



Annual Report 2024-25

CEE

Centre for Environment Education

Nehru Foundation for Development, Ahmedabad

Annual Report

2024-25

From the Director's Desk

The year 2024–25 has reaffirmed the critical role of education in advancing sustainable development in an increasingly complex and climate-constrained world. Environmental challenges today are no longer isolated concerns—they are deeply interconnected with livelihoods, public health, urbanisation, and economic development. In this context, the work of the Centre for Environment Education (CEE) continues to focus on enabling informed, responsible, and collective action through education, capacity building, and partnerships.

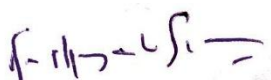
During the year, CEE strengthened its engagement across school education, youth platforms, higher education, and community-based initiatives, with a consistent emphasis on experiential and action-oriented learning. Our programmes aligned closely with national priorities such as the National Education Policy (NEP) 2020 and Mission LiFE, while also contributing to global frameworks including the Sustainable Development Goals. From early childhood nature learning to youth-led climate action, and from institutional capacity building to community engagement, our efforts sought to move beyond awareness towards sustained behavioural and systemic change.

A key feature of our work this year has been the deepening of partnerships, with government agencies, educational institutions, civil society organisations, and international bodies. These collaborations have enabled scale, strengthened institutional processes, and ensured that our initiatives remain relevant to both policy and practice. Our role has continued to be that of a knowledge partner and facilitator, supporting the translation of environmental concerns into meaningful educational and development responses.

We have also expanded our work in critical areas such as climate change, water stewardship, waste management, biodiversity conservation, and sustainable urban and rural development. Across these domains, the focus has been on building capacities, strengthening local institutions, and promoting participatory approaches that place communities and learners at the centre of change.

As we look ahead, the need for integrating sustainability into all aspects of education and development becomes ever more urgent. CEE remains committed to advancing this agenda through innovation, collaboration, and a continued emphasis on quality and impact.

I would like to acknowledge the dedication of our colleagues, partners, and stakeholders whose collective efforts have made this work possible.



Kartikeya Sarabhai

Director, Centre for Environment Education

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Education for Children

1.1 Thematic Overview

Education for Children remains a foundational pillar of the Centre for Environment Education (CEE), reflecting its long-standing mandate to embed environmental education (EE) and education for sustainable development (ESD) within school systems. During 2024–25, CEE’s work with children focused on strengthening experiential, inquiry-based and action-oriented learning approaches aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF), while deepening institutional integration at school, district and state levels.

Programmes addressed priority environmental concerns such as climate change, water and sanitation, waste management, biodiversity conservation, air quality, energy use and sustainable lifestyles. Across initiatives, emphasis was placed on enabling children to move from awareness and understanding to informed action, reflection and leadership within their schools and communities.

1.2 Planet Discovery Centre (PDC) – Early Childhood Nature Education

The **Planet Discovery Centre (PDC)** is CEE’s nature-based early childhood education initiative for children aged **2–8 years**, grounded in the philosophy of using nature as a classroom. During 2024–25, the programme enrolled **87**

children, offering a structured yet exploratory learning environment integrating environmental understanding with foundational literacy and numeracy skills.

Learning outcomes were explicitly mapped to **NEP 2020** and the **NCF for the Foundational Stage**, with emphasis on physical development, sensory awareness, curiosity, independence and social skills. Children engaged regularly in forest trails, free play in natural settings, and age-appropriate environmental activities.

Key programme components included:

- Field visits to **Sundarvan, Symphony Park, and Swati Park**
- Celebration of environmental and social milestones such as **World Environment Day, Global Handprint Day, Children’s Day, and Grandparents’ Day**
- **Evening trails and night camps** for children aged 4–8 years, introducing nocturnal biodiversity, sounds of nature, and basic astronomy through telescope-based moon and star gazing
- The annual **Joy of Learning FEST 2025**, themed *Unity in Diversity*, which strengthened parent–child–educator engagement and showcased children’s learning journeys

The Planet Discovery Centre also contributed to national and

international knowledge platforms. The Programme Director participated in **NCERT textbook development** for Grades 3–5. A detailed PDC case study was selected for presentation at the **World Environmental Education Congress (WEEC), Abu Dhabi (February 2025)** and featured in **UNESCO’s “Seeds of Change”** publication, highlighting innovative practices in early childhood environmental education.

1.3 Environment Service Scheme (ESS), Maharashtra

CEE continued its role as the **State Nodal Agency** for the **Environment Service Scheme (ESS)**, implemented by the Environment and Climate Change Department, Government of Maharashtra. Following a Government Resolution issued in **March 2024**, ESS was scaled up statewide to cover all **36 districts**, with a planned outreach of **1,500 schools per year**, targeting **7,500 secondary schools over five years**.

During 2024–25:

- More than **10,000 schools** participated in orientation processes
- Over **48,000 teachers, school heads, education officials and local body representatives** were reached through online orientations
- **915 schools** submitted detailed action project reports

- **3,000 schools** were shortlisted for active implementation during the year

ESS was closely integrated with the state’s flagship environmental programme, the **Majhi Vasundhara Abhiyan**, with school participation contributing **100 performance marks** to local body assessments. Schools undertook community-linked action projects on **climate change, water conservation, waste management, biodiversity, pollution control, heritage, and sustainable lifestyles**, positioning environmental education as a participatory and locally relevant process.

CEE provided academic guidance, training modules, mentoring support and monitoring frameworks, ensuring consistency and quality of implementation across districts.

1.4 Paryavaran Mitra Programme

The **Paryavaran Mitra (PM) Programme**, CEE’s flagship national school programme launched in partnership with the Ministry of Environment, Forest and Climate Change (MoEFCC), continued to engage students from **Classes VI to XII** through the **Explore–Discover–Think–Act–Share (EDTAS)** pedagogy.

