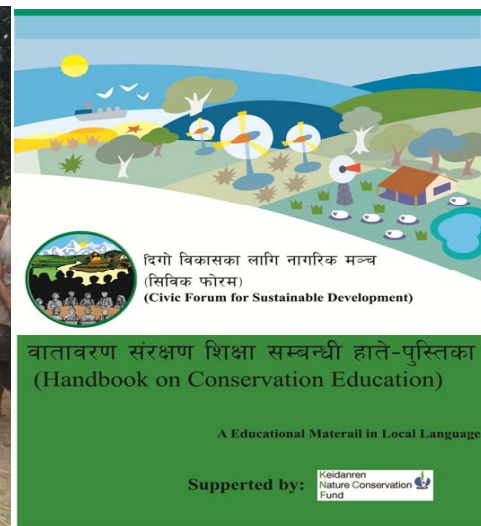


Conservation Education and Communication Project (CECP)



Submitted by

Civic Forum for Sustainable Development
(CIVIC FORUM)
Kavre, Bagmati, Nepal

Submitted to

Keidanren Nature Conservation Fund
(KNCF), Japan

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Acknowledgement

Our heartfelt acknowledgement goes to **Keidanren Nature Conservation Fund (KNCF)** for providing the financial support for the project entitled **"Conservation Education and Communication Project (CECP)"**. Without such kind support, we would not be able to conduct this important Project in the community level. Likewise, we are also grateful with Village Development Committee (VDC)/**BANAKHU** and Biodiversity Research and Conservation Society (BRCS) for providing the matching fund to accomplish the project activities either from monetary or in kind as per the commitment.

We must acknowledge the support of the Department of National Parks and Wildlife Conservation (DNPWC) for giving us necessary guidelines and materials (related to community based wildlife conservation) especially for the conservation workshop. We are very grateful to Dr. Bhumi Ratna Lamichhane and Mr. Bikash Niraula for facilitating to local people towards conservation education. Mr. Chakra Kunwar (President, Community Forestry User Groups (CFUG), **BANAKHU**, Kavrepalanchowk who generously provided us the space for room to conduct the workshop in peaceful environment.

We wish to express our heartfelt thanks to the participants of **BANAKHU, PHOKSINGTAR and GHATRICHHA** VDCs of Kavre district. We have been a very grateful with them for their active participation. On behalf of Civic Forum for Sustainable Development (CIVIC FORUM), we thank to the indigenous people, school teachers and students, without them we would not able to conduct and transfer our best skill and knowledge to them towards wildlife conservation.

Thank you!!!!

Damodar Gaire

Project Director

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Executive Summery

The main aim of the project named “**Conservation Education and Communication Project**” was to give the message especially for our school students motivating them towards conservation education in schools and their own communities. In this report, we have presented half-yearly activities so far conducted by CIVIC FORUM in coordination with schools and local communities. During period, we accomplished the wildlife conservation workshop, eco-clubs formation, school based nursery development, plantation program, Indigenous people education, Gothalo or cattle herders education and audio-visual program for environmental awareness and extension program. At the initial of the program, the workshop entitled “**Community Based Wildlife Conservation**” was organized and carried out in Community Forestry User Group (CFUG) building of Banakhu VDC. Altogether, there were 40 participants among the marginal sections of the society (indigenous people, blacksmith community, dalits, etc), school teachers and students. Along with these activities, we focused on various subject matters related to conservation education to school teachers as well as students on brief introduction of wildlife species in Nepal and globe towards conservation, inventory methods of wildlife species, habitat evaluation, importance of wildlife species and their roles in the community, knowledge on ecosystem and relationship among the people, forests and wildlife species.

Likewise, we have formed the **eco-clubs** in 15 different schools. All the students were eagerly participated in **nursery development** and **plantation program** in their own schools. We also provided the knowledge and skills of conservation education including roles and responsibilities. Therefore, we planted **1500 different plants and developed 15 different school nurseries (6-baded nurseries)** with the participatory approach. Similarly, **non-formation education** was conducted especially for the indigenous people. Among them, cattle herders’ education was quite different and innovative rather than other program because of the fact that we went directly in the field and provided the training for enhancing their knowledge and skills on conservation to those who do not have an opportunity. Audio-visual program was conducted in **3** different VDCs (Banakhu, Goltar, and Mahadevsthan) of Kavre district. Altogether, **834** people were directly benefitted through the program, and sensitized about the community awareness on wildlife conservation, climate change, and overall biodiversity. 5 times street theater were organized and conducted in 5 different places. The main aim was to create the community awareness about rights of wildlife species, expression of wildlife after destructing their habitats. Altogether, there were **1021** participants in the program. The program was influenced about **5000** people (School students and indigenous people) regarding the conservation education, and sensitization towards the important of biodiversity.

