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WWF NEPAL
30 YEARS OF CONSERVATION EDUCATION



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FOREWORD BY CR

Nepal has an impressive array of biological and natural richness, spanning diverse habitats from the lush tropical forests and wetlands in the south to the unparalleled Himalayan range with rain shadows in the north, known as the "roof of the world". Despite this abundance, Nepal's environment and biodiversity face significant threats stemming from unsustainable exploitation of natural resources, pollution, illegal wildlife hunting and trade, the rapid growth of a largely impoverished population and rampant infrastructure development. Recognizing the paramount importance of education and training, WWF initiated conservation education efforts in Nepal in mid 1990s, supported by WWF International, WWF US, and local experts. The publication "The Environmental Education Strategy for Nepal" laid the groundwork for WWF's Conservation Education Program.

Following its establishment in 1993, WWF Nepal officially launched its conservation education program in 1994, establishing the first eco club at Shree Jagadamba Secondary School in Bardiya and herders' education program targeting out of school

youths. This marked the inception of WWF Nepal's journey to instill and promote pro-environmental values among children and youth. To date, WWF Nepal's Conservation Education program has facilitated the formation of over 1000 eco clubs nationwide, reaching out to more than 3 million children and youths. Conservation education is seamlessly integrated into all of WWF Nepal's major program areas, aiming to educate, engage, and empower the next generation of conservationists.

In line with the guiding principle of WWF Nepal that "Youth are the Present, Children are the Future," we reaffirm the commitment to ongoing investment and support for youth and children to ensure a sustainable present and future for everyone. WWF Nepal is dedicated to conserving biodiversity and mobilizing youth and children for effective action against environmental challenges, in collaboration with conservation partners, international donors, and local communities.

I would like to take this opportunity to express sincere gratitude to all donors and individuals for their support and

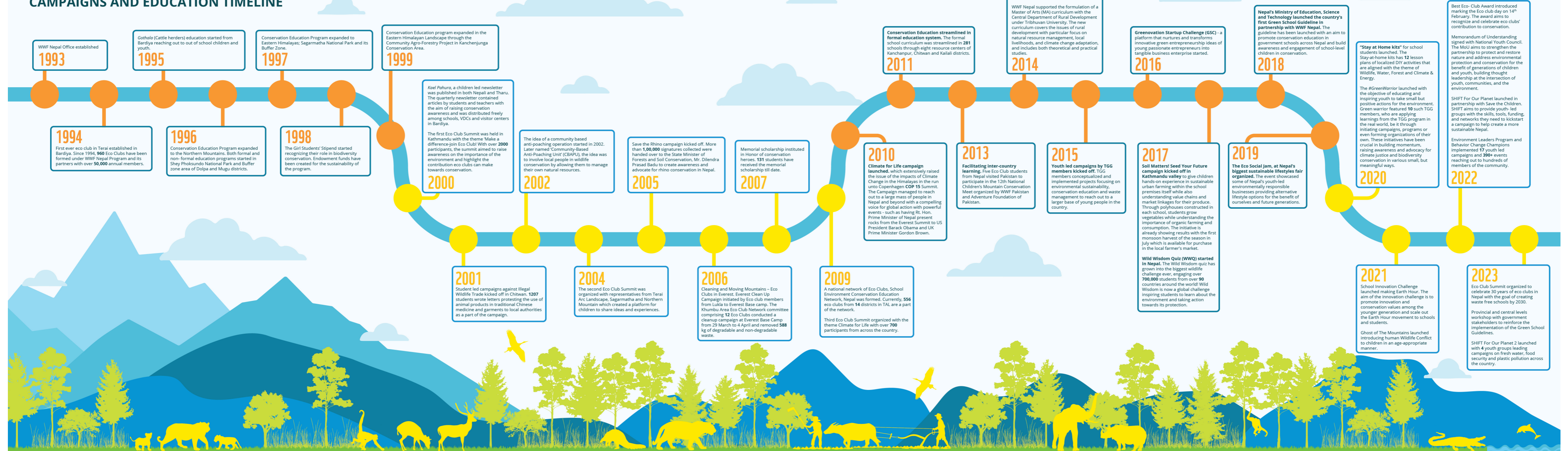
contributions to the success of WWF Nepal's conservation education program. As we continue this journey and strive to achieve our conservation goals, supported by conservation education, may we achieve more significant milestones and share inspiring stories that demonstrate the collective potential for success.

This publication serves to acknowledge and celebrate the accomplishments of WWF Nepal in conservation education over three decades of continuous effort, highlighting contributions that will steer us toward our shared conservation objectives while contributing to our "Journey towards Center of Excellence".

- Dr. Ghana Shyam Gurung
Country Representative, WWF Nepal

WWF NEPAL

CAMPAIGNS AND EDUCATION TIMELINE



1993
WWF Nepal Office established

1995
Gothala (Cattle herders) education started from Bardiya reaching out to out of school children and youth.

1997
Conservation Education Program expanded to Eastern Himalayas; Sagarmatha National Park and its Buffer Zone.

1999
Conservation Education program expanded in the Eastern Himalayan Landscape through the Community Agro-Forestry Project in Kanchenjunga Conservation Area.

1994
First ever eco club in Terai established in Bardiya. Since 1994, 960 Eco Clubs have been formed under WWF Nepal Program and its partners with over 50,000 annual members.

1996
Conservation Education Program expanded to the Northern Mountains. Both formal and non-formal education programs started in Shey Phoksundo National Park and Buffer zone area of Dolpa and Mugu districts.

1998
The Girl Students' Stipend started recognizing their role in biodiversity conservation. Endowment funds have been created for the sustainability of the program.

2000
Kael Pahura, a children led newsletter was published in both Nepali and Tharu. The quarterly newsletter contained articles by students and teachers with the aim of raising conservation awareness and was distributed freely among schools, VDCs and visitor centers in Bardiya.

2000
The first Eco Club Summit was held in Kathmandu with the theme 'Make a difference-join Eco Club!'. With over 2000 participants, the summit aimed to raise awareness on the importance of the environment and highlight the contribution eco clubs can make towards conservation.

2002
The idea of a community based anti-poaching operation started in 2002. Later named 'Community-Based Anti-Poaching Unit' (CBAPU), the idea was to involve local people in wildlife conservation by allowing them to manage their own natural resources.

2005
Save the Rhino campaign kicked off. More than 1,00,000 signatures collected were handed over to the State Minister of Forests and Soil Conservation, Mr. Dilendra Prasad Badi to create awareness and advocate for rhino conservation in Nepal.

2007
Memorial scholarship instituted in Honor of conservation heroes. 131 students have received the memorial scholarship till date.

2011
Conservation Education streamlined in formal education system. The formal school curriculum was streamlined in 281 schools through eight resource centers of Kanchanpur, Chitwan and Kailali districts.

2010
Climate for Life campaign launched, which extensively raised the issue of the impacts of Climate Change in the Himalayas in the run into Copenhagen COP 15 Summit. The Campaign managed to reach out to a large mass of people in Nepal and beyond with a compelling voice for global action with powerful events - such as having Rt. Hon. Prime Minister of Nepal present rocks from the Everest Summit to US President Barack Obama and UK Prime Minister Gordon Brown.

2013
Facilitating inter-country learning. Five Eco Club students from Nepal visited Pakistan to participate in the 12th National Children's Mountain Conservation Meet organized by WWF Pakistan and Adventure Foundation of Pakistan.

2015
Youth led campaigns by TGG members conceptualized and implemented projects focusing on environmental sustainability, conservation education and waste management to reach out to a larger base of young people in the country.

2014
The Generation Green Campaign (TGG) was launched to create a generation of 500,000 Nepali youths, committed to sustainable development and biodiversity conservation that effectively engages and influences the wider stakeholders in conservation.

WWF Nepal supported the formulation of a Master of Arts (MA) curriculum with the Central Department of Rural Development under Tribhuvan University. The new curriculum covers the issues of rural development with particular focus on natural resource management, local livelihoods, and climate change adaptation, and includes both theoretical and practical studies.

2016
Greenovation Startup Challenge (GSC) - a platform that nurtures and transforms innovative green entrepreneurship ideas of young passionate entrepreneurs into tangible business enterprise started.

2017
Soil Matters! Seed Your Future campaign kicked off in Kathmandu valley to give children hands-on experience in sustainable urban farming within the school premises itself while also understanding value chains and market linkages for their produce. Through polyhouses constructed in each school, students grow vegetables while understanding the importance of organic farming and consumption. The initiative is already showing results with the first monsoon harvest of the season in July which is available for purchase in the local farmer's market.

Wild Wisdom Quiz (WWQ) started in Nepal. The Wild Wisdom quiz has grown into the biggest wildlife challenge ever, engaging over 700,000 students from over 90 countries around the world! Wild Wisdom is now a global challenge inspiring students to learn about the environment and taking action towards its protection.

2018
Nepal's Ministry of Education, Science and Technology launched the country's first Green School Guideline in partnership with WWF Nepal. The guideline has been launched with an aim to promote conservation education in government schools across Nepal and build awareness and engagement of school-level children in conservation.

2019
The Eco Social Jam, at Nepal's biggest sustainable lifestyles fair organized. The event showcased some of Nepal's youth-led environmentally responsible businesses providing alternative lifestyle options for the benefit of ourselves and future generations.

"Stay at Home kits" for school students launched. The Stay-at-home kits has 12 lesson plans of localized DIY activities that are aligned with the theme of Wildlife, Water, Forest and Climate & Energy.

The #GreenWarrior launched with the objective of educating and inspiring youth to take small but positive actions for the environment. Green warrior featured 10 such TGG members, who are applying learnings from the TGG program in the real world, be it through initiating campaigns, programs or even forming organizations of their own. These initiatives have been crucial in building momentum, raising awareness and advocacy for climate justice and biodiversity conservation in various small, but meaningful ways.

2021
School Innovation Challenge launched making Earth Hour. The aim of the innovation challenge is to promote innovation and conservation values among the younger generation and scale out the Earth Hour movement to schools and students.

Ghost of The Mountains launched introducing human Wildlife Conflict to children in an age-appropriate manner.

Best Eco-Club Award introduced marking the Eco club day on 14th February. The award aims to recognize and celebrate eco clubs' contribution to conservation.

Memorandum of Understanding signed with National Youth Council. The MoU aims to strengthen the partnership to protect and restore nature and address environmental protection and conservation for the benefit of generations of children and youth, building thought leadership at the intersection of youth, communities, and the environment.

SHIFT For Our Planet launched in partnership with Save the Children. SHIFT aims to provide youth-led groups with the skills, tools, funding, and networks they need to kickstart a campaign to help create a more sustainable Nepal.

Environment Leaders Program and Behavior Change Champions implemented 17 youth led campaigns and 390+ events reaching out to hundreds of members of the community.

2022

2023
Eco Club Summit organized to celebrate 30 years of eco clubs in Nepal with the goal of creating waste free schools by 2030.

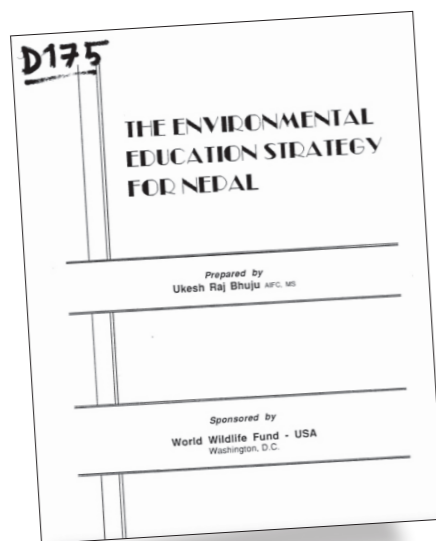
Provincial and central levels workshop with government stakeholders to reinforce the implementation of the Green School Guidelines.

SHIFT For Our Planet 2 launched with 4 youth groups leading campaigns on fresh water, food security and plastic pollution across the country.

THE FIRST ENVIRONMENTAL EDUCATION STRATEGY FOR NEPAL

Following the endorsement of Nepal's environmental education strategy in 1990, WWF US funded the formulation of environmental education strategy. This strategy's main objective was to infuse the conservation message and values into the existing systems e.g. schools, training centers, mass media and voluntary clubs. The definition and importance of environmental education was first defined and documented in this strategy.

Currently, At WWF Nepal, "conservation education" refers to all initiatives including information, extension and training that aim to educate, engage, and empower children and youth to create an ethic of environmental stewardship and responsibility.



Mr. Ukesh Raj Bhujju led the strategy development and served as Senior Program Officer at WWF Nepal from 1992-1998 then went on to become the Conservation Program Director from 1998-2002. He currently serves as the Dean of School of Development Studies & Applied Sciences of Lumbini Buddhist University.

What measurable impact do you think conservation education has had on the schools and communities to achieve conservation outcomes?

The inception of eco clubs within schools sparked a noticeable shift in community awareness levels. Even family members affected by wildlife damage not only lent their support but also actively engaged in wildlife conservation efforts, including anti-poaching campaigns.

Students performed street drama that inspired community members to embrace conservation awareness. Notably, theater groups from Bardiya were honored for their

exceptional performances, further fueling enthusiasm for environmental preservation.

Can you share any success stories or positive outcomes resulting from your work at WWF Nepal?

The Green Gift Exchange initiative, both domestically and internationally, fostered closer bonds among school children. For instance, eco clubs at Sharada Madhyamik Vidyalaya Bhaktapur exchanged gifts with schools in Ringmo and Pungo within Shey Phoksundo National Park, as well as with schools in Bhutan, India, Japan, Malaysia, Pakistan, and beyond.

Eco Walk 2000, a significant event held in Kathmandu, saw participation from representatives of Malaysia and other nations. Similarly, a global event in 2000 at the world heritage site of Bhaktapur centered around the theme of global religious alliances for conservation. The presence of King Birendra and members of the royal family from Nepal and the United Kingdom added prestige to the occasion.

Can you share an AHA moment from your journey at WWF?

The cleaning campaign in protected areas led by eco clubs, notably Sagarmatha National Park, stands out as a commendable initiative by WWF Nepal. It has grown

in scope and impact over time, gaining momentum on a larger scale.

The Buffer Zone concept, initially piloted in Bardiya and Chitwan in 1996 with support from WWF, UNDP, and other organizations, has evolved into a successful model demonstrating a win-win scenario for both conservation and development. Similarly, Conservation Areas have proven to be effective in achieving conservation goals while promoting sustainable development.

In Chitwan, a remarkable transformation in community attitudes towards the national park was witnessed after the introduction of conservation awareness and the implementation of the buffer zone. The communities who once saw the park as the opposition later accepted the park staffs and supported the park in all its conservation efforts.

Likewise, a heartfelt letter written by students from Bardiya, who had lost family members to rhino attacks, took on significant meaning when it reached classrooms in Japan and China. The students shared their personal loss and urged their peers to refrain from using wildlife products, highlighting the human-wildlife conflict and its impact on communities.

How do you see the future of conservation

education evolving, and what role do you hope to play in it?

Conservation education remains an ongoing journey as each new generation faces evolving challenges and generates fresh ideas. For instance, while poaching of tigers, rhinos, and other endangered species was a significant concern in Nepal during the early 1990s. Today human wildlife coexistence and climate change has emerged as a recent phenomenon, presenting new and complex challenges.

Your one-line message for the new generation.

Go out more often in nature, national parks, and other protected areas to cultivate a love for wildlife and appreciation for nature.



