

Project update: February, 2026

Application ID: 49546-1

Intensity, driving factors and mitigation strategies for human leopard (*Panthera pardus*) conflict outside of Moji Game Reserve, Azad Jammu and Kashmir, Pakistan

Fieldwork was conducted from 7 to 23 February 2026, spanning a total of 17 days. Of these, 14 days were dedicated to field surveys aimed at collecting data on human–common leopard conflict. As data collection could not be undertaken during November 2025, the seven field days originally planned for November 2025 were incorporated into this survey period. In addition, three days were allocated for conducting school-based awareness workshops in three different schools. Initially, two workshops had been planned; however, an additional workshop was organized due to the upcoming examinations and students’ preparation schedules. Furthermore, considering the examination period and subsequent school holidays, two workshops have been planned for March instead of one, as classes will resume at the end of April. Additional workshops are scheduled for May and June, prior to the commencement of summer vacations, which will last approximately 2.5 months.

During the field surveys, several villages were visited, including Parsa, Qazi Abad, Doodh Pura, Pandoo Thala, Hari Wala Nakka, Batangi and Jabbra. Data were collected from local residents affected by livestock depredation incidents. Photographic documentation was also obtained, including questionnaire surveys, leopard dens, leopard signs (scats), and evidence of livestock injuries and depredation (Figure 1–6).

Awareness workshops were conducted in three schools, namely Girls Middle School Sarai, Boys Middle School Sarai, and Read Foundation School Sarai (Figure 7–10). During these sessions, presentations and interactive discussions were delivered focusing on leopard conservation and human–leopard coexistence in the region. Prior to each workshop, the school head was contacted by phone to coordinate and schedule the session. Posters were distributed to ten volunteer students from each school. Each volunteer received five posters and one bottle of glue, resulting in a total of 50 posters distributed per school. Volunteers were instructed to display the posters in classrooms and public places, including bus or taxi stands, bazaars, markets, and outside places of worship (e.g., mosques), where permitted. This approach was intended to ensure that literate members of the local community could easily access the information and increase awareness about leopard conservation (Figure 11–12).

At the conclusion of each workshop, notebooks (Figure 13–16), pens, and glue (Figure 17–18) were distributed among participating students. The students demonstrated great enthusiasm and actively participated in the activities. Posters were also provided to teachers, who were requested to monitor the poster distribution and placement activities and report any issues (Figure 19). School teachers and principals expressed their appreciation for these conservation efforts and acknowledged their importance in raising awareness and helping to reduce human–leopard conflict in the area.



Figure 1-2 Data collection using questionnaires from affected local people



Figure 3–4: Livestock depredation and fecal pellets of a common leopard.



Figure 5–6: Dens of the common leopard recorded within the study area.



Figure 7–10: Common leopard conservation workshops conducted in three schools in Sarai village.



Figure 11–12: Distribution of posters among students to display in public places.



Figure 13–16: Distribution of notebooks among students to encourage participation in such workshops.



Figure 17–18: Distribution of pens and glue for pasting posters in public places.



Figure 19: Distribution of posters among teachers to display on notice boards and raise awareness among the local community.