To sum up

1. Workshop on Community Based Wildlife Conservation

- Altogether 40 participants were actively participated in the workshop
- Capacity building of participants were increased, Promoted and enhanced the value and roles of wildlife species, and Built up relationship among the nature, natural resources, and human and wildlife species.



2. School Based Eco-Clubs

- Eco-Clubs formulation (formed **15** different eco clubs in **15** different schools, training to eco-clubs members for transferring the skills on environmental conservation, afforestation/reforestation, etc)
- School-based nursery developed (Developed **15** nurseries in **15** model schools, plantation program (1500 Seedlings of different forest based species were planted in Banakhu VDC)

3. Non-Formal Adult Education on Wildlife Conservation

- Indigenous people's education (**28** persons), and Gothala or Cattle herders Education

4. Environmental Awareness and Extension program

- Audio-Visual Program (**834** Audience): **5** times
- Street theatre (directly involved **1021** people: **5** times)

5. Educational materials printing and distribution

- Conservation Education (Books): 1200 Copies
- Conservation Posters: 2000 copies
- Stickers: 3000 copies
- Conservation video clips: The conservation video clip has also been uploaded in YouTube; please go to the following link for more information: <http://youtu.be/DmW11uodYDA> .

1. INTRODUCTION

Conservation Education and Communication (CEC) has always been an integral part of the biodiversity conservation. Therefore, we have commenced to work among the indigenous people and students in the people of Banakhu VDC on where conservation related activities had not been conducted before. We organized various awareness and capacity building programs to increase the capacities of local people to conserve and sustainably manage the biological diversity in a way that is **ecologically viable, economically beneficial and socially equitable**. This was essential to increase the appreciation of the relationship with, and dependency on, the natural and cultural resources, to bring changes in attitude and behavior and enable people to cope with unexpected vulnerabilities. Non-formal education was conducted in order to improve literacy rates and to increase levels of conservation awareness among the indigenous people of BANAKHU VDC. *Gothala* or cattle herders' education was another form of non-formal education, Cattle herders spend most of their time in the forest, habitually destroying plants, cutting off branches off trees, collecting and eating the eggs of birds and killing birds for meat. These environmentally unfriendly practices generally result from lack of conservation awareness. Therefore, we organized the various trainings and sessions in favor of cattle herders' and other indigenous people on conservation education.

This project has definitely helped to conserve the nature for long lasting contribution. ***Continuation of the school based eco clubs and their activities, non formal education for indigenous people and cattle herders, celebration of the environmental days and involvement of local people in conservation related activities*** will definitely help them (local people and students) for long lasting contribution to nature conservation.



2. OBJECTIVE

S.N	Objectives	For what?
1	To provide individuals and communities with a basic knowledge and understanding of the environment, the biodiversity and their inter-relationship with humans.	Knowledge
2	To promote awareness and a sensibility in individuals and communities about the environment, the biodiversity and its problems.	Awareness
3	To encourage individuals and communities to value the environment and consider it important in order to inspire participation in the process of improving and protecting the environment for the betterment of their own livelihoods.	Attitude
4	To provide people with skills to identify, predict, prevent and solve environmental problems and to make them capable of utilizing limited resources in a sustainable way and of coping with unexpected vulnerabilities.	Skills
5	To provide individuals and communities with the opportunities to actively participate in solving environmental problems and to make educated decisions about biodiversity conservation.	Participation

3. ACHIEVEMENT INDICATORS

Objectives	INDICATORS			Details
	Non Achieved	Partially Achieved	Fully Achieved	
To provide individuals and communities with a basic knowledge and understanding of the environment, the biodiversity and their inter-relationship with humans.			√	At the initial, we started to conduct the workshop entitled “ Community Based Wildlife Conservation ” at the building of Community Forest User Groups (CFGs), Banakhu-6, Kavrepalanchwok. Altogether, there were 40 participants among the marginal sections of the society (indigenous people, blacksmith community, dalits, etc), school teachers and students. Along with these activities, we focused on various subject matters related to conservation education to school teachers as well as students on brief introduction of wildlife species in Nepal and globe towards conservation, environment and climate change, their inter-relationship, inventory methods of wildlife species, habitat evaluation, importance of wildlife species and their roles in the community, knowledge on ecosystem and relationship among the people, forests and wildlife species. After accomplishing the workshop, each trained people assisted others for information sharing regarding conservation education at 40 times in the grass roots.



