

Second Monthly Report

(September, 2007)



"Empowering People For Rhino Conservation"

Implemented By:



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Monthly Report of EPRC

(Second Month)

1) **Project Title:** Empowering People for Rhino Conservation (EPRC)

2) **Time Period:** September 1st- October 1st

3) **Objectives of the month:**

As per the proposed planning, following were the objectives of the second month:

- a) To increase students knowledge on rhino conservation through rhino clubs established in the school.
- b) To raise awareness level of the bufferzone community and to extract their perception towards rhino conservation through farmer interaction and cultural program.
- c) To initiate promoting school conservation education.
- d) To collect materials for website and register its domain.

4) **Performed Activities:**

S.N.	Activities	Performed Time	Remarks
1.	Enhance rhino clubs activities	Ist week	Essay competition
2.	Materials collection for website	Ist-IIInd week	Assistance taken from related experts.
3.	Registration of the domain for the website.	IInd week	Domain registered as www.onehornrhino.org
4.	School Talk program	IIIrd week	Kolhuwa
5.	Farmer Group Interaction	IIIrd week	Jagatpur
6.	Cultural Program	IVth week	Kolhuwa
7.	Workshop with science and environment teachers	IVth week	20 teachers from CNP bufferzone areas participated
8	Information and correspondence about CBO's ToT	III-IVthe week	to CBO's of project covering 5 VDCs.

5) Description: Activities of second month were performed as per the planned time line of the EPRC. In the first month, rhino clubs were established in five bufferzone schools in which school talk programs were conducted among three of them. Hence, in the second month school talk program was given continuity and activities of rhino clubs were induced. Kumroj Rhino Club established in Kapiya Secondary School, Kumroj has organized an essay competition on the title 'students role for rhino conservation' with the support and guidance of EPRC and school administration

Thirteen students participated in the competition. Three teachers of the school have examined the essays and declared winners. The winning essays were exhibited in the school board for a week so that other students would get knowledge and motivate for the rhino conservation.

EPRC is going to launch website focusing on one horn rhinos of Nepal. During the first and second week of the September, contents for the website were collected from different sources. Comprehensive website on rhinos were never been attempted in Nepal and there is dearth of resource materials. However, with the consultation of related experts, materials were collected. The website is targeted to be a prominent information source on Nepalese rhinos.

Apart from rhinos, the website will also contain information, activities, reports about other floras and faunas, national parks and reserves, acts, rules, regulations induced by government regarding conservation and so on. Now, the website is in the process of editing. The domain of the website has been registered as www.onehornrhino.org.

On 18th September, School talk program was arranged in Kumarwanti Higher Secondary School, Kolhuwa. Kolhuwa Rhino Club organized the program and EPRC team members facilitated on it. Eighty two students of class 8, 9 and 10 participated in the program. Owing to the students numbers, they were separated into two groups and thus two programs were conducted.

On 20th September, interaction program was organized with the farmer groups at Dhruba of Jagatpur VDC. The area has been affected by crop decimation, attack on human and livestock caused by the rhino. Farmers of this area were unhappy by the loss of standing crops, the main livelihood source and not getting appropriate compensation from the government. The program was arranged to know the farmer real experiences and view towards rhino induced circumstances, to apprise them on the ways to reconcile with contentious and dissatisfactory issues and to aware on importance of rhino conservation.

From the interaction, it has been concluded that farmers possess feelings to conserve rhinos and other wildlife. But they are dissatisfied over prevailing practices. Most of the farmers said that they have to suffer from wildlife, live on jeopardy but their voices were not heeded upon. They want prompt, easier and pragmatic compensation system, support for the livelihood and implementation of techniques that would decrease wildlife entry into the fields and settlements. 76 farmers had participated in the interaction.

Cultural program was conducted in Kolhuwa of Kolhuwa VDC which lies about 16 km south from the Danda Bazar along east west highway, Nawalparasi District. Most of the people in this area are from the ethnic community, the Tharu. Tharus are the indigenous community around the Chitwan national park and they have their unique tradition and culture. Jitiya, one of the greatest festivals in Tharu culture is celebrated for 3 days in a year. It is also ascribed as a festival of a "Tharus Women" in which they share the ideas to each other through the song and dance. Though, the festival only belongs to the Tharu, people from all groups and ethnicity used to gather to observe the cultural program.

Jitiya is very popular among the local community and would be an opportunity to deliver the massive message of conservation through cultural program. Taking note of these things, EPRC has supported Nawaprativa Women Development Group, an women group, for this purpose. The program was held in the building of Nandabhauju Bufferzone User Committee. Representatives from the CNP, security forces, key persons of bufferzone user committee's, local CBOs members were also invited in the program. They said this sort of program would be much effective for massive flow of conservation awareness.

The objectives of the program were to sensitize the local community towards conservation, to join conservation issues with traditional program and to promote cultural programs as a way of delivering message of conservation.

"Conservation Education" is not new for the schools at bufferzone area of Chitwan National Park. But it is inadequate and unable to address the necessity of the students of bufferzone. It is not found to be planned, managed, specific and objective. Realizing these facts, on 30th September, workshop program has been organised among 20 science and environment teachers of CNP core bufferzone area schools to share and bolster current practices on conservation education and to make future headway.

During the program, science and environment teachers of bufferzone area of CNP have introspective sharing and analysis on prevalent practices on conservation education, they intensively discussed and made recommendations to promote school conservation education and they have been provided extra inputs so as to help them in increased and better knowledge on rhino and conservation issues.

The key recommendations of the workshop were to include conservation education as local curriculum in bufferzone schools, to prioritize and support for the implementation of activities regarding conservation education, to establish network between the bufferzone schools in order to share on practices of conservation education etc. The workshop has been crucial to promote conservation education through schools. Top educational and park authority have pledged to render the support.

During this month, information were provided to CBOs of project covering 5 VDCs about the "Training of Trainers" (ToT) on rhino conservation awareness programs. They were informed about the criteria's of the training, basic qualification of potential trainees and the obligations. Fifteen CBOs members complying the criteria's will be selected for

ToT. ToT holder will be transformed into local conservation trainer and each of them will conduct at least one awareness program to their community.



Mr. Deepak Acharya (L) handing over the reports of EPRC to Acting Chief Warden of CNP Mr. Kamal Jung Kunwar (R) and Mr. Karun Pandit, Assistant Warden of CNP was reading Conservation Watch Newsletter in CNP headquarter, Kasara, Chitwan.

First month activities reports of EPRC and compilation of Conservation Watch Newsletter were handed over to the Acting Chief Warden of Chitwan National Park, Kamal Jung Kunwar.

(Separate activities reports are included)

6) Outputs: Following outputs have been achieved from the second month program.

- a) Student's knowledge on rhino conservation has been increased through school based activities of rhino club and school talk program.
- b) Awareness level of the bufferzone community has been enhanced, their perception towards rhino conservation have been extracted through cultural and farmer interaction program.
- c) Commitments have been rendered by government authorities, park official and teachers to promote school conservation education during the workshop and the recommendations have been made.
- d) Contents for the website have been collected and the domain has been registered as www.onehornrhino.org.

