाएक
 पुन शम्भु
 हामिले नै हाम्रो संरक्षण गर्नु अर्घी अर्घुपर्ने
 हामिले नै प्रकृतिमा सबै लोभिम यो भन्ने
 यसको संरक्षण गरले गर्नु।
 नाम: ललित। नेपाली

चौकीता
 बाबा! बुजुत दाश आहा, कसै राम्रो क ह ह,
 हेतु पाखो,
 हेतुमा : गोकुल गुणा चिसो ठुठुमा बस्नु, ।
 गा.पा. शिवालय, १।
 निरुगालो बसु खारुह ।
 आहा, सानो सानो रेड पाखो
 लजाल स्वभावको
 रेड पाखोको संरक्षण गर्नु
 हामि मानको दायित्व ।

सुवेता
 रेडपाखो हो यो यो सानो काला कन्द ।
 निरालो पात हरु हरु हरु खान्छ ।
 रेडपाखो नौप खान्छ ।
 थोरै मात्रमा पाखन्छ ।
 हाम्रो हाम्रो लाइत
 हिमाली भेजमा गडन्छ ।
 हाम्रो हाम्रो चित गाउ ।
 यस्तै ठाउँ जस्तैकला फेलाउ ।
 प्रकृत रह्युके



गण्डकी काका
 रेडपाखोले खारुह कार ।
 रेडपाखो सबै छुट्टै नार ॥
 रेडपाखो कसैले निरुगालो धारी ।
 यसको संरक्षण संरक्षण गर्नु हाम्रो जम्मेवार
 रेडपाखोको जन चेतना फेलाउनु ।
 हाम्रो हाम्रो यसको संरक्षण गर्नु ॥
 जनताका मनमा रेडपाखो ।
 यसको संरक्षण गर्नु हाम्रो करण ॥



Participants actively participated during the workshop. Students wrote many poems for red panda conservation.

9. ONE DAY SHARING WORKSHOP



Project update report shared to Ms. Puja K.C., Secretary of Gokulganga Rural Municipality, Chuchure



Project update report shared to Mrs. Yamuna Shrestha Gubhaju., Teacher of Shree Shiva Basic School, Shivalaya



Project update report shared to Mr. Mohan Kumar Khadka, Principal of Shree Jatteswory Secondary School, Garjang



Project update report shared to Mr. Lok Dhoj Karki, Principal of Shree Bhale Pokhari Basic School, Garjang

One-day sharing workshop was conducted in the presence of school authorities, students, local government representative and local community. Project update reportss were shared along key findings of the research with the authorities.

ANNEXES

- Annex 1: Posters developed from students' Arts & slogan
- Annex 2: Posters developed as informative stickers
- Annex 3. Infograph
- Annex 4: Red panda Booklet
- Annex 5: Photographs

ANNEX 1: POSTERS DEVELOPED FROM STUDENTS' ARTS & SLOGAN

हाब्रे (रेड पान्डा) संरक्षण गरौं ।



लुप हुन लागेको हाब्रे बस्ने निगालोको घारी,
उसको संरक्षण गर्ने हो हाम्रो जिम्मेवारी ।
हाब्रे पाइन्छ हिमालमा माथि,
यसको संरक्षण गर्न नभूलौं है साथी ।

छात्र को: सदान कार्की, बजार ८, श्री विरा अकादमी विद्यालय, पुरो, कैलाली

"गौरीगंगा संरक्षण क्षेत्रमा संरक्षण विभाग हल्लोपहराको कार्यालय र बुध्वाङ्कन, पोखरा" परियोजना (वि.सं. २०७८) अन्तर्गत संरक्षण विद्यालयमा सहभागी विद्यार्थीहरूले तयार पारेका विबरण र नक्काहरू हुन् ।
www.greenhood.org

हाब्रे (रेड पान्डा) संरक्षण गरौं ।



हाब्रे बचाउनु हाम्रो कर्तव्य,
शिकारीबाट जोगाउनु हौं सक्रिय ।
सबैलाई जानकारी बाँडौं,
हाब्रे संरक्षण सफल पारौं ।

छात्र को: कृष्ण पुर्जे, बजार ५, श्री सेवेसी नरि, पुरो, कैलाली

"गौरीगंगा संरक्षण क्षेत्रमा संरक्षण विभाग हल्लोपहराको कार्यालय र बुध्वाङ्कन, पोखरा" परियोजना अन्तर्गत संरक्षण विद्यालयमा सहभागी विद्यार्थीहरूले तयार पारेका विबरण र नक्काहरू हुन् ।
www.greenhood.org