To promote awareness and a sensibility in individuals and communities about the environment, the biodiversity and its problem			√	In order to make the consensus on wildlife conservation, 2 months classes were designed and carried out in the Banakhu VDC where there are the highly majority of indigenous people (Tamang, Jirel, Gurung and Magar). Classes were conducted in the evening focusing on wildlife conservation, roles and responsibility of the community, audio-visual programs using video showing, etc. Along with non-formal adult education, we also conducted the 2 months Gothala or cattle herders' education in the field. We conducted such education program because of the fact that Gothala or cattle herders' are directly related to wildlife species in their day to day.
To encourage individuals and communities to value the environment and consider it important in order to inspire participation in the process of improving and protecting the environment for the betterment of their own livelihoods.			√	After providing the trainings or guidance, the eco-clubs members were actively encouraged to participate in preparing the wall paper magazine, environmental day's celebration, plantation program including nursery bed preparation for practical means, and made capable them on conservation education. Local people initiated to plant the multipurpose tree species in their private land for promoting greenery and sustainable livings.
To provide individuals and communities with the opportunities to actively participate in solving environmental problems and to make educated decisions about biodiversity conservation.			√	-Formation of 15 eco-clubs among the three VDCs (Banakhu, Ghatrichhap and Phoksingtar) of Kavrepalanchwok district. -Planted 1500 different plants of 18 species -5 times audio-visual program (834 local people were directly benefitted through this program)

4. PROGRAM DETAILS

4.1 Conservation Workshop

The conservation workshop was organized in the Community Forestry User Groups (CFUG)' building of Banakhu, Kavre from 21 to 25 May, 2012. During wildlife conservation workshop, all the subject matters were



directly related to nature and its conservation, community roles and responsibilities and recommendation for the future courses of action in order to long term survival of endangered species. Most of the marginalized people had little knowledge on the protection of endangered wildlife species. As a result, they had seriously practiced the hunting related activities in their own community. In fact, we faced very difficult situation to convince them not to practice hunting mentioning that they have rights to survive in the earth. After long discussion in that workshop, we were able to convince them not to hunting practices to the wildlife species. Obviously, it was the major outcome of the workshop. Along with these activities, we focused on various subject matters related to conservation education to school teachers as well as students on brief introduction of wildlife species in Nepal and globe towards conservation, inventory methods of wildlife species, habitat evaluation, importance of wildlife species and their roles in the community, knowledge on ecosystem and relationship among the people, forests and wildlife species

Program Format/Curriculum

DAY ONE

8 to 8:30 am: Registration of the participants

8:30 to 9 am: Welcome speech from the president of CIVIC FORUM including the subject matters of the workshop

9 to 9:30 am: Rules and regulation of the workshop

9:30 to 9:40 am: Tea/coffee breaks

9:40 to 12am: 1. Introduction of wildlife conservation in Nepal
2. Endangered wildlife species in Nepal and global
3: Role of community to conserve wildlife species

12am to 1 pm: Lunch breaks

1 to 3pm

- 1: Control of killing and illegal trade of endangered wildlife species
- 2: Community –based wildlife conservation: approaches and trends
- 3: Group exercise on wildlife conservation (**Case observed in the community, drawbacked observed, recommended solutions and appropriate techniques**)

3 to 4 PM: Agendas for wildlife conservation

DAY TWO

9 to 9:30 am: Survey technique or of wildlife (Ungulates, birds, elephant, tiger, rhinoceros, etc)

9:30 to 9:40 am: Tea/coffee breaks

9:40 to 12am: 1. Bird watching program

12am to 1 pm: Lunch breaks

1 to 3 pm:

- 3: Case study preparation on wildlife conservation
- 4: Report writing formats

3 to 4 PM: Proposal writing and report preparation formats on wildlife conservation

DAY THREE

9 to 9:30 am: Tea and snakes

9:40 to 12am: Audio visual program on wildlife conservation



12am to 1 pm: Lunch breaks

1 to 4 pm:

- 1: Visual case study showing
- 2: Wildlife conservation film (clip from the national geographical channel)
- 3: Exercise to the participants

DAY FOUR

9 to 9:30 am: Tea and snakes

9:40 to 12am: Conservation education in school 12am to 1 pm: Lunch breaks

1 to 3 pm:

- 1: Subject matter for conservation education in school
- 2: Extra curriculum activities in school regarding wildlife conservation

3 to 4 pm: Action plan for one year

DAY FIVE

9.00 Am to 2 PM: Field excursion (Dhulikhel Wildlife Park)

4.2 School Based Eco-Clubs

During May to July, we have formed the 15 different eco-clubs in 15 different schools in 3 VDCs named BANAKHU, PHOKSINGTAR and GHATRICHHAP. Eco club members were selected using participatory method for equal opportunity to all students (nominated from teachers and willingness to work being an executive member). After forming the eco-clubs in every school, we have also provided the basic training for wall paper magazine, environmental day celebration, plantation program and so on.