UKESH RAJ BHUJU
Dean of School of
Development Studies
& Applied Sciences
of Lumbini Buddhist
University

PIONEERING THE ECO CLUB MOVEMENT IN THE TERAI ARC LANDSCAPE (TAL)



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पश्चिम नेपालको लुम्बिनी प्रान्तको बर्दिया जिल्लाको मधेला गाउँमा सन् २०३० मा श्री जगदम्बा माध्यमिक विद्यालय स्थापना भएको थियो। यस विद्यालयले मुख्यतया थारु समुदायलाई सेवा प्रदान गर्दछ, यसका करिब ७० प्रतिशत विद्यार्थीहरू यस जनजातिसँग सम्बन्धित छन्। बर्दिया राष्ट्रिय निकुञ्जको मध्यवर्ती छेत्रमा अवस्थित यस विद्यालयले सन् २०५२ मा बालबालिकाको संरक्षण र संरक्षणमा ध्यान केन्द्रित गर्दै नेपालमा इको क्लब स्थापना गर्ने अग्रगामी कदम चालेको थियो। इको क्लबका उद्देश्यहरू बर्दिया राष्ट्रिय

निकुञ्जको जैविक विविधता संरक्षणमा बालबालिका र समुदायको संलग्नता, भविष्यको वातावरणीय भूमिकाका लागि विद्यार्थीहरूमा वातावरणीय चेतना र सीपहरूको विकास, र वातावरण मैत्री व्यवहार प्रवर्द्धन गर्ने समावेश छन्।

जगदम्बा इको क्लबले सडक नाटक, ज्याली, सामुदायिक संरक्षण सचेतना कार्यक्रम जस्ता विभिन्न गतिविधिहरू शुरु गरेको छ। यसको प्रयासलाई मान्यता दिँदै, **WWF Nepal** ले १९९९मा अब्राहम संरक्षण पुरस्कार प्रदान गर्‍यो। संरक्षित

क्षेत्र र स्थानीय समुदायबीच बढ्दो द्वन्द्वको चिन्ताले विद्यार्थीहरूको नेतृत्वमा संरक्षण शिक्षा अभियानहरू मार्फत भविष्यको जैविक विविधता संकटलाई न्यूनीकरण गर्ने उद्देश्यले इको क्लबको गठन गर्न प्रेरित गर्‍यो। इको क्लबले आफ्नो स्थापनाकालदेखि नै सामुदायिक सचेतना कार्यक्रमहरू, वृक्षारोपण पहल, फोहोर व्यवस्थापन, वर्षाको पानी सङ्कलन, क्षमता अभिवृद्धि कार्यक्रमहरूलगायत धेरै संरक्षणका गतिविधिहरू गरेको छ। यी प्रयासहरूलाई सम्बन्धित निकायहरूसँग समन्वय गरी साधारण सभामा तयार पारिएका वार्षिक कार्य योजनाहरूमार्फत कार्यान्वयन गरिएको छ। इको क्लबको सक्रिय दृष्टिकोणले विद्यार्थीहरूलाई संरक्षणमा सक्रिय रूपमा सहभागी हुन र वातावरणमैत्री व्यवहार अपनाउन प्रेरित गरेको छ।

समुदायको संरक्षणप्रतिको दृष्टिकोणमा सकारात्मक परिवर्तनहरू देखा परेको छ, वातावरणप्रतिको नकारात्मक कार्यमा कमी आएको छ र संरक्षण प्रयासहरूमा सहभागिता बढेको छ। इको क्लबको प्रभावकारिताले व्यापक ध्यान र दिगोपन हासिल गरेको छ, जसले गर्दा विद्यार्थीको संलग्नता र संरक्षणमा समुदायको सहभागिता बढेको छ। क्लबको



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गतिविधिले बर्दिया राष्ट्रिय निकुञ्जमा बाघको संख्या दोब्बर बनाउन योगदान पुऱ्याएको छ। विद्यार्थीहरूको वातावरणीय चेतनामा सुधार भएको छ, उनीहरूको वातावरण मैत्री व्यवहार र जन्मदिनमा रूख रोप्ने परम्परामा भक्तिएको छ।

श्री जगदम्बा माध्यमिक विद्यालयको इको क्लबका उपलब्धिहरूले अन्य क्लबहरूका लागि नमुनाको रूपमा काम गर्दै, नेपालको मोडेल इको क्लबको उपाधि जितेको छ। उल्लेखनीय

क्षणहरूमा हलिउड अभिनेता लियोनार्डो डिक्वियाप्रियोका २०१० मा विद्यालयको भ्रमण, छँ ल्मउर्बा ले क्लबका गतिविधिहरूको स्वीकृति, र विश्व टाइगर सम्मेलन र पाकिस्तानमा युवा आदानप्रदान कार्यक्रमहरू जस्ता अन्तर्राष्ट्रिय कार्यक्रमहरूमा सदस्यहरूको सहभागिता समावेश गर्दछ।

- Basu Dev Bhattarai
Eco Teacher
Shree Jagadamba Ma. Vi

EMPOWERING YOUTH TO ENGAGE CHILDREN IN CONSERVATION EFFORTS!

The idea of green volunteering was introduced to establish eco clubs with the primary goal of supporting their formation and ensuring their sustainability. In the initial stages of launching the first eco club, Green Volunteers received training from WWF Nepal and subsequently applied their knowledge to initiate the establishment of eco clubs. Green volunteers were responsible for establishing eco clubs and providing training to schools, eco teachers, and executive members. They raised awareness about environmental issues and empowered individuals to engage in environmentally friendly activities within schools and communities.



© WWF Nepal

Bhaskar Gyawali led the implementation of the eco club establishment plan in Bardiya in 1994 as a Green Volunteer. He not only led the establishment but also supported the roll out of conservation education in schools together with student engagement activities.

How were you involved with the eco club establishment in 1994?

My role then was to establish eco clubs in the schools adjoining Bardiya National Park headquarters and teach students about the importance of conservation. Preparing a local level environment education curriculum was a role assigned to me. For which, I conducted education seminars prepared a draft curriculum. In my tenure, around 50 eco clubs were established, in and around the buffer zone.

How was the curriculum initially designed?

We designed the program according to the grades of the students, mainly into three parts:

- Cleaning (cleaning school premises, streets and temple area weekly or fortnightly)
- Greening (plantation in the school premises and other community premises) and
- Campaigning (organizing rally with

environment and conservation message written placard, conducting talk program, conducting street dramas, competitions, jungle visit, educational tours etc.)

Did you see any immediate changes in the eco club students after their engagement?

It's been over 25 years so I can't recall every detail, but I remember students of Jagadamba High School and Tribhuvan High School asking their parents not to kill animals that destroyed their crops. They also promoted the use of smokeless stoves (BIKASE CHULO) and encouraged to shift to biogas plants.

Do you recall any challenges faced during the establishment of eco clubs?

The local public then didn't like their own children preaching to them about conservation; they were not convinced that those animals which came and destroyed their crops should be conserved. They asked their children to focus on studies rather on these extracurricular activities, which can hamper their studies, but after persuading they gave in and supported. Few teachers in some schools were also not very positive to the program, but small financial support from WWF like fencing for the school compound, funding to make school gate, libraries, school rooms made things easier to sort out the problem.

Did the Green Volunteer program have an impact on you?

I had spent all my life in the city until that stint as WWF's Green Volunteer changed me into a nature lover. I was introduced to conservation. I learned so much about conservation and community engagement with focus on children. I also had the chance to collaborate with various organizations like the National Park, User Groups and Nepal Army.

Currently, I am in the media field. I am promoting conservation education through publishing conservation educating related storybooks for children. Four years ago, I conducted a story-writing seminar for the teachers and students in Thakurdwara with the logistics support of Eco Club Network. I had collected at least 20 books on conservation themes written by the students and have already published 5 books from the collected scripts and I am planning to publish more. I am doing what small I can to the cause which was the beginning of my career.

Any AHA moment during your experience as a Green Volunteer?

The students of Jagadamba eco club started to clean Thakurdwara temple area once every 15 days in 1994. For the first few times local residents were laughing at us while they saw us clean. They made comments like "we don't need to clean

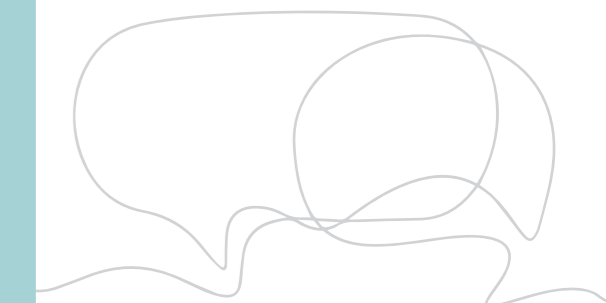
our premises anymore as students and a teacher from Kathmandu will do that for us." But after two or three months, they joined us in our cleaning campaign and then asked us not to come there again as they themselves will clean the temple and market area.

Your hope for the future of eco clubs.

The future is always bright. Eco clubs in Nepal are really doing great work to support conservation. The government is also supporting the integration of environment education in its regular curriculum.

Any message for the next generation.

BE A CHAMPION.



BHASKAR GYAWALI
Green Volunteer

INITIATING INCLUSIVE EDUCATION THROUGH GOTHALA EDUCATION

Recognizing the necessity for conservation education not only in schools but also among out of school youth, WWF Nepal introduced the Gothala (Herder) Education program in 1995. This initiative has successfully raised awareness and prompted behavioral changes among herder participants. As per the participants, they became more aware of forest fire risks, resulting in fewer incidents of forest fires after attending the Gothala education classes. Additionally, the program aimed at collecting catapaults led by the herders which resulted in the decrease of number of birds killed by the communities. Apart from this, the herders also reported having increased knowledge and information on rules and regulations for entry into forests and precautionary measures for their own safety. This also included the understanding of the restricted areas designated for cattle grazing. An unintended result of the program was that it became very successful in motivating Gothalas to join school.



© WWF Nepal

In 2004, a noteworthy incident occurred that exemplified the impact of conservation education on herders. This incident underscores the importance of educational materials like posters in disseminating knowledge. In Solu Khumbu, the Rai brothers rescued a red panda from being killed by porters in Chaurikharka village. Sanjiv Rai promptly reported the incident to Sagarmatha National Park rangers, leading to the safe rescue and release of the panda back

into the forest. When questioned, the Rai brothers credited their awareness of the animal to a Nepali poster titled "Rare/Endangered Animal Species Found in the Mountain Region of Nepal," developed and distributed by WWF Nepal.

LEADING THE WAY: CHAIRPERSON OF TAL'S FIRST ECO CLUB

मेरो नाम दीपेन्द्र बडिवाल हो, नेपालको पहिलो इको क्लब अध्यक्ष। मैले सन् २०५३ मा बर्दियाको ठाकुरबावा स्थित जगदम्बा मा.वी मा स्थापना गरिएको इको क्लब विद्यार्थी वातावरणीय समूह मार्फत संरक्षण गतिविधिमा मेरो यात्रा सुरु गरें। स्कूलमा इको क्लबको नेतृत्व गरेको तीन वर्षमा, मैले जैविक विविधता र यसको महत्वको गहिरो बुझाइ प्राप्त गरें। यो अनुभवले मलाई मेरा साथीहरू र अभिभावकहरूलाई वन, वन्यजन्तु र समुदायहरूमा वातावरणीय सरसफाइ र जैविक विविधताको सकारात्मक प्रभावहरूबारे शिक्षित गर्न प्रेरित गर्‍यो, जुन हामीले अभ्यासमा राख्यौं।

विद्यालय उमेरमा सिकेका कुरा कहिल्यै भुलिदैन। कलिलो उमेरमा सिकेका कुराको जगमा थप सिकाई हुने हो।

विद्यार्थी वातावरण समूहमा आवद्ध भएर जैविक विविधता सम्बन्धि ज्ञान हाँसिल गरेको हु। अर्को तर्फ पर्यावरण संरक्षणका महत्व र आवश्यकता त्यतिबेले बुझेको हु। साथै संरक्षणमा आफ्नो भूमिका पनि सिकेको हु। जुन कुराले मलाई अहिले देखिरहेको पर्यावरणीय परिवर्तन, जैविक विविधतामा पुगेको असर र जलवायु परिवर्तनका असर बुझ्न सहज भइरहेको छ। साथै आफ्नो कार्यक्षेत्रमा त्यो चेत लागू गर्न सजिलो भइरहेको छ। कुरा गर्ने अवसर मिल्नासाथ वातावरणीय असर र संरक्षणको महत्व बारे बुझाउने गरेको छ। आफ्नो तर्फबाट पर्यावरण संरक्षणमा भूमिका खेल्दै आएको छु।

स्कूल पढेपछि उच्च शिक्षासँगै पत्रकारितामा लागें। विद्यालयमा राखिएको संरक्षण शिक्षा फाउन्डेसनले मलाई पत्रकारिताको माध्यमबाट संरक्षणसम्बन्धी समाचार सम्प्रेषण गर्न निकै सहयोग गर्‍यो। विगत २२ वर्षदेखि, म पत्रकारिता मार्फत संरक्षण समाचारहरू सञ्चार गर्दै आएको छु, साथी पत्रकारहरूलाई संरक्षण र जैविक विविधता संरक्षण प्रयासहरूमा संलग्न हुन प्रेरित गर्दैछु। इको क्लबको संस्थापक सदस्य र अध्यक्षको रूपमा, मैले यसको स्थापना र नेतृत्वमा निर्णायक

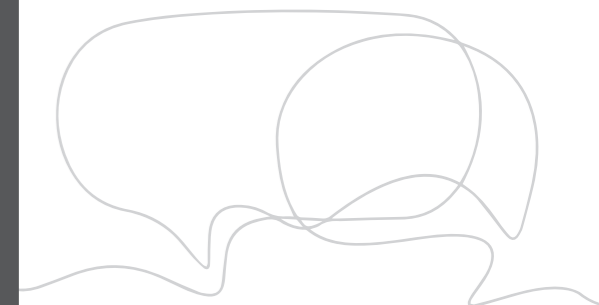
भूमिका खेलेको छु, लगभग तीन वर्षसम्म यसलाई चलाएँ। विद्यालयहरूमा इको क्लबको अवधारणा हाम्रो लागि नयाँ थियो, र हाम्रा शिक्षकहरू, प्रेमानाथ योगी र वासुदेव भट्टराईले भविष्यका पुस्ताहरूका बीच संरक्षण गतिविधिहरूलाई बढावा दिन यसको महत्त्वलाई जोड दिँदै इको क्लबको अवधारणाबारे परिचय गराउनु भएको थियो। मैले इको क्लबको पहिलो अध्यक्ष हुने मौका पाएको थिए, जुन मेरो लागि महत्वपूर्ण नेतृत्व विकासको अवसर थियो।

विद्यालय र सामुदायिक सरसफाइमा हाम्रो प्रारम्भिक फोकसमा घरमा प्रति विद्यार्थी तीनवटा विरुवा रोप्ने र सडक नाटक र सामुदायिक संलग्नता मार्फत चेतना जगाउने जस्ता पहलहरू समावेश थिए। हामीले इको क्लबको पहुँच जगदम्बा मा.वी बाहिर छिमेकी विद्यालयहरूमा विस्तार गर्‍यो, संरक्षण जागरूकता फैलाउँदै। सामुदायिक वन गठन र सामान्य संरक्षण सचेतनाको कमी लगायतका प्रारम्भिक चुनौतीहरूको वावजूद, हामीले निरन्तर रूपमा जुलुस, सडक नाटक र सामुदायिक भेला मार्फत नियमित रूपमा जनचेतनामूलक कार्यक्रमहरू सञ्चालन गर्‍यो, क्रमशः समुदायको सहभागिता बढाउँदै गर्‍यो। इको क्लबको प्रभाव हाम्रो नजिकको परिवेशमा मात्र सीमित थिएन; यसले नजिकैका

विद्यालयहरूलाई समान पहलहरू स्थापना गर्न प्रभाव पार्‍यो, मेरो कार्यकालमा महत्वपूर्ण उपलब्धिहरू हासिल भएको थिए। हामीले पाउने संरक्षण शिक्षा हाम्रो दैनिक जीवनमा गाँसिएको छ, यसले मानव-वन्यजन्तु द्वन्द्व कम गर्न र संरक्षणका मुद्दाहरूको चेतना बढाउन मद्दत गर्दछ।

मेरो इको क्लब यात्रालाई प्रतिबिम्बित गर्दै, म यसलाई नेतृत्व गुणहरू र जीवन सीपहरू सिर्जना गर्ने श्रेय दिन्छु। जुन मेरो पत्रकारिता प्रयासहरूमा अमूल्य छ। इको क्लबको अनुभवहरू आज पनि मेरो दैनिक जीवनमा उपयोगी रहेको छ र मलाई संरक्षणको प्रयासहरूमा सक्रिय रूपमा संलग्न हुन प्रेरित गर्छ। म इको क्लबका सल्लाहकारहरूसँग सम्पर्कमा छु र वहाँहरूले मलाई संरक्षणको गतिविधिमा समावेश गर्नु हुन्छ। म पनि पूर्व इको क्लबका सदस्यहरूलाई जारी अभियानहरूमा सहभागी हुन प्रेरित गर्छु।

आगामी पुस्तालाई मेरो सन्देश छ, "भविष्यको संरक्षण प्रयासको मशालवाहकको रूपमा, युवा पुस्ताले महत्वपूर्ण जिम्मेवारी वहन गर्दछ, र म सबैलाई संरक्षण अभियानमा सक्रिय रूपमा सहभागी हुन र दिगो भविष्यको लागि योगदान गर्न आग्रह गर्दछु।"



DIPENDRA BADIWAL
Chairman, Eco Club

EXPANDING CONSERVATION EDUCATION PROGRAM TO NORTHERN MOUNTAIN REGIONS



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अति दुर्गम, भैगोलिक विकटता, शैक्षिक क्षेत्रमा ज्यादै पछाडि परेका डोल्पा जिल्ला र विपेश गरी साविकको फोक्सुण्डो गा.वि.स.को सम्पूर्ण बालबालिकालाई सरल र सुलभ ढंगले गुणस्तरीय शिक्षा प्रदान गर्ने, र परम्परागत संस्कृतिको विकास र वातावरण संरक्षणमा सहयोग पुर्याउने उद्देश्यले यस विद्यालय स्थापना भएको थियो। तापरिजा माध्यमिक विद्यालय शे फोक्सुण्डो राष्ट्रिय निकुञ्जको कोर एरिया भित्र अवस्थित रहेको हुनाले

विद्यार्थीहरूलाई औपचारिक ज्ञानमा मात्र सिमित नगरी वन, वनस्पति, वन्यजन्तु, वातावरण र पर्यावरण सम्बन्धि ज्ञान दिनु विद्यालयको दायित्व ठानि त्यस प्रति विद्यार्थीहरूलाई सचेत बनाउनु पर्छ भन्ने उद्देश्यले इको क्लबको गठन गरेको हो।

