

## Project Update: September 2023

### One: Capacity building of Field Assistant

Endangered Gee's golden langur is distributed in central-east and central south and small portion of western part of Bhutan. In the earlier quarter (April-June 2023), the project has trained 20 field foresters who assisted the project in collecting eco-ethology of Gee's golden langur. In this quarter, the project has trained 16 field foresters (see the table for detail list) how to gather biophysical, ecological and social data. Similarly, as an inter-observer reliability test, together, we collected the data for a week, so that everyone records the same.

Table 1. The participant details who attended the training

Field Division Name	Range Office	Number of participants
Jigme Singye Wangchuk National Park	Taksha and Ada	2
Tsirang Forest Division	Sergithang	1
Tsirang Forest Division	Meldrelgang	2
Tsirang Forest Division	Tsirangtoe	1
Dagana Division	Dagapela, Dagana	1
Dagana Division	Drujegang	1
Phipso Wildlife Sanctuary	Nichula & Phipso	2
Sarpang Division	Sarpang, Gelephu, Doban, Jigmecholing, Karmaling	5
Royal Manas National Park	Umling	1



Figure 1. Principal Investigator (Tutor) with training participants- central south region.



Figure 2. Principal Investigator (Kuenzang Dorji) explaining about primate ecology to the participants.

### **Two: Education Seminar and Outreach for rural schools:**

Another crucial aspect of the project involves nurturing community awareness and responsibility. During this quarter, our primary emphasis is on educating school children from remote regions and those situated in the core habitat of the golden langur. The environmental initiatives at Duenmang Pry School encompassed various activities, such as an art competition where participants depicted the appearance of golden langurs, their natural habitat, and dietary preferences. Additionally, students engaged in outdoor activities, including forest walks, observing golden langurs in their natural environment, identifying the trees they feed on, and watching other wildlife species in their ecosystem. To recognise their efforts, prizes and certificates were presented to the competition winners.



Figure 3. School children participate in art competitions and field excursions.

A similar programme was organised by the principal for more than 500 students of Jangchubcholing High School, Chudzom sub-district. Due to the remoteness of the school, project staff could not participate in the event, nonetheless, we have organised online talk on primates and importance.



Figure 4. The principal investigator giving a virtual talk on primate conservation to student of Jangchubcholing.

### **Three: Eco-ethology of golden langurs:**

31 field assistants followed 16 langur groups for 10 consecutive days. Langur activity budget was documented five times a day (6:00AM, 10:00AM, 12:00PM, 3:00PM and 6:00PM). Sleeping sites were marked and assessed its characteristic the next day. I with my assistants have collected GPS location, activity budget (feed, rest, groom, watch, fight) at the time of encounter. The GPS location was useful to estimate day range as well as the home range for the particular group.

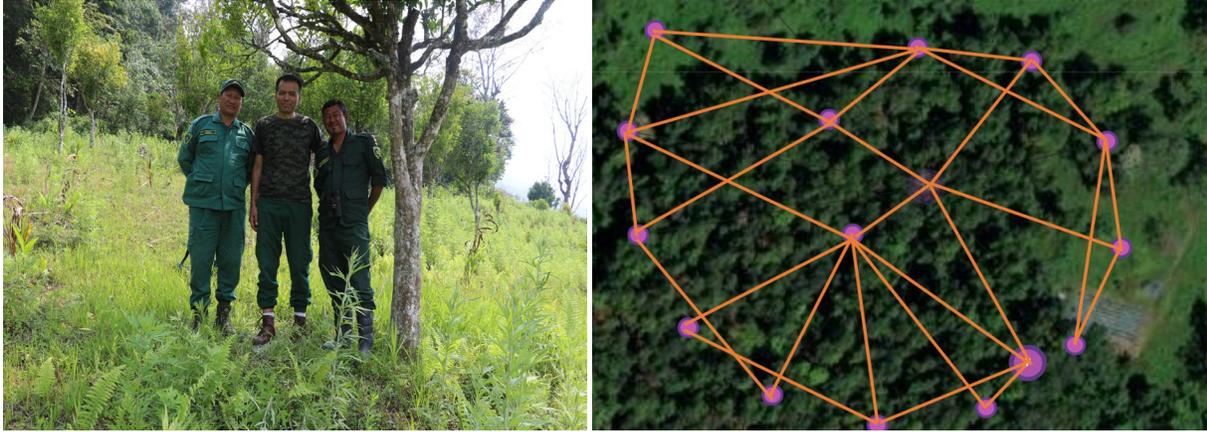


Figure 5. (a)Principal Investigator with field assistant, Tsirang District and (b) Simulated home range of Gee's golden langur group in healthy habitats.

#### **Four: Local Stakeholder Meeting: Seeking solution to conflicts**

To address the people, concern and acknowledge their needs, the project has organised stakeholder meetings in the local communities of Buli, Nangkor, Zhemgang. The theme of the meeting is "seeking nature-based solution" During the meetings, people were made aware about the primates, its distribution, conservation importance and the deliberated on sustainable ways to promote livelihood governance and conserve endangered golden langurs as well. More than 45 local people participated in the meeting.



Figure 6. The principal investigator and project team gather public views on mitigating people-langur conflict.