Table 1: School-wise eco clubs

SN	Name of Eco-Club	Address	Members		
			Female	Male	Total
1	Gauleshwari	Banakhu-1, Kavre	5	4	9
2	Janamohan	Banakhu-3, Kavre	8	7	15
3	Aajat	Banakhu-5, Kavre	5	6	11
4	Sunaulo	Banakhu-5, Kavre	5	4	9
5	Saraswati	Banakhu-6, Kavre	4	5	9
6	Janaklyan	Banakhu-7, Kavre	7	6	13
7	Gyanjyoti	Banakhu-9, Kavre	4	5	9
8	Kokha Devi	Banakhu-4, Kavre	4	3	7
9	Jyoti	Banakhu-8, Kavre	9	6	15
10	Surya Chandra	Phoksingtar-9, Kavre	5	4	9
11	Ambeswari	Ghartichhap-5, Kavre	4	3	7



12	Thakur Prem	Ghartichhap-2, Kavre	4	3	7
13	Shantidip	Ghartichhap-9, Kavre	4	3	7
14	Janabalhit	Ghartichhap-8, Kavre	3	4	7
15	Sambheshwar	Ghartichhap-1, Kavre	4	5	9

4.3 Nursery development

Altogether, 5 school based nurseries were developed in 5 different schools. This program was only possible with the collaborative efforts from school students, teachers and local people. Actually, nurseries have been developed specially for the practical purposes to students, including better identification of these species and medicinal purposes as well. The sizes of the nursery bed were 6 ftX4 ft, 6.5 ft X 5ft depending up on the nature of land available in the periphery of schools. The following species' seed were used in nursery bed or placed in plastic polypot. The seeds for nursery were arranged and managed from KAVRELI Nursery with technical support from Mr. Ramchandra Regmi (Forest Ranger, District Forest Office (DFO), and Kavrepalanchwok.





A: Preparation of Nursery bed, **B:** Treatment of forest seeds, **C:** Plastic polypot carrying in nursery bed.
D: Students participated in nursery bed preparation and **E:** Sample of demo school based nursery in Banakhu.



4.4 PLANTATION PROGRAM

Plantation program was carried out in BANAKHU, PHOKSINGTAR and GHATRICHHAP VDCs of Kavrepalanchwok district. The areas on where we planted were in the boundary of schools and VDC buildings, landslide prone areas, public land (at the edge of riverside) degraded land and denuded hills. During period, we mobilized the school students, teachers, and local people with the majorities of indigenous people. We focused on the species with multipurpose tree species because of the fact that local people can take multiple benefits even the single species. Tree species were selected according to their medicinal value, ornamental purposes and good shade nature. The tree species were selected for their medicinal and ornamental value rather than fuel wood, fodder and timber purposes. The planted tree species were enlisted below:

Table 2: Number of planted species in three VDCs of Kavrepalanchwok district

S.N.	Name of Species		VDC	No.	Multipurpose uses
	Local Name	Scientific name			
1	Lapsi	<i>Choerospondias axillaris</i>	Banakhu	70	Good Shade, pickle/candy making
2	Rajbrichhe	<i>Cassia fistula</i>	Banakhu	120	Ornamental tree
3	Bakaino	<i>Melia azedarach</i>	Banakhu	75	Good Shade, pickle/candy making
4	Neem	<i>Azadirachta indica</i>	Banakhu	158	Medicine for fever, making organic pesticide
5	Ritha	<i>Sapindus mukorossi</i>	Banakhu	86	Ornamental tree species
6	Amla	<i>Phyllanthus emblica</i>	Phoksintar	153	medicine for acid reflux, appetizer
7	Katahar	<i>Artocarpus lakoocha</i>	Banakhu	66	Good Fruit
8	Kimbu	<i>Morus alba</i>	Phoksintar	23	Fruit, ornamental
9	Birendra Ful	<i>Jacaranda ovalifolia</i>	Banakhu	56	Ornamental tree
10	Rudrashya	<i>Elaeocarpus sphaericus</i>	Banakhu	105	Ornamental tree
11	Kaiyo	<i>Gravilia robusta</i>	Banakhu	32	Ornamental tree
12	Jamun	<i>Syzizium cumini</i>	Phoksintar	86	Fruit, ornamental
13	Khote Sallo	<i>Pinus roxburghii</i>	Ghatrichhap	35	Ornamental, resin
14	Khayer	<i>Acacia catechu</i>	Banakhu	80	Making katch and katha
15	Chiuri	<i>Bassia butyracea</i>	Banakhu	34	Making shoap, ghee
16	Kapur	<i>Cinnamomum camphora</i>	Banakhu	151	ornamental tree
17	Chandan	<i>Santalum album</i>	Banakhu	90	Making perfume, ornamental
18	Dalchini	<i>Cinnamomum zeylanicum</i>	Banakhu	80	Making spices, herbal tea
Total				1500	





