



ENVIRONMENT STEWARDSHIP PROGRAMME



HHH ALUMNI IMPACT AWARD

Environmental Stewardship Programme for Vulnerable Communities in Mulund, Mumbai

Final Report (Nov 2023-Nov 2024)

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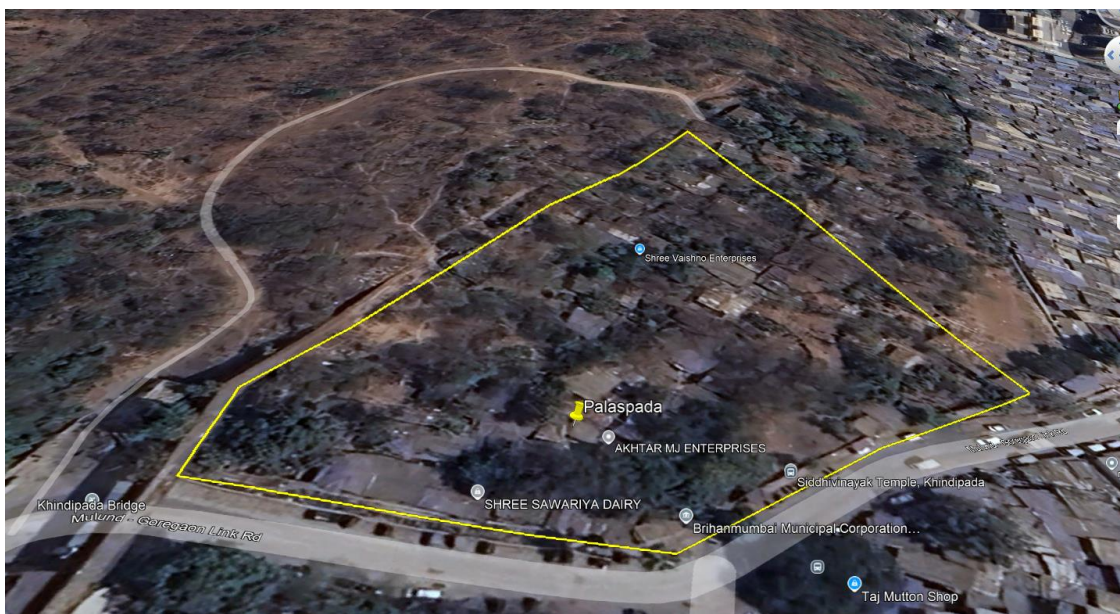
Environmental Stewardship Programme for Vulnerable Communities in Mulund, Mumbai

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1. NARRATIVE REPORT

A. Purpose of your Alumni Impact Award

The iNaturewatch Foundation, to which both alumni belong, was implementing an ecorestoration project in Sanjay Gandhi National Park. During their Project, they faced significant challenges such as garbage dumping, littering, open defecation, and vandalism of their equipment by locals living on the park's boundary. These residents were illegally occupying encroached land.



Location of Project site: Palaspada, near Khindipada bus stop, Mulund West, Mumbai

The forest department had been engaging in dialogue with the community to dissuade them from vandalizing the park. They sought the iNaturewatch Foundation's help to raise awareness about the park. Since working with adults proved difficult, it was decided to focus on children from the slum area, fostering their love for nature through various educational activities. As the ongoing Project did not include provisions for such an intervention, a separate proposal was prepared and funded through the prestigious Alumni Impact Award, which significantly boosted the Project's reach and impact.

B. Results of what you have completed over the course of your project

The Environmental Stewardship Program has achieved remarkable success, enrolling 58 participants from the Palaspada community. Throughout the project, we executed a total of 22 impactful activities, reaching an audience of 648 individuals, including parents of the participants. This broad engagement featured six day camps, six workshops and five DIY projects. Each initiative was designed to foster environmental awareness and promote sustainable practices in both children and community members. *The details of these activities is given below:*



Project Inauguration and Mask making

(1) Identification of target audience and stakeholders through baseline survey and project planning:

1.1 Project preparation: We started our preparations by consulting with the Forest Department, who were very supportive of our idea and facilitated an introduction to the community members during a general meeting. Out of several hamlets, they recommended we work with Palaspada due to its friendly and cooperative nature. We assembled a team consisting of project staff, volunteers, and interns. We also realized that we should have a uniform for the participants since most lacked basic facilities. We



therefore put together a kit which included the following items: Backpack, Note book, Water bottle, Pencil, Eraser, Pencil pouch, magnifying jar, Small snacks box, Colour sketchpen, T shirt and cap.

1.2 Programme Promotion: As we initiated our work with the communities, building trust with the community members was crucial to encourage them to allow their children to participate in our programs. We began by organizing one event each month and promoted it weekly by going door to door, encouraging parents to enroll their children. Given that most parents were only available on Sundays due to their work schedules, we planned our promotional activities for that day. We also realized the importance of maintaining constant communication with the participants to keep them engaged. To achieve this, we created a WhatsApp group for the parents. Unfortunately, not everyone had a smartphone, and many did not have a phone at all, so this communication channel was not effective. To promote our

events, we created posters and displayed them in strategic locations (see [Annexure 1](#) for posters).

Hence attractive posters were used for promoting each event/activity within the local community. After their purpose was served, each banner was diligently sent for recycling, showcasing our unwavering commitment to environmental sustainability. By adopting this practice, we aim to minimize waste and reduce our ecological footprint, aligning with our overarching goal of the environment stewardship programme.



1.3 Baseline Survey: We conducted a baseline survey of 30 community members to identify participants for our programme. The survey revealed that the community is a mix of Katkari Maharashtrian Hindu tribals and migrant Muslim populations who coexist harmoniously. Most of them were casual laborers, with only a few holding salaried positions. Since they all lived on encroached forest land, they had limited access to basic necessities such as garbage disposal, sanitation, and water and electricity supply. The majority of the children attended school, although they were often not punctual and many were school dropouts.

The community lanes were largely littered with drains and garbage. Many men frequently consumed cheap liquor, and young men were involved in drug use. This environment was certainly not conducive for children to study and plan their futures. Despite these challenges, we successfully enrolled 51 students between the ages of 8 and 14 (see [Annexure 2](#) for the Attendance Sheet). The gender balance was good, although many parents did not allow their daughters to participate due to concerns about safety in the forest areas. There was also a healthy balance between Hindu and Muslim participants, although we did observe some tension between the two groups during certain events.



- (2) **Curriculum development based on principles of Education for Sustainable Development (ESD):** Due to the poor quality of education among the children, we designed activities that are more hands-on rather than academic. These activities were based on the seven principles of Education for Sustainable Development.