Activity Report on Essay Competition at Kumroj

- 1) **Activity:** Essay competition
- 2) **Title :** Role of Students on Rhino Conservation
- 3) **Date:** 3rd September, 2007
- 4) **Venue:** Kapiya Secondary School, Kumroj-8, Kapiya, Chitwan.
- 5) **Participants:** 13 (Thirteen) students

6) Objectives:

- a) To know the level of student's knowledge on importance of rhino conservation.
- b) To increase the students knowledge on rhinos and its importance.
- c) To instill responsibility among students towards rhino conservation.

7) Background and Methodology :

The program was the initiation and attempt of Kumroj Rhino Club to sensitize students on rhino conservation. Along with the establishment of the club in school they have slated for various rhino conservation awareness program in the school and also in the community.

Ten days prior to the program date, all the students of Kapiya Secondary School were informed about the program by Kumroj Rhino Club. School talk program has been already conducted there by EPRC subsequently after the formation of rhino club. So, the title was selected in a view that it would not be peculiar for the students and which could explore them to get more knowledge on rhino and strengthen responsible feeling towards rhino conservation. The essay competition was also meant to appraise the outcome of former school programs.



(Students on essay writing)

At 11 o' clock, interested 13 students were arranged in the seats. Field Assistant of EPRC, Mr. Dol Raj Neupane further clarified the topics and informed about the rules. Essay have to be written in Nepalese language and 1.30 hr. time period was allowed.

An examination committee was formed comprising three teachers of same school. They were Mr. Padam Pd. Timilsana (Environment & Population), Dilli Pd. Pandey (Science) and Arjun

Pd. Silwal (Nepali). Examiners have jointly made criteria's such as knowledge on the subject matter, originality, presentation, grammatical clarity.

Among 50 marks, 30 marks was for subject matter and 10 each for presentation/originality and grammar.

Mr. Nanda Kishor Chaudhari, the Vice Principal of the school supervised during the whole process.

Essay was highly competitive and the winners were differentiated with narrow difference in marks. Ujjwal Bartaula of class-9 stood first by scoring 34 marks (out of 50), Suraj Kharel of class-10 stood second with 33 marks and Basanta Thing of class-9 stood third with 32 marks. Kumar Upreti of class-10 was declared fourth with 30.5 marks.



(Teachers examining the copies)

Winning students were awarded with conservation related books, stationeries and certificates. Each participants were also provided a pen as a token of appreciation. The prizes were provided by EPRC to the Kapiya Rhino Club.

Formal closing ceremony was held including non-participating students too. MR. Ghanashyam Poudel, the Principal, and Miss. Sabitri Pathak, president of Kumroj Rhino Club have distributed the prizes & certificate to the winners.



The principal, Mr. Poudel congratulated the students and thanked Kumroj Rhino Club and EPRC for organizing such an event. He said essence of the program was to provide and strengthen students knowledge on conservation and motivate them towards it. "Upcoming generation would be certainly able to maintain harmony with wildlife, nature and would accept co-existence if this sort of programs are continued", he said. He stated that regarding dire situation of human-wildlife conflict, increasing rhino poaching around the school covering areas, formal or informal conservation education is utmost required here.

(Miss Sabitri Pathak, president of Kumroj Rhino Club, speaking at closing program. In left, principal of the school Mr. Ghanshyam Poudel)

Finally, Miss Pathak, president of Kumroj Rhino Club end the program thanking all the participating students, teachers and EPRC for the support. She also informed about Kumroj Rhino Club planning to organize students rally in the offing.

The original essay copies of the winners were exhibited in the school board for a week to provide knowledge to other students and to inspire them for such activities.

8) Achieved marks and position :

S. N.	Name & Class	Subject Matter (F.M.30)	Presentation and originality (F.M. 10)	Grammar (F.M. 10)	Total Marks (50)	Remarks
1.	Archana Subedi-9	18	6	6	30	-
2.	Kamal Panta-10	16	5	4	25	-
3.	Kumar Upreti-10	20	6	4.5	30.5	4th
4.	Ujwal Bartaula-9	21	6.5	6.5	34	1st
5.	Suraj Kharel-10	20	7	6	33	2nd
6.	Binod Devkota-8	17	3.5	4	24.5	-
7.	Ramesor Bartaula-10	18	5	5.5	28.5	-
8.	Shuresh Kandel-10	16	6	5	27	-
9.	Umesh Chaudhari-10	16	5.5	6	27.5	-
10	Hemnath Upreti-10	19	5	6	30	-
11	Santosh Dhamala-10	17	4	5	26	-
12	Basanta Thing-9	20	6.5	5.5	32	3rd
13	Parwati Dhamala-10	19	6	5	30	-

Ujwal Bartaula, class-9 (First) =34/50

Suraj Kharel, class-10 (Second) =33/50

Basanta Thing, class-9 (Third) =32/50

Kumar Upreti, class-10 (Fourth) =30.5/50

9) Output : Teachers were surprised from the contents of few essays. Some teachers have even said some contents of the essays were also new for them. They have even acknowledged EPRC's previous activities for providing wonderful result. Participating students have also gone through different books and consulted with elders on the topics which have broaden their existing knowledge and all school students got privileged from it since it was exhibited on school board. Hence, it could be assumed that students were more curious and enthusiastic, motivate towards conservation and have gradually identified their role for rhino conservation.

10) Some important points in the essays:

a) Mr. Santosh Dhamala (class-10): Rhinoceros is one of the rare species. We should control its poaching. We must inquire to unknown persons appear in our village. Because they could be related with poachers.

b) Mr. Kumar Upreti (class-10): Because of ignorance, some people have negative feelings towards rhinos. We should aware them and clarify on environmental, social and economic benefits of rhinos.

c) Mr. Hemnath Upreti (class-10): The poachers used to lure the illiterate locals by offering money, which must be checked. We should not destroy nor encroach the jungle, only habitat of rhinos.

d) Mr. Basanta Thing (class-9): Rhinoceros is our national wealth, we should protect it. The students can create awareness and spread message to all over their locality.

e) Mr. Ujwal Bartaula (class-9): Student can better understand about importance of rhino conservation because school teachers can continuously guide them and make clear in any confusion. Students can convince their family and spread awareness in the community directly, so our role is important.

f) Mr. Umesh Chaudhari (class-10): We should first identify the reasons behind involvement of locals for rhino poaching. Students should aware them by showing alternative means of livelihood.

g) Miss. Parwati Dhamala (class-10): Rhinoceros plays the important role to balance ecosystem and maintain food chain, so we should aware all people about it.

h) Mr. Binod Devkota (class-8) : Rhinoceros is very important. It must be protected to save our environment, to earn money from tourism, to maintain the ecological balance. Students can play the role of messenger to spread knowledge.