A: Planting materials (Seedlings) ready for transporting in the planting sites B: Local indigenous people mobilizing in the planting sites C: Local people are planting the different type of plant seedlings



5. Non-Formal Adult Education on wildlife conservation

For making consensus on wildlife conservation including overall biodiversity, **2 months** classes were conducted and in the Banakhu VDC. The majorities of the participants were marginalized indigenous people (Tamang, Jirel, Gurung and Magar). Classes were conducted in the evening focusing on wildlife conservation, roles and responsibility of the community, audio-visual programs using video showing, etc. Along with non-formal adult education, we also conducted the **2 months**



Gothala or cattle herders' education in the field. We conducted such education program because of the fact that Gothala or cattle herders' are directly related to wildlife species in their day to day life. Another reason on why we initiated such program was that local people have not their leisure time because they always busy in household/agriculture works for livelihoods.

Subject Matter for indigenous people and Cattle herders`

- Literacy class
- Practical session
- Conservation audio session
- DVD player session
- Section 1: Environmental education (Introduction)
- Section 2: Conservation education in school and community
- Section 3: Roles of parents on guiding their children's
- Section 4: Impacts of climate on livelihood
- Section 5: Community based agendas



Section 6: Greenery promotion is one and only way for biodiversity conservation

6. Environment Education and Extension Program

In order to convey the conservation message to our school students, teachers and indigenous local people, audio-visual program focusing on wildlife conservation was organized and conducted in BANAKHU VDC (five times). Various conservation related DVD was shown during period. The DVD was related to environmental education, climate change, roles and responsibilities of community people, and wildlife conservation.

Audio Visual program

During the program, altogether, there were 834 people, participated in the environmental awareness and extension programs. Audio-visual program was conducted in 3 different VDCs (Banakhu, Goltar, and Mahadevsthan) of Kavre district. During period, 5 different audio visuals were shown in the respective VDC. The main aim of the program was to create the community awareness on wildlife conservation, climate change, and overall biodiversity. At the last, we created the general level of understanding among the local people.

Street theater

5 times street theater were organized and conducted in 5 different places. The main aim was to create the community awareness about rights of wildlife species, expression of wildlife after destructing their habitats. Altogether, there were 1021 participants in the program. We disseminated the conservation message to the grass roots.

Educational materials printing and distribution

Publishing the educational materials is very important in order to disseminate our conservation message in the grass roots level. During period, we published 1200 copies of conservation Education (Books), 2000 copies of poster and 3000 copies of stickers and disseminate in the grass roots in coordination with Ministry of Forest and Soil Conservation (MFSC). Along with the education materials, we also published the video clips of the conducted activities. The conservation video clip has also been uploaded in YouTube; please go to the following link for more information: <http://youtu.be/DmW11uodYDA>.

7. Involvement of local people

In order to make the consensus on wildlife conservation, **2 months** classes were designed and carried out in the BANAKHU VDCs where there are the highly majority of indigenous people (Gurung and Tamang). Classes were conducted in the evening focusing on wildlife conservation, roles and responsibility of the community, audio-visual programs through video showing program, etc. Along with non formal adult education, we also conducted the **2 months** Gothala or cattle herders' education in the field. We conducted such education program because of the fact that Gothala or cattle herders' are directly related to wildlife species in their day to day activities.



Formation of eco-club is an essential tool in order to create the community awareness on biodiversity conservation for sustainability aspect. Altogether, **15** eco-clubs were formed during the course of 6 months. After forming the eco-clubs, the eco-clubs members were actively participated in preparing the wall paper magazine, environmental day's celebration, plantation program including nursery bed preparation for practical means, and Make aware to community on conservation education. Along with these activities, community had actively participated in nursery bed preparation with the involvement of school based eco clubs. Altogether, **15 model nurseries** were prepared in the periphery of schools in 15 different schools. During time, we planted **1500** number of plants in the periphery of Banakhu, Phoksingtar and Ghatrichhap VDCs of Kavre district. **5 times** Audio visual program were organized in the village level in order to make the aware to villagers especially on conservation education and communication.

834 people of all ages were directly benefited through this program. Audio visual aid was used to convey the conservation message for indigenous people that were shown in the BANAKHU VDC regarding the rights of wildlife species, expression of wildlife after destructing their habitats, climate change, and roles and responsibility of local people towards environmental conservation. During period, we published **1200** copies of conservation Education (Books), **2000** copies of poster and **3000** copies of stickers and disseminate in the grass roots in coordination with Ministry of Forest and Soil Conservation (MFSC). Along with the education materials, we also published the video clips of the conducted activities. Indirectly, altogether there were **5000** people, influenced through this program.