इको क्लबले गर्ने गतिविधिहरूमा वृक्षरोपण, वन तथा वन्यजन्तु संरक्षण, बाटो, क्याम्प साइटहरूको सरसफाइ, फोक्सुण्डो ताल र आसपासका क्षेत्र

(गाँउ, होटल) को फोहोर संकलन, व्यवस्थापन, सरसफाइ सम्बन्धि जनचेतना कार्यक्रम, संस्कृतिक सम्पदाहरूको संरक्षण आदि कार्यहरू रहेका छन्। विद्यार्थी बीच विचार विमर्श, छलफल, समस्याहरूको पहिचान, समाधानका उपाय खोज्ने, शिक्षक अभिभावक र समुदायसंग परामर्श गरी कार्यक्रमहरू तय गर्ने र सोको कार्यान्वयनमा सक्रिय रूपमा सहभागी हुने गरेका छन्।

विद्यालयमा इको क्लबको गठन पश्चात विद्यार्थीहरू जुनसुकै कार्यमा पनि स्वतह स्फूर्त रूपमा सकृय सहभागी हुने गरेको, छलफल र विचार विमर्श गर्न तत्पर हुने गरेको, विद्यालय र आसपासका क्षेत्रमा सरसफाइ, फोहोर व्यवस्थापन, वृक्षरोपणमा उल्लेखनिय परिवर्तन भएको साथै वन, वनस्पति र वन्यजन्तु सम्बन्धि संरक्षण र सम्बर्द्धनका कार्यहरूमा विद्यार्थीहरू लाग्न स्वभाविक रूपमा प्रेरित भएका छन्।

विद्यार्थीले शिक्षा लिने थलो विद्यालय, शिक्षण शिकाईको महत्वपूर्ण पक्ष विद्यार्थी र विद्यालयमा विद्यार्थीहरू विभिन्न समुदायबाट आउने भएको हुनाले, संरक्षण विद्यार्थी, विद्यालय र समुदायको त्रिकोणत्मक सहयोग विना सम्भव हुँदैन। भैगोलिक विकटता, सञ्चारको पहुँच नहुनु र अन्य समस्याका कारणले बाह्य क्षेत्रमा विशेष भूमिका खेल्न नसकिएता पनि विद्यालय र विद्यालय आसपासका क्षेत्रमा सकारात्मक प्रभाव पार्ने गरी महत्वपूर्ण भूमिका खेल्ने गरेको, सामाजिक, संस्कृतिक र वातावरणीय संरक्षणमा सक्रिय सहभागी हुनु उत्प्रेरीत हुने गरेको साथै उनीहरूको दैनिक शिक्षण शिकाईमा पनि सकारात्मक पभाव परेकोले शैक्षिक उपलब्धिमा वृद्धि भएकोछ। आगामि दिनमा सकभर दीर्घकालिन



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रूपमा असर पार्ने बस्तुहरूको प्रयोगमा रोक लगाउने, विद्यालय हाता भित्र उत्पादन हुने पलास्टिकजन्य बस्तुहरूको प्रयोग न्यूनिकरण र पूनः प्रयोग गर्ने, विद्यालयमा उत्पादन गरिने कृषिजन्य बस्तुहरूको उत्पादनमा रासयनिक मलको प्रयोग नगर्ने र आसपासमा उपलब्ध हुने भारपाताहरूबाट कम्पोष्ट मल उत्पादन गरी त्यसको प्रयोग सम्बन्धि शिक्षा

दिलाउने, किटनाशक एवम विषादीको प्रयोगलाई निरुत्साहन गर्दै जैविक एवं प्राकृतिक विकल्पाहरूको खोजि गर्ने उद्देश्य रहेको छ। हरेक विद्यालयमा इको क्लबको गठन गर्न अनिवार्य छ। पर्यावरण मैत्री विद्यालयको परिकल्पना शिक्षक र विद्यालयबाट मात्र असम्भव छ। विद्यालयको हरेक कृयाकलापहरूमा विद्यार्थीहरूको सकृय सहभागिताबाट

मात्र नतिजामूखि हुन सक्छन्। हाम्रो अनुभवमा विद्यालयको शैक्षिक एवम अन्य जुनसुकै कृयाकलापमा इको क्लबको गठन पश्चात उल्लेखनिय सुधारहरू भएका छन्।

- Khamsum Lama
Eco Teacher,
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INITIATION OF CONSERVATION EDUCATION PROGRAM IN THE EASTERN HIMALAYAS



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In 1999, Conservation Education expanded in the Kanchenjunga Conservation Area. Together with the formation of eco clubs, scholarship endowment funds were set up for girls' education.



हाम्रो श्री बसन्त मा.वि सुरुमा ४ वटा डेस्क र ६५ बेन्चसहित, १९ जना विद्यार्थीले २०३२ पुस १ गतेदेखि सुरु भएको थियो। पछि २०४१को बैठकले १२ सम्म कक्षा सञ्चालन गर्ने निर्णय गरेको थियो।

इको क्लब कार्यक्रम WWF Nepal ले २०५४ मा सुरु गरेको थियो। विद्यालयमा इको क्लबको गठनले विद्यार्थीहरूलाई वातावरणीय सरसफाई र संरक्षणसम्बन्धी व्यावहारिक ज्ञान प्रदान गरेको थियो। इको क्लबद्वारा

सञ्चालित विभिन्न परियोजना तथा अभियानहरूमा फोहोर व्यवस्थापन, वृक्षरोपण र जनचेतनामूलक कार्यक्रमहरू समावेश छन्। यी गतिविधिहरूमा विद्यार्थीको संलग्नताले विद्यालय र समुदाय भित्र वातावरण संरक्षणको सकारात्मक धारणालाई बढावा दिन्छ।

कार्यक्रमको प्रभावकारिता विद्यालय र स्थानीय समुदाय दुवै भित्र वातावरणीय मुद्दाहरूमा बढेको चेतना र सकारात्मक प्रतिक्रियामा प्रस्ट हुन्छ। सफलताका

कथाहरूले सिकाइमा भएको प्रभावलाई हाइलाइट गर्दछ, सुधारिएको उपस्थिति र सफा वातावरणको कारणले स्वास्थ्य समस्याहरू कम हुन्छ।

भावी योजनाहरूमा विद्यमान कार्यक्रमहरूलाई निरन्तरता दिने, तिनीहरूको दायरा विस्तार गर्ने र नयाँ पुस्तालाई समावेश गरेर इको क्लबका गतिविधिहरूको दिगोपन सुनिश्चित गर्ने समावेश छ। थप रूपमा, सल्लाह र सुझावहरू विद्यालयका बालबालिकाहरूमा वातावरण संरक्षण र स्वच्छ र स्वस्थ

वातावरणको लागि पहलहरू प्रवर्द्धन गर्नेतर्फ जिम्मेवारीको भावना जगाउनमा केन्द्रित छन्। त्यसैगरी यस्ता पहलहरूको सफलता र निरन्तरताका लागि स्थानीय सरकार र अन्य सम्बन्धित निकायहरूसँगको सहकार्य आवश्यक मानिन्छ।

लालीगुराँस नगरपालिका बसन्तपुर स्थित आर आर गार्डेन आन्तरिक पर्यटकहरूले भरिभराउ हुने ठाउँ हो। उक्त स्थानमा वर्षेभरि विभिन्न स्थानबाट भ्रमण तथा वनभोजका लागि मानिसहरू आउने गर्दछन्। शैक्षिक सत्र २०८० को सुरुवातसँगै

इको क्लबका विद्यार्थीहरू सो स्थानमा गई वातावरणीय सरसफाइका बारेमा रमाइलो प्रस्तुती गर्नुका साथै आफैले सो क्षेत्रको सरसफाई गरी फोहोर मैला व्यवस्थापनको नमुना प्रस्तुत गरेका थिए। भण्डै ९/१० वटा टोलीमा वनभोज आएका मानिसहरूले विद्यार्थीको सो कार्यको खुलेर प्रशंसा गरेका थिए। उक्त क्षण हाम्रो लागि नयाँ र रोचक क्षण थियो।

- Narendra Kafle
Eco Teacher,
Basanta Secondary School



CONSERVATION EDUCATION PROGRAM EXPANDED IN THE EASTERN HIMALAYA LANDSCAPE

Conservation education efforts commenced in the Eastern Himalaya alongside the initiation of the Kangchenjunga Conservation Area Project in the Kangchenjunga Conservation Area in 1998. A range of strategies were employed to enhance conservation awareness within the KCA community. These strategies encompassed the establishment of eco clubs involving students and educators in schools, the organization of conservation-themed events, issue-oriented awareness campaigns, and radio programs.

Eco clubs were set up in all schools to promote conservation awareness. Significant conservation occasions such as National Conservation Day and World Environment Day were commemorated through cultural events, school quiz/sports competitions, sapling plantations, clean

up campaigns, conservation talks, and audiovisual shows. These events garnered substantial participation from community members, Kangchenjunga Conservation Area Management Council (KCAMC) representatives, teachers, students, and local stakeholders, contributing to heightened conservation awareness. A semi-annual newsletter named "Kangchenjunga Upahar" was published and disseminated among communities and stakeholders at both local and district levels. This newsletter covered various conservation and management topics, along with updates on relevant events. Additionally, a local FM radio program titled "Kangchenjunga Awaaj" was launched to broadcast conservation messages and promote public awareness on environmental issues.

To facilitate information-based management of the KCA, a database was established, and a resource center was

set up at the KCA headquarters, Lelep and Ghunsa. These resource centers are accessible to eco club members, teachers, local youth, and others interested in conservation efforts. Twenty-one schools received support for reconstruction and furnishing, and an endowment fund was established for each mother group to provide scholarships for student education, particularly focusing on girls from underprivileged families. The endowment fund amounted to NRs. 5 million (USD 50,000), benefiting a total of 206 economically disadvantaged and marginalized girls who have received scholarships through the program to date.



DR. GHANA SHYAM GURUNG
Country Representative
WWF Nepal

Dr. Ghana Shyam Gurung, currently the Country Representative at WWF Nepal, previously held the position of Conservation Program Director and has been a part of WWF Nepal for more than 25 years.

My involvement in conserving the Kangchenjunga Conservation Area is deeply rooted in my upbringing in buddhist faith and early experiences. Growing up in a herder community near wildlife, particularly snow leopards, shaped my passion for conservation. I pursued education with support from my family, leading to opportunities in conservation, including establishing the Kangchenjunga Conservation Area deputized by WWF Nepal. Key achievements include empowering local communities in nature conservation, providing educational opportunities for

underprivileged girls, and engaging communities in snow leopard conservation. Conservation education initiatives involved establishing eco-clubs, organizing cultural events, and distributing newsletters and radio programs. Overcoming initial resistance required intensive conservation education efforts, fostering community trust and understanding. Scholarship endowment funds were established to support girls' education, aiming to reduce dropout rates and empower future generations.

During a recent visit to the Little Buddha boarding school in Taplejung, I witnessed a significant number of female students seated at the forefront, I was reminded of the transformative power of education in my own life. Driven by a desire to provide educational opportunities to those from the most economically and ethnically disadvantaged backgrounds, especially girls in Taplejung, we established a girl stipend fund to offer scholarships. It has been inspiring to witness the increasing number of girls benefiting from this program over the years, with many even pursuing higher education abroad—a source of immense pride for me.

Reflections on Kangchenjunga Conservation: Achievements & Insights Under the Leadership of the government Nepal's collaboration with local stakeholders led to a pivotal success:

establishing the Kangchenjunga Conservation Area Council, capacity building and transferring management rights to the local community. This achievement underscores the transformative power of education, as evidenced by initiatives like the girl stipend fund, which has enabled disadvantaged girls to pursue higher education. Additionally, the presence of snow leopards in the region spurred community engagement in conservation efforts, resulting in active participation in monitoring and management activities. Conservation education in the

Kangchenjunga Conservation Area aimed to promote environmental awareness and sustainable practices among local communities, particularly youth, fostering a sense of ownership and responsibility. The establishment of eco clubs facilitated community engagement, youth involvement, and the promotion of sustainable practices through various activities such as cultural events, competitions, tree planting, conservation talks, and cleanup drives. Educational materials and movies were utilized to inspire students, while a quarterly newsletter and local FM radio program disseminated conservation messages to raise public awareness. Overcoming Obstacles: Leading Conservation in Kangchenjunga I still recall the day I first ventured into KCA in 1998 vividly. At that time, our

primary hurdle was establishing KCA as a conservation area amidst widespread misconceptions. Many believed it would be turned into National Parks, governed, and guarded by the government and military, restricting locals' access to resources. Given that many Sherpas traversed the route to Sagarmatha, the idea of a national park posed a threat to their traditional activities like yak grazing. This instilled fear and discontent among the locals, leading to occasional hostility towards me, including stone-throwing and physical threats. At first, the locals didn't support the concept and I became a subject of their aggression. Addressing this challenge required intensive conservation awareness. I tirelessly visited households and communities together with our staff, encouraging for the protection of the area, and fostering trust among the locals to collectively manage it. Organizing educational field visits to similar conservation areas, like Annapurna Conservation area, where community management thrived with internal intervention, and participatory conservation, to observe diverse models of protected area management. These visits helped locals grasp the potential of community-managed conservation and understand the unique context of KCA as a remote, mountainous region. Through persistent efforts, the community eventually embraced the concept, realizing that self-management of resources was essential for their livelihoods. Today,

KCA stands as a testament to successful community-led conservation efforts.

Investing in Education: Empowering Girls in Kangchenjunga The decision to initiate scholarship endowment funds for girls' education was a pivotal moment for us. Recognizing the financial barriers hindering girls' education and the consequent high dropout rates, we acted. To date, we have provided scholarships to over 206 girls in the Kangchenjunga region. Witnessing the positive impact of education on these girls' lives serves as a tremendous source of motivation. Education holds significant importance for me personally, as it has paved the way for my own journey. By investing in the education of future generations, we are contributing to positive change and reducing dropout rates among girls in pursuit of education.

Your message for the upcoming generation of conservationists: Believe in common sense, don't make common sense uncommon.

EMPOWERING TODAY: IGNITING YOUTH-LED COMMUNITY-BASED ANTI-POACHING INITIATIVES

The inception of youth-led community-based anti-poaching units mark a significant milestone in WWF Nepal's conservation initiatives. Recognizing the pivotal role of youth in biodiversity conservation, these units have emerged as a platform for young individuals to actively participate in safeguarding their local forests against illegal activities, including logging, poaching, and wildlife crimes. The establishment of Community-Based

Anti-Poaching Units (CBAPUs) which started from Chitwan has garnered widespread support and engagement from the community across the country, leading to a notable increase in efforts to combat illegal wildlife activities. Acknowledging the dedication and contributions of the youth, the Nepal Government has officially designated March 3rd as National CBAPU Day.

How did you initiate your journey in conservation?

I am Chandra Kala Budha from Surkhet, Nepal. Prior to 2064, my understanding of conservation was limited to national parks and government initiatives. I lacked awareness regarding the broader scope of conservation, its associated challenges, and its benefits not only for the ecosystem but also for people.

Fortunately, I had the opportunity to participate in a 5-day training program aimed at educating local communities about biodiversity conservation organized by TAL/WWF. That training marked a turning point in my life. I gained valuable insights into various aspects of conservation, ranging from climate change, human wildlife conflict and wildfires to natural resource management and buffer zones. Moreover, I learned how to share the knowledge I acquired with others. Upon returning to my community, I initiated awareness sessions in schools, eco clubs, aama samuha, and among my fellow community members. Furthermore, I was appointed as the sole female representative for budget planning and allocation in

the Northern Bardiya community. This role allowed me to understand how budget allocations were benefiting tiger conservation and ultimately the local ecosystem and people.

Journey to CBAPU

In Nepali culture, significance is placed on both birthplace and workplace (जन्मथलो र कर्मथलो). While my parents provided me with my birthplace, CBAPU bestowed upon me my workplace. My transformative 14-year journey with CBAPU has greatly shaped who I am today. Following the establishment of Buffer Zone User Committee, the primary focus shifted towards combating illegal wildlife poaching and raising awareness about biodiversity conservation. In response, CBAPU was formed, aligning perfectly with my passion. Illegal poaching wasn't solely confined to forests and animals; it permeated households, causing turmoil not only in wildlife but also among families, including my own.

My brother, indulging in hunting for amusement, struggled with what seemed like an addiction. This concern deeply

troubled my parents, leading to frequent conflicts. Despite our efforts to dissuade him, my brother persisted. Seeking a resolution, I reached out to the forest warden, disclosing the issue of weapons and hunting.

The warden suggested that individuals surrender their weapons and pledge to refrain from hunting in the national park to avoid repercussions. However, my brother expressed apprehensions about employment and means of livelihood. Upon conveying these concerns, the importance of alternative livelihood opportunities became apparent. The park authorities assured to provide such opportunities and engage individuals in conservation efforts. Encouraged by this initiative, my brother voluntarily surrendered his gun, inspiring his peers to follow suit. In the initial phase of the campaign, 46 guns were collected and handed over to the park authorities on Kartik 6, 2068. This success spurred further action, resulting in the surrender of 256 guns during the second phase of the campaign in 2069.