11) Conclusion : Essay competition was successful event initiated, organized and implemented by the students with the support of EPRC and school. Though the competition was among 13 students, all the school students privileged from increased knowledge on rhino conservation. Students have realized their role towards conservation and expressed in essay. Involvement of students from beginning to the end of the program inspired and motivated them for upcoming conservation programs.

Activity Report On School Talk Program at Kolhuwa

- 1) Activity:** School talk program on rhino conservation.
- 2) Date:** 18th September 2007.
- 3) Venue:** Kumarwarti Higher secondary School, Kolhuwa-5, Chanauli, Nawalparasi.
- 4) Participants:** 82 students from secondary level with three teachers.

5) Objectives:

- a) To strengthen students knowledge on rhino conservation.
- b) To encourage students on rhino conservation.

6) Methodology :

On 29th August, 2007 "Kolhuwa Rhino Club" was established at Kumarwarti Higher Secondary School. The school is 16 Km far from the East-West highway and adjoined with Chitwan National Park. Along with the establishment of the club, students seem curious to get information on rhino and facets of conservation.

Program was planned to organize in open space but it was conducted in a conference hall due to the rainfall. The students were from class 8, 9 and 10.



(A curious student asking questions)

Owing to the numbers of students, they were divided into two groups to ensure effectiveness of the program and separate program was arranged for each group. In each program teachers were invited to be a part of the program. The members of Kolhuwa Rhino Club made seat arrangements of the students and teachers. EPRC project team members Mr. Dolaraj Neupane and Miss. Shanti Thanet were the facilitator of the program.

At first Mr. Neupane explained on the objectives of the program. He informed the students about the scenario of rhino in the world, in Nepal and in Chitwan National Park. He along with Miss Shanti Thanet informed students about prevailing threats on rhinos, causes for the threat, role of students and bufferzone community on rhino conservation.

Open session was conducted in next stage. Mr. Bishnu K.C, the science teacher of the school encouraged the students to share their views on rhinos, about their attitudes and any questions or curiosity regarding the topics. Some students asked the questions of those types which irate villagers usually used to ask such as 'rhinos destroy our crops, why should we preserve them? This was questioned by Mr. Om Prasad Dhakal, a student of class 10. Some of them have asked why the issue of rhino conservation has been more focused comparing other animals. EPRC team members and the teachers of the schools convinced them about the reasons to save rhinos and other wildlife.

They have raised some prickly questions like 'what students can do to solve this problem?', 'How to solve the problem of crop depredation by rhino in the local village?', 'Don't the hotels inside the park disturb the wildlife?', 'What are the main causes of rhino poaching?'

Coincidentally, a rhino from nearby park area had entered into the human settlement and stayed there since five days. Miss Phul Maya Mahato of class 8 asked very pertinent question, 'why this rhino had left its habitat and entered into our village?' 'Don't it got enough food in the jungle?'



(Teacher expressing his views)

At the end of the interaction program students were provided a handout paper entitled "Rhino and its Conservation" prepared by EPRC. It was in Nepalese language.

Narayan Prasad Aryal, environment teacher of the school opined that school talk program was very fruitful which helped to conceptualize the conservation motives into the students brain. Yam Narayan Thanet, president of Kolhuwa Rhino Club thanked students for their active participation, EPRC and school teachers for the support. He said rhino club would soon organize oratory competition on rhino theme.

7) Output:

The participants seemed very curious and sensitive towards the matter and became happy for getting extra knowledge on rhino conservation. They were encouraged towards rhino conservation and have committed to spread rhino conservation awareness during upcoming long holidays of Dashain, the greatest festival of Nepalese. They have assured to render full support to the programs organized by Kolhuwa Rhino Club and EPRC.

8) Feedback :

a) Kamal Prasad Pathak (teacher) : Strenuous and regular efforts are necessary to promote conservation education in the schools and community. Wide gap between the park and people has created difficulty. I think our students are desperate to learn more on rhino and conservation issues.

b) Mr. Narayan Aryal (teacher): Today's program has broaden the knowledge of students and teachers. These types of program should be regular and capacity of school and community should be enriched for the sustainability. I will render every support for these activities.

c) Mr. Yam Narayan Thanet (President, Kolhuwa Rhino club):- This program boost me for rhino conservation as I have gained surplus information and knowledge. We are existing because ecosystem exists and human, rhinos, other wildlife are the component of same ecosystem. Rhino club will organize different programs related with rhino conservation. We will try to generate positive thought towards rhinos in our school and community.

d) Miss. Sumitra Gaire (class-8 'B'):- I am really surprised to hear the reasons why we should save rhinos. I am convinced and committed to relate it to my family members and community as possible I could.

Activity Report on Farmer Group Interaction At Jagatpur

- 1. Activity:** Interaction with farmer group on rhino conservation
- 2 Date:** 20th September 2007
- 3. Venue:** Jagatpur VDC-7, Dhruba, Chitwan/ Rapti riverine area CNP

4. Background:

Agriculture is the main occupation of the Nepalese people. About 80% people depend on agricultural product for the living. Most of the bufferzone people also eke out living by agricultural products. Jagatpur is one of the EPRC covering VDC which is around 25 KM far from district headquarter Bharatpur. Rapti river separates Jagatpur with Chitwan National Park. The large population of this VDC comes from Dalit community which is oppressed, poor and deprived of opportunities.

Being contiguous with Chitwan National Park, rhinos and other wildlife of park enters into human settlements and agricultural lands. This phenomenon is creating trouble for the bufferzone farmer primarily with the loss of standing crops. Chitwan National Park and Bufferzone Council has made provision for the compensation of the crop loss but farmers are dissatisfied over its amount and procedures.



5. Objectives :

The majority of the bufferzone people are farmers. Hence, farmers participation for the conservation is mandatory. Hence, the objectives of the program were:

- a) to know the farmers real experience and view towards rhinos induce circumstances.
- b) to apprise farmers on the ways to reconcile with contentious and dissatisfactory issues.
- c) to aware farmers on importance of rhino conservation.

6. Methodology and Contents:

The program has been conducted with the co-ordination of "Small Farmer Co-operative Institution" (SFCI), Sukranagar. SFCI has 800 households as its members and works for the economical enhancement, provide livestock insurance & food security of the farmers. With the support of SFCI, EPRC team members have informed the farmers of Jagatpur, Sukranagar VDC and riverine areas about the program. The program has been arranged in the hall of Rastriya Lower Secondary School, Jagatpur-7, Dhruba. The farmers from the areas which have to suffer more, not satisfied with the economic reimbursement and who have been victimized from wildlife attacks are especially encouraged to attend in the program.

The program was started from 7 AM morning. President of Kerunga Bufferzone Area committee, Mr. Chandra Kanta Bhattarai was invited as the chairman of the program, while president of SFCI Mr. Chhabi Sharma delivered welcome speech.