During the year, schools implemented student-led action projects across five thematic areas:

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- **Water and Sanitation**
 - **Biodiversity and Greening**
 - **Energy**
 - **Waste Management**
 - **Culture and Heritage**

CEE supported implementation through teacher training workshops, online mentoring sessions, and digital platforms for peer exchange and documentation. Schools submitted structured reports capturing inquiry processes, actions undertaken, outcomes achieved, and reflections, many of which demonstrated innovative, low-cost and contextually relevant solutions.

1.5 Wipro earthian – Paryavaran Mitra Collaboration

The long-standing collaboration between **Wipro earthian and the Paryavaran Mitra Programme** continued during 2024–25, with focused implementation in **Chhattisgarh, Gujarat, Rajasthan, Uttar Pradesh, and West Bengal**, and extended outreach through the national PM network.

Key achievements included:

- **30 teacher training workshops** (4 online and 26 face-to-face)
- **1,593 teachers** trained across more than **100 districts**
- Receipt of **540 school activity reports**, with **160 submissions** reviewed at the national level

The programme strengthened teachers' conceptual understanding of sustainability and enhanced the quality of inquiry-driven, project-based learning around **water, biodiversity and waste**. Selected school projects were recognised at regional and national levels, reinforcing reflective practice and documentation.

1.6 Climate Change Education – GenCAN Initiative

CEE advanced climate change education in schools through the **Generation for Climate ActionN (GenCAN)** initiative, supported by **HCLFoundation**. During 2024–25:

- **250 schools** participated across the country
- **175 teachers** were trained through online programmes and **90 teachers** through face-to-face workshops
- **2,500+ students** were engaged through school and city-level orientations across **seven cities**

A national **GenCAN Camp and Award Ceremony** was organised at **Pachmarhi**, bringing together **75 schools, 81 teachers and 350 student leaders**. Schools conducted **carbon footprint audits** covering electricity, water, transport and waste, linking data literacy with climate action planning.

1.7 Air Quality Flags Programme

The **Air Quality Flags Programme**, implemented in **Pune**, continued as a school-based air quality and health risk communication initiative. During the year:

- Teachers from **80+ schools** were oriented to the programme
- **Air Quality Index (AQI) flag and poster kits** were distributed to **200 schools and 25 colleges**

Implemented in partnership with **NRDC, IITM Pune, Indian Institute of Public Health (IIPH) Gandhinagar, Pune Municipal Corporation**, and other stakeholders, the programme strengthened children's understanding of air pollution, health impacts, and appropriate precautionary actions.

1.8 Eco-Schools India and Green Schools Initiatives

CEE continued as the **national operator for Eco-Schools India**, supporting schools through a structured seven-step sustainability framework covering environmental audits, action planning, monitoring and reflection.

In parallel, the **JSW-CEE Green Schools Programme** was implemented in **187 schools** across **Karnataka, Maharashtra, Odisha and Tamil Nadu**, focusing on **Water, Waste, Biodiversity and Energy**. Schools

developed aspiration plans, used thematic learning kits, participated in field visits, and implemented campus-level sustainability actions.

1.9 Outcomes and Early Impacts

Across programmes, Education for Children initiatives during 2024–25:

- Reached **thousands of schools, teachers and students** across multiple states
- Strengthened teacher capacity to deliver experiential and project-based environmental education
- Enabled student-led environmental action within schools and surrounding communities
- Supported institutionalisation of sustainability through state-led programmes and whole-school approaches

1.10 Linkages to SDGs and National Priorities

Education for Children initiatives contributed directly to **SDG 4 (Quality Education)**, **SDG 6 (Clean Water and Sanitation)**, **SDG 12 (Responsible Consumption and Production)**, **SDG 13 (Climate Action)**, and **SDG 15 (Life on Land)**. The work was closely aligned with **NEP 2020**, the **National Curriculum Framework**, **Mission LiFE**, and national priorities.



Education for Youth

2.1 Thematic Overview

Education for Youth is a critical thematic area in CEE's work, recognising young people as key agents of environmental stewardship, civic engagement, and sustainability transitions. During 2024–25, CEE's youth-focused initiatives combined large-scale digital engagement with on-ground action and leadership development, enabling youth to engage meaningfully with issues such as plastic pollution, water security, climate change, biodiversity conservation, and sustainable lifestyles.

CEE's approach emphasised moving youth beyond awareness towards ownership, collective action, and long-term engagement, particularly through higher education institutions, state-level platforms, and structured youth networks.

2.2 Key Programmes, Interventions and Approaches

2.2.1 Tide Turners Plastic Challenge (TTPC)

The **Tide Turners Plastic Challenge (TTPC)** continued as a flagship youth engagement initiative addressing plastic pollution through behaviour change and action. Implemented across regions by CEE, the programme engaged youth from colleges, universities, NSS units, and organised youth groups.

During 2024–25, TTPC activities included:

- Orientation workshops on plastic life cycles, environmental and health impacts of plastic pollution, and alternatives to single-use plastics
- Campus- and community-level action such as plastic audits, awareness drives, clean-up campaigns, and advocacy activities
- Integration of TTPC messaging with broader waste management and circular economy initiatives

The programme strengthened peer-to-peer learning and youth leadership, enabling participants to act as ambassadors for responsible consumption within their institutions and communities.

2.2.2 Youth Engagement and Water Stewardship (YEWS)

Youth Engagement and Water Stewardship (YEWS) is a state-level initiative of the Government of Maharashtra implemented in partnership with **UNICEF Maharashtra, ACWADAM, CEE, and Why Waste?** The programme aims to catalyse behaviour change and leadership among youth on water conservation and sustainable water management.

During 2024–25, CEE contributed to:

- Capacity building of **Master Trainers and Green Club**

faculty coordinators from higher and technical education institutions

- Organisation of nurturing workshops and follow-up engagements supporting Green Clubs
- Facilitation of campus- and community-level water stewardship actions, including water audits, awareness campaigns, and local water system mapping

The programme strengthened linkages between youth action, academic institutions, and state water governance priorities.