This unprecedented campaign not only addressed the issue of illegal hunting and contributed to wildlife conservation but also tackled community concerns, instigated behavioral changes, and created alternative livelihood opportunities. The success of this endeavor served as a personal motivation, reinforcing my commitment

to serving my community while simultaneously reducing illegal hunting and fostering positive changes within the community.

Opportunities through CBAPU

Initially, I was the sole female member of CBAPU and BZUC, but today, there are several women on the committee. Through our sustained efforts, other committees now recognize us as a strong and dedicated women-led group. My involvement with CBAPU has not only earned me recognition within my community but also at the national level. I was honored with a National Award on National Conservation Day, Asoj 7, 2070. Additionally, I received the Sahasi Mahila Saman (Brave Women Award), which further motivates me to continue my efforts.

CBAPU engagement in biodiversity conservation

Initially, the participation was low, with only two individuals (one male and one female) from each community. However, as we began to make a positive impact on the community, more people started joining the unit.

There is one instance that stands out in my memory. During a session on the importance of wildlife conservation, our CBAPU team asked who used catapults to kill birds, and only 35 students raised their

hands. Our team proposed exchanging the catapults for balls and nets, and all 35 students agreed and pledged to never shoot birds again. Within a month, we collected 60 catapults with the students' names and classes written on them. This initiative inspired other schools to follow suit. Additionally, we provided a printer and photocopier to the school to aid them in promoting conservation education.

CBAPU and biodiversity conservation are interconnected. When biodiversity is conserved, there is an investment in the leadership and skill development of youth. Skilled leaders will then work to conserve biodiversity, creating a positive cycle of conservation and leadership development.

Your one-line message for the coming generation

“Sustainable conservation can be secured through youth-focused investments, free from political interference.”



CHANDRA KALA BUDHA
CBAPU Member

UNVEILING KAEI PAHURA: BRIDGING COMMUNITIES WITH THE POWER OF NEWS!

In 1997, WWF Nepal supported the publication of Kael Pahura—the first community newsletter through the Bardiya Integrated Conservation Project (BICP). Kael Pahura which translates to "Green Gift" in the local Tharu Language. Its primary aim was to share conservation successes and encourage children, teachers, and communities to contribute their writings on conservation topics. The newsletter garnered significant participation from the communities' featuring articles and poems that highlighted conservation activities, success stories, and best practices, all aimed at raising awareness about conservation. It was released quarterly and distributed free of charge to schools, Village Development



Committees (VDCs), and visitor centers in Bardiya.

Shiv Raj Bhatta is serving as the Senior Advisor for Conservation Programs at WWF Nepal.

In what capacity were you engaged in the Terai Arc Landscape (TAL) program? My involvement in conservation traces back to 1989 when I commenced my career with the Government of Nepal as an Assistant Warden for Royal Chitwan National Park. Over the years, I served the Government of Nepal in various roles, including Chief Warden of the National Parks for approximately 21 years.

My association with the TAL initiative began in the early 2000s. It was Migma Norbu Sherpa, then the Country Representative of WWF Nepal, who initially introduced me to discussions with the Government of Nepal concerning the TAL Program. He elucidated the concept and tasked me with identifying potential wildlife corridors. I was member of the preliminary survey, a joint initiative of DNPWC, WWF, NTNC, WE and WWF in Nov 1994. Subsequently, in 2004 I was one of the

key members from the Government of Nepal in developing the Strategic Plan for the Terai Arc Landscape.

Can we share your journey as the lead for the Bardiya Integrated Conservation Project (BICP)?

The BICP stands as WWF Nepal's largest and most comprehensive endeavor. The primary aim of this project was to safeguard biodiversity while enhancing the welfare of buffer zone residents. I had the privilege of leading the BICP Project (on deputation for the Government of Nepal). Among its various priorities, fostering conservation awareness stood out as a key objective. The project received accolades as one of the finest Integrated Conservation and Development Projects (ICDPs) from an external evaluator. Alongside numerous awareness initiatives, we collaborated with a senior program officer from WWF Nepal to establish eco clubs in schools, fostering environmental stewardship among students.

What were some of the key activities for

the eco clubs then?

I vividly recall the Green Gift Exchange program, which connected students from Bardiya with peers in Finland and the UK. Our students would send leaves of the Sal tree (*Shorea robusta*), renowned for its towering stature and robust nature, while receiving materials found in oceans from their international counterparts. This exchange of knowledge took place remotely through WWF offices, facilitating mutual learning.

Another memorable initiative was our participation in World Wetland Day celebrations, where we would accompany eco club students to Ramsar sites. The objective was to enable them to observe the wetlands firsthand, comprehend their significance, identify prevalent challenges, recognize their benefits, and explore their role in conservation efforts through direct interaction and observation.

Despite our active engagement in schools and villages to promote conservation awareness, we recognized a gap in reaching out to Gothalas (herders) who were not enrolled in formal education. In response, myself, along with Dinesh Gautam, Bashu Bhattarai, and another teacher

from Jagadamba School, Pradeep Regmi, initiated the Gothala Outreach Program. Additionally, Dr. Shant Raj Jnawali and Ms. Sarita Jnawali, who oversaw certain activities on behalf of NTNC, were instrumental in this endeavor.

The program involved voluntary efforts from three teachers to reach out to herders while they tended to their livestock in the fields. Initially, we introduced them to recreational activities before transitioning to educational content. Subsequently, all the catapults used in the program were collected by NTNC, and the herders were provided with various sports equipment or materials based on their preferences and needs. How did Kael Pahura begin in 1997?

During a meeting with Mr. Dinesh Chandra Gautam, the Headteacher of Jagadamba School, along with Ukesh Bhujra and Ramesh Thapa, who was then the Ranger of the National Park, we deliberated on effective ways to share conservation achievements. It was unanimously decided that creating our own newsletter would be the most suitable approach. To ensure local ownership and interactivity, we opted to name it "Kael Pahure" (Green Gift) in the local Tharu

language. Additionally, we agreed that while most of the content would be in Nepali, one article would be included in the local Tharu language. I took on the role of editor for this newsletter for nearly five years. Subsequently, the TAL Program expanded the newsletter's scope to cover articles from the entire landscape.

Message for the next generation of conservationists.

Children are our future, so conservation should be in their hearts and minds, without a healthy environment, the future of the generation to come is not safe.



SHIV RAJ BHATTA
Senior Advisor:
Conservation Programs
WWF Nepal

CELEBRATING ECO CLUBS THROUGH A NATIONAL SUMMIT!

Eco Club Summits, held in 2000, 2009, and 2023, respectively. The inaugural summit took place in Kathmandu in 2000, coinciding with World Environment Day, under the theme "Make a difference- Join an eco club." An eco walk was organized to raise awareness about the impact of eco club where 2000 students and 500 special guests participated.

In 2009, the summit centered around the theme "Climate for Life" and saw the participation of 700 attendees, including students and teachers from over 400 eco clubs across 18 districts of Nepal. These summits serve as crucial platforms for fostering collaboration, knowledge-sharing, and collective action among eco club members towards environmental conservation.



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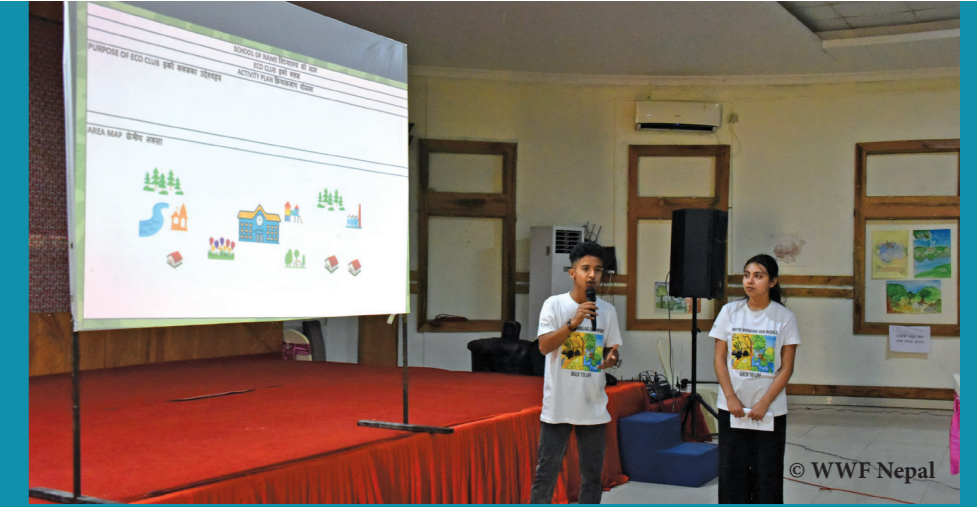
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THE ECO CLUB SUMMIT: SHARING COLLECTIVE EXPERIENCES

चितवन जिल्लामा अवस्थित श्री हिमालय डाँडापानी न्यौपाने माध्यमिक विद्यालयको हिमालय इको क्लब सन २०७१ देखि संरक्षण प्रयासमा सक्रिय रूपमा संलग्न छ। इको क्लबका गतिविधिहरू विद्यालय परिसरभन्दा बाहिर फैलिएका छन्, विद्यार्थीहरू रूख रोपण अभियान, गुलेली नियन्त्रण पहल र प्लास्टिक व्यवस्थापनमा संलग्न छ।

२०२३ इको क्लब शिखर सम्मेलनले संरक्षण-विषयमा आधारित खेलहरू, लोकगीत नाटकहरू, राष्ट्रिय प्रदर्शनहरू, र सामूहिक नृत्यहरू, टपरीमा औषधीय जडीबुटीहरूको प्रदर्शन र जैविक कीटनाशक प्रदर्शनी जस्ता प्रदेशिक कार्यक्रमहरूमा विद्यार्थीहरूको सहभागिताका साथ प्रस्तुत गरेको थियो। शिखर सम्मेलनले पियर- टु- पीयर छलफलहरू, समूह गतिविधिहरू, र प्रस्तुतीकरणहरू प्रदान गर्यो, जसले वातावरणीय निरीक्षणलाई प्रेरणा दिने र

अनुभवहरू साझा गर्ने उद्देश्यका आठ उदाहरणीय अभ्यासहरू प्रदर्शन गर्‍यो। इको क्लब शिखर सम्मेलनमा उनीहरूको संलग्नता पछि, विद्यार्थीहरूले महत्त्वपूर्ण परिवर्तनहरू अनुभव गरे। यस कार्यक्रमले उनीहरूलाई आफ्नो जोश साझा गर्ने साथीहरूसँग अन्तर्दृष्टि साझा गर्ने अवसर मात्र प्रदान मात्र नभई सँगै विद्यार्थीहरूका बीचमा उनीहरूको प्रतिभा प्रदर्शन गर्ने क्षमता पनि बढायो। प्रभाव शैक्षिक कार्यसम्पादनमा सुधार, अतिरिक्त क्रियाकलापहरूमा संलग्नता, र सार्वजनिक भाषण, बहस र छलफल जस्ता सीपहरूको विकासमा विस्तार भयो। २०२३ को इको समिटले १५० विद्यालयमा वृक्षारोपण गर्ने, शिक्षकहरूलाई फलफूल र फूलका विरुवाहरू उपहार दिने र वन्यजन्तु संरक्षण र भविष्यका जिम्मेवारीहरूको अभ्यासहरूवारे जनचेतना अभिवृद्धि गर्ने, सहभागीहरूमा वातावरणीय जिम्मेवारी



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बढाएको छ। अगाडि बढ्दै, इको क्लबले आफ्नो संरक्षण प्रयासहरू जारी राख्ने, आफ्नो सदस्यता विस्तार गर्ने र पृथ्वीको रक्षा गर्ने उद्देश्यले विद्यालय र सामुदायिक पहलहरूमा सक्रिय रूपमा सहभागी हुने

लक्ष्य राखेको छ।

- Shova Adhikari
Eco Teacher
Shree Himalayan Dandapani Neupane
Ma. Vi.

IGNITING YOUTH-LED CAMPAIGNS AGAINST ANTI-POACHING

In 2005, a Save the Rhino campaign was initiated by youth supported by WWF Nepal in response to the disappointing results of the 2005 Rhino count. The campaign bore the theme "Ustai Prani Ustai Pida, Milera Jogaun Ek Singe Gaida." Subsequently, in 2007, youth collected 100,000 signatures and presented them to the State Minister of Forest and Soil Conservation to raise awareness and advocate for Rhino conservation. WWF Nepal has also extended its support to eco clubs in undertaking wildlife conservation initiatives. In 2008, eco club members, along with WWF representatives,

presented a 601-meter-long cloth adorned with 126,229 signatures for tiger and rhino conservation to then President of Nepal, Dr. Ram Baran Yadav.

In 2023, WWF Nepal has trained 105 youth as champions to design and lead community campaigns against Illegal Wildlife Trade. The campaign "महाराष्ट्र: संरक्षण, समुदाय र युवा बिना" designed and implemented by youth aims to curb illegal wildlife trade at both source and transit.



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In 2009, I embarked on my journey with CBAPU, motivated by a deep understanding of the crucial need to preserve forests, wildlife, and the environment. This drive stemmed from a desire to secure a sustainable legacy of natural resources for future generations, coupled with a sobering awareness of the alarming rate of wildlife extinction. As a member of CBAPU, my main role revolves around educating local communities on conservation challenges. This includes raising awareness about the threats posed by wildlife hunting and facilitating the reporting of illegal wildlife trade.

Our team's focus extends to campaigns promoting understanding of wildlife behaviors to foster human-wildlife coexistence. We also work on initiatives such as wildfire control and enforcing park regulations, particularly targeting activities that endanger wetland species like fishes, turtles, and crocodiles, and monitoring activities such as water poisoning and nighttime fishing. In our

efforts to combat illegal wildlife trade and foster coexistence, we engage with various stakeholders including local youth, conservation enthusiasts, and community forest representatives. By emphasizing the importance of human-wildlife coexistence and collaborating with community forests, national parks, and the Army, CBAPU aims to minimize challenges and create sustainable tourism opportunities.

Training programs like Conservation Champions by WWF Nepal have been instrumental in deepening our understanding of the causes and routes of illegal wildlife trade. Incidents involving crocodiles caught in fish nets prompted swift action from concerned authorities to rescue and release these animals. Public awareness campaigns target a wide audience, including locals, schools, colleges, clubs, and communities, aiming to educate them on the detrimental effects of wildlife trade on biodiversity and future generations.

Through our campaign, we provide a platform for local engagement and collaboration across various sectors, including education, administration, security, business, and conservation.

Initiatives such as bird awareness programs have yielded positive outcomes by reducing bird kills and mass predation. Likewise, community forestry projects and responsible tourism endeavors aim to improve living standards while conserving the environment. CBAPU advocates for hands-on, experiential learning opportunities at the school level, stressing the importance of direct engagement with wildlife and the environment. This approach aims to cultivate environmental stewardship and instill conservation values in future generations, ensuring the ongoing protection of our natural heritage.

My message to coming generation is simple, "The current necessity is to learn about wildlife by reading, observing it firsthand rather than through photos, and passing this knowledge down through generations."



BASANTA RANA
CBAPU Chair
Mrigakunja BZUC

LAUNCH OF THE EVEREST CLEANUP CAMPAIGN BY ECO CLUBS

WWF Nepal aided the Khumbu area eco club network committee, comprised of 12 eco clubs, in organizing a week-long cleanup campaign in the Khumbu region. The cleanup initiative commenced from Lukla on March 29, 2006, and concluded on April 4, 2006, at the base camp of Mount Everest, Sagarmatha. Throughout the campaign, 588 kilograms of degradable and non-degradable waste were collected and appropriately disposed of. The collaboration with residents and park staff ensured the program's effectiveness, leaving a lasting impression that positive change is achievable.

Additionally, WWF Nepal supported the eco club network in publishing "Sagarmatha Eco Kosheli," serving as a valuable tool to convey conservation messages to diverse audiences and spark the interest of local



school children in the conservation of natural resources.

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Baladhan Rai was a teacher at Mahendra Jyoti Ma. Vi when the eco clubs led the cleanup campaign in Lukla.