Mr. Deepak Acharya, project co-ordinator of EPRC has facilitated the program whereas Mr. Nirmal Aryal, program officer of EPRC took notes on the participant's voice. At the first session of the program, Mr. Acharya of EPRC highlighted on objectives of the program. Then participants were requested to deliver their experiences on real situation, response of authorities towards the circumstances and compensation practice being implemented by park officials and bufferzone council of Chitwan National Park.

Most of the farmers expressed dissatisfaction over compensation amount i.e. 25% of the claim. Similarly, they said complex and lengthy process of the compensation should be made swift and simple. Farmers have conceded they were forced to overvalue the loss since the compensation limitation is far less.



The farmers said they are living precariously. They have to endure both crop losses and physical damage. In the program, three farmers who were physically disabled by the rhino attack, urged for the assistance on livelihood. Participants have stressed on lifetime allowances for the victims unable to earn out living after attack.

Participant farmers have demanded fencing around the bufferzone area, erecting electric traps to distract the wild animals.

After the first session, a short tea break was arranged. In the second session, EPRC team members have apprised farmers that exaggeration and false claim on the crop or property or livestock loss will be counterproductive. They have been informed about the ways and procedures to cope with contentious issues, to demand the loss and the amicable steps to influence the policy.

Participants have expressed views to resolve the contentious issues. They said they are never against the conservation but the circumstances could not motivate them for conservation. Farmers said they have requested park officials for Machan (makeshift house made in the field to guard animals) to safeguard the crops in the field. Similarly, they have strongly stressed to provide bio gas plants in a subsidized amount so that their dependency on the park

resources can be reduced. Participants have also emphasized the policy of bufferzone council should comply with public voice. They said policy should be made to deliver prompt, appropriate compensation to the victims, criterias of compensation should be made broaden.

In the third session farmers were informed on how the rhino conservation could help for ecosystem, how it is important for the country and for the bufferzone people too.

Chairperson of the program, Mr. Chandra Kanta Bhattarai, president of Kerunga Bufferzone



Area Committee said bufferzone council has been cognizant of the public voices and aspirations. He informed that compensation amount has been increased to 50% of the loss which was earlier 25%. He has accepted pitfalls in compensation policy but assured it will be gradually rectified albeit with several limitations.

In the program, 76 farmers were participated among which 38 were from Dalit and ethnic community.

7. Significant Voices:

a) Chuda Lamichhane (Jagatpur VDC-7): Compensation policy needs to be changed. Displacement of the crop loss with seed is not justifiable. Farmers have to bear the loss of standing crops but seed compensation is not pragmatic as it renders farmers in food and economic crisis until next season starts. It would be meaningless to us if we have to wait year for compensation. Victims should be provided immediate help and support.

b) Bikram Ghimire (Jagatpur-7, Dhruba) : I am a banana farmer. Last year rhinos ravaged my 450 bananas trees. A small farmer like me cannot overcome this loss for years. I did not get a penny as compensation. People used to mislead the people of core bufferzone core area as anti-conservation group. But that's not true. We love rhino but we want prompt remedy of our problems induced by rhinos and other wildlife.

Rhinos severely hit on our livelihood, attack on our lives. Notwithstanding these realities, I support conservation because I am educated and know about it. But most of the farmers will be irated when they are even converse about conservation. Had the compensation practice been prompt and appropriate, these circumstances would have never been existed.



c) Sansar Bahadur Kunwar (Jagatpur-7, Dhruba): Farmers are not against conservation. We want to ready for contribution. But we should get some facilities in return. I have never slept at night to guard if rhinos come and destroyed our crops.

If we humbly request to resolve our problems, our voices are turned into deaf ears. If we protest strongly against it, we are misled as 'anti-conservation elements'. Several times, we have informed about movement of suspected poachers. This also proves our adherence towards conservation.

We have requested for machan (makeshift house made in the field to guard animals). If so, we would guard and could drive off rhinos with torch lights, whistle tooting. But, our voices are not heeded upon. I used to stay in Machan 18 hours a day to save my crops and thus I have less loss than others.

d) I Bahadur Bishwokarma (Jagatpur-7, Dhruba): National Parks and rhinos are our properties. Rhinos infiltrate into our fields, houses for particular reasons such as unavailability of the food, water resources, wallowing spots and shrinkage in floodplain grasslands. Concerned officials should take immediate action to make available the needs of rhinos inside the park areas.

e) Prem Bahadur Chhetri (Jagatpur-7): Two years ago, I was injured by rhino attack. Bufferzone Council provided meager amount just NRs. Four thousand as compensation. After that incident, I was unable to work properly to help living of my family. In a case as mine, victims should be provided monthly allowance.



The policy of bufferzone council not to compensate on 'field crop depredation' is not justifiable. They said compensations are only provided when wildlife destroyed the agricultural products stored in the house but not to the field damage.

f) Tej Bahadur Jimba (Jagatpur-9) : The issue of consuming natural resources of the park is also one of the major factors that is spurring conflict between park and people. Hence the government policy should be induced to promote alternative of park resources. Promotion of Gobar gas (Biogas) and subsidy to the people on establishment of its plant might be one of the strategies that could reduce park pressure for fire wood and cooking fuel. If park provides rhino-guards and machans, the crop loss will be significantly reduced.

g) Abhiman Biswokarma (Jagatpur-8) : We are never been able to consume agricultural products. This year rhinos trampled over my paddy field. Our main income source has been ruined. I have to look after 12 members of my family. We are starving for two square meal now. I know I could not get compensation because bufferzone policy did not allow compensation of field damage. Conservation has no meaning from me. I pray for god may the next generation be blessed to get rid of these sufferings.



h) Durga Nath Devkota (Jagatpur-8) : We are suffering from rhinos, tigers and elephants. Our livestock are being killed. The policy of bufferzone council restricts us from reparation. Role of bufferzone members are not satisfactory. Either they are ignoring our aspirations or they have limitations. Bufferzone Council and Chitwan National Park remain in doldrums regarding this issue. I think people should be convinced by the authorities for their limitations or proceed ahead for people's demand.

I feel role of bufferzone committee members are not effective. They should carry and implement the voices of bufferzone people but they are unable.

i) Rana Bahadur B.K. (Sukranagar-8, Bayalghari): I am general member of the bufferzone committee. There are several ways to solace farmers for their crop loss. Bufferzone farmers could be appeased by inducing modern agricultural techniques, low interest loan facility for aspiring farmers. These initiations could also heal the wounds of wildlife harassed farmers.

k) Shyamlal Shrestha (Sukranagar-8): Four years earlier, I was seriously injured by the rhino when encountered with it. I was physically handicapped ever since the incident. I received NRs. 10,000/-. I could not work and earn as earlier. Government should help to educate my child and provide living allowance to me.

8) Output : Following outputs have been achieved from the interaction :

- a) Farmers view over compensation practice, crop decimation, livestock loss, physical attacks induced by rhinos have been collected.
- b) Farmers have given solution over the problems and issues.
- c) Farmers have been furnished with the knowledge and process to resolve dissatisfaction over compensation and other contentious issues.
- d) Farmers have been aware about importance of rhino conservation and motivated towards it.