- (3) **Conduct field and off field activities using interactive and participatory methods. Such as discussions, debates, group activities, field trips, hands-on experiments, project-based learning, and use of technology:**

We designed six day camps, six workshops and five DIY Projects covering all together 22 activities engaging 648 participants (see Table 1). The details each events are given below:

Table 1: List of Activities

Sr. No.	Name of Activity	Date	Number of Participants
	Day Camps		
1	Wildlife Safari Camp to Sanjay Gandhi National Park (Borivali)	21-Jan-24	80
2	Monsoon Wild Vegetable Day Camp at Sanjay Gandhi National Park (Mulund)	7-Jul-24	11
3	Insect Day Camp	11-Aug-24	10
4	Threatened Wildlife Day Camp at Veermata Jijabai Bhosle Udyan- Zoo	29-Sep-24	43
5	Urban Ecology Day Camp at Maharashtra Nature Park	20-Oct-24	28
6	Marine Day Camp at Chimbai Beach	8-Nov-24	30
	Workshop		
1.	Workshop on Mask Making	9-Dec-23	75

2	Workshop on Bird Nest & Feeder	25-Dec-23	29
3.	Workshop on Seed Ball making	18-Feb-24	27
4.	Workshop on Poster Making	10-Mar-24	33
5.	Workshop on Planter making	22-Apr-24	18
6.	Green Ganesh Eco-Friendly Workshop	2-Sep-24	20
4.	DIY Projects		
1	Waste Management in Palaspada	17-Mar-24	16
1.1	Street Play: Harmony with the Wild	17-Nov-24	75
2	Lane Monitors (Ecohealth Lane Card)	1-Apr-24	10
3	Water Audit	14-May-24	5
4	Energy Audit	22-May-24	19
4.1	Installing solar street lamps	17-Nov-24	15
5.	Community Gardens		
5.1	Vegetable Container Garden	22-May-24	19
5.2	Community Fruit Garden	18-Jun-24	20
5.2.1	Community Gardening- Maintenance Activity	15-Sep-24	15
5.3	Community Butterfly Garden	27-Nov-24	10
6.	Others		
1	Essay Competition	17th Nov 2024	6
2	Valedictory Function	24-Nov-24	59
Total	22 Events		648 Participants

1. DAY NATURE CAMPS

We conducted six day camps based on various environmental themes. The details are given below:

i. 21 January 2024: Wildlife Safari Camp to SGNP- Borivali: An educational trip to Sanjay Gandhi National Park (SGNP) in Borivali was organized wherein a lively group comprising 80 children and enthusiastic parents from Palaspada embarked on this adventure, eager for a day of exploration and learning. The journey commenced with a visit to the Nature Interpretation Centre (NIC), where the young participants were introduced to the park's diverse biodiversity through interactive exhibits.



A captivating movie further immersed them in the marvels of SGNP's flora and fauna. The highlight of the day was a thrilling jungle safari led by the Forest Department's experts, offering glimpses of lions and tigers roaming freely in their natural habitat. The primary aim of the trip was to deepen the children's understanding of wildlife conservation, ecosystems, and the critical importance of preserving natural habitats. Engaging activities and hands-on experiences ensured that the learning process was impactful and unforgettable.

ii. 7th July 2024: Monsoon Wild Vegetable Day Camp at Sanjay Gandhi National Park: Eleven children from Phalaspada took part in a Monsoon Wild Vegetables Day Camp, where they embarked on a nature trail to forage for local wild vegetables. They learned sustainable harvesting techniques that prioritize protecting plant life while enjoying nature's bounty. The event successfully instilled an understanding of responsible foraging and conservation, empowering the children to appreciate and care for their natural environment.



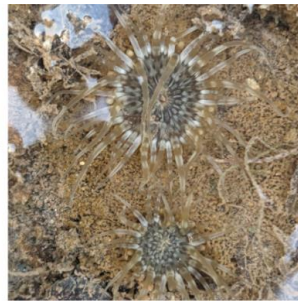
iii. 11th August 2024: Insect Day Camp at Sanjay Gandhi National Park: An Insect Day Camp at Sanjay Gandhi National Park introduced 10 children to the captivating world of insects. Under the guidance of our expert, Ms. Priti Choghale, the children observed a variety of species and learned about their life cycles and crucial ecological roles. From the vibrant jewel bugs to the intriguing tortoise shell beetles, the camp was an exciting educational journey into the diverse insect biodiversity of the forest, sparking curiosity and a deeper appreciation for nature's smallest creatures.



iv. 29th September 2024: Threatened Wildlife Day Camp at Veermata Jijabai Bhosle Udyan- Zoo: 43 students visited the Mumbai Zoo, guided by Ms. Gauri Gurav, Ms. Sushila Reddy, Mr. Sabir, and Ms. Neha Patil. The visit emphasized compassion for animals and the importance of wildlife conservation, offering students meaningful lessons in respecting and caring for all living beings. This experience fostered a sense of empathy and heightened environmental awareness, encouraging the students to become advocates for wildlife protection.



v. 20th October 2024: Urban Ecology Day at Maharashtra Nature Park: Twenty-eight students visited Maharashtra Nature Park, a green urban space transformed from a dumping ground, guided by Ms. Sarita Achrekar. The students explored the park's diverse flora and fauna, gaining insights into biodiversity, sustainable living, and the importance of ecological balance. This engaging and educational experience deepened the students' appreciation of nature and reinforced sustainable practices for a greener future.



CHIMBAI BEACH VISIT
STUDY MARINELIFE

vi. 8th November 2024: Marine Day Camp at Chimbai Beach: Thirty students visited Chimbai Beach to explore and study marine life. During the visit, they observed various coastal intertidal species and learned about the delicate marine ecosystem. This hands-on experience enhanced their understanding of marine biodiversity and emphasized the importance of protecting ocean habitats, fostering a deeper sense of responsibility towards conserving marine life.

2. WORKSHOPS

We conducted six workshops to provide hands-on experience for the participants. The details are provided below:

i. 9 December 2023: Workshop on Mask Making : The Environment Stewardship Programme was officially launched on the 9th of December with an inaugural function held at Community space of Palaspada, Mulund.



Through a heartening collaboration with the state Forest Department, we organized a special launch program for the Palaspada community. Dr. V Shubhalaxmi provided insights into the program, followed by BMC officials addressing the community on Solid Waste Management. Recognizing the significance of a cleaner environment, BMC distributed waste dustbins across the community, encouraging residents to actively participate in minimizing local litter. Additionally, we coordinated a lively mask-making activity, fostering creativity among children while also emphasizing the importance of sustainable practices. The event was attended by a total of 30 enthusiastic kids from local community of Palaspada area.

ii. 25 December 2023: Workshop on Bird Nest & Feeders: A nature trail and hands-on activity for crafting bird feeders and homes were successfully organized around the Sanjay Gandhi National Park, Mulund Range, with the active participation of 29 children. The nature trail allowed the children to explore the area's rich biodiversity, fostering a deeper connection with nature and enhancing their environmental awareness. The creative activity of crafting bird feeders and homes encouraged the children to actively engage in wildlife conservation.



By repurposing recycled plastic bottles, the children creatively transformed waste materials into functional structures that contribute to the conservation of local bird species. The event concluded with the installation of these crafted feeders and homes in community areas and local households, promoting environmental stewardship and sustainable practices within the community.

iii. 18 February 2024: Clean-up Drive & Workshop on Seed Ball Making: Altogether 27 enthusiastic tribal children from Palaspada actively participated in a clean-up drive and seed ball making activity at our project site within Sanjay Gandhi National Park. Equipped with backpacks, field journals, pen and pencil sets, tiffin boxes, water bottles, field dresses, and caps, these young eco-warriors embraced their roles as guardians of nature. Their infectious enthusiasm fueled the nature walk and clean-up drive as they eagerly collected plastic bottles, demonstrating their commitment to a cleaner environment.



