

Project update: January, 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 14 to 31 January 2026 (18 days in total), covering a total of 14 days of surveys for data collection on human–common leopard conflict. As data could not be collected during October and November 2025, therefore, seven days of fieldwork originally planned for October 2025 were included in this survey period. In addition, four days were allocated for conducting school-based workshops and a community meeting.

During the field surveys, villages including Gehl, Bandi Sachian, Chamba Kamar Bandi, Soha, Banj Khaiteer, Dakhanr, Bag Dor, Chahmbra, Sarai, Tankola, and Bayari were visited. Data were collected from 51 households affected by livestock depredation, human attacks, or incidents in which a leopard was killed by the local community. Between 2020 and 2026, a total of 1 cow, 47 dogs, and 44 goats were reported killed by leopards. In 2020, two people (a man and a woman) were injured and one common leopard was killed by the community during the same incident in which the leopard attacked humans. Photographic evidence of leopard signs, human injuries as well as livestock depredation, was documented (Figure 1–6).

Overall, local communities exhibited a largely negative attitude toward the conservation of the common leopard. Most respondents favored killing the species, while a smaller proportion supported relocation. Community members expressed serious concerns regarding the lack of involvement by the state wildlife department in addressing the conflict and the absence of effective mitigation strategies. Furthermore, neither government departments nor non-governmental organizations were providing compensation for livestock losses or other damages.

Workshops were conducted in three schools, as they could not be organized during the previous three months. These included Read Foundation School Lamniyan (70–80 students), Government Inter College Lamniyan (120–130 students), and Girls High School Khorian (50–60 students; Figure 7-10). At Girls High School Khorian, Dr. Babar Zahoor, Program Officer of the Community Services Program, joined the sessions and committed to participating in future workshops.

Prior to each workshop, the school head was contacted by phone to schedule the session. Posters were not distributed to all students due to high illiteracy rates among parents. After consultation with school heads, teachers, and project team members, ten volunteer students were selected from each school. Each volunteer received five posters and one bottle of glue (50 posters per school) and was instructed to paste them in classrooms and public places such as bus or taxi stands, bazaars, markets, and outside of the places of worship i.e., mosques, where permissible). This approach aimed to ensure that literate members of the local community could access the information (Figure 11-12).

At the conclusion of each workshop, notebooks (Figure 13-16), pens and glue (Figure 17-18) were distributed with the assistance of volunteer teachers. Students showed great enthusiasm and actively participated in the activities. Teachers were requested to monitor the poster-pasting

activity and report any issues. Due to class management responsibilities, not all teachers could attend the workshops; however, between two and five teachers participated in each session. Additional posters were provided to school heads for display on notice boards and other appropriate locations within the schools, such as in the classrooms. School teachers and heads expressed appreciation for these conservation initiatives and recognized their importance in reducing human–leopard conflict in the area.

Finally, one day was dedicated to a community meeting, attended by approximately 30–35 local men and women from different villages (Figure 19-20). Posters were distributed among participants, and Dr. Babar Zahoor again joined the session (Figure 21). The meeting began with an overview of the project objectives, followed by discussions on the ecological importance of the common leopard and the need for its conservation. A question-and-answer session was held to encourage dialogue and gather community perspectives (Figure 22-23). Participants expressed satisfaction with the meeting and found it highly productive for promoting common leopard conservation. Refreshments, including tea, snacks, and cookies, were provided at the end of the session (Figure 24-25).



Figure 1-2 Questionnaire surveys were conducted, and data were collected from affected local residents



Figure 3–4: Livestock depredation (showing goat fur) and fecal pellets of a common leopard.

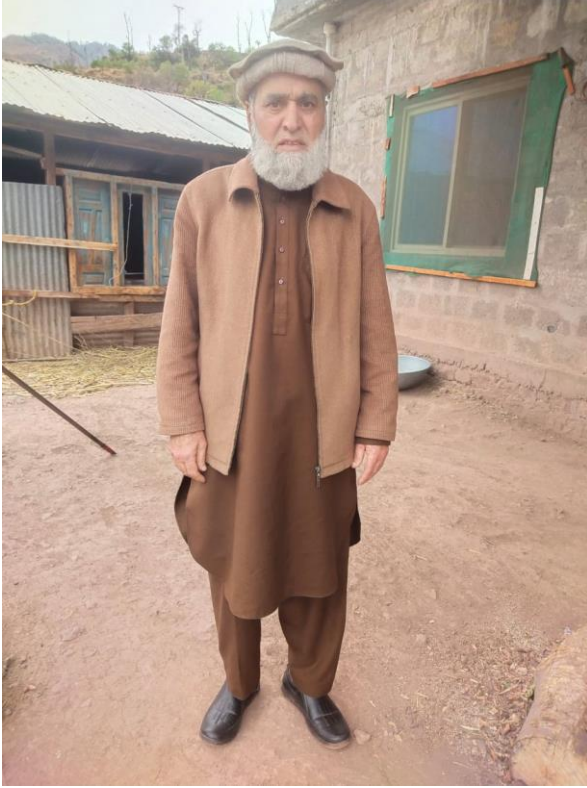


Figure 5–6: A local man injured in an attack by a common leopard in 2020.



Figure 7–10: Common leopard conservation workshops held in three schools, with two sessions in Lamniyan village and one in Khorian village.



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



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



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



Figure 19–20: Organization of a meeting with local community members (men and women) to raise awareness about common leopard conservation.



Figure 21: Distribution of posters among the local community to promote safety tips for avoiding leopard conflict.



Figure 22-23: Interactive question-and-answer session with the local community to promote leopard conservation.



Figure 24-25: Refreshments arranged for the local community, including tea, snacks, and cookies.