9) Conclusion : From the interaction program, it can be concluded that farmers possess feelings to conserve rhinos and other wildlife. But they are dissatisfied over prevailing practices. Most of the farmers said that they have to suffer from wildlife, live on jeopardy but their voices have never been heeded upon. They want prompt, easier and pragmatic compensation system, support for the livelihood and implementation of techniques that would decrease wildlife entry into the fields and settlements.

10) Recommendations :

- a) Interaction gap between authorities and the farmers should be healed in order to share the views of each other and to find out meeting point.
- b) The solution of the contentious issues should not be protracted rather it should be addressed at the earliest. Complying with people voice, policy should be revised.
- c) The role of buffer zone committee should be made more effective. Conservation related activities should be enhanced.
- d) Alternatives should be tried out to reduce the park-people conflict. For e.g. subsidy on biogas plant would decrease people pressure on park for cooking fuels, establishment of Machan could decrease the crop depredation, crop insurance, establishing wire fencing and electric traps around the major entry areas would be other solutions.



e) Wildlife victims should be given special attention and facility such as subsidy on agricultural cost, support for livelihood programs etc.

11) List of Participants :

<i>S.N.</i>	<i>Name</i>	<i>Address</i>
1.	Basanti Nepali	Jagatpur- 8
2.	Tara Gahatraj	Jagatpur- 8
3.	Balkumari Gahatraj	Jagatpur- 5
4.	Sirjana Subedi	Jagatpur- 7
5.	Namkala Nepali	Sukranagar- 8
6.	Sirjana Nepali	Jagatpur- 6
7.	Lalmati B.K.	Jagatpur- 8
8.	Shanti B.K.	Jagatpur- 8
9.	Bina Lama	Jagatpur- 7
10	Mina Magar	Jagatpur- 8
11	Durga B.K.	Jagatpur- 7
12	Sukmaya Pariyar	Jagatpur-8
13	Madhumaya Sarki	Jagatpur-7
14	Chudamadi Parajuli	Sukranagar- 7
15	Surya Prasad Tiwari	Sukranagar- 7
16	Bhagiram Thapamagar	Sukranagar- 8
17	Nilakantha Dumre	Jagatpur-9
18	Chudamadi Lamichhane	Jagatpur-7
19	Indra Prasad Subedi	Jagatpur-9
20	Gangadhar Neupane	Sukranagar- 7
21	Dek Prasad Khanal	Sukranagar- 8
22	Kul Chandra Subedi	Sukranagar- 8
23	Ramakanta Bhandari	Sukranagar- 7
24	Lal Bahadur Thapamagar	Sukranagar- 7
25	Indra Bahadur Nepali	Sukranagar- 8
26	Bikram Ghimire	Jagatpur-7
27	Shyamlal Shrestha	Sukranagar- 9
28	Min Bahadur Achhame	Jagatpur-9
29	Bir Bahadur Ghalan	Jagatpur-7
30	Bhabishor Sapkota	Sukranagar- 7
31	Kamal Bahadur B.K.	Sukranagar- 7
32	Haridatta Bashyal	Sukranagar- 7
33	Meghanath Bashyal	Sukranagar- 7
34	Namaraj Aryal	Jagatpur-7
35	Mohanilal Neupane	Sukranagar- 7
36	Ganesh Bhandari	Sukranagar- 7
37	Gaumaya B.K.	Sukranagar- 8
38	Maya B.K.	Sukranagar- 8
39	Rupa Nepali	Sukranagar- 8
40	Yam Kala Sapkota	Sukranagar- 8
41	Mina Poudel	Jagatpur-9
42	Padam Bahadur B.K.	Sukranagar-8
43	Krishna Pathak	Jagatpur-9
44	Kishor Tiwari	Sukranagar-7
45	James Thapamagar	Sukranagar- 7
46	Buddhi Bahadur Thapa	Sukranagar- 7
47	Tej Bahadur Jimma	Jagatpur-9
48	Jiwan Ghimire	Jagatpur-7
49	Bam Bahadur B.K.	Jagatpur-7
50	Narabahadur B.K.	Sukranagar- 8

51	Khagesor Poudel	Jagatpur-9
52	Aai Bahadur B.K.	Jagatpur-7
53	Ratna Bahadur B.K.	Sukranagar- 8
54	Krishna Bahadur Godar	Jagatpur-9
55	Dil Bahadur Adhikari	Jagatpur-1
56	Shamser Kunwar	Jagatpur-1
57	Naramadi Ghimire	Jagatpur-1
58	Thirtharaj Wagle	Jagatpur-1
59	Baburam Puri	Jagatpur-1
60	Jhak Bahadur B.K.	Jagatpur-1
61	Hira Bahadur B.K.	Sukranagar-8
62	Prem Bahadur Chhetri	Jagatpur-7
63	Abhiman B.K.	Sukranagar-8
64	Rishiram Sigdel	Jagatpur-9
65	Rudranath Devkota	Jagatpur-7
66	Tek Bahadur B.K.	Jagatpur-9
67	Mina Aryal	Jagatpur-9
68	Manbahadur Gahatraj	Sukranagar-8
69	Dambar Bahadur B.K.	Sukranagar-8
70	Tulashiram Chapagain	Sukranagar-7
71	Krishna Prasad Neupane	Sukranagar-7
72	Indira Bote	Patihani-1
73	Radha Chhetri	Sukranagar-3
74	Chhabilal Neupane	Sukranagar-3
75	Dilbahadur B.K.	Sukranagar-7
76	DalBahadur Pariyar	Jagatpur-7

Empowering People For Rhino Conservation (EPRC)

Implemented by : Media Consultancy Nepal

Supported by : Asian Rhino Project, Australia

A Report on Cultural Program for Rhino Conservation Awareness at Kolhuwa, Nawalparasi

Background

Kolhuwa lies about 16 km south from the Danda Bazar along east west highway, Nawalparasi District. Most of the people in this area are from the ethnic community, the Tharu. Tharus are the indigenous community around the Chitwan national park and they have their unique tradition and culture. Jitiya, one of the greatest festivals in Tharu culture is celebrated for 3 days in a year. It is also ascribed as a festival of a "Tharus Women" in which they share the ideas to each other through the song and dance. Though, the festival only belongs to the Tharu, people from all the communities in the area used to gather to observe the cultural program. Hence, it is very popular not only among the Tharu, but also among other people in the area.

Being contiguous to the Chitwan national park, Kolhuwa is one of the wildlife suffering bufferzone area. Since the rhinos from the park frequently visit the area, it can be considered as a sensitive area from the conservation point of view. Empowering People for Rhino Conservation (EPRC) has been implementing awareness raising activities in Kolhuwa since last few months with the support from Asian Rhino Project. Since the Jitiya is very popular among the local community, this festival can be taken as an opportunity to deliver the message of conservation through the song and dance in cultural program. Taking note of these things, EPRC has supported **Nawapratiya Women Development Group** to organize a "Rhino



Awareness Cultural Program" in Kolhuwa. The programs was held on 25th September.