2.2.3 Maharashtra Youth for Climate Action (MYCA)

The **Maharashtra Youth for Climate Action (MYCA)** platform continued as a large-scale digital learning and action platform for youth across the state. The platform offers self-paced online courses on **climate change, water conservation, solid waste management, energy management, and bio-cultural diversity conservation**.

Key developments during 2024–25 included:

- Continued enrolment of youth from urban and rural local bodies
- Integration of thematic action drives linked to state initiatives such as the **Majhi Vasundhara Abhiyan**

- Use of a dedicated **MYCA dashboard** to track enrolment, course completion, and participation across districts

MYCA enabled outreach at scale while ensuring continuity of learning beyond physical engagements, strengthening climate literacy and action readiness among youth.

2.2.4 University and College-Level Youth Engagement

CEE's regional offices conducted a range of youth engagement programmes in collaboration with universities and colleges. These included:

- Orientation programmes introducing students to environmental education, conservation, and sustainability careers
- Interactive workshops on the functioning of NGOs and pathways for civic engagement
- Engagement of **NSS units** and student clubs to deepen outreach and participation

These initiatives provided exposure to real-world environmental challenges and encouraged sustained youth involvement in volunteering, research, advocacy, and community action.

2.3 Geographic and Stakeholder Reach

Education for Youth initiatives during 2024–25 reached youth across **Maharashtra and other states** through a combination of digital platforms and in-person engagements. Participants included students from universities, colleges, technical institutions, NSS units, and organised youth networks.

Key stakeholders included state government departments, higher and technical education institutions, civil society organisations, and international agencies such as **UNICEF**.

2.4 Outcomes and Early Impacts

Youth programmes contributed to increased awareness and understanding of sustainability challenges, particularly in relation to plastic pollution, water conservation, and climate change. Youth demonstrated growing leadership through:

- Campus-based sustainability initiatives
- Peer-to-peer outreach and awareness campaigns
- Participation in state and national environmental programmes

Digital platforms such as MYCA enabled large-scale engagement and data-driven monitoring, while on-ground initiatives

strengthened practical skills, teamwork, and civic responsibility.

2.5 Partnerships and Collaborations

Key partnerships supporting Education for Youth included collaborations with **UNICEF Maharashtra**, state government departments, universities and colleges, **NSS networks**, and civil society organisations. These partnerships enabled scale, institutional anchoring, and policy alignment.

2.6 Linkages to SDGs and National Priorities

CEE's Education for Youth initiatives contributed to **SDG 6 (Clean Water and Sanitation)**, **SDG 12 (Responsible Consumption and Production)**, **SDG 13 (Climate Action)**, and **SDG 17 (Partnerships for the Goals)**. The work aligned with national and state priorities on youth leadership, climate action, water stewardship, and sustainable development.

Higher Education

3.1 Thematic Overview

CEE's work in Higher Education focuses on building sustainability-oriented knowledge, skills, and leadership among students, faculty members, and institutions of higher learning. During 2024–25, CEE strengthened its engagement with universities and colleges through structured academic programmes, applied learning opportunities, leadership development initiatives, and professional capacity-building platforms aligned with national priorities and the Sustainable Development Goals (SDGs).

The emphasis during the year was on bridging theory and practice, nurturing systems thinking, and enabling learners to engage with real-world environmental and development challenges through experiential and interdisciplinary approaches.

3.2 Key Programmes, Interventions and Approaches

3.2.1 SDG Handprint Lab – Sustainability Leadership Programme

The **SDG Handprint Lab** continued as a flagship higher education and youth leadership initiative aimed at enabling students and early-career professionals to understand, apply, and advance the Sustainable Development Goals through practical action. The programme

integrates sustainability concepts, systems thinking, and leadership development with hands-on projects.

During 2024–25, participants engaged in structured learning modules covering SDG frameworks, climate change, urban and rural sustainability challenges, policy linkages, and stakeholder engagement. Learners worked on applied assignments and group projects that addressed real-world sustainability issues, strengthening analytical skills and solution-oriented thinking.

The programme attracted participation from students across diverse academic disciplines and institutions, reinforcing interdisciplinary learning and collaborative problem-solving.

3.2.2 University Courses, Electives and Applied Learning

CEE collaborated with universities and academic institutions to design and deliver **credit-linked courses, electives, and certificate programmes** focused on sustainability, environmental management, and climate change. These courses were integrated within existing academic structures, ensuring relevance and institutional uptake.

Pedagogical approaches emphasised:

- Experiential and project-based learning
- Field exposure and case studies
- Interaction with practitioners and subject experts

Students engaged with issues such as environmental governance, urban sustainability, waste and water management, biodiversity conservation, and climate adaptation through assignments, field visits, and internships.

3.2.3 CEE Academy – Higher Education and Professional Learning

The **CEE Academy** functioned as an important platform for higher education and professional capacity building during 2024–25. The Academy offered structured certificate courses, masterclasses, and skill-building programmes aimed at students, early-career professionals, and practitioners in the sustainability and development sectors.

Courses and masterclasses covered themes such as:

- Sustainability leadership and SDG frameworks
- Environmental management and communication
- Digital and social media strategies for the development sector
- Design tools and storytelling for sustainability

The Academy’s blended learning model combined conceptual inputs with practical application, supporting professional readiness and career pathways in sustainability-related fields.

3.2.4 Faculty Engagement and Knowledge Platforms

CEE engaged faculty members and academic leaders through workshops, consultations, and knowledge-sharing platforms aimed at strengthening integration of sustainability within higher education curricula and pedagogy. These engagements supported curriculum development, adoption of experiential learning methods, and alignment with **NEP 2020**.

CEE also contributed to academic discourse through participation in conferences, expert committees, and editorial processes, strengthening linkages between research, practice, and policy.