Together, our team and the kids explored nature's beauty, cleaned up our surroundings, and learned about waste segregation and recycling. The energy-packed children shone brightly as they made over 260 seed balls, contributing to nature and the environment. These seed balls, will be planted during the monsoon, symbolizing hope and growth for the future.

iv. 10 March 2024: Workshop on Poster Making on My Dream Lane:

The day commenced with a captivating nature appreciation trail guiding 33 enthusiastic participants through the enchanting beauty of the outdoors. As they traversed the forested paths, gathering fallen leaves, flowers, and fruits from the forest floor, little did they anticipate that these natural specimens would serve as the foundation for their forthcoming creative endeavors. Prior to immersing themselves in the joyous activity of poster-making, a thought-provoking brainstorming session was conducted, during which the children articulated their earnest reflections on the prevailing condition of their neighborhood, expressing a collective aspiration for cleaner, more vibrant thoroughfares. Their articulated aspirations evoked vivid imagery of verdant pathways, populated by flourishing trees, fluttering butterflies, and avian species in graceful flight, while a yearning for babbling streams and the cherished companionship of beloved pets pervaded the atmosphere.



Motivated by these aspirations, the youthful participants embarked on the journey of poster creation on the topic 'My Dream Lane', each group meticulously crafted landscapes that encapsulated their collective dreams. Subsequently, a formal presentation ensued, wherein the rationale behind their imaginative compositions unfolded, eloquently illustrating their profound connection to nature and their community. The winning team of the competition was awarded a dry fruit pack and all participants were rewarded with chocolates.

v. 22nd April 2024: Earthday Planter Making Workshop:

On the occasion of Earth Day, a meaningful clean-up drive was conducted at SGNP Mulund! The 15 participants of our Environmental Stewardship Programme dove in with enthusiasm, not only clearing litter but also learning to recycle water bottles into planters for microgreens such as mini fenugreek. It was inspiring to see their eagerness to learn about sustainable practices, especially as we prepare to establish a Community Kitchen Garden in Palaspada. As we distributed materials and shared knowledge, their enthusiasm fueled the event, making it a true celebration of environmental stewardship.



vi. 2nd September 2024: Green Ganesh Eco-Friendly Workshop:



In celebration of Ganesh Chaturthi, 20 children participated in an Eco-Friendly Ganesh Idol Making Workshop. They learned about the environmental impact of traditional idols and crafted their own sustainable Ganesh idols using 'shadu' clay and grains. The workshop beautifully combined creativity with sustainability, and concluded with a mindful visarjan plan that ensured no waste was generated during the festival, highlighting the importance of eco-

friendly celebrations.

(4) Implementing Lane Warden, Water Audit, Energy Audit, Community Kitchen Garden initiatives

3. DIY PROJECTS

We undertook five projects related to their immediate community. The details are given below

3.1 25 February 2024: Waste Management at Palaspada: We launched a waste disposal management initiative focused on segregation techniques to promote better waste management in Palaspada. Trash bags were distributed for collecting plastic waste, which Afroze Foundation collects weekly, while our participants ensured that plastic waste was not dumped into drains but sent for recycling. As a result, over 10 households now consistently participate by segregating and recycling their waste. *We conducted following events to ensure the community was practising waste segregation:*

- **3 March 2024: Follow Up Survey:** A follow-up survey conducted on revealed remarkable progress, with all 10 households actively segregating paper and plastic waste and showing commendable enthusiasm. While the waste bags are not yet full, we have encouraged continued participation for another week to further assess the program's impact. This initiative not only demonstrates effective waste management but also highlights a positive shift toward environmental responsibility and sustainability within the community. (Refer to Annexure 3 for survey questions.)

- 17 March 2024: Clean-up Drive: On occasion of Global Recycling Day, 35 enthusiastic children from the Palaspada community joined forces for a commendable community clean-up effort, successfully collecting an impressive 45 kg of plastic waste in just one hour. Trash bags were distributed to facilitate the collection of dry waste from every household, demonstrating our commitment to responsible waste management and environmental preservation.



This initiative also aimed to raise awareness about waste segregation among the community children, fostering a culture of sustainability and eco-consciousness for a cleaner, greener future. Dr. V. Shubhalaxmi also took the opportunity to educate the children about the detrimental effects of improper waste disposal and plastic pollution. Through her guidance, the children gained valuable insights into the environmental impacts of irresponsible waste management practices, fostering a deeper understanding of the importance of proper waste disposal and the urgent need to address plastic pollution.

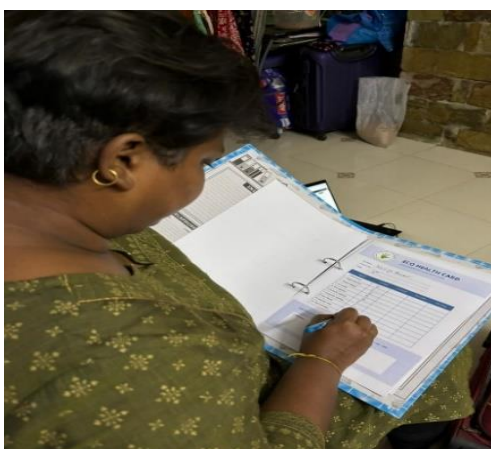
- 17th November 2024: Street Play- Harmony with the Wild: On instance of the Forest department who wanted to highlight the issue of Human-Animal Conflict a situation arising out of improper garbage disposal. We brought the message of coexistence to the people of Khindipada, right on the edge of Sanjay Gandhi National Park, Mulund through an engaging street play titled "Harmony with the Wild" (see [Annexure 3](#) for skit script). This play aimed to raise awareness about the pressing issue of man-animal conflict and highlight the critical importance of preserving wildlife and their natural habitats. The event kicked off with vibrant drumming beats that gathered a crowd of 75-80 people, followed by a lively Bollywood-style song that caught everyone's attention! From there, we moved into the core of the play—addressing the serious issue of man-animal conflict and its causes.



The play educated the public on how managing waste and keeping the area clean can help minimize encounters with wildlife. Leopards often venture into fringe areas in search of stray dogs and pigs, which are drawn to uncollected garbage. By practicing waste segregation, recycling, and composting, we can reduce these conflicts and foster a safer environment for both humans and animals. The performance concluded with a valuable interaction between a Forest Guard and the local community, sparking conversations on how we can coexist peacefully with our wild neighbors.

3.2 8 April 2024: Lane Monitors (wardens) of

Palaspada: We launched this unique initiative by appointing ten dedicated lane monitors among our participants, entrusting them with the responsibility of cleanliness and waste disposal for 3 to 4 houses each. This empowers them to take charge and monitor the health of their lanes. To track their progress, introduced Eco-Health Cards to record the weekly status of their lanes across 10 parameters (see [Annexure 4](#)). These monitors have truly shown outstanding leadership and enthusiasm, igniting positive change within their communities.