8. OUTCOMES (Short-term)

Major outcomes

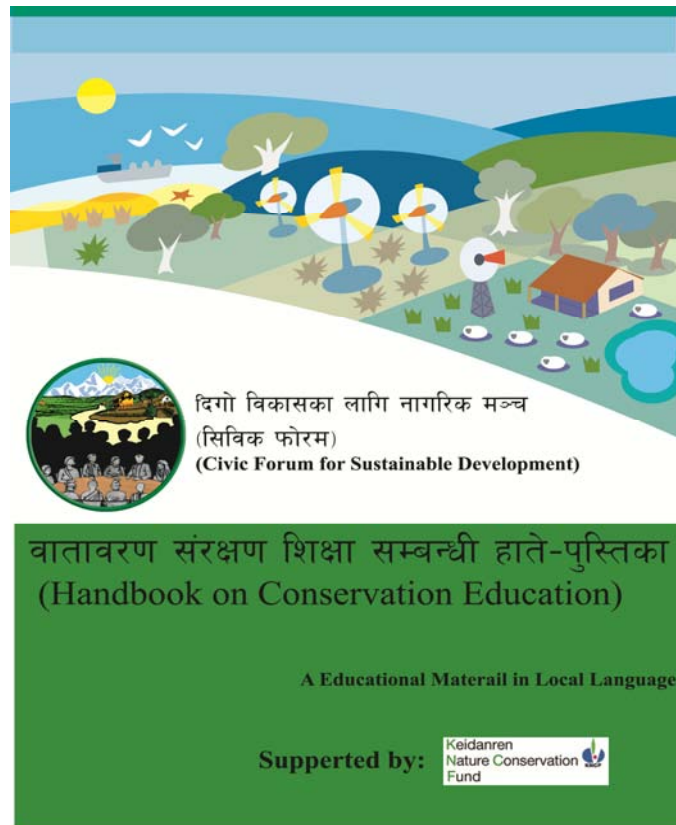
- **Capacity building of the marginalized people** (indigenous people, dalits, blacksmith community, etc), school students and teachers on conservation education and its communication techniques.
- Development of **participatory biodiversity conservation model** in the grass root level. As a result, can apply in the other similar areas
- **Institutional development** (non-formal education and cattle herders' education) and **post formation support** of the newly formed eco-clubs.
- **Resource materials** (conservation books/Local language) for school students and indigenous local people
- **Continuation of disseminating materials** by child clubs and youth clubs.

Others

- Formulation of the **village-based strategy** for conserving biodiversity along with environmental plan.
- **Suggestions to the government** on biodiversity related issues and feedbacks at that time of policy formulation.
- **Coordination and linkages** with biodiversity related organizations and other stakeholders for exchange of information and supporting them especially on tools and techniques along with subject matters.



Resource Materials (Conservation Books)



Conservation Sticker



Newspaper cutting

(Information of the success of the program published by local newspaper)

मोफसलमा क श्रेणीको आप्ताहिक

चेष्टा

१८ औं वर्ष
असल समाज निर्माणका लागि
सत्य समाचारको सम्प्रेषण

Cheshta Weekly

वर्ष १८ अंक ४५ २०६९ भाद्र २१ गते विहीबार (6th Sept. Thursday 2012) नेपाल संवत् १९३२, मूल्य रु. ५१- (उपत्यकाको लागि रु. ७) पेज १८ www.cheshtaweekly.com.np

रेडक्रसको स्थापना भएको ५० औं वर्षमा प्रवेशको शुभअवसरमा काभ्रे शाखाको सभा कक्षमा एक समारोहको आयोजना गरी नेपाल रेडक्रस दिवस मनाएको छ । उक्त कार्यक्रममा रेडक्रसका संस्थापक महामानव जॉर्ज हेनरी ड्युनाको तस्वीरमा मान्यार्पण सहित ५० वटा मैनबत्ती सभापति समुन्दलाल श्रेष्ठ, कार्यसमितिका पदाधिकारी तथा सदस्यहरु, उपशाखाका प्रतिनिधिहरु र कर्मचारीहरुले दिप प्रज्वलनका साथ एकै स्वरमा स्वर्ण वर्षको घोषणा गरेका थिए । उक्त कार्यक्रममा नेपाल रेडक्रस सोसाइटी काभ्रे शाखाका सभापति श्यामसुन्दर श्रेष्ठले मन्तव्य दिएका थिए भने संचालन शाखाका मन्त्री बिश्वनाथ तामाकारले गरेका थिए ।