Objectives

- ◆ Strengthening and sensitizing the local community towards conservation
- ◆ Joining conservation issues in traditional cultural program
- ◆ Promoting cultural programs as a way of delivering message of conservation

Activities within the program

Inauguration session

The program was held in the building of Nandabhauju Bufferzone User Committee and organized by Nawapratiya Women Development Group (NWDG) of Kolhuwa. It was hosted by Hareram Mahato, former VDC chairperson. Tulasi Thanet, president of NWDG chaired the program and chief guest was Narayan Prasad Mahato, president of Nanda Bhauju Buffer zone User Committee. Other guests were: Laxmi Dutta Panta, representative of Chitwan National Park; Man Bahadur Mahato, president of Federation of Nepal Ethnic and Indigenous Group Nawalparasi; Dil Bahadur Gurung, incharge of Kolhua army post; Bir Bahadur Gurung, incharge of Kolhuwa police post; Kamala Neupane, president of Kolhuwa Mothers Group, Kamala Bhandari, president of Santoshi User group; Narvada Pariyar, President of Paralegal committee; Chandrika Narayan Thanet, president Buddha Darshan User Committee; Kamal Raj Pathak, representative of Kumarwanti Higher Secondary School. Goma Kumari Thanet, member of NWDG delivered the welcome speech. Deepak Acharya, Coordinator of EPRC highlighted on the objectives of the program.

Singing and Dancing

The cultural program was started with the interesting song and dance by the cultural group. The song was full with the message of rhino and wildlife conservation (Box 1). Initially, the cultural group presented the song in their own language (Tharu). Some



audiences even joined the stage and subsequently began to sing on rhino conservation theme. Along others, working committee members of bufferzone user committee, local teachers and local government officials has also joined the stage (picture above). Audiences were seem mesmerized when the Laxmi Dutta Panta, representative of CNP led the singing group and Narayan Prasad Mahato, the chief guest led the dancing group.

Box 1 (English translation)

tourists visit the park specially to see the rhino
park collects the revenue from them
the income comes in buffer zone
we can spend the income for our village development
the rhino and other wildlife are living creatures like us
we should respect their right to live
therefore, we should also protect them from the poachers

Closing ceremony

The guests expressed their opinions regarding the program:

Laxmi Dutta Panta, CNP representative

Such types of cultural programs are very effective and in my experience single cultural program is more effective than the ten patrolling. Therefore, such program should be organized regularly with the active participation of people as more as possible.

Narayan Prasad Mahato, Chief Guest, President, NandaBhauju Bufferzone User Committee

Cultural programs like today's are very important from the conservation point of view. As far as I know, this is the first cultural program in this area that is focusing on conservation. I will always be ready to support such creative programs through buffer zone council and individually as well. I would like to thank the EPRC for supporting this program. We are always ready to support every activities of the EPRC in coming days too.

Man Bahadur Mahato, President, Federation of indigenous ethnic groups, Nawalparasi

I am very happy as this program is focused on the marginalized people which are considered fragile towards poaching . We will also be ready to support such program in coming days. I feel this program is organized in very suitable time and such program will have important imprint in local level for rhino conservation.

Tulasi Thanet, President, NWDG

First of all, I would like to thank EPRC for supporting us to organize this program. Today's program has proven that the cultural programs are important way of awareness campaign for conservation. I would like to commit that we will continue such program in coordination with other groups. At last, I would like to thank you all for your active participation in the program.

Deepak Acharya, Coordinator, EPRC

We should join our hands for the successful conservation. The park and the wildlife are our property; and being a citizen, we should contribute for their protection. We would like to request the park authority and buffer zone council to support for the community based organizations which are implementing their activities for conservation. Cultural program is an effective way to deliver message of conservation and I would like to request you all to allocate at least some fraction of your cultural program for conservation related issues.

Output

- ◆ Practice of delivering message of conservation through cultural program has been initiated.
- ◆ Local people have realized their responsibility for conservation

Conclusion

Cultural programs are mass mesmerizing activity and are effective ways to deliver message of conservation.

Recommendation

Park authority and buffer zone council should promote rhino and conservation awareness programs through the means which can lure the community people such as cultural programs. Local CBOs should be inspired and supported to organize cultural programs for conservation.

A Report on Workshop with Environment and Science teachers

1. **Activity:** Workshop
2. **Title:** Conservation Education at schools
3. **Date:** 30th September, 2007
4. **Venue:** Narayangarh, Chitwan
5. **Background:**

One of the major setback for conservation campaign is the lack of knowledge on conservation, its importance on human life and co-relation between human and nature. Bufferzone communities have not understood (as they should have) the co-existent relation between human and nature. One of the best way to sensitize future generation about this reality is through school and various form of school education.

The term "Conservation Education" is not new for the schools at bufferzone area of Chitwan National Park. Some contents of conservation education has been included in the curriculum of high level classes of the school which are meant for overall students of the country. But it is inadequate and unable to address the necessity of the students of bufferzone who ought to know more since they are going to lead the community in the future. Apart from the curriculum, fewer extra curricular practices on conservation education have been also initiated by the schools with the support of non governmental organizations and bufferzone area users committees. But it is not found to be planned, managed, specific and objective. And prominently, there are not any means to measure the achievement level of the students.

Realizing these facts, workshop program has been conceived among 20 science and environment teachers of CNP core bufferzone area schools to share and bolster current practices on conservation education and to make future headway.



5. Objectives :

The objectives of the workshop were:

- a) to share and analyse on current practices of conservation education activities at schools.
- b) to identify the ways to promote school conservation education activities.
- c) to provide extra inputs to the science and environment teachers on rhino and conservation issues.

6. Methodology :

At first, schools located at the core bufferzone areas of Chitwan National Park were short listed. Project staffs of EPRC approached to the bufferzone schools with the formal letter. Among the selected, five were the schools where the rhino clubs have been formed by the EPRC. School teachers were informed about the contents of the workshop earlier so as to ensure objective and effectiveness of the program.

The participant teachers were from the bufferzone core areas of the Chitwan National Park including Chitwan and Nawalparasi district. Hence, the venue was selected at most suitable and accessible place Narayangarh, Chitwan.

As per the pre-determined schedule, all the 20 participants arrived at 9 am on the program day. The workshop was divided into three sessions. First session was inaugural program, second was core session and at last closing session.

Chief Education Officer of Chitwan district, Mr. Gopal Krishna Poudel was invited as the chief guest of the program. He inaugurated the workshop and delivered key speech. He said he had never been participated nor invited in a program focused on conservation education during his government service period of more than two decades in education sector. He stressed conservation education would be crucial to neutralize growing conflict between park and people. 'Teachers have significant role to furnish appropriate knowledge on conservation aspects both in school and community because they are pivotal actor of the community', he added on his speech. He has also pledged to provide required support to promote conservation education at schools.