लुक्ला सगरमाथा आधार शिविर सरसफाई अभियान कार्यक्रम (सन् २००५ फरवरी २३-२८, २०६१ साल फागुण १२-१७) लुक्लादेखि सगरमाथा आधार शिविरसम्म ६ दिनको यात्रा तय गरेर खुम्जुङ, नाम्चे र चौरीखर्क गाउँपालिका भित्रका १२ वटा विद्यालयका संरक्षक शिक्षक, संयोजक शिक्षक, पदाधिकारी विद्यार्थीहरु को साथमा यो अभियान WWF Nepal को आर्थिक सहयोगमा सम्पन्न गरिएको थियो ।

लुक्लादेखि सगरमाथा आधार शिविरसम्मको सरसफाई अभियानको क्रममा इको क्लब सञ्जाल समितिको स्थापना भर्खरै भएको थियो र यस सञ्जाल समितिको संरक्षक पदमा श्री खुम्जुङ मा.वि.का शिक्षक, अचम्म सिंह राई र संयोजक शिक्षकको भूमिकामा श्री महेन्द्र ज्योति मा.वि.को शिक्षक म, बालाधन राई र अरु सबै विद्यालयबाट प्रतिनिधि शिक्षक सदस्यहरु रहनु भएको थियो । यो विद्यालय स्तरीय सरसफाई अभियानलाई सञ्चालन गरेर सफल

पार्नका लागि तत्कालिन

श्री महेन्द्र ज्योति मा.वि.का प्र.अ. विरुमान राईलाई लुक्ला सगरमाथा आधार शिविर सरसफाई अभियानको संयोजक बनाएर गहन जिम्मेवारी दिइएको थियो । यस अभियानलाई सफल बनाउन WWF Nepal का कर्मचारी ल्हाक्पा गेल्जेन शेर्पाको अतुलनिय भूमिका रहेको थियो । हाम्रो सरसफाई अभियानलाई सगरमाथा राष्ट्रिय निकुञ्जको कर्मचारीहरुको पनि भूमिका थियो । लुक्लादेखि सगरमाथा आधार शिविरसम्मको सरसफाई अभियान कार्यक्रमलाई सफल पार्न WWF Nepal को तर्फबाट खुम्बु क्षेत्र इको क्लब सञ्जाल समितिलाई पूर्णरूपमा आर्थिक सहायता प्रदान भएको थियो ।

यो लुक्ला सगरमाथा आधार शिविरसम्मको सरसफाई अभियान सञ्चालन गर्न हामीलाई चुनौतिपूर्ण थियो । १२ वटा विद्यालयका विद्यार्थी तथा शिक्षकहरु हामी विविध उचाईको वातावरणमा बसोवास गर्ने, विविध वातावरणमा हुर्किएका र भिन्न भिन्न पारिवारिक पृष्ठभूमिमा हुर्किएको कारण सरसफाई अभियानमा एकै परिवार भएर विभिन्न उचाइमा (४,५०० मिटर भन्दा

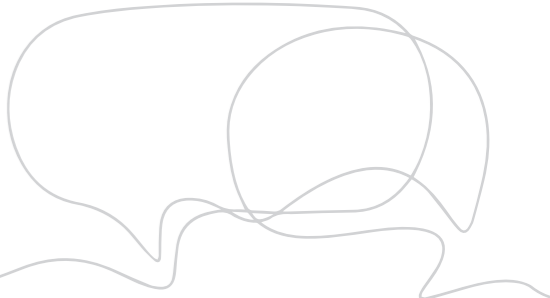
माथिको उचाइसम्म) पुग्दा कतिलाई लेक लाग्ने हो ? सम्भावित औषधिहरुको समेत जोहो गरेर लैजानु पर्ने थियो र कसैलाई भैहालेमा उद्धार पनि गर्नु पर्ने थियो । ५०-५४ जनाको टोलीलाई बिहान बेलुका खाना र बासको पनि समस्या थियो । यस खालका चुनौतिहरुलाई पनि पार गरेर हामी ६ दिनमा सकुशल लुक्ला आएर आफ्नो विद्यालयमा विद्यार्थीहरुलाई फर्काउन सफल भएका थियौं ।

यो लुक्लादेखि सगरमाथा आधार शिविरसम्मको सरसफाई अभियान राख्नु भन्दा केही महिना अघि मात्र WWF Nepal को कसरतमा हामीले खुम्बु क्षेत्र इको क्लब सञ्जाल समिति बनाएका थियौं । सगरमाथा राष्ट्रिय निकुञ्ज भित्रको मध्यवर्ती क्षेत्रमा रहेर खुम्बु क्षेत्र इको क्लब सञ्जाल समितिको माताहतबाट हामीले सरसफाई अभियान, जलवायु परिवर्तन अध्ययन भ्रमण, शैक्षिक क्यालेण्डर प्रकाशन तथा वितरण, विश्व वातावरण दिवस कार्यक्रम (विविध कार्यक्रम सहित वर्षेनी फरक विद्यालयमा), प्रशंसा पत्र तथा ताम्रपत्र वितरण कार्यक्रम, संरक्षण तथा सरसफाई सम्बन्धि चेतनामूलक नाटक प्रदर्शन, फोहोर बस्तुबाट हरित उपहार निर्माण,

संरक्षणमा जागरुक विद्यार्थीहरुको छनौट गरेर छात्रवृत्ति वितरण, वृक्षरोपण, फोहोर बोटलबाट डस्टबिनको निर्माण जस्तो धेरै कार्यक्रमहरु सञ्चालन गरिएको थियो ।

विद्यालय, विद्यार्थी, समुदाय र WWF Nepal को संयुक्त प्रयासमा स्थापना गरि एको इको क्लबहरु र यसको छात्रा संगठनको रूपमा रहेको खुम्बु क्षेत्र इको क्लब सञ्जालमा रहेर काम गर्ने विद्यार्थीहरु अहिले यसै समुदायमा रहेर महत्वपूर्ण व्यक्तित्वको रूपमा स्थापित भैसकेका छन् । जस्तै गाउँ पालिका अध्यक्ष, उपाध्यक्ष, वडा अध्यक्ष, वडा सदस्य लगायत अन्य स्वास्थ्य तथा प्रशासनिक कर्मचारीहरु । यस विषयले निर्दिष्ट गर्न खोजेको कुरा अध्यक्ष, उपाध्यक्ष, वडा सदस्य, विभिन्न उपभोक्ता समितिका पदाधिकारी उनिहरु आफैं भए पछि योजना निर्माण र बजेट बाँडफाँडको अधिकारी आफैं हुन् । तसर्थ इको क्लबहरुको स्थापनाकालमा भन्दा अहिले क्लबमा रहेर कार्य गर्न सजिलो महशुस भएको छ ।

हाम्रोआजको संरक्षणका प्रयासले हामी, हाम्रा भावी सन्तति र जलवायु परिवर्तनबाट असरमुक्त धरतीको भविष्य कोर्नेछ ।



BALADHAN RAI
Teacher
Mahendra Jyoti Ma. Vi

FOSTERING A NEW GENERATION OF CONSERVATION LEADERS

WWF Nepal has established a Memorial Scholarships Fund to honor the contribution of prominent conservation leaders who lost their lives in the tragic helicopter accident in Ghunsa, Taplejung in September 2007.

On September 23, 2006, the global conservation community suffered a tragic loss with the sudden death of several prominent conservation leaders in a helicopter accident in Ghunsa, Taplejung, eastern Nepal. To honor these 24 individuals and their dedication to preserving Nepal's natural heritage, WWF established the Memorial Scholarship Fund. This fund aims to support

students interested in pursuing careers in conservation and to cultivate a new generation of leaders in the field.

The scholarship program includes the Chandra Gurung Memorial Fellowship, Jillian Bowling Schlaepfer Memorial Scholarship, Jennifer Headley Memorial Scholarship for Girls Students, Mingma Sherpa Memorial Scholarship, and Nepal Conservation Memorial Scholarship, offering support for both master's and bachelor's degree students. To date, WWF Nepal has provided scholarships to 131 students to further their studies in conservation.



© WWF Nepal

I'm Sonam Tashi Sherpa, a proud recipient of the WWF Nepal Jillian Bowling Schlaepfer Memorial Scholarship in 2009. Currently, I serve as the Conservation Program Manager at Red Panda Network. Before embarking on my journey, I found myself in a gap year, eagerly seeking the right opportunity to pursue my BSc. Fortunately, the scholarship paved the way for me to enroll in BSc in Forestry, without which attending would have been impossible. It served as my entry point into higher studies in conservation. Subsequently, I pursued my MSc in Nature Conservation with the scholarship, further enhancing my expertise and network within the conservation arena.

Witnessing WWF's conservation efforts firsthand in my village, particularly in the early days of the Kanchenjunga Conservation Area, deeply inspired me

to forge a career in nature conservation. Being the first in my family to attain an international degree in conservation, made possible through the memorial scholarship, has been immensely rewarding. Beyond academic support, the scholarship provided invaluable opportunities for interaction with conservationists, recognition, and personal and professional growth. The scholarship has empowered me to lead local actions and advocate on the international stage. Recognizing the significance of education and the means to access quality education, we, the alumni recipients of scholarships, launched the Conservation Martyr Memorial Scholarship in 2012. This initiative involves gathering contributions from former scholarship recipients to aid individuals from remote villages in pursuing their education in conservation.

In the context of Nepal, the WWF

memorial scholarship has cultivated generations of conservation leaders. With WWF's long-term investment in the memorial scholarship, the impact will be enduring. Investing in education yields long-term dividends, laying the groundwork for transformative outcomes in conservation. Empowering young people to pursue conservation degrees is key, as they represent the leaders of today's and tomorrow's conservation efforts.

My message to all is simple: Aspire, act, achieve, educate, empower, and employ.



SONAM TASHI SHERPA
Conservation
Program Manager,
Red Panda Network

PIONEERING CONNECTIONS: THE FIRST NATIONAL ECO CLUB NETWORK

WWF Nepal assisted in establishing the National Eco Club Network, known as the School Environment Conservation Education Network, Nepal (SENSE-Nepal). SENSE-Nepal was officially registered at the District Administration Office (DAO) in Bardiya and serves as an overarching organization for eco clubs. This initiative marks WWF Nepal's initial endeavor to cultivate environmentally conscious youth. Primarily representing 525 eco clubs in the Terai Arc Landscape (TAL) region, SENSE-Nepal aims to encompass all eco clubs nationwide. Its primary objectives include promoting environmental knowledge, skills, and attitudes among students through conservation activities and education, advocating with relevant authorities for the development of necessary policies and curriculum for practical conservation education, and enhancing the quality of education through conservation-focused initiatives.



© WWF Nepal

हाल श्री जगदम्बा मा.वि. (वडा ८, मधेला, ठाकुरबाबा)मा शिक्षाको माध्यमबाट समुदायको सेवा गर्दै, मैले मेरो जीवनको ठूलो अंश शिक्षण पेशामा समर्पित गरेको छु । म अहिले सेवानिवृत्त छु, विद्यालयको सेवा क्षेत्र भित्र स्थायी रूपमा बस्दैछु। हाम्रो विद्यालयले बर्दिया राष्ट्रिय निकुञ्जको छेउछाउमा बसो बास गर्ने परिवारका बालबालिकाको लागि तोकिएको पाठ्यक्रम शैक्षिक योजनाहरू पछ्याउँछ ।

नेपालमा पहिलोपटक २०४६ सालमा बर्दिया राष्ट्रिय निकुञ्ज मध्यवर्ती क्षेत्रमा पर्ने श्री जगदम्बा मा.वि मा विद्यार्थी वातावरण समुह(ईको क्लब) गठन भै वन वन्यजन्तु संरक्षणमा सचेतना अभिवृद्धि, विद्यालय हरियालिकरण, बृक्षरोपण, वातावरणीय सरसफाई जस्ता अतिरिक्त क्रियाकलाप सञ्चालन हुँदै आएका पानी औपचारिक रूपमा भने सोही विद्यालयमा २०५२ साल मा ईको क्लब गठन गरिएको

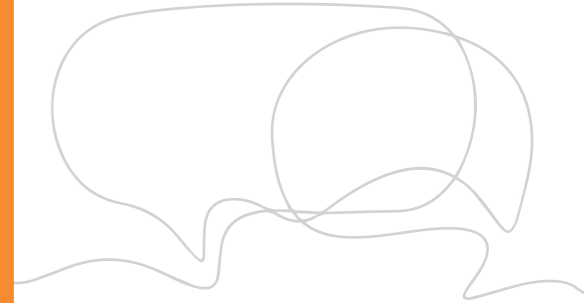
हो । तत्पश्चात

वातावरण सरसफाई र संरक्षणको आवश्यकता बोध भई छिमेकि विद्यालय हुँदै बर्दिया जिल्ला भरि र अन्य जिल्लाका विद्यालयहरूमा पनी ईको क्लब गठन हुन थाले । तराई भु परिधि स्तरको पुर्वमा चितवन, नवलपरासी, दाङ,बाँके पश्चिम बर्दिया, कैलाली, कञ्चनपुर जिल्लामा यसको विकास र विस्तार हुदै २०५९ सालमा सम्बन्धित जिल्लाहरूले आ आफ्नो जिल्ला स्तरीय ईको क्लब नेटवर्क अनौपचारिक रूपमा गठन गरेको पाईन्छ, भने देशका अन्य जिल्लाहरूमा समेत वातावरण संरक्षणको सचेतना अभियानमा बाल सहभागिता महसुस गरी विभिन्न संरक्षण प्रेमी व्यक्ति, संघ संस्थाहरूबाट विद्यालय स्तरमा ग्रीन क्लब, ग्रीनफोर्स क्लब, नेचर क्लब आदिबाट बाल समुहहरू गठन भएको परिपेक्षमा एकातिर विद्यालय स्तरीय संरक्षण शिक्षाको आवश्यकतालाई थप पुष्टि गरिरहेको थियो भने अर्कोतिर स्वयंसेवी रूपमा गठन भएका ईको बाल समुहहरूको दिगोपनाको थियो ।

यसै प्रसंगमा विभिन्न वैज्ञानिक, संघ संस्थाको सम्पर्क, अन्तर्क्रिया, सभा सम्मेलन, गोष्ठी समारोहबाट प्राप्त राय सुझाव तथा अनुभवले वर्तमान युगमा संरक्षण शिक्षाको ज्ञान कुनै निश्चित क्षेत्र, भुगोल वर्ग विशेषमा मात्र सिमीत नराखि राष्ट्रका सबै तह तप्काका विद्यालयका बालबालिकाहरूको पहुचमा पुगनु पर्दछ भन्ने निस्कर्षले ईको विद्यार्थी मार्फत समुदायमा वातावरण संरक्षण र दिगो विकासका सवाल प्रती साझा बुझाइ कायम गर्ने वातावरणमैत्री हरितपिढीको विकास गर्ने सचेतना अभियानमा ईको क्लबहरूको विकास, विस्तार र सकृयता बढाउन आवश्यक सम्पर्क, सहयोग, समन्वय र सहकार्य गर्ने एक राष्ट्रिय संयन्त्रको आवश्यकता महसुस भै तराई भु परिधि स्तरका ८ जिल्लाहरू -बर्दिया, चितवन, नवलपरासी, पाल्पा, दाङ, बाँके, कैलाली, कञ्चनपुर) का ईको शिक्षक र संरक्षकको पहलमा तराई भु परिधि कार्यक्रम, छँ ल्भउबा को सहकार्यबाट विधान तयार गरि वि.स.२०६५ मा विद्यालय वातावरण संरक्षण शिक्षा

सञ्जाल नेपाल(सेन्स नेपाल) संस्था स्थापना गरी जिल्ला प्रशासन कार्यालय बर्दियामा दर्ता गरियो । हाल तराई-भूपरिधि स्तरमा रहेका ६ प्रदेशका १४ वटा जिल्लाहरू(डडेलधुरा, कञ्चनपुर, कैलाली, बर्दिया, सुर्खेत, बाँके, दाङ, पाल्पा, नवलपरासी, चितवन, बारा, पर्सा, मकवानपुर र रुपन्देही) मा आफ्नो कार्यक्षेत्र विस्तार गरि ५२५ वटा ईको क्लब बाट करिब दुईलाख पचासहजार विद्यार्थी मार्फत संरक्षण गतिविधीहरू सञ्चालन गर्दै आएको छ ।

विद्यालय हरियालिकरण, जैविक विविधता संरक्षण, राष्ट्रिय निकुञ्ज तथा वन्यजन्तु संरक्षणमा सचेतना, संरक्षण शिक्षा पाठ्यक्रम तयार गरि लागु, जलवायु परि वर्तन तथा वातावरणीय चेतना अभिवृद्धि कार्यक्रम, वातावरणीय ज्ञान, सिप र क्षमता अभिवृद्धि, प्रकाशन एवं सुचना प्र वाह, संरक्षणका सवाल र चुनौतिहरूमा बहस र पैरवी, संगठन विस्तार, फोहोर ब्यवस्थापन, वृक्षारोपण जस्ता संरक्षणका गतीविधीहरू सेन्स नेपालबाट निरन्तर रूपमा सञ्चालन हुँदै आएका छन ।



DINESH CHANDRA GAUTAM
Chairman, Sense Nepal

AMPLIFYING OUR IMPACT: THE CLIMATE FOR LIFE CAMPAIGN

The "Climate for Life" campaign, launched by WWF Nepal in 2009, addresses the critical challenge of climate change to both conservation efforts and the youth's future. Its aim is to empower young people to advocate for their concerns on a global platform. Throughout the campaign, various activities were organized, demonstrating the solidarity and impact of youth engagement. Notably, a significant initiative targeted Nepali youth aged 13-21, raising awareness about climate change and collecting signatures for a petition to highlight their collective voice against climate injustice. Under the banner "Stop Climate Change - Let the Himalayas Live!", over 207,552 signatures were gathered and presented to the then Prime Minister Madav Kumar Nepal, later handed over to UN Secretary-General Ban Ki-moon during the UN Climate Change Summit. Renowned mountaineer Apa Sherpa climbed Mount Everest, displaying a WWF banner urging action against climate change, garnering attention during COP15.



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In 2010, Sherpa climbed Everest again with the banner "You heard our voice, now raise yours - we can stop climate change in the Himalayas," further amplifying the campaign's message. The campaign's outreach extended beyond Nepal, with impactful events such as presenting rocks from Everest Summit to US President Barack Obama and UK Prime Minister Gordon Brown. Locally, the campaign was embraced, exemplified by the Khumbu people's race to draw attention to the

imminent danger of the Imja Lake outburst, titled "Beat-the-GOLF-Action-Run Today." Moreover, eco club members actively joined in voicing concerns about climate change, emphasizing the campaign's broad reach and compelling call for global action.