जापानको सहयोगमा कार्यक्रम शुरु

वनखु/Keidanren Nature Conservation Fund (KNCF), JAPAN को सहयोगमा दिगो विकासका लागि नागरिक मञ्च (CIVIC FORUM) का साझेदारीमा काभ्रेपलाञ्चोक जिल्लाको वनखचौर गा.वि.स.मा Conservation Education and Communication Project (CECP) सञ्चालन शुरु भएको छ । कार्यक्रम अन्तर्गत समुदायमा आधारित वन्यजन्तु तथा जैविक विविधता संरक्षण सम्बन्धी ५ दिने कार्यशाला, १५ वटा ईको क्लब (Eco Club) गठन र विद्यालयमा आधारित नर्सरी व्यवस्थापन कार्य सम्मिलन भएको छ, भने वन्यजन्तु तथा जैविक विविधता संरक्षण सम्बन्धी अनौपचारिक शिक्षा कक्षा संचालन शुरु भएको छ । May, 01, 2012 वाट शुरु भएको सो कार्यक्रम April, 30, 2013 सम्म सञ्चालन हुने संस्थाको अध्यक्ष बसन्त कुँवरले जानकारी दिए ।

तालिम लिनेलाई प्रमाणपत्र वितरण

उमा थपलिया/धुलिखेल
घरेलु तथा साना उद्योग कार्यालय काभ्रेबाट आर्थिक वर्ष २०६६/२०६७मा संचालन भएका विभिन्न तालिमका प्रशिक्षार्थीहरुलाई प्रमाणपत्र वितरण गरिएको छ । उद्योग कार्यालयले दिएको तालिमहरु मध्ये मेशिनहरु प्रविधि अर्न्तगत सानो वाङ्छलीमा उद्यम गर्न ८ थान गलैचा थान वितरण गरिएको छ । -प्रशिक्षार्थी पत्रकार

जिल्ला ड्यापी मावि स्तरिय हाजिरजवाफ, बनेपा नगर वडा ड्यापी फुटबल प्रतियोगिता लगायतका विभिन्न सामाजिक कार्यमा संलग्न क्लवले जिल्लाका २४ वटा उच्च माविहरुलाई प्रतियोगितामा सहभागि गराएको छ । जिल्लामा रहेका कलेजहरु बिच आपसी सम्बन्ध घनिष्ठ र सुमधुर राख्ने उद्देश्यले उक्त प्रतियोगिता आयोजना गरिएको क्लवका अध्यक्ष सागर मानन्धरले जानकारी दिए । प्रतियोगिताका लागि करिव २ लाख खर्च हुने आयोजकले जानकारी दिएका छन् । प्रतियोगितामा प्रथम हुने टिमलाई नगद १० हजार सहित शिल्ड मेडल र प्रमाणपत्र प्रदान गरिने छ भने दोश्रोहुने टिमलाई नगद ५ हजार सहित अन्य पुरस्कारको व्यवस्था गरिएको छ । त्यस्तै तेस्रो हुने टिमले ३ हजार नगद सहित पुरस्कार प्राप्त गर्नेछ ।



Appendix I
Participants List

दिगो विकासका लागि नागरिक मञ्च (सिविक फोरम)				
संरक्षण शिक्षा तथा सञ्चार परियोजना				
समुदायमा आधारित वन्यजन्तु संरक्षण अभिमुखीकरण कार्यक्रम				
सहभागीहरूको हाजिरी विवरण				
मिति : २०६८/०९/०९-१३/		कार्यक्रम स्थल : श्री गौरीलेखी प्रा. वि. बजार-१ गोग्राम		
क्र.सं.	सहभागीको नाम/थर	प्रतिनिधित्व गरेको संस्था/निकाय	पद	दस्तखत
१	मान बहादुर कुम्भ	गौरीलेखी प्रा. वि.	PTA अध्यक्ष	मान
२	मेधा बहादुर कुम्भ	असुराथान कुम्भ	अध्यक्ष	मेधा
३	विमल बहादुर बाइको	—	—	विमल
४	दुर्दिमाया लामा	पशुपती महिला क्लब	सदस्य	दुर्दिमा
५	खड्क बहादुर बाइको	—	—	खड्क
६	निर्मल बहादुर विष्ट	—	—	निर्मल
७	खिल बहादुर विष्ट	—	—	खिल
८	सुकुमाया विष्ट	—	—	सुकुमा
९	सुरेन्द्र बहादुर बाइको	—	—	सुरेन्द्र
१०	गोपिलाल विष्ट	—	—	गोपीलाल
११	सुकुमा विष्ट	—	—	सुकुमा
१२	चन्द्रकाश विष्ट	गौरीलेखी प्रा. वि.	PTA सदस्य	चन्द्रकाश
१३	राज बहादुर माझी	साविक विद्यार्थी क्लब	मैनेजर	राज
१४	शङ्करा कुमारी कुम्भ	स्वास्थ्य	स्वयम् सेविका	शङ्करा
१५	सुमित्रा माझी	—	—	सुमित्रा
१६	सुरेन्द्रा माझी	—	—	सुरेन्द्रा
१७	पवित्रा कुमारी माझी	—	—	पवित्रा
१८	इन्दिरा कुम्भ	—	—	इन्दिरा
१९	ज्योति बहादुर माझी	—	—	ज्योति
२०	तुलसी कुम्भ	—	—	तुलसी
२१	पद्म बहादुर माझी	—	—	पद्म
२२	खड्क बहादुर कुम्भ	—	—	खड्क
२३	शंका माझी	—	—	शंका
२४	दिनेश विष्ट	—	—	दिनेश
२५	राम बहादुर विष्ट	—	—	राम



