



Assignment Title: Project Green Dhaka: Empowering Students Through Environmental Education and Indoor Planting

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1.Our mission, vision, goal, aim and objectives of the project planned to implement.

Mission: Our mission is to combat Dhaka's severe pollution crisis by integrating environmental stewardship into the educational framework. By indoor planting and embedding environmental awareness into the school curriculum, we aim to cultivate a generation of responsible citizens who actively contribute to improving air quality and promoting sustainability.

Vision: We envision Dhaka as a thriving, green metropolis where clean air and a healthy environment are the norms. Through the active participation of schools and students in environmental initiatives, we seek to foster a culture of ecological responsibility and long-term environmental stewardship.

Goal: Our goal is to significantly reduce pollution levels in Dhaka by creating a sustainable and scalable model where students participate in tree planting activities and incorporate environmental education into their daily lives. This initiative aims to achieve measurable improvements in air quality and instill lasting environmental values in young people.

Aim: The aim of this initiative is to integrate tree planting and environmental education into the school curriculum to ensure that students not only understand the importance of a green environment but also actively contribute to it. By doing so, we seek to build habits that will sustain environmental efforts and contribute to the city's pollution reduction over the long term.

Objectives:

1. Curriculum Integration: Develop and implement an environmental education curriculum that includes indoor tree planting and pollution reduction as core components.

2. Tree Planting Projects: Organize annual tree planting events involving students, teachers, and local communities to enhance green spaces and combat pollution.

3. Awareness Campaigns: Conduct workshops and seminars to raise awareness about pollution and the benefits of indoor small tree planting among students and their families.

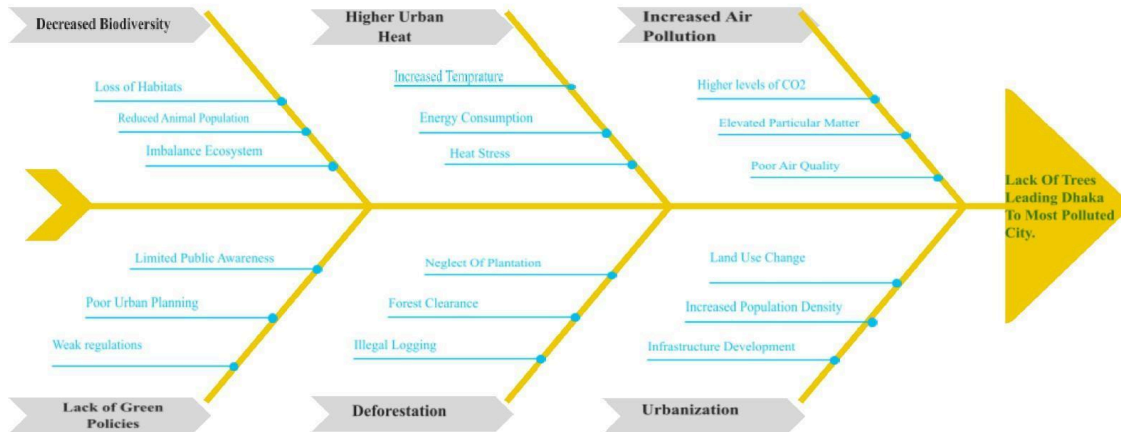
4. Long-Term Engagement: Establish monitoring and evaluation mechanisms to track the impact of tree planting activities and the effectiveness of environmental education over a 5-6 year period.

5. Community Involvement: Foster partnerships with local environmental organizations and government bodies to support and expand the initiative, ensuring a collaborative approach to pollution reduction.

By achieving these objectives, we aim to create a sustainable impact on Dhaka's environment and inspire future generations to prioritize and actively participate in ecological conservation.

2.Diagram Analysis:

FISHBONE DIAGRAM



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Inputs:

1. Funding and Resources:

- Financial support from government grants, NGOs, and corporate sponsors.
- Supplies for indoor plants (saplings, soil, tools).
- Educational materials and resources for curriculum development.
- Personnel: environmental educators, project managers, and volunteers.

2. Partnerships:

- Collaborations with local environmental organizations, schools, and community groups.
- Support from government bodies and local authorities.

3. Infrastructure:

- Access to school facilities, guardians and local green spaces.
- Platforms for awareness campaigns (School/colleges, social media, community centers).