3.3 Geographic and Institutional Reach

Higher Education initiatives during 2024–25 engaged universities and colleges across multiple regions of India. Participants included undergraduate and postgraduate students, doctoral scholars, faculty members, and early-career professionals from diverse academic backgrounds.

Programmes were delivered through blended modes, enabling participation from institutions in urban, semi-urban, and regional contexts.

3.4 Outcomes and Early Impacts

CEE's higher education initiatives contributed to enhanced understanding of sustainability concepts, policy frameworks, and applied approaches among participants. Students demonstrated improved competencies in systems thinking, critical analysis, teamwork, and communication through project-based learning.

The programmes strengthened pathways for students to pursue careers and further engagement in environmental education, sustainability consulting, research, policy, and development practice. Faculty engagements supported gradual mainstreaming of sustainability perspectives within institutional curricula.

3.5 Partnerships and Collaborations

CEE collaborated with universities, academic institutions, research organisations, and national and international platforms to implement higher education initiatives. These partnerships enabled co-creation of curricula, joint delivery of programmes, and exchange of knowledge and best practices.

3.6 Linkages to SDGs and National Priorities

CEE's Higher Education initiatives contributed to **SDG 4 (Quality Education)**, **SDG 11 (Sustainable Cities and Communities)**, **SDG 13 (Climate Action)**, and **SDG 17 (Partnerships for the Goals)**. The work aligned with **NEP 2020**, national priorities on sustainability education, and global agendas on education for sustainable development.

Experiencing Nature

4.1 Thematic Overview

Experiencing Nature is a distinctive thematic area in CEE's work, emphasising direct engagement with natural environments as a foundation for environmental awareness, learning, well-being, and stewardship. During 2024–25, CEE strengthened experiential learning opportunities for children, youth, families, educators, and the general public through nature discovery centres, structured nature camps, urban nature programmes, and early childhood nature-based education initiatives.

CEE's approach recognises nature as a living classroom, where observation, exploration, reflection, and sensory engagement enable learners to develop ecological understanding, emotional connection with nature, and appreciation of biodiversity and natural heritage. Programmes under this theme complemented formal education by fostering curiosity, empathy, and long-term pro-environmental attitudes.

4.2 Key Programmes, Interventions and Approaches

4.2.1 Sundarvan Nature Discovery Centre, Ahmedabad

Sundarvan, CEE's flagship Nature Discovery Centre in Ahmedabad, continued to function as a hub for experiential environmental learning during 2024–25. The centre offered

structured programmes, guided trails, workshops, and informal learning experiences for school groups, families, educators, and the public.

Programmes at Sundarvan focused on:

- Urban biodiversity and ecosystems
- Birds, butterflies, insects, and native flora
- Climate change and sustainable lifestyles
- Nature-based learning methodologies for educators

The centre hosted regular school visits, weekend programmes, special interest workshops, and thematic camps. Interpretation tools, hands-on activities, and guided interactions enabled participants to observe natural processes, ask questions, and relate ecological concepts to everyday life.

4.2.2 Nature Camps and Immersive Learning Programmes

CEE organised a wide range of **Nature Camps** during the year, offering immersive learning experiences across diverse ecosystems. Camps were conducted for children, youth, families, and special interest groups, with formats designed to suit different age groups and learning objectives.

Key nature camp formats included:

- **Residential nature camps** in forest and mountain ecosystems

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- **Desert ecology camps** highlighting arid landscapes and adaptations
 - **Urban nature camps** focusing on biodiversity within cities
 - **Parent-child camps**, strengthening intergenerational engagement with nature

Camp activities included guided nature trails, bird watching, night trails, sky watching, nature journaling, creative expression through art and storytelling, team-building exercises, and basic outdoor skills. These experiences nurtured observation skills, ecological understanding, confidence, and teamwork among participants.

4.2.3 Planet Discovery Centre (Experiential Linkages)

Experiencing Nature initiatives were closely linked with the **Planet Discovery Centre (PDC)**, CEE's early childhood education programme. Nature-based experiences such as forest trails, outdoor exploration, seasonal observations, and interaction with living organisms formed the backbone of learning for young children.

These linkages ensured continuity between early childhood environmental learning and broader experiential education programmes offered by CEE, reinforcing nature as a core pedagogical element.

4.2.4 Urban Nature and Public Engagement

CEE expanded public engagement with nature through urban nature initiatives conducted in parks, urban forests, and public green spaces. Programmes included guided walks, biodiversity awareness sessions, nature festivals, and thematic workshops designed to reconnect urban residents with local ecosystems.

Urban nature initiatives emphasised accessibility, inclusiveness, and relevance, enabling citizens to recognise biodiversity in their immediate surroundings and understand its importance for health, climate resilience, and quality of life.

4.3 Geographic and Participant Reach

Experiencing Nature programmes during 2024–25 reached participants across multiple locations and ecosystems, including urban centres, forests, deserts, and mountain regions. Participants included children, youth, parents, educators, students, and members of the general public from diverse socio-economic backgrounds.

Programmes were designed to be inclusive and age-appropriate, with facilitation adapted to participant groups and local ecological contexts.

4.4 Outcomes and Early Impacts

Participants in Experiencing Nature programmes demonstrated enhanced awareness and appreciation of biodiversity, ecosystems, and natural processes. Children and youth showed increased curiosity, observation skills, comfort in outdoor environments, and willingness to engage with nature-based activities.

Families and educators reported strengthened understanding of the value of experiential and nature-based learning. Nature camps and discovery centre programmes fostered teamwork, resilience, empathy, and a sense of environmental responsibility among participants.

4.5 Partnerships and Collaborations

Experiencing Nature initiatives were supported through collaborations with schools, educational institutions, local communities, subject experts, conservation practitioners, and national and international networks working on nature education and interpretation.