On weekly basis our representatives visit the lanes and do the assessment in consultation with the lane monitors. Sadly, many lanes face unregulated garbage disposal, leading to a rise in pests and health issues. We're empowering kids to make a difference in their lanes. Our visits to Palaspada always fill us with joy as we witness the impact of our programs firsthand. We noticed, a specially-abled child approached us with plastic papers, showcasing the increased awareness and involvement in our initiatives.

Based on the lane health card evaluation Ms. Durga was selected as the best lane monitor and received the prize for the same during the Valedictory function.



3.3 14th May 2024: Water Audit: We conducted a community water audit to assess and address leakage issues at common tap water connections. The survey results showed that none of the houses have direct water connections; residents rely on these nodal points for their water needs. While the water from these points is not filtered, it's considered safe for consumption by the community, often preferred over packaged water.



Fetching water from these nodal points is primarily undertaken by children in the community. The audit revealed a significant leakage of 600 ml per minute, amounting to 864 liters lost per day. Immediate action is imperative to conserve this precious resource. In response to the audit findings, we took immediate action to repair identified leakage points and minimize water.



3.4 22nd May 2024: Energy Audit: We celebrated International Biodiversity Day by conducting Energy Audit through game method. We had group of enthusiastic children alongside eight dedicated interns. During the event, we educated the children about the significance of reducing resource consumption and adopting sustainable living practices. They gained insights into the importance of nature conservation and how they can contribute to it. The children thoroughly enjoyed the activities and acquired valuable knowledge.

Since households lack dedicated electricity meters due to illegal power usage, the energy audit was conducted in the form of a game. Participants were organized into groups and tasked with listing all the electrical devices and gadgets their families use. Following this, each group was asked to discuss and decide how they would prioritize power usage and save electricity in case of a reduced power supply. Children willingly agreed to watch less TV and turn off lights and fans when they are not needed.



In order to address some of their lane lighting requirement which they cannot fulfil themselves, we undertook following initiative:

- 27 November 2024: Installing Solar Lamps:** To enhance safety and reduce human-wildlife conflict, 16 solar sensor street lights were installed in the dark lanes and surrounding areas frequently visited by leopards. These solar-powered lights automatically illuminate the area when motion is detected, providing better visibility for residents during the night. The strategic placement of the lights aims to deter leopards from venturing into populated zones while minimizing the risk of unexpected encounters. This eco-friendly initiative not only contributes to the safety of the community but also aligns with sustainable living practices, using renewable energy to address local challenges.



3.5 Community Gardens: We following different stages of setting up community gardens as we were not sure if the community members will take care of the plants. The details are provided below:

- 22nd May 2024: Container Kitchen Gardens:** We distributed kitchen garden vegetable planters to enable them to grow their own vegetables. These planters were recycled from oil cans and seasonal vegetable seeds were sown. This was done by a group of corporate volunteers from Tata AIG. After caring for the planters for two weeks at our nursery, the readymade planters were given to the participants for further care. The feedback was overwhelmingly positive as they learned to utilize resources more effectively and recognized the importance of nature. They even suggested installing garbage bags in their locality to minimize waste in the area.



- 18th June 2024: Community Fruit Garden:** As part of the Community Fruit Garden initiative, 20 children and their parents from Khindipada received fruit saplings of custard apple, guava, chikoo, white jamun, lemon, cherry, and mulberry to nurture at their homes. Our dedicated volunteers enthusiastically guided and supported the children throughout the planting process, fostering a spirit of environmental stewardship. This event highlighted the importance of planting and caring for trees, promoting environmental awareness, and contributing to a greener future for the community.



- 15th September 2024: Maintenance of Community Gardens:** Fifteen children from the Environmental Stewardship Programme took part in a community gardening activity, where they replaced four dead fruit plants and enriched the soil with cocopeat and vermicompost. This hands-on experience provided valuable lessons in gardening, sustainability, and the importance of nurturing the environment. It underscored how small, consistent actions can create a positive impact on the community and the planet.



3.6 27th November 2024: Community Butterfly Garden: We took an extra step towards fostering environmental stewardship by developing a beautiful Community Butterfly Garden in Palaspada. This was a gift to the community, especially to our young green crusaders for their dedication, enthusiasm and involvement and transforming into dedicated environmental stewards with a renewed commitment to sustainable development and a deeper connection with nature.

The Butterfly Garden is a continuation of our efforts, established as part of the Nature Club Activity to keep the spirit of learning and action alive. We planted 160 species from 20 plant species (see [Table 2](#)). Since there was no open ground available, we created a potted garden of 40 pots.

We assigned to groups of nature club members to care for the plants and they were committed in caring for the garden. Through monthly activities, we aim to nurture these young minds and inspire them to protect our planet for generations to come even after the project end.



Table 2: List of Butterfly Garden Plants

NAME	QTY
(i) Areca Palm	2
(ii) Asystacea	10
(iii) Blood Flower	5
(iv) Coleus	10
(v) Jamaican Spike	10
(vi) Hamelia	10
(vii) Lantana (White- erect species)	5
(viii) Lantana (yellow – Red erect species)	10
(ix) Lantana Purple spreading species	5
(x) <i>Lemon</i>	4
(xi) Mussaenda (Red)	2
(xii) Office flower (Portulaca)	10
(xiii) Oleander (Kanhher)	5
(xiv) Passion flower (Krishnakamal)	5
(xv) Peacock flower (Shankasur)	5
(xvi) Pentas (Pink, White, Red)	10
(xvii) Periwinkle	20
(xviii) Powder Puff	2
(xix) Red Jatropa	5
(xx) <i>Russellia</i>	5
(xxi) Wandering Jew	10
(xxii) Wedelia	10
	160

Note: Please refer to Annexure 5 for all activity photos mentioned above.

4. PROJECT FEEDBACK

At end of the project period, we carried out feedback survey among the students as well as their parents. Here are the survey details from 27 respondents (see [Annexure 6](#) for survey forms).

1. Student's Feedback On Community Works

The survey results underscore the notable achievements of the project, particularly the Vegetable and Community Fruit Garden, which boasts a 72% plant survival rate and 94% active participation from children in maintenance activities. Bird-related initiatives have garnered significant interest, with 80% of respondents advocating for the installation of additional bird nests and increased tree plantation efforts.



Community Fruit Garden

The Lane Warden Programme has proven effective in enhancing cleanliness and fostering environmental awareness among children. Overall, 96% of participants reported a positive transformation in their neighborhood due to the project, and 81.5% expressed a strong commitment to continuing environmental stewardship beyond the project's duration. Plantation drives and field visits emerged as the most favored activities. Suggestions for further enhancement include boosting participation, prioritizing safety and hygiene measures, incorporating storytelling to engage children, and involving parents through targeted awareness initiatives.

2. Student's Feedback On Environmental Stewardship

The survey results underscore the program's transformative impact on students' environmental knowledge, attitudes, and behaviors. An impressive 92% of students reported a heightened understanding of environmental protection, with 88% able to identify local flora and fauna, reflecting effective knowledge-building.