I am Dipti, from Nepal, where my passion for environmental conservation was ignited at a young age. While pursuing my business administration degree in Japan, I have maintained a steadfast commitment to conservation efforts. Currently, as a member of the Global Business consulting firm PwC consulting, my professional focus and interest has shifted toward sustainable supply chain development with a goal of aiding businesses in achieving Net Zero by 2050. My journey in environmental activism began during my school years at Ideal Model School in Lalitpur. I collaborated with WWF and Small Earth Nepal (SEN) on the "Climate for Life" campaign as part of eco club.

Together, we conducted awareness programs in schools to educate others about climate change and its impact on mountainous regions like Nepal. I actively participated in

advocacy efforts, including the petition "Stop Climate Change - Let the Himalayas Live!" aimed at urging developed nations to reduce greenhouse gas emissions. These experiences heightened awareness and fostered a sense of responsibility regarding climate change. Now, as a business consultant, my endeavors revolve around sustainable supply chain practices. I am dedicated to developing business ideas that empower companies to achieve Net Zero by 2050, aligning my professional expertise with my lifelong passion for environmental conservation. In 2009, I actively participated in Climate for Life Campaign and led various activities as one of the lead members of the environment club

at my school, Ideal Model School. Engaged in various capacities, I, along with fellow club members, organized extensive awareness programs, which encompassed individual and group art exhibitions, presentations and other activities. My involvement extended beyond school premises, as we actively collected signatures for a petition aimed at addressing climate change. These signatures were intended to be presented to the President of the United Nations, facilitated through the Prime Minister of Nepal. The process of garnering signatures was not a mere formality; rather, it involved presenting, explaining,



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and persuading the youth about the significance of our cause for both us and our country. This hands-on engagement allowed us to connect deeply with our peers, fostering a shared understanding of the importance of climate action.

I distinctly recall a period when my dedication to the campaign led to concerns from my parents about missing classes - concerns that I shared at times. Surprisingly, rather than hindering my academic performance, these activities had a positive impact, resulting in improved grades. Getting involved in volunteering not only helps the planet but also

significantly contributes to your personal growth and development. Remember, who you become is often shaped more by what you do outside the classroom than inside the classroom.



DIPTI TIMILSINA
Climate Champion



APA SHERPA
Mountaineer and Guide

My name is Apa Sherpa. I was born and brought up in Thame, a village in the Solukhumbu district of Nepal, right on the Everest trail. I'm a mountaineer by profession. My parents were yak-herders and farmers, but I went into mountaineering. I started by carrying loads for a few expeditions, then slowly became a professional mountaineer. During the past decades, I have observed many changes in the climate in this area. And when I also talk to the people living here, I can hear about many such signs of changes. At first, we didn't realize that the changes were so severe, but then, we also did not know about anything called climate change. Now, the changes in weather patterns are drastic. It didn't snow at all during December, January and February, when it should snow heavily, and it finally snowed massively in May, when usually it's dry. The numbers of hot days are also increasing. We saw mosquitoes in Namche Bazaar (altitude- 3440 m) for the first time in 2008 and we also saw a housefly at Everest Base Camp (altitude - 5360 m) which is unheard of. And, of



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course, the rapid melting of the snow in the mountains and glaciers. For the first time in my life, during the Eco Everest Expedition 2009, I saw running water around Camp 4 and near the summit of Mt. Everest. In fact, at Camp 2 we did not even have to melt snow for drinking, which was very rare in previous expeditions. The melting glaciers pose an immediate threat due to the ever-increasing glacial lakes. My wife and I lost all our property and nearly

lost our lives when a similar glacial lake Dig Tsho burst in 1985. It would mean total devastation and not just for the people in the immediate vicinity but maybe also for people living downstream. I am an uneducated person, yet I realize the seriousness of the issue. I hope our senior politicians and the government realize that climate change poses an immediate threat to the people living in the mountainous region. We need to educate the people there and resources so these problems can be solved. I have dedicated two of my Everest ascents to raise awareness about Climate Change issues. This is just a small individual step. I think we need to work together unitedly if we are to ever find solutions to Climate Change and the problems it is creating.

INTEGRATION OF CONSERVATION EDUCATION INTO THE FORMAL EDUCATION SYSTEM

The TAL program has streamlined conservation education in formal school curriculum. Formal School curriculum on conservation education was piloted in 80 schools in different parts of TAL area with the support of resource centers, eco club networks and school management committees. Curriculums for primary and lower secondary grades have been prepared, printed, and distributed in various parts of the buffer zones. Conservation Education in formal school curriculum was streamlined for the first time in 51 schools in Jhalari Resource Center of Kanchanpur. The main objective of this intervention was to raise conservation awareness among the students. Experiencing this practice, this curriculum was replicated in Dodhara/Chandani Resource Center of Kanchanpur and Ayodhyapuri and Baruwa Resource Center of Chitwan. This curriculum is taught in grade 1-5 with focus on forest, wildlife, wetland and freshwater species, climate change, culture and tourism, alternative energy and natural disaster.

Shree Jana Jeevan School- Madi
The school was established in 2023 B.S. Since

its establishment it has been concerning the useful management of natural resources. Since 2056, the school formed an eco club with the aim of fostering conservation values among students. In the context of the Maadi Municipality, 'Hamro Maadi' is implemented as a local subject in basic level classes 1-3. Its primary aim is to familiarize young students with the natural geographical environment of Madi. This initiative helps students grasp the importance of preserving natural sites and gain insights into the environment of their living area. WWF Nepal plays an active role in supporting the Madi community,

particularly in its capacity as a buffer zone area. WWF Nepal organizes seminars with stakeholders, school-level quiz competitions, and other programs regularly. It is evident that acquiring knowledge leads to behavioral changes; students not only engage in activities like tree planting and caring for small plants but also encourage their parents to adopt sustainable practices in using natural resources. Through conservation education, students become well-versed in environmental issues, while parents become more conscious of sustainable resource management. On a positive note, teachers

have integrated conservation education into their teaching by addressing topics such as sustainable resource management, development, and global warming. Providing theoretical knowledge broadens the capacity to address environmental challenges. Teachers act as facilitators, exposing students to various perspectives on issues and fostering active participation in practical-based sessions. Such activities enhance students' practical understanding of their environment, its cycles, and its significance in their lives.

- Ram Prasad Bhandari
School Headmaster
Shree Jana Jeevan School- Madi



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GLOBAL EXCHANGE: EMPOWERING YOUTH THROUGH KNOWLEDGE SHARING INITIATIVES

Pakistan- Nepal Student Exchange Program

WWF Nepal facilitated the Pakistan-Nepal Exchange Program to enhance nature conservation efforts in both countries. The program aimed to foster mutual understanding of traditions and environmental concerns between Nepali and Pakistani students, teachers, and journalists, while also promoting an accurate image of both nations among youth. Through an MOU signed in December 2000, WWF Nepal and WWF Pakistan, supported by the Babar Ali Foundation, organized the exchange program in 2000 and 2003. Participants learned about WWF Pakistan's conservation efforts and visited significant conservation, historical, and cultural sites. The program broadened participants' horizons, deepened their understanding of

Pakistan's nature and culture, and motivated them to contribute further to conservation. Participants expressed enthusiasm to promote conservation upon their return and highlighted the program's role in portraying an accurate image of Pakistan. The exchange program has been lauded as a rewarding experience for participants' conservation efforts through Eco Clubs, and it successfully encouraged mutual understanding and sharing of experiences between Nepali and Pakistani youths. In 2013, five Eco Club students from Nepal participated in the 12th National Children's Mountain Conservation Meet in Pakistan through this program.



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I am Anita Khadka, a professional lawyer with a deep passion for conservation. The seed of conservation was planted in my heart and mind during my youth through my involvement in eco clubs. I wholeheartedly dedicated myself to preserving the environment, serving as an active member and eventually as the president of the eco club at my school.

In 2003, I had the opportunity to participate in the Pakistan Nepal Youth Exchange Program to learn about how eco clubs in other countries operated. Representing my eco club, I proudly showcased our efforts to protect nature. Upon my return, I volunteered for eco clubs in the Terai Arc Landscape (TAL), visiting numerous clubs near the Bardiya buffer zone to share my experiences and inspire them towards environmental conservation.

Additionally, I served as a literacy class facilitator in my village, not only teaching women to read and write but also raising



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awareness about conservation. I also shared my experiences with women's groups in my village to empower them. Before the exchange program, my understanding of conservation was limited to national issues, but participating in the program broadened my perspective to global environmental challenges and initiatives. This program has not only supported but also guided

me in advancing my career as I worked in Western Terai Landscape Complex Project (WTLCP) for 5 years. My message to all is simple: "Let's unite and take proactive steps towards conservation starting today."



ANITA KHADKA
Pakistan-Nepal
Student Exchange
Program Participant

ONE PLANET YOUTH LEADERSHIP FORUM, HONGKONG

I am Prasad Ghimire. I've been actively involved in research and initiatives to protect wildlife and their habitats as a passionate conservationist and skilled data scientist. This includes leading economic research on human-wildlife conflicts, organizing awareness campaigns, and conducting photography projects to raise awareness about biodiversity conservation. These efforts have resulted in conservation action plans and successful public exhibitions aimed at preserving wildlife and ecosystems.

In 2018, I led a team of young conservationists from Nepal on a visit to WWF Hong Kong, organized by WWF Nepal. This experience allowed me to share insights from Nepal's conservation journey while learning about Hong Kong's efforts. It was enriching to explore conservation issues, youth-led programs, and visit field sites like the Mai Po Reserve, which offered valuable insights into international

conservation practices.

Participating in the program broadened my understanding of conservation practices, highlighting differences between Nepal and Hong Kong, particularly in their focus on terrestrial versus marine biodiversity and their approaches in urban settings. Witnessing these disparities emphasized the importance of context-specific strategies tailored to local environments and community needs. Upon returning to Nepal, I implemented impactful initiatives including international wildlife photography workshops, research projects on Human-Wildlife Conflicts, and establishing a youth-led organization called Roar for Conservation. These efforts aimed to raise awareness, build capacity, and foster a culture of conservation among Nepal's youth. One memorable moment from the Hong Kong visit was experiencing the Mai Po Reserve's coastal biodiversity, which underscored the resilience of nature in

urban settings.

Investing in young people is crucial for sustainable conservation, as they offer fresh perspectives and innovative ideas. My experience in Hong Kong profoundly influenced my personal and professional growth, broadening my perspective on conservation challenges and enhancing my capacity to contribute effectively to conservation initiatives in Nepal.

Lastly, I emphasize the importance of working with local communities, as they hold ancestral knowledge and are essential custodians of nature.

PRASUN GHIMIRE
One Planet Youth Leadership Forum Participant

GLOBAL TIGER SUMMIT 2010, RUSSIA

मेरो नाम प्रदीप रिजाल हो । २०१० सालको भाद्र महिनामा इको क्लब मार्फत संरक्षणमा सक्रिय संलग्न भएको कारणले अन्तर्राष्ट्रिय बाघ सम्मेलनको लागि मेरो निवेदन स्वीकृत भएको मेरो शिक्षक श्री दिनेशचन्द्र गौतमले जानकारी दिनुभयो । मलाई सुरुमा गाउँको विद्यालयबाट यस्तो अन्तर्राष्ट्रिय कार्यक्रमका लागि छनोट हुनेमा पत्याउनै गाह्रो भयो । **WWF Nepal** बाट जगदीश पराजुली सरले पछि थप कागजातहरूको लागि मलाई सम्पर्क गर्नुभयो र कार्यक्रमको विवरण साझा गर्नुभयो ।

सम्मेलनका लागि नेपालबाट रसियाको भ्लादिभोस्तोको यात्रामा हामीले बाघ संरक्षणको बारेमा 'धनको लोभ' नामक सडक नाटक प्रस्तुत गरेका थियौं। उक्त सडकनाटकले सबैको ध्यानकर्षण गर्नुको साथै नेपालमा बाघ संरक्षण सचेतनामा भएका प्रयासहरूको बारेमा जानकारी पनी दिएको थियो । हामीले संरक्षित क्षेत्रहरू जस्तै **Amur Tiger** पाइने क्षेत्र, **Gavan Embankment**, **Kedrovaya** र **Online Hunting Estate** अवलोकन गर्ने र प्रत्येक देशले बाघ संरक्षणको प्रतीकको रूपमा ढुङ्गा राखेको उद्घाटन समारोहमा भाग लिनेलगायत विभिन्न गतिविधिहरूमा भाग लियौं। हामि सबै सहभागिहरूले



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आफ्नो देशमा गएर बाघ संरक्षणकालागि गर्ने कार्यको कार्ययोजना बनाइ प्रस्तुत गरेउ र हामीले सन २०२२ सम्ममा बाघको संख्या दोब्बर बनाउने र हरेक वर्ष विश्व जुलाई २९ मा बाघ दिवस मनाउने अवधारणा पत्रमा हस्ताक्षर गरेका थियौं ।

करिब १० दिनको अन्तर्राष्ट्रिय यूवा बाघ सम्मेलनमा सहभागि भए पश्चात म मा

बाघ र बाघ संरक्षणको महत्वको बारेमा थप ज्ञानमा अभिवृद्धि भयो । नेपाल फर्किएपछि, मैले आफ्ना अनुभवहरू साझा गरेँ र इको क्लब मार्फत चोरी शिकार नियन्त्रण यूवा समूह, स्थानिय बन उपभोक्ता समिती, विद्यालय र समुदायहरूमा संरक्षण गतिविधिहरू सुरु गरे । रुसको कार्ययोजना पछ्याउँदै, हामीले युवा समूह, उपभोक्ता समिति र सिकारी नियन्त्रण प्रयासहरूमा बाघ संरक्षणको बारेमा चेतना जगाएका छौं। पहिलो विश्व बाघ दिवस जुलाई २९, २०११ को अवसर पारेर बाँके राष्ट्रिय निकुञ्ज र तराई भुपरिधि कार्यक्रम(ताल)संग समन्वय गरेर मैले मध्य पश्चिम बहुमुखि क्याम्पस नेपालगंज र जगदम्बा मा.वि, बर्दियाका करिब ५०० जना युवाहरू लाई सहभागि गराएर बाँकेको कोहलपुरमा बृहत र्याली तथा सडक नाटक गरेर मनाएका थियौं । बाँके राष्ट्रिय निकुञ्ज र भुपरिधि कार्यक्रम(ताल)सँग सहकार्य गर्दै, हामीले जनचेतना फैलाउन कार्यहरू आयोजना गर्यौं। आज को दिन सम्म पनि, बाघ संरक्षणको महत्व र सम्मेलनका मेरा अनुभवहरू साझा गर्दै विभिन्न राष्ट्रिय निकुञ्जहरूमा इको क्लबहरूलाई थप सक्रिय बनाउन सेन्स नेपालसँग काम गरिरहेकी छु ।



PRADEEP RIJAL
Global Tiger Summit 2010 Participant

THE GENERATION GREEN: NEPAL'S FLAGSHIP YOUTH INITIATIVE

The Generation Green, launched in 2014 is the flagship program of WWF Nepal focusing on youth. This program is a five-year campaign targeting 500,000 Nepalese youth in a collective movement for the environment and sustainable development of Nepal. The Generation Green works on a membership model targeting youth aged 16-26 years throughout the nation. 10,000 youth signed up for the campaign within four months. The focus area of the

campaign was education and empowerment which will open opportunities for the youth to engage in learning to build sustainable lifestyles. Through mentorship schemes, participation in competitions, and involvement in green projects, young people were afforded opportunities to actively contribute to The Generation Green's objectives.



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I am Prasuj Mainali, serving as the president of Jiwanta Nepal. My professional dedication lies in fostering environmental and social development through advocacy and campaigning. My journey with TGG began in 2017 as a mentee under Team Ajingar, where I seized the opportunity to enhance my skills in environmental activism. Engaging with Team Ajingar provided insights into human-wildlife conflicts, leading us to conduct awareness campaigns in local communities and facilitate discussions with forest authorities to improve communication and policy. TGG campaign by WWF has been

instrumental in broadening my perspective on environmental issues and equipping me with the knowledge and tools to advocate for sustainability. Working alongside Amrit Gurung and achieving milestones such as organizing comprehensive audio-visual documentation and influencing information workshops by Shivapuri National Park committee after our campaign have been significant highlights.

As a committed environmentalist, I continue to utilize the learnings and experiences from TGG to advocate for social and environmental causes,

striving for a better future. Programs like TGG empower young individuals to drive environmental conservation and sustainability by leveraging their creativity and passion to engage communities and enact positive change. My one-line message to our generation is clear, "Urgent actions today can secure a sustainable tomorrow – join hands, make eco-conscious choices, and be the driving force for a greener future."