These partnerships enriched programme design, expanded outreach, and strengthened knowledge exchange.

4.6 Linkages to SDGs and National Priorities

CEE's Experiencing Nature work contributed to **SDG 4 (Quality Education)**, **SDG 3 (Good Health and Well-being)**, **SDG 13 (Climate Action)**, and **SDG 15 (Life on Land)**. The initiatives aligned with **NEP 2020**, national priorities on experiential and foundational learning, and global frameworks on education for sustainable development.

EE through Interpretation*

5.1 Thematic Overview

Environmental Education (EE) through Interpretation is a core thematic strength of CEE, focusing on translating complex environmental and cultural concepts into engaging, meaningful, and accessible learning experiences for diverse audiences. During 2024–25, CEE continued to design, develop, and support interpretation-led initiatives across natural areas, urban spaces, heritage sites, and public institutions, strengthening public understanding of biodiversity, ecosystems, conservation challenges, and sustainability.

CEE's interpretation work is grounded in the belief that effective interpretation fosters curiosity, emotional connection, and informed action. By combining scientific accuracy, contextual relevance, and creative communication, these initiatives extended environmental education beyond classrooms into everyday public spaces.

5.2 Key Programmes, Interventions and Approaches

5.2.1 Nature Interpretation Centre and Interpretation Planning

During 2024–25, CEE undertook interpretation planning, content development, and design support for **Nature Interpretation Centres** and interpretation components within parks, protected areas, and public

spaces. These centres serve as platforms for experiential learning, enabling visitors to understand ecological processes, biodiversity values, conservation priorities, and human–nature linkages.

CEE's interpretation planning process typically included:

- Site analysis and audience profiling
- Thematic zoning and storyline development
- Design of interpretive panels, exhibits, models, and audio-visual content
- Integration of local ecological, cultural, and socio-historical contexts

CEE worked closely with government agencies and site managers to ensure that interpretation content was scientifically robust, locally grounded, inclusive, and aligned with conservation and education objectives.

5.2.2 Interpretation in Urban and Regional Development Projects

CEE integrated interpretation elements into **urban and regional environmental projects**, enhancing public engagement with natural and built environments. Interpretation components were incorporated into initiatives related to urban biodiversity, wetlands, parks, waterfronts, and heritage sites.

Through thoughtfully designed signage, interpretive trails, interactive installations, and guided programmes, CEE supported municipalities and development authorities in making environmental information accessible and engaging for citizens, visitors, and local communities.

5.2.3 Interpretation for Conservation Awareness and Behaviour Change

Interpretation initiatives during the year were designed not only to inform, but also to encourage reflection and responsible behaviour. Content addressed themes such as biodiversity conservation, waste reduction, water stewardship, climate change, and sustainable lifestyles.

By linking everyday actions with larger environmental outcomes, interpretation initiatives contributed to behaviour change communication and reinforced messages delivered through CEE's education and community programmes.

5.2.4 Capacity Building in Interpretation

CEE conducted **training and capacity-building programmes** for educators, interpretation professionals, forest department staff, municipal officials, and project partners on principles and practices of environmental interpretation.

Training modules covered:

- Interpretation theory and principles
- Communication techniques and storytelling
- Audience engagement and experiential learning
- Planning, management, and evaluation of interpretation facilities

These efforts aimed to strengthen institutional capacity to design, manage, and sustain interpretation initiatives over the long term.

5.3 Geographic and Stakeholder Reach

EE through Interpretation initiatives during 2024–25 were implemented across multiple states and regions. Stakeholders included state forest departments, urban local bodies, development authorities, educational institutions, conservation organisations, designers, architects, and local communities.

The interpretation projects reached diverse audiences, including school students, families, tourists, local residents, and decision-makers, ensuring wide public outreach and inclusiveness.

5.4 Outcomes and Early Impacts

CEE's interpretation-led initiatives enhanced public understanding of

environmental and conservation issues and improved the quality of visitor experiences in natural and public spaces. Stakeholders reported increased engagement, curiosity, and appreciation of biodiversity and heritage values among visitors.

Capacity-building initiatives strengthened institutional ability to conceptualise, implement, and sustain interpretation facilities and programmes, contributing to long-term impact beyond individual projects.

education, public engagement, heritage interpretation, and sustainable urban and regional development.

5.5 Partnerships and Collaborations

CEE collaborated with state and local government agencies, forest departments, urban authorities, architects, designers, subject experts, and educational institutions to implement EE through Interpretation initiatives. These multidisciplinary partnerships ensured technical rigour, creative design, and alignment with conservation, tourism, and education goals.

5.6 Linkages to SDGs and National Priorities

CEE's EE through Interpretation work contributed to **SDG 4 (Quality Education)**, **SDG 11 (Sustainable Cities and Communities)**, **SDG 13 (Climate Action)**, and **SDG 15 (Life on Land)**. The initiatives aligned with national priorities on conservation

Coastal and Marine Programme

6.1 Thematic Overview

The Coastal and Marine Programme represents CEE's sustained engagement with coastal and marine ecosystems through education, capacity building, community engagement, and institutional support. During 2024–25, CEE's work under this theme focused on strengthening sustainable coastal tourism, enhancing marine and coastal awareness, and supporting coastal governance systems, particularly in alignment with national initiatives and international standards.

CEE's approach integrates environmental education, interpretation, stakeholder capacity building, and policy alignment, recognising the interdependence of coastal ecosystems, livelihoods, tourism, and climate resilience.

6.2 Key Programmes, Interventions and Approaches

6.2.1 Blue Flag India Programme

CEE continued to play a central technical and educational role in the **Blue Flag India Programme**, an international eco-label initiative of the **Foundation for Environmental Education (FEE)**, implemented in India through national and state agencies to promote sustainable beach management and responsible coastal tourism. The programme aligns Indian beaches with internationally recognised **Blue Flag**

standards covering environmental management, safety and services, water quality, and environmental education.