All participants expressed a strong commitment to caring for nature, with 92% acknowledging their role in maintaining a clean environment. Positive behavioral shifts include 92% avoiding plastic use and actively participating in clean-ups, while 63% actively remind others to care for the environment. Leadership engagement is a notable outcome, with 59% sharing their learning and 85% demonstrating enthusiasm for leadership roles. Tree planting (67%) and clean-up drives (48%) emerged as favored activities, complemented by creative and educational initiatives. Personal reflections further revealed a deepened connection to nature (63%) and increased motivation to contribute to environmental efforts (59%). These findings affirm the program's success and emphasize the opportunity to enhance impact through expanded practical activities and leadership development.

3. Student's Feedback On Environmental Audits

The Environmental Audit Survey highlights the program's impact on promoting sustainable practices in water, waste, and energy management. Post-program, 85% of students have actively taken steps to conserve water, with practices such as limiting usage (67%), using buckets and rainwater (55%), and fixing leaks (51%). Waste management saw significant improvement, with 55% regularly practicing waste segregation and 85% utilizing municipal services. Energy conservation habits, like turning off unused appliances, were adopted by 33%, with 96% reporting an improved understanding of energy use impacts.

General environmental awareness increased, with 62% sharing conservation practices within their communities and 76% noting a rise in awareness. These results emphasize the program's success while identifying opportunities for enhanced guidance, incentives, and interactive learning to foster consistent sustainable behaviors.



Lane Warden & waste segregation by children

5. PROJECT CONCLUSION

We held following events to conclude our project activities:

5.1 17 November 2024: Essay competition: We organized an essay writing competition on the topic "*My Learnings and Experiences from ESP*" to encourage students to reflect on their journey in the Environmental Stewardship Programme. While many students were enthusiastic about sharing their thoughts, several faced challenges in expressing themselves through writing, resulting in a lower-than-expected participation. Nevertheless, six students participated, showcasing their creativity and understanding. The essays we received were thoughtful and inspiring, providing a glimpse into the positive impact of the programme on their perspectives and actions. We selected three best entries for prizes.

5.2 24 November 2024: Valedictory Function: The Valedictory Function, was a fitting finale to an inspiring year-long journey! The year long journey, with a combination of educational workshops, hands-on activities, and community engagement has transformed the young participants into passionate environmentalists. The event was a celebration of their hard work and remarkable progress:

- Student & Parent Feedback:

The children shared their transformative experiences—ranging from tree planting and community clean-ups to staying focused on their studies and applying sustainable practices at home. Proud parents expressed immense joy in witnessing positive changes, including their children's commitment to keeping the neighborhood clean and fostering greenery.



- Words of Encouragement from Dr. V Shubhalaxmi:

Dr. Shubhalaxmi delivered an inspiring speech on the program's success and its impact on the children. She

surprised everyone with a major announcement—the journey doesn't end here! We are thrilled to continue this legacy by establishing a Nature Club for these young stewards, ensuring that their efforts will have a lasting impact. And cherry on the cake was the announcement of developing a community butterfly garden.

- Celebrations & Awards: The day was filled with joy and recognition as we honored the children's outstanding contributions. Awards were presented for achievements in the essay writing competition, the Best Lane Warden, and the 10 most active students of the year. A special cricket set was gifted to the community, and each child received a certificate of participation along with a sapling as a keepsake of their journey.

- A New Beginning: In a truly heartwarming moment, the children enthusiastically formed their Nature Club on the spot and launched their very first initiative—a cleanup drive in Khindipada! Their energy, dedication, and eagerness to make a difference filled the air, and we couldn't be prouder of these young environmental leaders.

These activities have empowered children to become proactive environmental stewards and have nurtured a culture of sustainability within the Palaspada community. The program has laid a solid foundation for sustainable living practices, showcasing significant progress in meeting the project's objectives and fostering a deep-rooted appreciation for the natural world.

C. Explain if there were any changes in your scope of work/work plan;

Please find the changes that we made as per the planned activities under each objectives:

Objective 1: Promote environmental awareness, develop sustainable lifestyles, foster biodiversity conservation, among 50 slum children from Khindipada in Mulund within a year's time

1. Identify the target audience and stakeholders through baseline survey

- **Enrollment criteria:** There has been a change in the participant enrollment criteria. Initially, we aimed to target the 10-14 age group, but due to limited availability, we expanded the age range to include participants from 8 to 14 years. This adjustment allowed us to engage a broader audience and ensure sufficient participation. Also there has been constant changes in the residences of these students, so some left after joining the programme, we therefore maintained a floating student count by recruiting new candidates.

2. Conduct field and off field activities using interactive and participatory methods. Such as discussions, debates, group activities, field trips, hands-on experiments, project-based learning, and use of technology.

- **Four seasonal nature camps:** Instead of limiting our program to just four seasonal day camps, we decided to conduct an activity every month to maintain consistent engagement with the children. Additionally, we interacted with them on a weekly basis, ensuring they remained involved and interested. This regular interaction was crucial for building trust and engagement. By staying in frequent contact, we were able to create a sense of continuity and belonging, making the children feel valued.

This consistent engagement not only helped maintain their interest but also strengthened the relationship between the facilitators and participants, fostering a supportive environment where the children felt comfortable sharing their thoughts and participating actively in each session. Regular engagement allowed us to adapt activities to the children's evolving interests and needs, creating a more enriching and impactful experience that helped retain their enthusiasm over time. It also ensured that learning was ongoing and momentum was sustained, contributing to the overall success of the program.

- **ITC skills:** Due to the lack of access to mobile phones within the community, we were unable to include ICT (Information and Communication Technology) skills-related activities as initially planned. Instead we did more of handson activities and outdoor activities.

Objective 2: Provide three Stewardship Opportunities for improvement of local environment of Khindipada within six months.

1. Implementing Lane Warden, Water Audit, Energy Audit, Community Kitchen Garden initiatives among the community

- **Community Kitchen Gardens:** Instead of creating only a traditional community kitchen garden, we also established a fruit garden for the community. This decision was made to provide a more sustainable and long-term source of nutrition, offering fresh fruit that requires less maintenance and can yield a higher nutritional value. The fruit garden not only

supports the community's food security but also serves as a practical educational resource, teaching participants about fruit cultivation, seasonal growing cycles, and environmental stewardship. This approach aligns with our goal of fostering a deeper connection with nature while promoting healthy eating habits within the community. Another reason was that, we weren't sure if the garden will sustain since cases of vandalism and thefts were known from the area. Also due to lack of open ground, we decided to set up a potted gardens

- **Community Butterfly Garden:** As an additional initiative to sustain the enthusiasm and positive change observed in the children during the year-long Environmental Stewardship Programme, we took an extra step by developing a beautiful Community Butterfly Garden in Palaspada. This garden serves as a gift to the community and a testament to the dedication and transformation of our young green crusaders into committed environmental stewards. Recognizing their eagerness to continue engaging with nature, we announced the formation of a Nature Club during the valedictory function. The Butterfly Garden, established as part of this club, ensures that the spirit of learning and environmental action remains alive.



