



Green Yatra
Be the Change, Bring the Change...

Report For

CLIMATE LITERACY FOR SCHOOL STUDENTS

From Apr 24 to Oct 24

Supported By:

India Development
Service (USA)

Executed By:

Green Yatra



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HIGHLIGHTS

Initiative Supporters: India Development Service, USA

Execution Partner: Green Yatra Trust, Mumbai

Project manager: Madhavi Bhalekar

Name of the Project: Climate Literacy for School Students

Grant Approved: \$10000 (for Apr 24 to March 25)

Received till date: \$5000

Total No of sessions : 3

First Session:

Conducted on: 6th July 2024

School Name: Zila Parishad School, Gaigotha, Wada, Palghar.

Session attended by: Students: 43, Teachers: 2,

Second Session:

Conducted on: 24th Oct. 2024

School Name: Zila Parishad School, Chendawali, Wada, Palghar.

Session attended by: Students: 57 (50 + 7), Teachers: 2

Third Session:

Conducted on: 24th Oct. 2024

School Name: Zila Parishad School, Meghvalapada, Wada, Palghar.

Session attended by: Students: 51, Teachers: 2

SUMMARY

IDS : Please provide a brief summary of the project’s accomplishments so far (no more than a few lines).

The project held interactive climate education sessions in Chendawali, Meghalpada, and Kakarpada, reaching a total of 108 students who eagerly participated in learning about climate change, waste management, the dangers of single-use plastics, and sustainable practices. The students received cloth bags with motivational quotes and IDS branding, and to foster a connection to local resources, were provided with fruit and regionally sourced sweets served on biodegradable plates. A noteworthy moment was the students’ responsible disposal of waste—they practiced waste segregation as taught during the session, reinforcing real-life application of their new knowledge.

The session impact was clear: students completed pre- and post-session questionnaires that assessed their understanding of environmental issues, with notable improvement by the end. This immediate increase in correct answers reflects how well they absorbed the concepts. Additionally, the habit tracker initiative encouraged eco-friendly behaviors, with a system in place for ongoing monitoring to ensure lasting change. Despite challenges, this initiative fostered environmental stewardship, laying the foundation for long-term, positive shifts in rural communities through youth education.

IDS: DESCRIBE HOW THE IDS FUNDS HAVE BEEN USED. BE AS SPECIFIC AS POSSIBLE, RELATING THE USE OF THE FUNDS TO YOUR ORIGINAL GRANT REQUEST. PLEASE SUMMARIZE IN LESS THAN 500 WORDS.

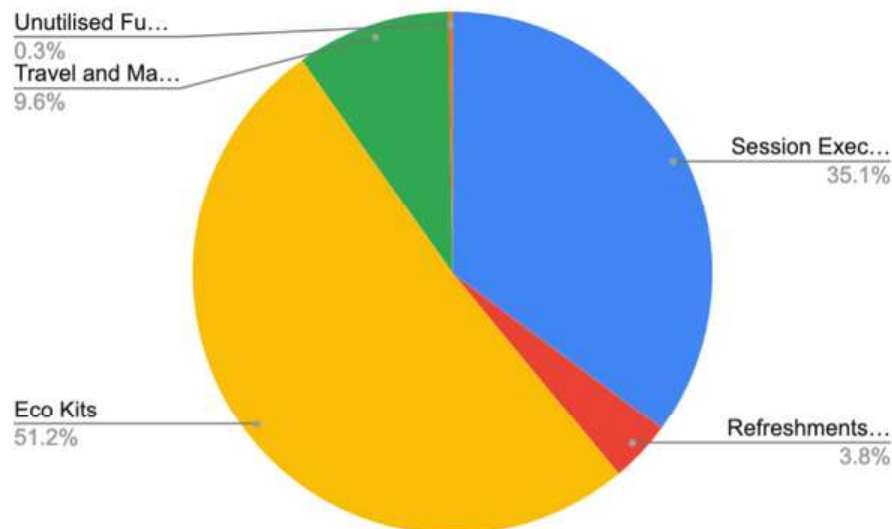
The IDS funds have been allocated toward executing climate education sessions in collaboration with Green Yatra. These funds covered logistics for travel, session materials, engagement items for students, and sustainability kits. Three sessions have been conducted to date. The first session was held on July 6 at Zila Parishad School Gaigotha, where 43 students and 2 teachers attended, with 4 representatives from Green Yatra present. The other two sessions were on October 24 at Zila Parishad Schools Chendawali and Meghalpada. Fifty-seven students (50 from Chendawali and 7 from Kakarpada) and 51 students from Meghalpada attended, respectively, along with 4 teachers across the sessions.