During 2024–25, CEE provided:

- Capacity-building support to beach management committees and local authorities
- Guidance on development and implementation of environmental education and awareness components required under Blue Flag criteria
- Support in preparation of interpretive and educational materials for beach users
- Advisory inputs on community engagement, visitor management, and behavioural messaging

CEE's work contributed to strengthening compliance processes, visitor awareness, and long-term sustainability of Blue Flag beaches across coastal states.

6.2.2 Coastal and Marine Environmental Education

CEE implemented coastal and marine environmental education initiatives targeting diverse stakeholder groups, including school and college students, coastal communities, tourism operators, and local institutions. Educational interventions focused on:

- Marine and coastal biodiversity
- Coastal ecosystem services and livelihoods

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- Marine litter and plastic pollution
 - Climate change impacts on coastal and marine systems

Programmes were delivered through workshops, campaigns, school engagements, interpretation-led activities, and community interactions, enabling participants to connect global marine challenges with local coastal realities.

6.2.3 Capacity Building for Coastal Governance

CEE supported capacity building of government officials, local authorities, and institutional stakeholders involved in coastal zone management and tourism governance. Training programmes addressed themes such as:

- Integrated Coastal Zone Management (ICZM)
- Environmental standards and compliance
- Stakeholder coordination and community participation
- Climate risks and resilience in coastal areas

These efforts strengthened institutional understanding and coordination among agencies responsible for coastal conservation, tourism management, and environmental regulation.

6.3 Geographic and Stakeholder Reach

Coastal and Marine Programme initiatives during 2024–25 were implemented across India's coastal regions, engaging stakeholders from multiple coastal states. Participants included coastal community members, beach management authorities, tourism officials, educational institutions, civil society organisations, and visitors.

The programme reached diverse audiences, ensuring dissemination of coastal and marine conservation messages across local, institutional, and public domains.

6.4 Outcomes and Early Impacts

CEE's interventions contributed to improved awareness of coastal and marine ecosystems, strengthened capacities of beach management authorities, and enhanced quality of environmental education and interpretation at coastal sites.

Blue Flag-supported beaches demonstrated improved environmental management practices, better-informed visitors, and stronger institutional systems for sustainable beach operations.

6.5 Partnerships and Collaborations

CEE implemented Coastal and Marine Programme initiatives in collaboration with the **Foundation for Environmental Education (FEE)** framework partners, national and state government departments, coastal local bodies, tourism authorities, educational institutions, and civil society organisations. Partnerships enabled alignment with national coastal policies, tourism frameworks, and international standards.

6.6 Linkages to SDGs and National Priorities

CEE's Coastal and Marine Programme contributed to **SDG 14 (Life Below Water)**, **SDG 13 (Climate Action)**, **SDG 11 (Sustainable Cities and Communities)**, and **SDG 4 (Quality Education)**. The work aligned with national priorities on coastal conservation, sustainable tourism, climate resilience, and marine awareness.

Climate Change

7.1 Thematic Overview

Climate Change is a strategic thematic area in CEE's work, focused on strengthening climate literacy, supporting evidence-based planning, and enhancing institutional and community capacities for climate mitigation and adaptation. During 2024–25, CEE worked across policy, planning, education, communication, and demonstration pilots, engaging state governments, urban local bodies, educational institutions, and civil society partners.

CEE's climate work is grounded in its role as a technical and knowledge partner, supporting governments and institutions to translate climate policy frameworks into actionable plans, tools, and on-ground interventions. Emphasis during the year was placed on state and city-level climate governance, heat resilience, climate education, and data-informed decision-making.

7.2 Key Programmes, Interventions and Approaches

7.2.1 State Climate Action Planning and Governance Support

CEE continued to provide technical support to state governments on climate planning and monitoring processes, with a major focus on **Karnataka**. During the year, CEE supported the **Karnataka State Climate Change Action Plan (KSAPCC)** through:

- Review and refinement of sectoral action plans
- Development of monitoring and evaluation frameworks
- Support for integration of climate considerations across departments

CEE's role was advisory and facilitative, strengthening state capacity for coordinated climate action rather than serving as the plan owner or implementing authority.

7.2.2 Climate Action Monitoring, Dashboards and Data Systems

CEE supported the development and strengthening of **climate action monitoring systems**, including digital dashboards, to track progress of climate actions at state and city levels. These tools enabled:

- Consolidation of climate-related indicators
- Improved transparency and reporting
- Evidence-based decision-making by government departments

CEE worked closely with designated state agencies to ensure alignment with existing governance structures and reporting requirements.

7.2.3 Urban Climate Adaptation and Heat Resilience

Urban climate adaptation formed a significant component of CEE's climate work during 2024–25. CEE supported

cities and states in advancing **Heat Action Plans (HAPs)** through technical inputs, capacity building, and communication support.

Key areas of engagement included:

- Climate vulnerability assessments with a focus on heat stress
- Support for inter-departmental coordination for HAP implementation
- Public communication and awareness strategies to reduce heat-related risks

CEE's interventions complemented government-led planning processes and focused on strengthening institutional readiness and community awareness.

7.2.4 Cool Roof Demonstration Pilots

CEE implemented **Cool Roof demonstration pilots** as part of broader urban heat resilience efforts. These pilots aimed to demonstrate the effectiveness of reflective roofing materials in reducing indoor temperatures and heat stress, particularly for vulnerable populations.

CEE's role focused on:

- Technical guidance and design inputs
- Monitoring of temperature differentials

- Documentation of learning for potential scaling by urban local bodies and housing agencies

The pilots were designed as learning and advocacy tools rather than large-scale implementation programmes.

7.2.5 Climate Change Education and Policy Engagement

CEE advanced climate change education through collaboration with national and international partners. Key engagements during the year included:

- Support to **UNESCO** and **UNICEF** initiatives on climate education
- Contributions to curriculum-related discussions with education boards and institutions
- Capacity-building programmes for educators and officials on climate literacy and communication

These efforts strengthened integration of climate change perspectives within formal education and training systems.