D. Detail specifically what the challenges were

During the project, several challenges emerged as the team worked to engage and support the local community:

1. **Building Trust and Engagement:** One of the initial hurdles was gaining the community's trust. Despite the forest department's support and introduction, encouraging parents to allow their children to participate required persistent efforts. Many parents were available only on Sundays, limiting opportunities to engage with them. Furthermore, communication was a challenge as not everyone had access to smartphones, making the WhatsApp group

an ineffective tool for consistent updates. The involvement of a local pada member, Dashrath, in the team played a crucial role in building trust within the community. On several occasions, the absence of a few enthusiastic children had a discouraging effect on others, leading to a ripple of disengagement that impacted overall participation.

2. **Enrollment:** We had targeted enrollment of 50 students between the age group of 10-14, however the population dynamics within the community were such that older children were working therefore they were not allowed by their parents to enroll into the programme and whoever was enrolled had to take care of their younger siblings while the parents were away at work. Therefore we had to bring in their younger siblings along with them so that they could participate.

3. **Limited Resources and Uniformity:** Many participants lacked basic facilities, prompting the need for a standardized kit, including items like backpacks, notebooks, pens, and water bottles. Creating these kits was necessary to ensure that all children had the necessary supplies to participate effectively.



4. **Diverse and Challenging Community Dynamics:** The baseline survey revealed a diverse community, with Katkari Maharashtrian Hindu tribals and migrant Muslim populations living together. This coexistence sometimes resulted in tensions, which surfaced during events. Additionally, the community faced numerous socio-economic challenges, including poor sanitation, unreliable access to water and electricity, and a high prevalence of alcohol and drug use among men. These conditions posed obstacles for engaging children and supporting their educational development.



Field Kit

5. **Gender and Safety Concerns:** While there was a good gender balance among participants, many parents expressed concerns about the safety of their daughters, particularly in forest areas, which limited female participation. This required extra sensitivity and consideration to ensure a safe and inclusive environment for all children. Additionally, many girls were responsible for household chores, which hindered their participation in the activities. Despite their eagerness and willingness to engage, their domestic responsibilities often prevented them from joining all events. This limitation required the team to find ways to accommodate the girls' schedules and make participation more accessible, highlighting the broader challenge of balancing educational initiatives with cultural and social expectations.

Even the boys were often engaged in household chores and had to assist their parents with occupational responsibilities, such as selling vegetables, or taking care of younger siblings, which limited their ability to participate in the programme.

6. **Quality of Education:** The poor educational background of many children necessitated a curriculum that was more practical and hands-on. Designing activities based on the principles of Education for Sustainable Development aimed to overcome these limitations, focusing on experiential learning rather than conventional academic approaches.
7. **Attendance:** We had a floating group of participants as some or other use to remain absent for long and then new participants use to join our programme. Owing to their socio-economic challenges we understood that we will have to provide flexibility to these children, therefore the total of our participants is 51 out of which 30 are the ones who were punctual. Some parents discontinue their daughters attending the sessions and some get translocated to another location. All such factors affect the regular attendance.
8. **Field Trips:** We wish to conduct more field trips to different sites in the cities however the transport part becomes dicey as we do not want to take any responsibility incase there is any mishap nor the parents were willing to sign disclaimer form with us. They want us to take entire responsibility, this limited the number of field trips.

Despite these challenges, the project made significant progress, enrolling 51 children and achieving a balance between Hindu and Muslim participants, showing that persistence and adaptability were key to the program's success.

E. Describe any lessons learned, as well as any findings and recommendations (i.e. problems and solutions, observations on working within your organization or community, suggestions or adjustments)

The project highlighted several important lessons about working within a diverse and challenging community.

- **Importance of flexibility in both engagement strategies and program design:** For example, the age range of participants was adjusted from 10–14 to 8–14 years due to limited availability, allowing more children to be involved. Engaging parents and building trust required persistence, as many parents had reservations about their children's safety. Partnering with local leaders was crucial in overcoming this barrier and encouraging participation.



Communicating with Parents

- **Regular Interaction:** This was essential for maintaining interest, so monthly activities were implemented instead of seasonal camps. This frequent engagement created a sense of belonging and helped retain enthusiasm among the children. Recommendations for future projects include early community involvement, adapting programs to fit local contexts, and ensuring consistent communication channels that are accessible to all stakeholders.

- **Incentives Driven Activities:** Incentive-driven activities played a vital role in ensuring active participation and enthusiasm among the children during the Programme. Being from underprivileged backgrounds, the children were naturally drawn to activities where they could receive something tangible in return. Items like bug viewers and insect field guides distributed during insect camps, prizes for Lane Monitors, or even something as basic as food during the sessions became significant motivators. These incentives not only encouraged higher attendance but also helped build excitement and engagement, making the learning process more rewarding for the children. This approach reinforced the programme's objectives while addressing the practical needs of the participants, ensuring their continued involvement and interest.

F. What has been put in place to sustain your project and extend its impact?

To make the Environmental Stewardship Programme sustainable after the completion of the project, we have focused on a combination of strategies that involve continued engagement, local support, and long-term impact.

i.Establishing Balmitra Nature Club: As a way forward, we have decided to continue our engagement with the children by establishing Balmitra Nature Club. This need has arisen from the children need to for continue learning. We are therefore committed to mentor bright and promising children with monthly lesson plans of nature study. The parents also resonated with this idea

ii.Partnerships and Collaborations:

- **Partner with local organizations:** We have collaborated with Afroze Foundation), for weekly collection of plastic waste
- **Corporate Employee Volunteering Events:** We will conduct relevant activities as and when we get an interested corporate.
- **Volunteers:** We have a group of volunteers who will provide help as and when required.

ii.Building Awareness and Advocacy:

- **Ongoing education initiatives:** We will be organizing street plays in collaboration with the Forest Departments to spread awareness in the community to keep environmental issues at the forefront of people's minds.
- **Social media presence:** We have been showcasing the project activities on social media account of iNaturewatch Foundation to showcase the programme's impact, encourage continued participation, and build a community of environmental advocates.



4. Role Model for Scaling up:

- a. **Model:** It can serve as an inspiring model for other padas, demonstrating how community-driven environmental education can foster lasting change. By replicating this initiative, we can empower more underprivileged children across the region to become stewards of their environment.

5. **Monitoring:**

- **Track progress:** We will continue to visit the site once a month even after the completion of the project for tracking the long-term impact of the programme.

Due to these strategies, the Environmental Stewardship Programme can evolve into a sustainable, community-driven initiative that not only continues to educate and inspire future generations but also fosters long-term environmental stewardship, far beyond the conclusion of the initial project.

G. What do you think was the impact of your work?



The **Environmental Stewardship Programme for Vulnerable Communities in Mulund, Mumbai**, conducted from November 2023 to November 2024, transformed a diverse group of children into proactive environmental leaders. This initiative integrated **Education for Sustainable Development (ESD)** principles with the **Sustainable Development Goals (SDGs)** to cultivate environmental stewardship while fostering harmony and inclusivity among Hindu tribal and Muslim minority children. An added bonus of the project was the significant social change observed as participants learned to study, play, and work together, overcoming initial conflicts and building a sense of camaraderie (see

Table 3 for Impactful Outcomes).

a. **Fostering Leadership and Inclusivity**

The program empowered **58 children** from underprivileged backgrounds to take ownership of their environment while addressing local social dynamics. Through hands-on activities and collaborative tasks, participants not only developed critical leadership skills but also fostered mutual respect and understanding among different cultural groups.