दिगो विकासका लागि नागरिक मञ्च (सिविक फोरम)

संरक्षण शिक्षा तथा सञ्चार परियोजना

समुदायमा आधारित बन्त्यजन्तु संरक्षण अभिमुखीकरण कार्यक्रम

सहभागीहरुको हाजिरी विवरण

मिति : २०६९-०९/०९-२९

कार्यक्रम स्थल : गौलेखरी-२/०६ वनसु-१ गौलेखरी

क्र.सं.	सहभागीको नाम/थर	प्रतिनिधित्व गरेको संस्था/निकाय	पद	दस्तखत
२३	विमोद थिङ			विमोद
२४	चेत वहादुर वाइवा			
२५	विष्णु वहादुर वज्यू			
२६	कुमार वज्यू			
२७	विम वहादुर माझी	गौलेखरी वडा नं. १	अध्यक्ष	
२८	विष्णु माया माझी			विष्णु
२९	चेत कुमारी माझी			चेत कुमारी
३०	लालम देवी लामा	गौलेखरी माणिको	प्रि डाक्टर	लालम
३१	दिपेन्द्र डुव			दिपेन्द्र
३२	दिनेश कुमारी डुव			दिनेश
३३	खिल वहादुर शर्मा	अनजान्छा थुम्छु	अध्यक्ष	खिल
३४	डा. वहादुर विष्ट			
३५	दददेवी डुव			
३६	दिलमाया डुव			
३७	बसु वहादुर लुङ्गेले			बसु
३८	बसु माया अस्ती			
३९	फूलमाया शर्मा			फूल
४०	खेलीमाया शर्मा			खेली
४१	बसु माया शर्मा			बसु
४२	लेख वहादुर शर्मा			लेख
४३	दिल वहादुर शर्मा			दिल
४४	धन वहादुर अस्ती			धन
४५	उषा कुमारी डुव			उषा
४६	धन कुमारी डुव			धन
४७	शान्ति डुव			शान्ति

Appendix II

Participants of Non-Formal Education (Conservation Education)

SN	Name of Participant	Address
1	Sita Maya Majhi (A)	Banakhu-2, Kavre
2	Ratna Maya Majhi	Banakhu-2, Kavre
3	Bir Bahadur Majhi	Banakhu-1, Kavre
4	Moti Lal Majhi	Banakhu-1, Kavre
5	Tek Bahadur Majhi	Banakhu-1, Kavre
6	Rathi Majhi	Banakhu-1, Kavre
7	Man Kumari Majhi	Banakhu-1, Kavre
8	Bishnu Kumar Dudhakusha	Banakhu-1, Kavre
9	Chandika Majhi	Banakhu-1, Kavre
10	Padam B.K.	Banakhu-1, Kavre
11	Sanju B.K.	Banakhu-1, Kavre
12	Harki Maya B.K.	Banakhu-3, Kavre
13	Rup Bahadur B.K.	Banakhu-3, Kavre
14	Sita Maya B.K.	Banakhu-3, Kavre
15	Buddha Maya Majhi	Banakhu-2, Kavre
16	Jhusi Maya Majhi	Banakhu-2, Kavre
17	Chatur Maya Majhi	Banakhu-2, Kavre
18	Lal Bahadur Majhi	Banakhu-1, Kavre
19	Prem Bahadur B.K.	Banakhu-1, Kavre
20	Tirtha Bahadur B.K.	Banakhu-1, Kavre
21	Tahal B.K.	Banakhu-1, Kavre
22	Ram Bahadur Majhi	Banakhu-1, Kavre
23	Sita Maya Majhi (B)	Banakhu-1, Kavre
24	Lalita Majhi	Banakhu-1, Kavre
25	Shubhatri Majhi	Banakhu-1, Kavre
26	Sharmila Majhi	Banakhu-1, Kavre
27	Lal Bahadur B.K.	Banakhu-3, Kavre
28	Mana Maya Majhi	Banakhu-1, Kavre