Two participating teachers, Mr. Mukta Bahadur Poudel (Laxmi Secondary School, Jagatpur) and Mr. Narayan Prasad Aryal (Kumarwanti Higher Secondary School, Kolhuwa) each from Chitwan and Nawalparasi district have been called to deliver views on the relevancy of the program. They opined that workshop and its conclusion would be the turning point for systematic, managed and meaningful conservation education at the schools.

Mr. Deepak Acharya, program co-ordinator of EPRC presided the inaugural session and stated workshop would be an important step to promote and expedite objectful conservation education in the bufferzone schools. He stressed that the papers and handouts prepared for the school teachers would help them to provide extra inputs to the students on conservation, rhinos and other flora faunas.

After a short break, core session was conducted. Mr. Acharya, co-ordinator of EPRC and



acting chief-warden of Chitwan National Park, Mr. Kamal Jung Kunwar has facilitated the program. Mr. Nirmal Aryal, Program Officer of EPRC and Mr. Bishnu Hari Wagle, board member of Media Consultancy Nepal assisted on reporting and overall activities.

Firstly, participating science and environment teachers were requested to inform, share and provide introspective views on current practices of conservation education at the schools, one by one. Most of them stated they have been limited to the curriculum contents. Some

conservation education related activities used to be undertaken in the schools where conservation related students clubs had been established. But activities were impromptu, unsystematic and less frequent. The activities of those clubs are mostly plantation inside and around the school. Teachers have grievances towards the governmental and non governmental organizations on being apathy to support conservation education activities at school. They have stressed on the needs of more programs for conservation related school clubs.

During this program, teachers have raised several questions to the acting chief warden of CNP, Mr. Kunwar regarding means and prospects of enhancing conservation education at schools, probable supporting agencies, perception of bufferzone people towards the park activities etc. Mr. Kunwar confessed park has not been able to conduct school education program at the bufferzone schools though conservation education is one of the priority areas. He said park has key responsibility to implement conservation education but has to strive with several constraints.



The second topic of the core session was "stakeholders role to promote conservation education". The topic was cross shared among the participants and facilitators. Most of the teachers said District Education Office should have to take initiation and co-ordinate to induce, implement and monitor conservation education at the buffer zone schools. They said development of local curriculum on conservation education needs a lot of expertise since it has never been done before.

Participants also have pointed out the role of bufferzone committee to support conservation education. According to the Bufferzone Management Guideline, bufferzone committee should spend at least 10% budget in the conservation education. But in real practices, it never happened. Teachers have emphasized to sensitize and aware bufferzone committee's to spend on school conservation education. They have also requested conservation related



organizations to include school conservation education in their planning. Teachers have blatantly expressed their views towards the prevailing practices of compensation against wildlife attacks on human, livestock and crops. They said it is difficult to motivate students towards the conservation if their

community is being suffering from wildlife. Hence, teachers have requested to the park official, bufferzone representatives to make compensation mechanism swift, prompt and appropriate.

Participant teachers have expressed serious concern over the gap between park and people. They requested park to focus on community based activities and to increase communication with people. Teachers expressed grievance that their role in the conservation has not been utilised as it should have. They said teachers are ready to mediate between park and people conflict, community based awareness.

Third topic of the program was quite analytical where the participating teachers have analysed on 'conservation education in existing curriculum'. During the discussion about this topic, teachers have opined existing curriculum is not able to furnish the requirement of the students of the areas around national parks, reserves. The contents related with conservation education are included only from lower secondary level. The most students of vulnerable indigenous groups rarely crossed the primary level education, hence conservation education should be included from the primary level, teachers suggested. Similarly, they have emphasized to provide informal conservation education to the vulnerable community too.



The last topic 'ways to promote school conservation education' headed towards the conclusion with intensive work out of the participants. Participants were divided into four groups. Each group members discussed with each other and finally concluded to the points.

Each group has presented their conclusion in chart paper. One hour was given to prepare the paper and 20 minutes was allocated for each group presentation. After the completion of the group presentation, a final conclusion has been drawn. Among the conclusions, key points were to induce conservation education as the local curriculum in the schools of bufferzone area, to increase investment and prioritize on school conservation education, to amend the policy related with compensation and community programs.

Several handouts were distributed and contents were explained. Handouts prepared in Nepalese language consisted information about the rhino and conservation related topics prepared by the EPRC team and subject experts. School teachers have low access to rhino and conservation updates and thus handouts would be helpful to provide additional inputs to the students. They have been also provided English and Nepalese version of the Conservation Watch Fortnightly Newsletter. Teachers said handouts would be useful to go depth on rhino and conservation issues. They have even promised to display the Nepalese version of newsletter regularly in the school and also in the community as much as possible.



Closing session was conducted at last. Two of the participants each from Chitwan and Nawalparasi district are requested to analyse on achievement of the workshop. They said they are glad to participate in the program on school conservation education and conclusions and recommendations of the program would be fruitful to promote conservation education at the schools. Program Co-ordinator of EPRC, Mr. Deepak Acharya thanked all participants for actively participating in the program and making it successful. He said the

conclusion of the program will be forwarded to concerned authorities and issue of school conservation education would be subjected for further debate and discussion.

7. Significant voices :

a) Gopal Krishna Poudel (Chief District Education Officer, Chitwan): School Conservation Education is new and interesting topic. I have been participating in this topic for the very first time. Conservation crusader would not get success until the people knows about the essence of conservation. Upcoming generation should not be deprived on conservation. School conservation education is much pertinent and is need of present time particularly for the bufferzone areas. I heartedly welcome the concept to include school conservation education as a local curriculum and ready to support from my side but resource crunch will be the major stumbling blocks.

b) Kamal Jung Kunwar (Acting Chief Warden, Chitwan National Park): Conservation Education is one of the prioritized objectives but due to different constraints we have not been able to implement it. I did not hesitate to confess our inability to implement conservation education. We are facing several criticism from various quarters, but we need help from the organizations like EPRC who are providing constructive support, suggestions and recommendation to us.

I want to say sorry for not being touch with you on this issue. I again thank EPRC for providing this platform which have started wonderful initiation. We are ready to support for implementing school conservation education as a local curriculum and other school educational activities but it needs multisectoral co-ordination and co-operation. Extensive debate and discussion with conservation and educational experts, buffer zone members and concerned stakeholders is needed.