- **Lane Warden Program:** Students led community cleanliness efforts, monitoring lanes and inspiring neighbors with **10 Lane Wardens** using Eco-Health Cards.
- **Community Butterfly Garden:** Participants worked collectively to establish and maintain a vibrant habitat, promoting biodiversity and teamwork.
- **Water and Energy Audits:** Children identified and resolved water leakages (saving **864 liters/day**) and promoted energy conservation, showcasing their problem-solving skills.

7. **Connecting Activities with ESD Principles and SDGs**

1. **Interdisciplinary Learning (ESD Principle 1):**

- Activities like the **Day Camps** emphasized biodiversity conservation (SDG 15: Life on Land) and its role in sustainable ecosystems (SDG 2: Zero Hunger).

2. Participatory Methods (ESD Principle 2):

- The **Community Fruit Garden** achieved a **72% plant survival rate**, highlighting sustainable food practices (SDG 12: Responsible Consumption and Production).
- Collaborative DIY projects such as seed ball creation engaged students in hands-on conservation efforts (SDG 13: Climate Action).

3. Critical Thinking (ESD Principle 3):

- Audits and waste management activities honed problem-solving and practical application of knowledge, aligning with (SDG 6: Clean Water and Sanitation, SDG 7: Affordable and Clean Energy).

4. Local Relevance and Inclusivity (ESD Principle 4):

- The program encouraged Hindu tribal and Muslim students to work together, overcoming cultural tensions and building a harmonious community (SDG 10: Reduced Inequalities).

5. Lifelong Learning (ESD Principle 5):

- The establishment of the **Balmitra Nature Club** ensures continued engagement, fostering environmental advocacy and leadership for the long term (SDG 4: Quality Education).

Table 3: Impactful Outcomes

Activity	SDG Targeted	Outcome
Lane Warden Program	SDG 11: Sustainable Cities and Communities	Improved lane cleanliness, empowered children to lead community-based efforts.
Water and Energy Audits	SDG 6, SDG 7	Conserved resources and raised community awareness of sustainable living.
Clean-Up Drives and Waste Segregation	SDG 12: Responsible Consumption and Production	Diverted 45 kg of plastic waste , promoting recycling and community participation.
Community Fruit and Butterfly Gardens	SDG 2, SDG 15	Enhanced food security and biodiversity while fostering collaboration and stewardship.
Solar Lamp Installation	SDG 7: Affordable and Clean Energy	Improved safety and reduced carbon emissions, demonstrating renewable energy solutions.

8. A Model for Leadership and Sustainability

The program's design and execution demonstrated the power of integrating ESD principles and SDGs to address environmental and social challenges simultaneously. Key achievements include:

- **Leadership Development: 59% of participants** shared their learnings as ambassadors, inspiring peers and family members.
- **Behavioral Change: 85% of students** adopted conservation practices, including reduced plastic use and active waste segregation.

- **Social Transformation:** Hindu and Muslim children collaborated, fostering unity and mutual respect through shared experiences.

By nurturing leadership qualities and bridging social divides, the **Environmental Stewardship Programme** has created a generation of inclusive, proactive environmental stewards. These children are now equipped to champion sustainability, advocate for biodiversity, and inspire long-term community-driven change, setting a benchmark for similar initiatives globally.

II. Project Accomplishments

In the table below, please describe your project's accomplishments (i.e. fieldwork, site visits, trainings conducted, manuals developed, research, events planned, business plans, community outreach, organizational partnerships created, etc.) over the duration of your project.

Sr. No.	Name of Activity	Accomplishments
I	Day Camps	
1	Wildlife Safari Camp to Sanjay Gandhi National Park (Borivali)	Students explored the rich biodiversity of SGNP, gaining valuable knowledge about local flora and fauna. They deepened their understanding of forest habitats and ecosystems and learned about the critical role wildlife plays in maintaining ecological balance. The camp fostered an appreciation for biodiversity and the importance of wildlife conservation.
2	Monsoon Wild Vegetable Day Camp at Sanjay Gandhi National Park (Mulund)	The camp introduced students to sustainable harvesting techniques that prioritize preserving plant life while enjoying nature's bounty. They developed a deeper understanding of responsible foraging and conservation, empowering them to appreciate and protect their natural surroundings.
3	Insect Day Camp	This immersive experience allowed students to discover the fascinating world of insects, learning about their life cycles and the critical roles they play in ecosystems. They observed social insects like bees and gained insights into the collaborative nature of colonies, drawing parallels to the importance of teamwork and cooperation in human life.
4	Threatened Wildlife Day Camp at Veermata Jijabai Bhosle Udyan- Zoo	Through guided tours, students cultivated compassion and respect for animals while learning about wildlife conservation. The visit emphasized empathy towards all living beings, inspiring them to incorporate kindness towards animals in their everyday lives.
5	Urban Ecology Day Camp at Maharashtra Nature Park	Students explored the transformation of a former dump yard into a thriving green urban park, discovering the importance of sustainable practices and urban greening. They also studied the park's local flora and fauna, reinforcing the concept of coexistence with nature.
6	Marine Day Camp at Chimbai Beach	At Chimbai Beach, students observed and studied marine organisms in the intertidal zone and learned about the diversity of beach ecosystems. They gained an understanding

		of mangroves' role in protecting coastlines and the significance of marine life conservation. This experience highlighted the importance of preserving marine biodiversity for ecological health and human well-being.
II	Workshops	
1.	Workshop on Mask Making	Students enthusiastically participated in this creative activity, designing and crafting masks inspired by wild animals. The activity encouraged artistic expression and helped students develop a deeper appreciation for wildlife by fostering an emotional connection with various species. It also served as an engaging platform to raise awareness about biodiversity conservation in a fun and interactive manner.
2	Workshop on Bird Nest & Feeder	Students actively participated in this hands-on workshop, learning to create bird nests and feeders by recycling plastic bottles and using other eco-friendly materials. The activity not only demonstrated the importance of reusing waste but also highlighted the need to provide shelter and food for birds, especially in habitats impacted by human activities. By transforming waste into functional creations, students gained practical insights into sustainable practices and wildlife conservation. This experience inspired them to take actionable steps toward protecting local bird species and instilled a sense of responsibility for nurturing their natural environment.
3.	Workshop on Seed Ball making	During this impactful activity, students actively contributed to environmental conservation by participating in a clean-up drive within the park, removing litter to restore the natural beauty of the area. Following the clean-up, they engaged in seed ball making, learning about reforestation and the role of native plants in supporting ecosystems. This dual activity emphasized the importance of preserving natural spaces and empowered students with simple, hands-on solutions for environmental restoration and sustainability.
4.	Workshop on Poster Making	Students embarked on a guided nature trail through SGNP, learning about the park's biodiversity, including its flora, fauna, and ecosystems. Following the trail, they participated in a Poster Making Competition on the theme " <i>My Dream Lane</i> ", where they creatively expressed their vision for an ideal, eco-friendly lane in their community. This activity allowed students to advocate for environmental conservation through art, showcasing their understanding of nature and their desire to protect it. The combination of exploration and creativity not only deepened their connection with nature but also inspired them to envision and work towards a sustainable future in their own communities.
5.	Workshop on Planter making	During this dual activity, students participated in a clean-up drive within SGNP, contributing to the park's preservation by removing waste. They also created eco-friendly planters using recycled materials, promoting sustainability and creativity.

