

## Final Evaluation Report

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Your Details	
<b>Full Name</b>	Sabitri Rai
<b>Project Title</b>	Implementing and evaluating conservation education interventions in Gaurishankar Conservation Area.
<b>Application ID</b>	34336-1
<b>Date of this Report</b>	December, 2022

**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
To conduct Conservation School at six different schools of Chuchure and Gumdel				Conservation School about the red panda was conducted in Chuchure and Gumdel of Ramechhap district. 157 school students of 4, 5, 6, 7 and 8 school years participated during the event.
To understand the perception and attitudes of school students regarding the Red Panda				Students' perception regarding red panda and its conservation were explored through pre-test and post-test control experimental design during Conservation School series. Their conservation attitude shone during student-led activities namely focus group discussions and poster campaigns.
To conduct student-led activities like focus group discussions, poster campaigns				Student-led activities like focus group discussions (n=2) and poster campaigns (n=2) were conducted to educate and train the students to aware their communities regarding red panda and its conservation. This also helped to develop red panda conservation conversation among local stakeholders.
To raise conservation awareness about red panda among school students and general public				Conservation school series helped to raise conservation awareness among the school students. While focus group discussions and poster campaigns helped to raise conservation awareness among the general public.
To analyse and evaluate conservation education effectiveness				Pre- and post-test control experiment design was conducted to explore the effectiveness of conservation education among school students. The data management has been completed.
Publications				Manuscript is underway. Literature review and analysis has been partially achieved.

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

- a) **Conservation awareness:** We observed increased and positive conservation awareness among the school students regarding red panda and its conservation. Conservation School series at six different schools at Gumdal and Chuchure educated more than 150 school students about red panda conservation.
- b) **Student-led conservation awareness activities:** Students led different activities like focus group discussion (FGD) (n=2) and poster campaigns (n=2). Students were confident while leading those activities. They actively participated during raising conservation awareness about the red panda.
- c) **Publication:** An opinion editorial article was published in the myRepublika national daily by the team. Ms. Sabitri Rai published it on the occasion of the International Red Panda Day in title "Red Alert to Save the First Panda" (Dated: September 18<sup>th</sup>, 2021). She also wrote a blog and published it in title "Classroom impressions of red panda: learning together for conservation" dated August 10<sup>th</sup> 2022 on the Greenhood Nepal's website. She also published an op-ed article at Kantipur daily in title "पर्वतको संरक्षणका लागि (Conservation of red panda's habitat, Dated: September 19<sup>th</sup> 2022)". The manuscript of journal article for the publication is underway.

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

We faced different unforeseen difficulties during the project.

- i. Lockdown during project hindered different project activities at the school and team movement. Lockdown episodes closed all schools. So, we communicated with schools and conducted project activities accordingly.
- ii. Monsoon season (2<sup>nd</sup> week of June to 4<sup>th</sup> week of September) also hindered project team movement. As the project sites lie at the rural part where constant rainfall impacts roadways which was challenging during team movement. We successfully completed our third quarter's activity by June before the peak movement of rainfall season.
- iii. Also due to school's terminal examinations we were unable to conduct our rest project activities. We respected school authority's schedule and didn't force them to execute our work during such time. We are in constant communication with schools and had their permission.

## 4. Describe the involvement of local communities and how they have benefitted from the project.

Local communities were involved from earlier to the completion of this project. They assisted school students in selecting strategic locations to paste the conservation

posters. They readily agreed to participate during student-led activities like focus group discussions and poster campaigns. Many requested to continue conducting awareness programs in their places. Local communities were happy to see their children participating in the project activities for red panda conservation.

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

Yes. I do have a plan to continue this work. Our works were limited to few schools. Though some schools had a subject related to conservation in their curricula, COVID-19 restrictions gravely impacted in its smooth implementation. We found that subject was not given as much as priority as other subject like English, maths and science. This greatly impacted student learning and chance to explore the beauty of conservation education and proactiveness.

We also experienced our conservation education activities were best to cultivate conservation awareness among young minds along with local communities. This was evidence that these kinds of activities work efficiently in those remote areas where there is immediate need. We realised short course that could be introduced in regular interval helps to suffice the understanding and educate students in short time. We have planned to develop such works on other parts of the project sites. Moreover, detailed awareness materials focused on red panda is must. We planned to develop our work more detailed. Local stakeholders and school authorities were also very keen to learn about future projects. Therefore, we have planned to work in cooperation with them in future.

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

We found different schools at the project sites without any conservation education subject. We have shared primary results with the students, schools and local communities with the help of word cloud.

- i. Articles and blog: Two op-ed articles in both English and Nepali language were published in national daily. Likewise, a blog was published and shared widely through the Greenhood Nepal's website. All these articles and blog shared experiences and showcased some results and findings.
- ii. Reports: Project reports about project, research preliminary findings were shared with the local stakeholders, school authorities.
- iii. A manuscript will be developed and submitted for publication.

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

We found different schools at the project sites without any conservation education subject. While those which had didn't had proper and specific one. We encountered many schools didn't prioritise the conservation education subject as other one. While the manpower who teach those subjects were less empowered. So, the next

important steps could be either specifying those subjects or empowering manpower technically.

**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 Rufford Foundation logo in different materials produced in relation to this project. Logo was also incorporated during presentation. We prepared different conservation posters (n=200) and programme activity flexes. The conservation posters were distributed and pasted in different strategic locations of the project sites.

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

**Ms. Sabitri Rai** was the principal investigator of this project. She led this team by overall logistical management, coordination, fieldworks, data collection, analysis and report writing.

**Ms. Bimala Mainali** assisted in fieldwork and local coordination. She helped team leader in conducting different project activities. She led Conservation School series at Gumdal and poster campaign at Garjang (Chuchure).

**Mr. Kailash Kumar Kharel** shared his knowledge and information about red panda to the team while developing conservation education materials.

**Mr. Kalyan Dahal** communicated with the local stakeholder and schools to conduct Conservation Schools, focus group discussions and poster campaigns.

**Mr. Anish Shrestha** helped the team in reviewing reports.

**10. Any other comments?**

We pay our utmost thank to The Rufford Foundation for the support in carrying out this work. Our project faced COVID restrictions, monsoon season challenges and other minor logistical issues. We would like to express our deep gratitude for the project extension. We look forward for similar support in coming future.