I believe school conservation education would attract more attention if the schools formed network and submit the concept in organized form. This would help to allocate budget and other support during planning phase. The concept of school conservation education lies at zero point till now and I feel this program has extracted this issue from it's zero point and hope it will not end here.

c) Durga Prasad Dhakal (Saraswoti Secondary School, Megghauli):

Our students, their families are suffering from the rhinos. Bluntly speaking, some suffering students have enmity towards the wildlife. I think school conservation education should go simultaneously with gradual improvement on policy so that students could be motivated towards the conservation not in the school but also in the family and community.

d) Shiva Prasad Gautam (Saraswoti Secondary School, Jeetpur) :

Some of my students have to stay whole night in the machan to safeguard their crops. As a result, they are being unable to complete their homework and remained sluggish in the classroom. Three years ago, ninth grader student of my school was arrested by the park officials for rhino poaching. He used to stay whole night at the machan regularly . Some locals suggested him to use single phase line to distract the rhinos from the field. Fed up with regular night vigilance, he applied so but unfortunately one rhino died by the current in the first day. He was apprehended, imprisoned and latter released on bail. He was not a poacher but his ignorance put him in a criminal row. Had he got appropriate information, he would never have dared so. This is an example which justify the needs of conservation education and awareness at the school and in community too.

e) Kamal Prasad Pathak (Kumarwanti Higher Secondary School, Kolhuwa) :

Rhino club has been established in my school by EPRC. It has conducted various programs too. But I think, school should have to envisage sustainability of the club and its activities. Teachers donot get training, refresher to consolidate and bolster their practices. Teachers should be regularly instilled on conservation issues. School education program should be implemented by including it in the curriculum and also as extra-curricular activities, competitions. It would be more beneficial if community people are also invited in those activities.

f) Dipak Raj Ghimire (Jhuwani Secondary School, Jhuwani) :

Schools who are performing conservation related activities do not have sharing mechanism to get improved. I think the network of the schools on conservation would be helpful to build up efficacy and self-sustained capacity. Most of the schools are only limited to the plantation activities in the name of conservation activities. District Education office is the key actor to initiate for conservation education curriculum. Hence, it should be continuously traced, apprised and supported.

g) Shiva Raj Adhikari (Bachhauli Secondary School, Bhaccauli) :

We should have to identify and explore the role of community based organizations to promote school conservation education. For e.g. in our school areas, a community forest used to generate more than NRs 5 million per annum as a revenue from the tourist. But they spend nominal on conservation education and huge chunk of the money spend in the name of conservation education goes on observation tour which is less productive in my view. Local community based organizations are sustainable source to conduct conservation activities in the school and in the society. Community forest and bufferzone user committee did not spend 10% of their income for conservation education. Bufferzone council and park should have strict scrutiny on it.

h) Bhimlal Acharya (Malpur Lower Secondary School, Malpur):

Inclusion of conservation education in a separate curriculum is the best way to promote conservation education. Various conservation clubs are established but they are unmanaged and unsystematic. In some schools, students clubs of same motives are established in various names. This sort of overlapping should be checked out and new school should be destined.

i) Nawaraj Koirala (Laxmi Secondary School, Jagatpur):

Ethnic and indigenous people are more vulnerable for poaching. But most of their children quit the schools after primary level so as to support their family. Our existing curriculum contains the content of conservation education from the lower secondary level only. Hence, I think conservation education should be started from the beginning. Drop out students and

their parents should also be sensitized on conservation though informally at their work places. We, the teachers have obligation towards the community as others but can contribute more than other in conservation education. We are ready to flow conservation education message in and out of the school.

8) Output :

- a) 20 science and environment teachers of bufferzone area of CNP have introspective sharing and analysis on prevalent practices on conservation education.
- b) Participating teachers have performed intensive discussions and made recommendations to promote school conservation education.
- c) Participating teachers have been provided extra inputs so as to help them in increased and better knowledge on rhino and conservation issues.

9) Conclusion :

The workshop has been crucial to promote conservation education through schools. Top educational and park authority of Chitwan have pledged to render the support. If the recommendations made by participants, commitment and suggestions of the Chief Education Officer and Acting Chief Warden of CNP are traced continuously, conservation education in the CNP will get new momentum. The enthusiasm and excitement of the bufferzone teachers are much appreciable.

10) Recommendations :

- a) Conservation education should be included as local curriculum in bufferzone schools.
- b) District Education Office should lead and carry strenuous efforts to include conservation education as a local curriculum.
- c) Bufferzone user committes, community forest committes should prioritize school conservation education and increase investment on it.
- d) Conservation related I/NGOs should include school conservation education in the planning.
- e) Network should be developed between the bufferzone schools in order to share on practices of conservation education, to solicit support for school conservation education activities and ultimately to shape up organised and self-sustained mechanism.
- f) The potentialities of science and environment teachers should be utilised as "Conservation Guide" in the school and community too. They should be provided refresher activities periodically.
- g) Community people should be involved in school level conservation related activities.
- h) Informal conservation education should be rendered to ethnic and indigenous community and drop out students.
- i) Conservation related clubs should be expanded on more bufferzone schools but overlapping should be strictly prohibited.
- j) Policy and practice regarding compensation issues should be revised, grassroot level activities should be enhanced by concerned parties which helps to create conducive and friendly environment for conservation education at schools and community.

11. Participants list :

S.N.	Name	Organization / School
1	Gopal Krishna Paudel	District Education Office(Chitwan)
2	Kamal Jung Kunwar	Chitwan National Park
3	Nanda Kishor Chaudhari	Kapiya Secondary School, Kumroj (Chitwan)
4	Narayan Chapagain	Sajhapur Secondary School, Megghauli (Chitwan)
5	Santaram Mahato	Shree Secondary School,Ganganagar (Chitwan)
6	Tikaram Ghimire	Shree Secondary School,Ganganagar (Chitwan)
7	Bhimlal Acharya	Malpur Lower Sec. School, Bachhauli (Chitwan)
8	Shiva Raj Adhikari	Bachhauli Secondary School,Bachhauli (Chitwan)
9	Dipak Raj Ghimire	Jhuwani Secondary School, Jhuwani (Chitwan)
10	Kamal Prasad Pathak	Kumarwanti Higher Secondary School, Kolhuwa (Nawalparasi)
11	Dilli Ram Neupane	Saraswati Secondary School,Gochhada(Nawalparasi)
12	Uma Kanta Bhattarai	Saraswati Secondary School,Gochhada(Nawalparasi)
13	Narayan Prasad Aryal	Kumarwanti Higher Sec.School, Kolhuwa(Nawalparasi)
14	Dol Prasad Pathak	Janata Secondary School, Nandabhauju (Nawalparasi)
15	Tilakram Chaudhari	Janata Secondary School, Nandabhauju (Nawalparasi)
16	Nabaraj Koirala	Laxmi Secondary School, Jagatpur (Chitwan)
17	Mukta Bahadur Poudel	Laxmi Secondary School, Jagatpur(Chitwan)
18	Shiva Prasad Gautam	Saraswati Secondary School,Jeetpur(Chitwan)
19	Durga Prasad Dhakal	Saraswati Secondary School,Jeetpur (Chitwan)
20	Bhuvan Baral	Saraswati Secondary School, Jagatpur (Chitwan)
21	Ishowri Poudel	Sajhapur Secondary School, Megghauli (Chitwan)
22	Shiva Lal Mahato	Janaki Secondary School, Megghauli (Chitwan)