

## **Project Update: May 2012**

Being a student and having knowledge of biodiversity conservation, I have felt responsibility to put contribution for conservation. So, I have tried my best to strengthen achievements by arranging support from different institutions. I am assisting local people/institution in conservation activity, empowering conservation students, advocating/lobbying for rescuing of orphaned wildlife, supporting many researchers and conservationists in their works, providing interviews to local/national/global media in favour of rhino etc.

After the completion of my third project, I have been conducting some activities regularly as project continuity and evaluating the effectiveness of the projects.

- 1. Regular Field Visit:** Though there was not any specific project for the rhino conservation, I frequently visit the project area and interact with local people, students, buffer-zone user groups, clubs etc. in order to motivate them for rhino conservation.
- 2. Participation:** After 2006, I had organised different activities for rhino with support of Rufford Small Grants Foundation. During this period, a strong relation was built with local conservation stakeholders. Now, they use call as resource person for the workshop, awareness programme, education programme etc.

I had also participated and presented progress of rhino project in a conference of RSGF grantees which was held in Kathmandu on 13<sup>th</sup> -14<sup>th</sup> January 2012.

- 3. World Rhino Day Celebration:** We had played initiator role to celebrate 2<sup>nd</sup> World Rhino Day in Nepal (the first time in Nepal) on 22<sup>nd</sup> September 2011 as historic event. We had also encouraged local people to celebrate the World Rhino Day in Nepal on 22<sup>nd</sup> September. After this celebration, some institutions have mentioned this day in their calendar which is the major achievement in rhino conservation. In future, we are planning to celebrate with different activities also.
- 4. Educational Tool Kit Publication:** Because of limited information in local language, local conservationists are also experiencing difficulties while conducting rhino conservation education. Teachers who are teaching conservation subject in their schools do not have enough information in context of rhino conservation. They are unable to teach their students about rhinoceros though rhino is the most important fauna and whose population status is in the verge of extinction in Nepal.

To address this issue and make education programme more effective for coming days, rhino conservation tool kit is going to be published in my authorship. This tool kit will be based on previous booklet which was written in the support of RSGF.

- 5. Networking Buildup:** We are extending network amongst conservationists, researchers and local/national/international institutions and sharing the conservation news of rhino regularly.
- 6. Success Story:**

### *Replication of livelihood programme*

By looking success of our previous livelihood activities, local NGO named HC/Nepal has started to replicate our concept by generating support from different institution.

### *Zero poaching of rhino*

From January 3<sup>rd</sup>, 2011 to January 2<sup>nd</sup> 2012, poaching was not recorded for rhino so Nepal has celebrated 2011 as a zero poaching year for rhino.

### *Radio programme*

Radio programme "Conservation Campaign" is one of our most successful programmes so we are continuously launching through Vijaya FM, Nawalparasi by coordinating different people, institutions and radio stations. Recently, Deepa Paudel, a RSGF grantee, has been continuing by launching farmland bird conservation programme.

### *School teaching*

In the coordination with Bufferzone User Committee, biodiversity conservation education programme has been conducting in different schools of eastern part of Chitwan National Park. This education programme has helped to strengthen achievements of previous project and set relation students, schools, institution and other stakeholders.