हाब्रे (रेड पान्डा) संरक्षण गरौं ।



हाब्रेले खान्छ बाँस,
हाब्रे सबै हुँदैछन् नाश ।
गरेर यिनको बचावट,
बल्ल हुन्छ वनजङ्गलको सजावट ।

छात्र को: कृष्ण पुर्जे, बजार ५, श्री सेवेसी नरि, पुरो, कैलाली

"गौरीगंगा संरक्षण क्षेत्रमा संरक्षण विभाग हल्लोपहराको कार्यालय र बुध्वाङ्कन, पोखरा" परियोजना (वि.सं. २०७८) अन्तर्गत संरक्षण विद्यालयमा सहभागी विद्यार्थीहरूले तयार पारेका विबरण र नक्काहरू हुन् ।
www.greenhood.org

हल्लाको पछि नलागौं ।

रेड पान्डाको अखेटोपहराको कुनै उपयोग छैन ।
मलत हल्लाको पछी लागी हाब्रेलाई दुःख नदिए ।



राष्ट्रिय निकुञ्ज तथा वन्यजन्तु संरक्षण ऐन (२०२९) अनुसार हाब्रे (रेड पान्डा) एक संरक्षित वन्यजन्तु हो । यसको अखेटोपहरा रक्षा, खरिद गर्न, विक्री गर्ने वा ओसारपसार गर्न थुप्रैजसो ५ लाख रुपैयाँदेखि १० लाख रुपैयाँसम्म जरिवाना वा ५ वर्षदेखि १५ वर्षसम्म कैद वा दुई सजाय हुनेछ ।
त्यसैले यस्ता कार्यमा सहभागी नहोऔं ।
हाब्रे संरक्षण गरौं ।

"गौरीगंगा संरक्षण क्षेत्रमा संरक्षण विभाग हल्लोपहराको कार्यालय र बुध्वाङ्कन, पोखरा" परियोजना (वि.सं. २०७८) अन्तर्गत संरक्षण विद्यालयमा सहभागी विद्यार्थीहरूले तयार पारेका विबरण र नक्काहरू हुन् ।
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ANNEX 2: POSTERS DEVELOPED AS INFORMATIVE STICKERS

These stickers were developed to educate local community about the legal sanctions of illegal wildlife trade and importance of habitat conservation for red panda. These were developed in both language, nepali and english.

An adult red panda enjoys ~20,000 nigalo (Himalyan bamboo) leaves a day. They are at high risk due to bamboo forests loss in their habitat.



Himalayan bamboo Red panda

WE can help in the red panda conservation
- by planting Nigalo (Himalyan bamboo) in its habitats.



"LIVING SUSTAINABLY IN HARMONY WITH NATURE" - WORLD ENVIRONMENT DAY



You can help in Red panda conservation.
Red panda's hunting and smuggling is a heinous crime.
Report any suspicious activity by calling the police toll-free number "100".



Misleading rumors affect Red panda.
Red panda's body parts are useless.
Don't fall after those rumors.



A fine of Rs. 5 lakhs to Rs 10, lakhs
National Parks and Wildlife Conservation Act, 1973



Imprisonment for 5 to 15 years
National Parks and Wildlife Conservation Act, 1973



ANNEX 3. INFOGRAPHS

"Threats to red panda in Nepal" info-graph was developed as knowledge products for the Conservation School series. We found this info-graph very useful in educating students about local threats that highly threatens red panda in Nepal. This infographic was also used during student-led actions and one-day sharing workshop.



ANNEX 4: RED PANDA BOOKLET

This book was developed to educate students about red panda, habits, habitats, diet etc. along with the conservation solutions for its conservation. It was highly useful. Team handed each school with the few copies of this booklet after completion of the Conservation School.

Red panda booklets were developed in both nepali and english for the Conservation School series.



Students going through the Red panda booklets during the Conservation School series.



Team leader handing copies of the Red panda booklets to school authority



ANNEX 5. PHOTOGRAPHS



ANNEX 5. PHOTOGRAPHS



ANNEX 5. PHOTOGRAPHS





Greenhood Nepal is a science-driven, non-profit conservation organisation focused on the human dimensions of nature conservation. Our mission is to conserve threatened wildlife and habitats in ways that respect local communities, embrace science-led action, and empower others to safeguard nature.

Our work includes applied research, public education, policy engagement, capacity-building and civic action. We seek to empower people from across Nepal-with knowledge, opportunities and research-to respond to emerging conservation challenges and better protect and manage our natural resources.