7.3 Geographic and Stakeholder Reach

Climate Change initiatives during 2024–25 were implemented across multiple states, with focused and sustained engagement in **Karnataka** and selected urban centres. Stakeholders included state climate cells, line departments, urban local bodies, educational

institutions, civil society organisations, and international agencies.

7.4 Outcomes and Early Impacts

CEE's climate interventions contributed to strengthened institutional capacities for climate planning, monitoring, and communication. State and city stakeholders demonstrated improved understanding of climate risks, adaptation priorities, and the use of data-driven tools for planning and reporting.

Demonstration pilots and education initiatives supported increased awareness of heat resilience measures and climate action pathways among institutions and communities.

7.5 Partnerships and Collaborations

CEE collaborated with state governments, urban local bodies, national institutions, and international agencies including **UNESCO** and **UNICEF** to implement Climate Change initiatives. Partnerships were structured to respect institutional mandates and ensure clarity of roles and responsibilities.

7.6 Linkages to SDGs and National Priorities

CEE's Climate Change work contributed primarily to **SDG 13 (Climate Action)**, with linkages to **SDG 11 (Sustainable**

Cities and Communities), **SDG 4 (Quality Education)**, and **SDG 17 (Partnerships for the Goals)**. The work aligned with national climate policy frameworks and state-level climate governance priorities.



Environment Management

8.1 Thematic Overview

Environment Management represents CEE's applied, technical thematic area focused on supporting institutions, industries, government agencies, and projects to improve environmental performance and integrate sustainability into operational systems. During 2024–25, CEE's work under this theme was anchored in **advisory, assessment, capacity-building, and implementation-support roles**, primarily delivered through its **Environmental Management Group (EMG)**.

CEE's approach does **not** involve regulatory enforcement or certification. Instead, it focuses on providing technically sound, context-specific support that enables partner organisations to meet environmental standards, improve resource efficiency, and strengthen internal environmental management systems.

8.2 Key Programmes, Interventions and Approaches

8.2.1 Environmental Management Group (EMG)

The **Environmental Management Group (EMG)** functioned as the primary institutional mechanism for delivering environment management services during 2024–25. EMG undertook project-based assignments across

sectors, providing technical inputs at different stages of project cycles.

Key areas of EMG engagement included:

- Environmental baseline studies and diagnostics
- Preparation of environmental management plans and sustainability roadmaps
- Advisory support on resource efficiency, compliance preparedness, and risk mitigation
- Capacity building of institutional and project teams

All EMG engagements were undertaken in an **advisory and facilitative capacity**, based on client or partner requests.

8.2.2 Sectoral Sustainability and Resource Efficiency Initiatives

CEE supported sector-specific sustainability initiatives, including projects related to **textiles and allied industries**, institutions, and development projects. These interventions focused on:

- Improving water and energy efficiency
- Reducing waste generation and environmental footprints
- Strengthening internal monitoring and documentation systems

CEE's role involved technical assessments, identification of

improvement opportunities, and guidance on adoption of better environmental practices, without assuming implementation or regulatory roles.

8.2.3 Environmental Assessments and Diagnostic Studies

During 2024–25, CEE undertook **environmental assessments and diagnostic studies** strictly for **internal improvement and planning support** of partner organisations. Based on the EMG project briefs, these assignments included:

- **Baseline environmental assessments** for projects and institutions to establish current performance and risks
- **Water and resource-use diagnostics** to identify efficiency opportunities
- **Waste management and pollution-prevention assessments** to inform improvement plans
- **Environmental management system (EMS) gap reviews** to support internal strengthening

These were **non-statutory, non-certification exercises** and did not constitute regulatory or compliance audits. Deliverables comprised assessment reports, recommendations, and prioritised action plans for voluntary adoption.

8.2.4 Institutional Capacity Building and Training

CEE implemented targeted training programmes for professionals, institutional staff, and project teams on environment management concepts and tools. Training themes included:

- Environmental management systems
- Resource efficiency and pollution prevention
- Documentation, monitoring, and reporting

These programmes strengthened organisational capacity to sustain improvements beyond the duration of specific EMG engagements.

8.3 Geographic and Stakeholder Reach

Environment Management initiatives during 2024–25 were implemented across multiple regions of India, engaging private sector entities, public institutions, project developers, and development agencies. Stakeholders included management personnel, technical teams, and sustainability professionals.

8.4 Outcomes and Early Impacts

CEE's environment management interventions contributed to improved awareness and understanding of

environmental risks, compliance requirements, and sustainability opportunities among partner organisations. Institutions demonstrated enhanced readiness to adopt resource-efficient practices and strengthen internal environmental governance mechanisms.

Capacity-building initiatives enabled teams to internalise environment management processes, contributing to longer-term sustainability outcomes.

8.5 Partnerships and Collaborations

CEE worked with private sector organisations, development agencies, academic institutions, and government bodies on environment management assignments. Partnerships were structured around clearly defined scopes of work, respecting institutional mandates and regulatory frameworks.

8.6 Linkages to SDGs and National Priorities

CEE's Environment Management work contributed to **SDG 12 (Responsible Consumption and Production)**, **SDG 9 (Industry, Innovation and Infrastructure)**, **SDG 6 (Clean Water and Sanitation)**, and **SDG 13 (Climate Action)**. The work aligned with national priorities on industrial sustainability, resource efficiency, and environmental compliance support.

Sustainable Rural Development

9.1 Thematic Overview

Sustainable Rural Development represents CEE's integrated approach to strengthening rural livelihoods, natural resource management, and community resilience through education, facilitation, and convergence with government programmes. During 2024–25, CEE worked with rural communities, Panchayati Raj institutions, government departments, and partner organisations to support locally relevant, participatory development processes.