Each session focused on imparting sustainable lifestyle practices, covering topics such as carbon emissions, waste management, single-use plastic, and microplastics in food. IDS funding made it possible to provide each student with a sustainability kit (containing a steel bottle, steel tiffin, plantable pencils, and a bamboo brush), interactive prizes like cotton bags, and snacks to keep students engaged and active in their learning.



FUND UTILISATION SUMMARY

Fund Utilised till date (In Dollors)		
Session Execution Cost	1755	Includes Session Delivery, Memenotoes for School, Motivation Prizes, Habit tracker, Admin and Accoutns expanses
Refreshments for Students	192	Snacks and biodegradable cutlery
Eco Kits	2560	Sustainable kits to Students
Material Transport & Travel	479	
Total in Dollors	4986	
Fund Recieved	5000	
Unutilised Fund (Kept for Next half)	14	



IDS: AT THIS POINT, HOW MANY PEOPLE HAVE BEEN HELPED BY YOUR PROJECT? PLEASE ALSO GIVE A DETAILED REPORT OF HOW MANY MEN, WOMEN, AND CHILDREN WERE HELPED.

So far, the project has directly reached 151 students and 6 teachers across three schools. Details are as follows:

6th July 2024 - Zila Parishad School Gaigotha: 43 students, 2 teachers.

24th October 2024 - Zila Parishad School Chendawali and ZP School Kakarpada: 57 students (50 from Chendawali, 7 from Kakarpada), 2 teachers.

24th October 2024 (Afternoon) - ZP School Meghalpada: 51 students, 2 teachers.

In total, 151 children and 6 adults have benefited, gaining valuable knowledge on sustainable lifestyle practices.

Please note these are no. of direct beneficiaries. We expect each one of them will make an impact on people they will meet, hence expecting approx min 500+ indirect beneficiaries.



IDS: WHAT DO YOU SEE AS THE IMPACT OF YOUR WORK? IF YOU HAVE OUTCOME DATA, PLEASE PROVIDE IT.

The sessions have successfully instilled environmental awareness and responsibility among students. Students immediately applied what they learned by properly disposing of snack waste in designated bins after the session, showcasing an understanding of waste segregation. The sustainability kits and habit trackers further encourage students to practice sustainable habits, showing positive, actionable impact that we hope will extend to their homes and communities. This has the potential to create lasting change, empowering children to become advocates for sustainable living.

IDS: DO YOU FEEL YOU ARE REACHING YOUR GOALS? IF NOT, WHY NOT?

Yes, we are reaching our goals. Our aim to educate young students on sustainable living is being achieved effectively. The structured format, interactive materials, and engaging activities have made the sessions enjoyable and impactful for students.

IDS: HAVE YOU EXPERIENCED ANY CHALLENGES IN CARRYING OUT THE WORK?

One challenge we encountered was maintaining student engagement throughout the sessions. To overcome this, we designed the content in simple, relatable language and included interactive prizes to keep students interested and involved in the learning process. This strategy has worked effectively, and student enthusiasm has been high.

IDS: IF IDS SUPPORT WERE TO CONTINUE NEXT YEAR, WOULD YOU FOLLOW THE SAME FORMAT, OR DO YOU SEE A CHANGE?

If IDS support continues next year, we would retain this successful format. However, we might explore additional interactive elements or tools to track sustained impact. Expanding to more schools and possibly incorporating eco-friendly field trips could further enhance the learning experience and deepen students' engagement with sustainability.

IDS: IF YOU HAVE ANY INSPIRING PERSONAL STORIES OF BENEFICIARIES TO SHARE, PLEASE DO SHARE THOSE WITH IDS.

Here's a heartening story from our recent climate education sessions, where young students not only absorbed environmental concepts but transformed them into meaningful actions:

Our sessions at Chendawali and Meghvalapada sparked noticeable change among the students. One inspiring shift was how students handled waste after their sessions & snacks. With newfound motivation, many began segregating waste properly, even designating themselves as "waste monitors" & standing near bins to guide their classmates on sorting wet & dry waste. This spontaneous act of stewardship showed their commitment to what they had learned.

Additionally, students who received the cloth bags began using them to keep their belongings & shared excitedly about taking them home. They wanted their families to use these bags for grocery shopping, aiming to reduce plastic use and adopt more sustainable habits.

Another notable story emerged from the Meghalpada session, where students expressed a desire to dive deeper into climate change. They approached their teachers, asking for more knowledge so they could actively contribute to reducing harmful environmental impacts. This eagerness to learn & act, combined with their readiness to inspire others, marks a promising step toward lasting change in their communities.

These stories underscore the positive, lasting impact that awareness and practical guidance can create, igniting a sense of responsibility & empowerment among young learners.



GALLERY



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