3.Activities:

Outputs	Short-term outcomes	Medium-term outcomes	Impacts
Curriculum Integration: • A comprehensive environmental education curriculum developed and implemented in participating schools. • Trained teachers equipped with knowledge and skills for delivering the curriculum. Tree Planting: • Number of trees planted annually. • Increased green spaces around schools and the rooftop of student houses also balcony either free spaces where they never use. Awareness Campaigns: • Number of workshops,	Increased Environmental Knowledge: • Students and teachers demonstrate a greater understanding of environmental issues and tree planting practices. Immediate Impact on Green Spaces: • Enhanced green areas in schools and local communities due to newly planted trees. Increased Awareness: • Higher awareness levels among students and families about	Behavioral Changes: • Students and their families adopt more sustainable practices and show increased engagement in environmental activities. Improved Air Quality: • Observable improvements in air quality in areas with significant tree planting activities. Sustained Curriculum Integration: • The environmental education curriculum becomes an integral part of the school system,	Long-Term Pollution Reduction: • Significant and sustained improvements in air quality in Dhaka due to ongoing tree planting and environmental education efforts. Cultural Shift Towards Environmental Stewardship: • A new generation of environmentally conscious citizens actively contributing to the city's sustainability and green initiatives. Replication and Scaling: • The successful model of integrating environmental education and tree planting is adopted by other

seminars, and awareness activities conducted. ● Educational materials distributed to students and families. Monitoring and Evaluation: ● Data on tree survival rates, growth and everything will be based on our region. ● Reports on the effectiveness of the environmental education program. Community Engagement: ● Number of partnerships with local organizations and government bodies established.	pollution and the importance of trees for surviving.	influencing future students. Strengthened Community Networks: ● Enhanced collaboration and support among local environmental organizations, schools, and government bodies.	cities and regions.
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Assumptions:

Funding Continuity:

- Continued financial support is available to sustain and expand the initiative.

Community Support:

- Local communities and schools are willing to participate and support the project.

Government and Organizational Support:

- Ongoing collaboration with government bodies and environmental organizations remains strong.

Curriculum Acceptance:

- Schools and educators are receptive to integrating the new curriculum into their teaching programs.

Contributing policies and strategies:

Government Environmental Policies:

- Alignment with national and local environmental policies focused on pollution reduction and green space enhancement.

Educational Strategies:

- Support from educational policies that prioritize environmental education and sustainability in schools.

Community and NGO Strategies:

- Collaboration with community-based environmental strategies and NGO initiatives promoting green practices.

External factors and constraints: Economic Fluctuations: • Potential changes in funding availability due to economic conditions. Climate and Weather Conditions: • Unpredictable weather patterns affecting tree planting and growth. Political and Social Factors: • Potential shifts in political priorities or social issues impacting the focus on environmental initiatives. Implementation Challenges: • Possible logistical challenges in organizing indoor planting events or integrating the curriculum effectively for adaptation.

4. Developing a monitoring plan

Specific Aims	Activity	Outcomes	Outcome Indicators	Data sources and collection methods	When/By whom	How to report and use
Educating students about indoor plants and environmental stewardship.	We are all well aware that trees take significant time to grow. Our target is indoor plants for small	With a growing number of tree planting initiatives at	1. Address the underlying drivers of forest	1. National and local environmental ngos.	1.It will be under the education and environm	1. Every school teacher is going to

	spaces. If we plant a seed today, depending on the environment and the species, we might have to wait for a few years to see it turn into a habit. If we want our kids to take care of the environment in the future, we have to educate them first with indoor plants, and understand the importance of trees in life, after a time it will turn into their habit or later on hobbies.	regional to global scales, Karen Holl and Pedro Brancalion highlight in their latest research how planting trees is much more complicated than it seems.	degradation. 2. Integrate decision-making across scales. 3. Focus on reducing pollution. 4. Involve all stakeholders throughout the process. 5. Coordinate different land uses across the landscape.	2. A trial wants to start at a place near the city of Dhaka, It is keraniganj and it is in a developing stages so from here we are selecting some schools so we can run a trial over the students and teachers if we can make it a successful mission.	ent ministry. 2.The disaster we are seeing right now, we are hoping it will start from January 1st 2025 and we are ending this program by December last 2030. 3.There will be appointed a teacher in a specific subject on environment based so they can educate the students.	monitor those plants. 2.Our target is to take this matter seriously so we are choosing teacher to monitor it at student level and later on they will report it to the education and environment ministry.
Establishing a model for green spaces	Implement indoor plant projects in	Increased green spaces in	The number of indoor	Environmental monitor	Weekly visits by team	Monthly reports on plant health

