

## **Project update: March, 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 carried out from 23 to 29 March 2026, covering a total of seven days. This period was devoted to field surveys focused on gathering data related to human–common leopard conflict. Due to school session closures and examinations scheduled from mid-March to late April, school workshops and community meetings were conducted earlier in the month. Specifically, school-based awareness workshops were held on 4 and 5 March in two different schools, while a community meeting took place on 6 March.

During the field surveys, multiple villages were visited, including Darra, Halkai, Khan Galli, Chahmbar, Makneyat, Jamal Hoter, and Ranrpoohg,. Data were collected from local residents affected by livestock depredation incidents. In total, information was gathered from 37 men and women impacted by livestock and dog depredation caused by common leopards (Figure 1–2). Additionally, photographic evidence of leopard presence, such as fecal pellets, was documented in the study area (Figure 3).

Awareness workshops were conducted in two schools: Read Foundation Middle School Sain Bagh, with approximately 60–70 students, and Government High School Sharian, with around 80 students. During these sessions, students were informed about the ecological importance of the common leopard and the need for its conservation. Guidance was also provided on precautionary measures to ensure personal safety and protect livestock from leopard attacks. Students were encouraged to report any leopard sightings or incidents to the Wildlife Department of Azad Jammu and Kashmir (Figure 4–7). At the end of each workshop, posters were distributed to 10 selected volunteer students from each school for display in public places to raise community awareness (Figure 8–9).

Educational materials, including notebooks (Figure 10–13), pens, and glue (Figure 14–15), were distributed among students. These items were intended to encourage participation in such initiatives, while glue was specifically provided to assist in poster placement. Although many students showed interest in participating, volunteers were selected at a ratio of one to two students from each surrounding village. School principals and teachers actively participated in the workshops and expressed appreciation for the initiative, requesting similar activities in the future. Additional posters were also provided to school principals for display on notice boards or other appropriate locations.

A community meeting was also organized, attended by approximately 30 local men and women, along with a few children from nearby villages (Figure 16–17). Posters were distributed among participants (Figure 18–19). The meeting began with an introduction to the project objectives, followed by discussions on the ecological significance of the common leopard and the importance of its conservation. A question-and-answer session facilitated community engagement and allowed participants to share their perspectives (Figure 20–21). Overall, participants expressed satisfaction

with the meeting, considering it a productive effort toward promoting common leopard conservation. Refreshments were provided at the conclusion of the session.



Figure 1-2 Data collection from affected local residents.



Figure 3 Fecal palettes of common leopard in the study area.

~~Figure 4-7: Common leopard conservation workshops in Read Foundation School Sain Bagh and Girls High School Sharian. [Intentionally removed]~~

~~Figure 8-9: Distribution of posters to volunteer students for display in public places. [Intentionally removed]~~

Figure 10-13: Distribution of notebooks among students to encourage participation in such workshops.-[Intentionally removed]

Figure 14-15: Distribution of pens to engage participants and glue for pasting posters in public places.-[Intentionally removed]



Figure 16-17: Organization of a meeting with local community members (men and women) to raise awareness about common leopard conservation.



Figure 18-19: Distribution of posters among the local community to promote safety tips for avoiding leopard conflict.



Figure 20-21: Interactive question-and-answer session with the local community to promote leopard conservation.