PRASUJ MAINALI
TGG Member

LAUNCHING THE YOUTH MENTORSHIP PROGRAM

As one of the flagship projects of the campaign, a unique mentorship program was initiated bringing together 11 leaders from different sectors to mentor select TGG members in 2015. Under the

mentorship program, TGG members conceptualized five projects focusing on environment sustainability, conservation education and waste management. Over the course of the campaign, youth were provided opportunities to engage in various

learning platforms, green projects, and volunteering assignments with the end motive of building Nepal's future leaders.



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TGG Mentor

In her distinguished career as the former Deputy CEO at Clean Energy Development Bank Limited, now NMB Bank Limited, Ms. Barsha Shrestha has been a beacon of inspiration in the realm of environmental conservation. Her work has been instrumental in promoting clean, renewable, and efficient energy solutions aimed at uplifting livelihoods, particularly in marginalized communities. Her commitment to conservation extends beyond professional endeavors, as evidenced by her role as a mentor in The Generation Green Program of WWF Nepal.

Motivated by a desire to inspire the next generation, she embraced the opportunity to mentor aspiring environmentalists within the TGG program. Her aim was clear: to instill a passion for clean energy and environmental stewardship among young minds, thus ensuring a sustainable future for all. Through practical examples and real-world insights, she guided TGG members towards developing impactful environmental projects, emphasizing

the importance of energy efficiency and conservation.

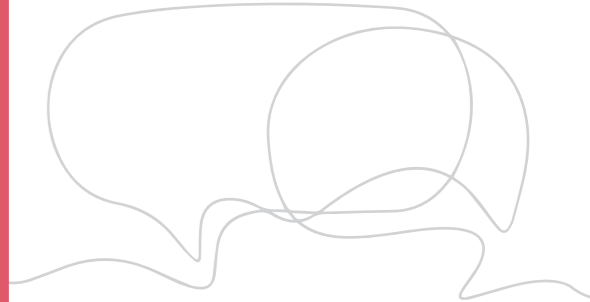
Ms. Barsha underscores the critical role of youth engagement in conservation and environmental initiatives. She claims that in an era where ESG (Environmental, Social & Governance) considerations drive business decisions, investing in youth empowerment is paramount. The TGG program serves as a catalyst for nurturing awareness, skills, and commitment to environmental sustainability among its participants. She believes that by equipping young individuals with the knowledge and tools to effect change, we pave the way for a greener, more prosperous future.

Despite the program's successes, she acknowledges challenges encountered during mentorship, including financial constraints for mentees and the necessity of a robust network for project implementation. Nonetheless, the rewards far outweigh the challenges. A standout moment for her was witnessing the transformative impact of TGG projects,

such as the energy efficiency initiatives at Kirtipur Hospital, which left her in awe of her mentees' dedication and innovation.

Reflecting on her overall experience as a TGG mentor, she expresses profound satisfaction in imparting knowledge and fostering environmental consciousness among youths. Her engagement with aspiring environmental warriors has been inspiring, leaving an indelible mark on mentor and mentees.

In closing, Ms. Barsha leaves a poignant message for future generations: "The energy you save today and your attentiveness to the environment will bring happiness tomorrow and for generations to come."



BARSHA SHRESTHA
Former CEO
NMB Bank Limited

GREENOVATION: INNOVATING FOR A SUSTAINABLE PLANET

WWF Nepal started the concept of Greenovation in 2016, aiming to foster innovative green entrepreneurship among young entrepreneurs. Greenovation aims to inspire and support sustainable solutions from young minds while fostering leadership skills among Nepal's youth. The Greenovation Start Up Challenge (GSC) was curated for young aspiring entrepreneurs to make more sustainable and pro-environment choices, while bringing in an alternate source of livelihoods in the form

of a green economy.

From 2018, realizing the importance of engaging more with youth, WWF Nepal started supporting the College Idea Hunt (CIH) and the National Idea Hunt (NIH) as an Eco Impact Partner. Since its start in 2016, over 450 youth entrepreneurs have been directly engaged in the Greenovation program through business mentoring and seed funding.



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How have you engaged with WWF Nepal?
I am Ang Dolma Sherpa, the founder of Utpala Craft, dedicated to environmental consciousness. In 2019, I participated eagerly in WWF Nepal's Greenovation Challenge, aiming to turn my passion for traditional craft into a sustainable business. My vision was to revive the traditional craft of making biodegradable LUNGTA (prayer flags) and KHAADA (ceremonial scarves), preserving indigenous knowledge from the Himalayan community.

Before joining the challenge, I had already begun producing biodegradable Buddhist cultural products for personal use, but they had yet to reach the market. The platform provided the perfect motivation to pursue my sustainable business goals, aiming to enhance my brand reputation among environmentally conscious consumers and

investors, receive valuable feedback from experts, and network with like-minded startups.

How has WWF Nepal's program helped your entrepreneurial journey?

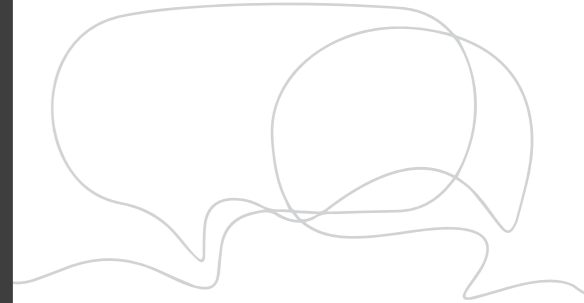
WWF Nepal played a pivotal role in supporting our journey from an innovative idea to a tangible business enterprise during the NIH. Their endorsement and utilization of our products in their operations provided exposure and credibility within the sustainable market. Participating in the GSC transformed me, enhancing my skills in business strategy, market research, and communication, and instilling a deep appreciation for sustainable practices' positive environmental and social impacts.

By investing in programs like this, WWF

Nepal fosters a culture of innovation and sustainability, empowering individuals to drive positive change. This investment is crucial for a more sustainable future and addressing environmental challenges.

Message for the Youth:

"Embrace empathy, innovation, and resilience to shape a brighter future for all."



ANG DOLMA SHERPA
Founder, Utpala Craft

LAUNCH OF NEPAL'S FIRST GREEN SCHOOL GUIDELINE

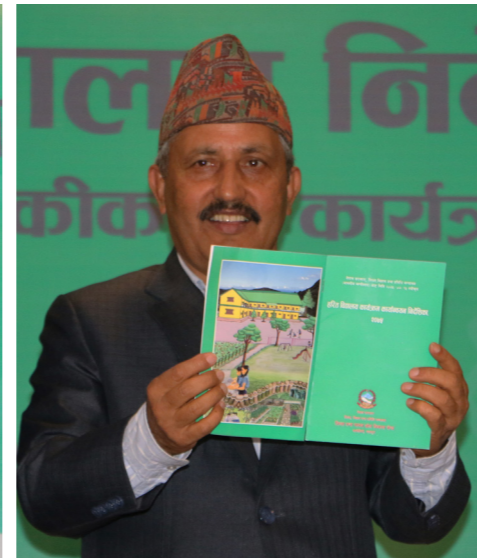
In 2018, the Ministry of Education, Science, and Technology, in collaboration with WWF Nepal and other partners, introduced the Green School Guideline. This guideline aligns with the government's directive to promote the establishment of green spaces and eco clubs within schools. It serves as a fundamental tool for advancing initiatives like the "One School One Garden" program and the extensive development of green zones. The guideline emphasizes the adoption of eco-friendly practices within and around schools to foster sustainable environments and instill green behaviors through educational initiatives and awareness campaigns.

WWF Nepal has been actively advocating for the effective implementation of this guideline. WWF Nepal has invested in and provided support to enhance the capacity of schools, teachers, government stakeholders, eco clubs, and youth. Various activities, including youth



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outreach programs to establish model eco clubs based on the guideline, teacher training sessions, online awareness campaigns about the guideline, and numerous workshops aimed at strengthening its implementation, have been conducted thus far.



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DURBAR HIGH SCHOOL: TRANSFORMING THE OLDEST SCHOOL INTO A MODEL GREEN SCHOOL

Aquaponics farming, a progressive and soilless cultivation approach, involves the simultaneous growth of crops and fishery. As green school guideline fosters the concept of innovation in school, this innovative farming model was introduced at the Nepal's first school, Durbar High School in response to the escalating urban population's reliance on chemical fertilizers, adversely impacting human health. Likewise, to meet the goal of the guideline "One school One garden", the aquaponics represents the present example of how urban schools can foster garden in their school where there is a lack of space.

With a commitment to reducing inorganic food consumption, since early October, these aquaponics systems have been operational, with an expert overseeing the installation and conducting technical workshops for students and staff. Now we independently manage and cultivate green leafy vegetables, fostering a sustainable and healthy approach to food production.



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By implementing aquaponics systems with the support from WWF Nepal, we sought to provide students with firsthand experience and knowledge about organic crop production, the benefits of consuming organic foods, and the importance of sustainable farming practices, through practical involvement in maintaining and operating aquaponics, students gained valuable insights into modern agricultural techniques and understand the significance of responsible resource management and training and providing technical workshops for students and staff ensured effective utilization of aquaponics technology and



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empowered them to become adept at handling this advanced system under the guidance of trained professionals. The enthusiasm was palpable among everyone involved, from teachers to security guards and students. The entire school community expressed a keen interest in understanding the intricacies of the aquaponics system. Students actively participated in the process, contributing to tasks such as cleaning gravel and tending to the greenery, showcasing a collective eagerness to engage with and learn about this innovative agricultural approach.

The Aquaponics Installation and Technical Workshop left an impact on the participating schools and the broader community, fostering a sustainable mindset and eliciting positive responses from students, teachers, and the municipality. The installation of cutting-edge Aquaponics models at Durbar High School not only provided hands-on learning opportunities for hundreds of students but also served as a catalyst for a green revolution within the heart of Kathmandu Metropolitan City.

- Devaki Acharya, Eco Teacher

HWC SCHOLARSHIP FUND: A BEACON OF EDUCATIONAL EMPOWERMENT

With an objective to support the HWC victim families to support their children's education, scholarship support was provided through Protected Area and Buffer Zone Management Committee. During the scholarship inception a total of 82 children (44 boys, 38 girls) representing 25 BZUC were provided scholarships that supported the children to fulfill their need for payment of school fee, purchase of stationaries and dress. The children eligible for the scholarship were selected by PA and BZMC through serious discussion with BZUC representatives.

One such scholarship fund of NRs 500,000 has been established at Rewa BZUC to support the children of HWC affected families. A total of NRs 300,000 supported from WWF Nepal was increased to NRs 500,000 by BZUC with its internal resources. The scholarship fund interest

is utilized as per the guideline to support the education of the HWC conflict family children with priority to the poor and marginalized family. Rewa is among one of many scholarships' endowment fund established by WWF Nepal.

In Dolpa, the scholarship program was reintroduced in FY 19 under DNPWC/ WWF Nepal's joint project "Snow leopard and prey conservation in Shey Phoksundo National Park Buffer Zone (SPNP BZ)". The main objective of this program is to support the students from human wildlife conflict affected/most vulnerable, poor, marginalized families to pursue higher education and to support communities in conservation. This scholarship program targeted students studying intermediate science, environment science, forestry science, agricultural science, veterinary science, travel and tourism, and social sciences in SPNP BZ.



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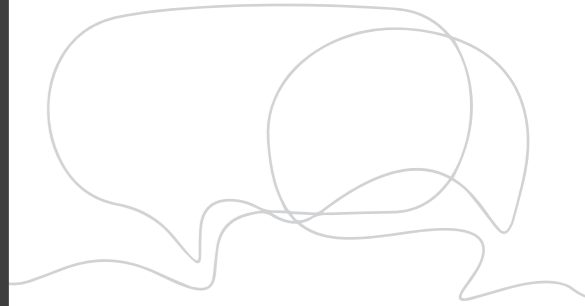
I am Tsering Yumtso Gurung, hailing from Rikhe, Dolpa. My profound passion lies in preserving natural environmental conditions through eco-tourism, and to further fuel this passion, I am currently pursuing a Bachelor's in Travel and Tourism (BTTM) at NATHM College. I am a recipient of the SPNP grant scholarship for the year 2023-2024. This scholarship primarily aims to support students from families affected by human-wildlife conflict or those deemed most vulnerable, enabling them to pursue higher education and contribute to wildlife conservation in the long run. The news of receiving this scholarship brought immense

relief, lifting the financial burden from my family's shoulders, and opening more opportunities for me.

As a scholarship recipient, I am motivated to study diligently in my chosen field. I am confident that this opportunity will not only contribute to wildlife conservation efforts in my community but also enhance my leadership, communication, and networking skills. I feel a strong sense of responsibility in fostering coexistence between humans and wildlife by addressing relevant issues.

Post-graduation, I aspire to educate

the youth in my community about the benefits of eco-tourism, empower local communities, and explore career opportunities in eco-entrepreneurship focused on responsible travel and sustainable development. I urge WWF Nepal to continue supporting similar scholarship programs for students interested in nature and wildlife conservation. As a parting message, I encourage my generation to embrace a sustainable future.



**TSERING YUMTSO
GURUNG**
HWC Scholarship
Recipient

LAUNCHING THE SCHOOL INNOVATION CHALLENGE: HARNESSING EARTH HOUR FOR CHANGE

The aim of the innovation challenge is to promote innovation and conservation values among the younger generation and scale out the Earth Hour movement to schools and students.

In 2021, WWF Nepal launched the Earth Hour - School Innovation Challenge as an integral component of Earth Hour Nepal, aiming to cultivate innovation and imbue conservation ethics in the younger generation. Since its inception, three iterations of the challenge have been conducted, each focusing on distinct themes aimed at inspiring eco-consciousness among students:

1. In 2021, the theme was "Art for Change," encouraging students to express their ideas for environmental conservation through artistic mediums.

2. The 2022 challenge centered on "Renewable and Sustainable Solutions," prompting participants to devise innovative solutions leveraging renewable resources.

3. In 2023, the focus shifted to "Connecting to Nature through Renewable Energy," urging participants to explore the synergy between renewable energy sources and their connection to the natural world.

These challenges have served as platforms for eco clubs and students to showcase their creativity and commitment to environmental stewardship, fostering a culture of sustainability and forward-thinking within the educational sphere.



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CRYSTAL MOUNTAIN SCHOOL: WINNER OF THE SCHOOL INNOVATION CHALLENGE

Established in 1994 in Dho Tarap, Upper Dolpa, Crystal Mountain School (CMS) is renowned as 'A school on the roof of the world'. Since 2000, CMS has been actively engaged in WWF programs, earning the Abraham Conservation Award in 2001. The CMS Eco club, deeply embedded in community involvement, currently emphasizes reducing plastic usage, promoting medicinal herbs, monitoring snow leopards and blue sheep, and planting willow trees around the school.

CMS's commitment to sustainability is reflected by continuously participating in the Earth Hour Innovation Challenge in 2022 and 2023. Motivated by a desire to showcase innovative solutions aligned with traditional practices, the Eco club aimed to blend heritage and modernity to address environmental challenges. The winning idea in 2022 introduced a smart waste management system, integrating modern innovation with traditional wisdom.

Recognizing the neglect of traditional methods suitable for Dolpo's chilly



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winters, the Eco club reintroduced dry toilets, aligning them with regional needs and cultural heritage. This initiative not only addresses practical needs but also reinforces the conservation ethos ingrained in the school's history. Participation in the challenge transformed student attitudes, fostering environmental responsibility. Post-win, the Eco club took a leadership role in overseeing the bio-toilet project,

educating the community about its benefits, and promoting environmental awareness. Students now lead eco-friendly initiatives, contributing to reducing plastic waste, conserving wildlife, and medicinal herbs, and heightening ecological awareness in the Dho-Tarap valley. The challenge sparked a transformation, empowering students to preserve their cultural heritage and embrace sustainable practices. Notably, the



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installation of traditional compost toilets became a unifying experience, symbolizing the integration of modern and traditional techniques and fostering pride among staff and students.

YOUTH LEADING THE SHIFT FOR A SUSTAINABLE PLANET

Save the Children and WWF Nepal have been implementing an innovative model “SHIFT for our planet” that aims to shift power to young people by supporting them to lead campaigns and advocacy efforts around critical issues that affect them, and the youth groups and the organizations have been doing joint campaigning on climate change since 2022.

SHIFT aims to provide youth led groups with the skills, tools, funding, and networking they need to kickstart their campaign to help create a more sustainable Nepal. SHIFT has supported the implementation of nine youth led

campaigns across Nepal on various issues ranging from wetland conservation to tackling plastic pollution till date.

With a focus on identifying and implementing the climate change mitigation strategies by the decision-makers in Nepal, and to facilitate the interaction between the three tiers of government in Nepal, Save the Children and WWF Nepal organized a national-level event titled ‘SHIFT-Shifting Power to Young People’ in collaboration with five youth groups in 2022.



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#PANNISADOORJANAKPUR

Team Kayapalat undertook a campaign aimed at addressing plastic pollution by integrating sustainable practices, climate-friendly solutions, and advocating for climate justice in 2022. Their approach demonstrated creativity, featuring the "plastic person," a figure enveloped in discarded plastics, and "Gutki," a dustbin that eats plastic, accompanied by the hashtag #pannisadoorjanakpur (plastic away from Janakpur)

The campaign directly engaged a significant number of 1275 individuals and through social media, reaching over +111100 people. Among the noteworthy achievements were the transition of Goldstar showroom from plastic packaging to cloth bags, a Kachahari Bahas (a free-flowing dialogue) for local youth and children, and the initiation of surveys by local authorities to assess waste segregation statistics in the municipality.