		These planters were later used to establish a kitchen garden, teaching students the importance of growing their own food and encouraging sustainable living practices. This hands-on experience not only instilled a sense of pride in restoring and beautifying natural spaces but also introduced practical ways to contribute to food security and environmental health.
6.	Green Ganesh Eco-Friendly Workshop	In this creative and educational workshop, students learned to craft eco-friendly Ganesh idols using natural and biodegradable materials. The workshop highlighted the environmental impact of traditional Ganesh idols and inspired students to adopt sustainable practices in cultural celebrations. By engaging in this activity, they developed an appreciation for eco-conscious living and a deeper connection to nature through tradition.
III	DIY Projects	
1	Waste Management in Palaspada	Students actively participated in a community clean-up drive, removing litter and promoting cleanliness. As part of this initiative, a Waste Segregation Programme was launched to educate and encourage households to separate biodegradable and non-biodegradable waste. This activity instilled a sense of civic responsibility in the students and empowered the community to adopt sustainable waste management practices.
1.1	Street Play: Harmony with the Wild	<p>The <i>Harmony with the Wild</i> street play helped students to understand the issue of man-animal conflict and the importance of coexistence with wildlife. Through engaging performances, the key environmental messages were conveyed, raising awareness among the students and community about the significance of protecting wildlife and maintaining a harmonious relationship with nature. This activity fostered a deeper connection to the natural world, empowering students to become environmental advocates.</p> <p>The essay competition offered students an opportunity to reflect on their journey through the Environmental Stewardship Programme (ESP). Although participation was limited, the essays submitted showcased deep insights into the students' learning experiences, highlighting the positive changes they experienced and the skills they gained in environmental conservation. This activity encouraged critical thinking, self-expression, and reinforced the importance of environmental awareness and personal growth.</p>
2	Lane Monitors (Ecohealth Lane Card)	The innovative Eco-Health Lane Card was introduced as a tool to monitor and improve environmental health within the community. 10 students were appointed as Lane monitors (Warden) and trained to monitor cleanliness, waste management, and greenery in their local lanes. This initiative

		encouraged ongoing engagement with environmental stewardship and fostered accountability within the community.
3	Water Audit	Students conducted a water audit in their community, learning about water usage patterns and identifying areas for conservation. This activity highlighted the importance of water as a precious resource and empowered the students to advocate for sustainable water management practices within their households and the wider community.
4	Energy Audit	Students participated in an engaging Sustainability Game, which helped them understand the principles of sustainability and environmental conservation through interactive scenarios. They also played an energy audit game, understanding areas where energy use could be optimized.
4.1	Installing solar street lamps	As part of the students' involvement in sustainable practices, the installation of solar street lamps in the community marked a significant achievement. Students learned about renewable energy solutions and the environmental benefits of solar power. This initiative not only improved the safety and lighting in the area but also reinforced the importance of sustainable energy sources in reducing carbon footprints and promoting eco-friendly practices within the community.
IV	Community Gardens	
5.1	Vegetable Container Garden	Additionally, garden containers were distributed to community members for establishing kitchen gardens, empowering them to grow their own food sustainably. This initiative promoted eco-consciousness and practical skills for reducing energy consumption and fostering local food production.
5.2	Community Fruit Garden	The establishment of a Community Fruit Garden provided students with the opportunity to directly contribute to creating a sustainable food source for the community. Students were involved in taking care of the fruit trees, learning about their cultivation, and understanding the long-term benefits of a community-driven approach to local food security. This activity reinforced the importance of sustainable agriculture and the role of urban greening in supporting biodiversity.
5.2.1	Community Gardening-Maintenance Activity	As part of the ongoing efforts to sustain the green spaces created in the community, students participated in a gardening maintenance activity, where they helped care for and nurture the plants in the community gardens. They learned the importance of consistent maintenance, including watering, weeding, and protecting plants from pests, fostering a sense of ownership and responsibility for their local environment. This hands-on experience ensured the long-term success of the community gardens and instilled a lifelong commitment to environmental stewardship.

5.3	Community Butterfly Garden	The establishment of the Community Butterfly Garden was a major milestone in the programme, providing a lasting impact on both the students and the community. Students were involved in the creation and maintenance of the garden, learning about the importance of pollinators and their role in maintaining ecological balance. This garden not only serves as a habitat for local butterfly species but also promotes biodiversity and environmental education. It stands as a testament to the students' commitment to nature conservation and will continue to inspire future generations to protect and preserve their local environments.
V	Others	
1	Essay Competition	As most of the students have challenges in writing or expressing their thoughts onto paper, we received on 6 entries which elaborated on their learnings from the project.
2	Valedictory Function	The Valedictory Function celebrated the completion of the Environmental Stewardship Programme (ESP) and served as a platform to recognize the students' dedication and accomplishments throughout the year. The event featured speeches from key dignitaries, including Dr. V Shubhalaxmi, Founder of iNaturewatch Foundation, who inspired the students to continue their environmental advocacy. Certificates were distributed, and feedback was shared by the children, acknowledging their growth and enthusiasm for environmental stewardship. The function successfully highlighted the students' journey and their commitment to sustainable practices.

III. Project Objectives

What were your objectives for the project? Please list using a table like the one below.

Objective 1: Promote environmental awareness, develop sustainable lifestyles, foster biodiversity conservation, among 50 slum children from Khindipada in Mulund within a year's time	
1. Identify the target audience and stakeholders through baseline survey	1 st November – 30 th November 2023
2. Curriculum development based on principles of Education for Sustainable Development (ESD). Such as interdisciplinary approaches to explore connections between environmental, social, economic, and cultural dimensions of sustainability.	1st November – 5th December 2023
3. Conduct field and off field activities using interactive and participatory methods. Such as discussions, debates, group activities, field trips, hands-on experiments, project-based learning, and use of technology.	9th December 2023– 24th November 2024
Objective 2: Provide three Stewardship Opportunities for improvement of local environment of Khindipada within six months.	
1. Incorporate real-world issues and challenges in the project work, and encourage children to explore and propose practical solutions for their immediate community through a brainstorming and role play session	10th March 2023 – 24 th November 2024
2. Implementing Lane Warden, Water Audit, Energy Audit, Community Kitchen Garden initiatives among the community	1st April 2023 – 24 th November 2024

IV. Financial Report

Attached as Annexure 7

V. ANNEXURES

Photos (Please attach photographs to accompany this report (with captions). Action shots are preferred. The Humphrey Fellowship Program and/or the U.S. Department of State may use the photograph(s) to highlight your work on the program website or in program materials.):
Photographs are attached as Annexure 4