and indoor plants in Dhaka.	schools in Keraniganj.	schools and reduced pollution locally.	plants introduced school green space improvements and local pollution levels.	ing reports, plant growth records, local air quality data.	members; monthly data collection by local environmental organizations.	and pollution metrics, use data to refine local initiatives and scale up successful strategies.
Integrating environmental education into the school curriculum.	Develop and implement environmental education modules in the curriculum.	Students gain a deeper understanding of environmental issues and develop sustainable habits.	Curriculum implementation status, teacher training completion, student assessments.	Curriculum implementation reports, teacher training records, student test scores.	Ongoing evaluation by education staff, reviewed biannually by project coordinators.	Biannual evaluation reports to assess curriculum effectiveness; adjust content and teaching methods based on results.

Objectives	Outcomes	Outcome Indicators	Data sources and collection methods	When/By whom	How to report and use
Objective 1	Dhaka is getting more polluted than ever, our mission is to reduce it.	A city will play a role model for our project.	It is based in Keraniganj which is a developing city.	Everyday the teacher will introduce indoor plants to the students.	Every month the report will be collected from the school teacher and shared with the team

					members of this project.
Objective 2	Indoor plantations in small spaces want to reduce the pollution.	Dhaka is full of chaos, gathering places and there are no green spaces available to help reduce pollution.	Keraniganj used to be full of trees, because of development almost all the trees are now gone.	Every week a member of our team will go on visit with indoor plants.	Evaluation reports to assess curriculum effectiveness adjust content and teaching methods based on results.
Objective 3	Through the students into a curriculum we want to promote it.	Making it into a habit is our prime goal.	Local organizations survey.	Tracking survey sheets.	Project coordinator.

5. Evaluation plan:

Hierarchy of target results	Performance indicators	Operational definition	Baseline Data	Performance target	Data sources	Data collection method	Person responsible
Ultimate outcome	Significant and sustained improvements in air quality in Dhaka, increased green	Observable and measurable reductions in pollution levels, extensive	Current air quality metrics, existing green spaces,	Achieve a 20% reduction in local pollution levels and integrate environmental	Air quality monitoring stations, green space	Air quality tests, green space surveys, educational	Project Director and environmental analysts.

	spaces, cultural shift towards environmental stewardship.	integration of environmental education , widespread adoption of green practices.	baseline environmental knowledge among students.	education in 75% of local schools.	assessments , educational surveys.	assessments.	
Intermediate outcome	Increased awareness and engagement in environmental activities among students and families.	Higher participation rates in environmental initiatives , improved knowledge about sustainability.	Initial levels of awareness and participation.	50% increase in student and family participation in environmental activities.	Participation records, awareness surveys.	Surveys , participation logs.	Community Outreach Coordinator.
Immediate outcome	Successful implementation of indoor plant education and curriculum integration.	Number of schools implementing the curriculum, frequency of indoor plant care.	Number of schools and current curriculum status.	100% of target schools implementing the program, regular plant care reported in 90% of participating schools.	School reports, curriculum records.	School assessments, teacher reports.	Curriculum Developer and Project Managers.

Outputs	Number of trees planted, number of workshops conducted , curriculum materials developed .	Quantitative measures of project activities.	Initial number of workshops, and educational materials.	Plant 1,00,000 indoor plants and develop a curriculum.	Project records, workshop logs.	Tracking sheets, event logs.	Project Coordinator.
Inputs	Adequate funding and resources, effective partnerships, and infrastructure readiness.	Availability of financial resources , partnership agreements, and infrastructure setup.	Current levels of funding, existing partnerships, and available infrastructure .	Secure funding for the entire project, establish 10 partnerships, and ensure infrastructure readiness.	Financial reports, partnership agreements , infrastructure audits .	Financial tracking , partnership documentation, infrastructure assessments.	Financial Officer and Partnership Manager.