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I am Diwakar Uprety, an active environmental advocate deeply committed to preserving our planet and a SHIFT campaigner. I aim to instill responsibility in local communities and youth, urging them to decrease their use of single-use plastic bags and address rising air pollution in Madhesh Province. As an active participant in the SHIFT campaign in both 2022 and 2023, I led the Anti-Plastic Campaign in Janakpurdham. Within this initiative, my role centered on integrating sustainable practices and promoting climate-friendly solutions, while advocating for environmental justice alongside my team at Kayapalat.

Our project aimed not only to clean up but also to catalyze a lasting shift in people's attitudes and behaviors towards plastic usage. During the planning phase, our team envisioned creative and memorable

strategies, culminating in the launch of our mascots, Plasticperson and Gutki, to engage directly with local communities and raise awareness about the harmful impacts of plastic pollution.

Our campaign is designed to empower young people to think critically, communicate effectively, and take action. Notably, during the Chahari Bahas, young participants voiced their concerns to government stakeholders, reflecting the tangible impact of the SHIFT initiative on leadership and communication skills development within my team.

Throughout the campaign, we witnessed numerous positive changes, from local vendors reconsidering their packaging choices to individuals opting for reusable cloth bags. Additionally, local authorities conducted surveys to better understand

waste statistics, signaling a shift towards more informed decision-making.

A particularly memorable moment occurred during a demonstration of Plasticperson and Gutki at a local market, where individuals and vendors using plastic bags attempted to conceal them—a testament to the campaign's impact on behavior change.

In closing, my message to our generation is simple: "Every sunrise is a reminder: Your power to protect the Earth shapes a greener for positive impact."



DIWAKAR UPRETY
SHIFT Campaigner 2022

#ANYHOWINDRABACHAU

Team SENSE participated in the 2nd year of the SHIFT initiative, held in 2023, where they actively focused on raising awareness about wetland issues. Their primary objective was to establish a profound connection between individuals and wetlands, aiming to cultivate a sense of responsibility and dedication towards their preservation.

The campaign directly engaged over 800 youths and digitally connected with 3,36,696 individuals. Furthermore, the campaign's success is underscored by the significant increase in knowledge among participants surveyed, reaching 97%, indicating the effectiveness of educational efforts. Notably, the cycling trail, which covered seven wetlands over approximately 7 km, proved to be instrumental in achieving the campaign's objectives.



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I am Shreeya Manandhar, SHIFT campaigner 2023. As an enthusiastic master's student in environmental science deeply committed to preserving wetlands, particularly in urban areas, I actively participated in the "Save Our Wetlands" campaign organized by SHIFT alongside my peers from SENSE. This campaign aimed to raise awareness about wetland issues, with my role focusing on coordinating activities and leading a team of young individuals. The project aimed to educate the public about wetland concepts, emphasize their ecological importance, and highlight the pressing issues they face.

Participating in SHIFT had a profound impact on me, especially as someone with limited prior knowledge of activism. The structured workshops provided essential skills for activism, and collaborating with peers from diverse backgrounds was particularly enlightening. Our campaign activities, such as "tell us your wetland story" and the launch of a wetland



storybook, served to educate, engage, and empower young people, aligning perfectly with WWF Nepal's conservation education goals. The campaign also had positive outcomes, such as raising awareness and inspiring future conservation efforts.

During our wetland trail cycling initiative, we interacted with various cycling groups who showed interest in expanding the trail to include more wetlands and expressed willingness to collaborate which amazed me. As more young individuals from different specialties join the conservation cause, the

field stands to benefit from a diverse range of skills and perspectives. My aspiration is to further immerse myself in conservation work, continually learning and adapting to evolving challenges. I aspire not only to actively contribute to environment conservation but also to be mentor to the next generation of conservation leaders.

My message to my generation is clear: Urgent and united action in environmental conservation is not just a choice but a responsibility; together, we hold the power to overcome even the most daunting challenges and create a sustainable legacy for the future".



SHREYA MANANDHAR
SHIFT Campaigner 2023

BEHAVIOR CHANGE CHAMPIONS

Behavior change strategy is currently being piloted in WWF's priority sites focusing on human wildlife conflict management. The behavior change strategy has various interventions to enable behavior change in the communities. One of the key components of this strategy is behavior change communication. Over 50 young people have been trained as Behavior Change Champions (BCC) in Chitwan, Banke and Bardia districts who have already conducted 390 community events. The selected young people were trained in identifying problem behaviors, their audiences and understanding the

barriers and motivators to create the desired change.

The BCC champions conduct community awareness events based on the behavioral communication objectives through mediums that work best for the community. This approach has not only used communication to promote changes in communities' knowledge, attitude, beliefs, and behaviors but also established youths in the community as leaders of change.



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नमस्ते, म ठोरी गाउँपालिका, पर्साकी २० वर्षकी अप्सरा तामाङ हुँ। सानै उमेरदेखि, करिब ११-१२ वर्ष देखि संरक्षणसम्बन्धी कार्यक्रममा सहभागी हुन थालौं। नवौं कक्षामा इको क्लबको नेतृत्व गर्दा, म विशेष गरी **CBAPU** मार्फत संरक्षणमा थप संलग्न भएँ। म २०१८ मा चन्द्रा मा नवौं कक्षामा पढ्दा र २०२३ मा फेरि **BSc.** पढ्दै गर्दा सामेल भएँ। मलाई अभिप्रेरित गर्नुहुने सामाजिक ब्यक्तित्व मेरा आदरणीय अविभावक जगेन्द्र पौडेल प्रति उच्च सम्मान गर्दछु। जसले मलाई सानैदेखि सामाजिक गतिविधिमा लाग्न प्रेरित गर्नुहुन्थ्यो।

संरक्षण मेरो लागि सधैं प्राथमिकतामा रहेको छ, र **BCC** मा सामेल हुनुले राम्रो समाज निर्माण गर्न सामाजिक र पारिवारिक अन्धविश्वास र चलनहरू विरुद्ध लड्ने मेरो प्रतिबद्धतालाई सुदृढ गरेको छ। **BCC** सत्रहरूमा, हामीले

वन्यजन्तुको संरक्षणको महत्त्वलाई जोड दिँदै संरक्षण र वातावरणीय सरसफाइको बारेमा छलफलमा ३०(३२ वर्ष उमेरका महिलाहरूलाई संलग्न गरायौं। यो बढेको जागरूकताले स्वाभाविक रूपमा संरक्षण गतिविधिहरूमा बढी चासोको नेतृत्व गर्‍यो। मेरो समुदायका युवाहरूका लागि **BCC** कक्षाहरू सञ्चालन गरेपछि व्यवहारमा उल्लेखनीय परिवर्तन भयो। हाम्रो प्रयासको प्रभावलाई संकेत गर्दै, हाम्रो चन्द्रा समूह अब विद्यालय स्तरमा पनि मान्यता प्राप्त छ। घर घरको अभियान र सडक नाटकहरू मार्फत, हामीले **TAL** र **CBAPU** जस्ता कार्यक्रम हरूसँग सहकार्य गर्दै वातावरणीय सरसफाइ र संरक्षणलाई प्रवर्द्धन गरेका छौं। हाम्रा गतिविधिहरू प्राविधिक विद्यालयहरूमा विस्तार हुन्छन् र बिदाहरूमा पनि जारी छ।

यी कार्यक्रमहरूमा सहभागी हुनाले

संरक्षणको बारेमा मेरो बुझाइलाई मात्र समृद्ध बनाएको छैन तर मेरो व्यक्तिगत र सामाजिक सञ्जाललाई पनि विस्तार गरेको छ। म अब सामाजिक उत्तरदायित्वलाई प्राथमिकता दिन्छु र मेरो जीवनभर संरक्षण प्रयास जारी राख्ने लक्ष्य राख्छु। चितवन राष्ट्रिय निकुञ्ज नजिकै भए पनि मेरो गाउँमा बजेट अभावले संरक्षण आयोजनामा बाधा पुऱ्याउँछ। यद्यपि, समाजका प्रभावशाली व्यक्तित्वहरूसँग संलग्न भएर र समावेशीतालाई बढावा दिएर, हामीले यी चुनौतीहरूलाई पार गर्न र व्यापक स्तरमा संरक्षणलाई प्रवर्द्धन गर्न सक्छौं।

सबैलाई मेरो सन्देश सरल छ, जैविक विविधता संरक्षणको महत्त्व बुझेर सम्बन्धित कार्यक्रमहरू र गतिविधिहरूमा सक्रिय रूपमा भाग लिनु सबैका लागि महत्त्वपूर्ण छ। विश्वव्यापी जैविक विविधताको दिगो संरक्षण सुनिश्चित गर्न



APSSARA TAMANG
BCC Participant

FOSTERING ENVIRONMENTAL STEWARDSHIP: LAUNCH OF THE ENVIRONMENT LEADERSHIP PROGRAM (ELP)

ELP is a leadership program for youth age-group (18-30) who are passionate and willing to understand and contribute to climate justice and nature conservation. 25 youths have been trained as environmental leaders to date.



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I am a committed environmentalist, holding a Bachelor of Science in Forestry from Tribhuvan University, Institute of Forestry, Pokhara Campus, Nepal. Growing up near the buffer zone of Chitwan National Park, my passion for environmental and biodiversity conservation evolved into my profession as a forestry student. Last year, I participated in the Environment Leaders Program (ELP) from May 9th to 12th, where I was selected as an environment leader to advocate for environmental prosperity and develop leadership qualities. This program was transformative, deepening my understanding of environmental issues and honing essential leadership skills. Motivated by personal and professional growth opportunities, I eagerly joined a network

of like-minded individuals dedicated to environmental stewardship.

ELP exceeded my expectations, providing hands-on activities and community engagement opportunities. The focus on wildlife conservation resonated with me, given my background and interest in forestry. Post-program, I applied my newfound knowledge by conducting school teaching sessions on topics like climate change and human-wildlife conflict. These efforts significantly increased environmental awareness within the community, fostering a cooperative spirit and inspiring sustainable practices.

One memorable aspect of ELP was the

opportunity for participants to present their ideas on environmental topics. Witnessing the depth of knowledge and innovation among my peers was truly inspiring. These programs empower young people to advocate for environmental sustainability and prepare for the challenges ahead.

My message to everyone is, “lead with vision, take action for conservation, and work together to safeguard our planet’s future.”



ASHMIT NEUPANE
ELP Graduate 2023

BIGGEST WILDLIFE CHALLENGE FOR CHILDREN

As part of its eco club activities, WWF Nepal conducts various initiatives to educate and raise awareness among students about Nepal's rich biodiversity and natural resources. In celebration of World Environment Day 2017, WWF Nepal introduced the Wild Wisdom Quiz in Nepal. WWQ is the biggest challenge ever for youth engaging over 700,000 students from over 90 countries around the world.

The quiz aims to foster a deeper appreciation for biodiversity and nature among young learners by incorporating engaging and interactive elements that leverage their existing environmental knowledge, empowering them to make informed decisions for a more sustainable Nepal. WWF Nepal conducts many other quiz

competitions for children locally as well.

Conducted at both national and international levels, Nepal achieved 1st place in the 2020 edition and 3rd place in the 2022 Wild Wisdom Global Challenge, underscoring the positive impact of investing in conservation education and hands-on learning approaches in instilling pro-environmental values in children. In support of this effort, an offline learning resource in the form of the Wild Wisdom Quiz Book was developed for distribution to schools with limited resources, focusing on global and national biomes, species, and landscapes.



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How was the experience winning the WWQ?
In 2020, I participated in the Wild Wisdom Quiz, representing Nepal alongside my quiz partner Saurya Shrestha. Against competitors from Colombia, India, Hong Kong, and Nepal, we secured Nepal's first international victory, leaving me both stunned and elated. Watching wildlife documentaries has always fascinated me, and I approached the quiz preparation with enthusiasm, enjoying the learning process.

Did WWQ help you increase your knowledge on wildlife and conservation?
Participating in the WWQ broadened my understanding of wildlife across various biomes and habitats, reigniting my passion for wildlife conservation. Witnessing the

devastating impact of human activities during the quiz, such as a dead coral reef, motivated me to take action for the environment.

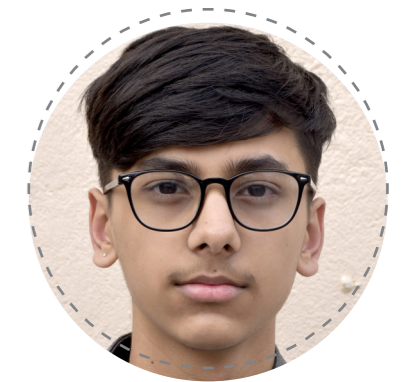
The Wild Wisdom Quiz serves as an engaging educational tool, imparting knowledge about wildlife conservation while fostering critical thinking and problem-solving skills. My advice to fellow students interested in such quizzes is to focus on the learning process rather than the outcome. Continued efforts to organize such quizzes are crucial for promoting awareness and reaching a wider audience of young learners.



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ANUSHNA GAUTAM
Nisarga Batika School
(One of the winners
of Wild Wisdom Quiz
2020)

BEGINNING OF THE BEST ECO CLUB AWARD

After the announcement made during the Eco Summit in 2009, National Eco club Day has been observed annually on February 14, since 2010. In 2022, the "Best Eco Club Award" was initiated to acknowledge the contributions of eco clubs to conservation.

By recognizing their efforts, it aims to motivate them to continue their impactful initiatives and inspire others to join the cause. This recognition serves as a beacon of encouragement, fostering a culture of sustainability and environmental consciousness among students, empowering them to become champions for our planet's future.



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SHREE BAIJANATH BAHUBHASIK BASIC SCHOOL, BEST ECO CLUB WINNER 2022

विज्ञानमा भएको प्रगतिसँगै विभिन्न मानवीय गतिविधिका कारण हुने वातावरणीय प्रदूषणको चिन्ता बढ्दै गएको छ। त्यसैको प्रतिक्रिया स्वरूप वातावरण संरक्षण र प्रदूषण रोक्ने उद्देश्यका साथ क्रियाकलाप सुरु गर्न हाम्रो विद्यालय श्री बैजनाथ माविमा इको क्लब २०७२ मा गठन गरिएको हो। हाम्रो विद्यालयले दृष्टिमा छँदै लभउर्वाको बेस्ट अवार्ड जितेको थियो। इको क्लब स्थापना गर्ने विचार कार्यक्रमको सन्देश र गीतबाट प्रेरित छलफलबाट सुरु भएको हो, जसले स्वस्थ र प्रदूषणमुक्त वातावरणलाई सिकाइ र सिकाउनको लागि अनुकूल बनाउने लक्ष्य राखेको हो। विद्यार्थीहरू सक्रिय रूपमा सामुदायिक पहलहरूमा संलग्न छन्, जस्तै पानीका खोलाहरू नजिक सरसफाई कार्यक्रमहरू र विद्यालय परिसर वरिपरि वृक्षारोपण। उत्कृष्ट इको क्लब अवार्ड जित्नुले विद्यार्थीहरूलाई आफ्नो वातावरण संरक्षण प्रयासहरू समाजमा विस्तार गर्न,

समग्र स्वास्थ्य प्रवर्द्धन गर्न र सकारात्मक मनोवृत्ति बढाउन उत्प्रेरित गरेको छ। इको क्लब मार्फत जनचेतना जगाउने क्रममा भविष्यका प्रयासहरूको लागि अभ्यास र जिम्मेवारीहरू प्रत्यायोजन हुँदै छ। विद्यालय समुदायले वातावरण संरक्षणमा दृढ विश्वास गर्दछ, प्राकृतिक स्रोतहरूको संरक्षण र मरुभूमिकरणलाई रोक्न महत्त्वलाई मान्यता दिन्छ। इको क्लबले सरसफाई कार्यक्रमहरू, वृक्षारोपण गतिविधिहरू, र मासिक वातावरण संरक्षण पहलहरू लागू गर्न महत्त्वपूर्ण भूमिका खेलेको छ। फोहोर व्यवस्थापन अभ्यासहरू प्रवर्द्धन गरेर, विद्यार्थीहरूले घरमा वातावरणीय चेतनालाई पनि प्रोत्साहित गरेका छन्। आफ्नो गतिविधिहरू मार्फत विद्यार्थीहरूले स्थानीय समुदाय भित्र वातावरण संरक्षणको लागि वकालत गर्छन्, सरसफाईको महत्त्व, उचित फोहोर व्यवस्थापन र पूर्वाधार विकासमा जोड दिन्छन्। यी पहलहरूले विद्यालयमा आफ्नो पन र



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गर्वको भावना मात्र बढाउँदैन तर छिमेकी विद्यालयहरूलाई उनीहरूको आफ्नै इको क्लबहरू स्थापना गर्न, विद्यार्थीहरूको सीप र सिकाइ अनुभवहरू बढाउन प्रेरित गर्दछ। भविष्यका पुस्ताहरूका लागि वातावरणको संरक्षण सुनिश्चित गर्न बालबालिकाको सहभागिता आवश्यक छ।

- Harish Mali
Eco teacher