CEE's role under this theme is primarily **facilitative and catalytic**—supporting planning, capacity building, community mobilisation, and technical guidance—rather than direct ownership of assets or service delivery. Interventions were designed to strengthen community institutions and enable alignment with existing government schemes and policies.

9.2 Key Programmes, Interventions and Approaches

9.2.1 Project Aarohan – Integrated Rural Development

Project Aarohan continued as a multi-dimensional rural development initiative focusing on water security, sustainable agriculture, livelihoods, and community institutions. During 2024–25, CEE worked with **project villages across Maharashtra and adjoining regions** (as reported in regional inputs) to facilitate participatory planning and convergence-based implementation.

Specific interventions during the year included:

- Facilitation of **village development plans** through Gram Sabha and village committee processes
- Support for **soil and water conservation measures** such as contour trenches, farm ponds, recharge structures, and promotion of water budgeting at village level
- Promotion of **sustainable and climate-resilient agriculture** practices, including crop diversification, reduced chemical inputs, and improved irrigation efficiency
- Capacity building of **Self-Help Groups (SHGs)** on livelihood planning, bookkeeping, and linkage with government livelihood schemes

CEE's role remained focused on **community mobilisation, technical facilitation, training, and monitoring support**, with physical works and service delivery undertaken by communities and line departments.

9.2.2 Model Village and Integrated Village Development Initiatives

CEE supported **integrated village development and model village processes** in selected locations as learning and demonstration initiatives. These initiatives aimed to showcase how convergence of environmental management, livelihoods, and governance processes can improve village-level sustainability outcomes.

Specific areas addressed included:

- Preparation of **integrated village action plans** covering water, sanitation, waste management, livelihoods, and common lands
- Facilitation of convergence with schemes related to **water supply, sanitation, livelihoods, and renewable energy**
- Strengthening of **Panchayati Raj Institution (PRI)** processes through orientation and handholding

The emphasis was on **process strengthening and replicable learning**, rather than creation of branded or externally owned model villages.

9.2.3 Livelihoods, Agriculture and Women's Empowerment

CEE's rural work placed strong emphasis on livelihoods and women's participation in development processes. During 2024–25, specific support included:

- Capacity building of **women's Self-Help Groups (SHGs)** on livelihood planning, savings and credit management, and environmental linkages
- Facilitation of **income-generating activities** such as value addition to agricultural produce, kitchen gardens, and locally appropriate enterprises
- Training on **sustainable agriculture practices**, including soil health management, water-

efficient irrigation, and climate-resilient cropping choices

Women emerged as key change agents in household water management, waste reduction practices, and collective action at village level.

9.2.4 Climate Resilience and Natural Resource Management

Climate resilience was integrated across rural development interventions. CEE facilitated community-level understanding of climate risks and adaptive practices, including:

- Water conservation and drought preparedness
- Climate-resilient cropping patterns
- Protection and sustainable management of common natural resources

Participatory approaches ensured that local knowledge informed planning and action.

9.3 Geographic and Community Reach

Sustainable Rural Development initiatives during 2024–25 were implemented across multiple rural regions, engaging villages, farmers, SHGs, community leaders, and local institutions. Interventions were adapted to local agro-climatic and socio-economic contexts.

9.4 Outcomes and Early Impacts

national priorities on rural livelihoods, water security, climate resilience, and inclusive development.

CEE's facilitative interventions contributed to improved community capacities for planning and collective action, enhanced awareness of sustainable resource management practices, and strengthened linkages between communities and government programmes.

Women's participation in SHGs and village processes increased, supporting livelihood diversification and social empowerment. Communities demonstrated greater readiness to adopt climate-resilient and environmentally responsible practices.

9.5 Partnerships and Collaborations

CEE worked in partnership with government departments, Panchayati Raj institutions, CSR partners, local NGOs, and community-based organisations. Partnerships were structured to support convergence, capacity building, and long-term sustainability of rural development efforts.

9.6 Linkages to SDGs and National Priorities

CEE's Sustainable Rural Development work contributed to **SDG 1 (No Poverty)**, **SDG 2 (Zero Hunger)**, **SDG 6 (Clean Water and Sanitation)**, **SDG 13 (Climate Action)**, and **SDG 15 (Life on Land)**. The initiatives aligned with

Urban Development

10.1 Thematic Overview

Urban Development is a key thematic area in CEE's work, responding to the environmental and sustainability challenges associated with rapid urbanisation. During 2024–25, CEE worked with urban local bodies, state agencies, civil society organisations, and citizens to support environmentally responsive, inclusive, and climate-resilient urban systems.

CEE's role under this theme is primarily **technical, facilitative, and educational**, supporting planning processes, citizen engagement, behaviour change communication, and capacity building. Interventions were designed to complement government-led urban programmes and strengthen participation, awareness, and institutional capacities rather than to deliver municipal services.

10.2 Key Programmes, Interventions and Approaches

10.2.1 AmdaVadma – Ahmedabad Urban Environmental Initiatives

AmdaVadma continued as a flagship urban environmental initiative in Ahmedabad, implemented by CEE in collaboration with the **Ahmedabad Municipal Corporation (AMC)** and local partners. The programme focuses on enhancing environmental quality and liveability through citizen engagement,

education, and neighbourhood-level action.

During 2024–25, AmdaVadma interventions included:

- Community engagement activities on **urban biodiversity**, neighbourhood greening, and stewardship of public spaces
- Awareness campaigns and workshops on **waste segregation, reduction of single-use plastics, and sustainable lifestyles**
- Collaboration with municipal departments to support local environmental management efforts
- Engagement of resident groups, schools, youth volunteers, and civil society organisations

AmdaVadma functioned as a **citizen-centric platform**, strengthening dialogue and shared responsibility between the municipality and urban communities.

10.2.2 Urban Mobility, Road Safety and Public Engagement

CEE supported urban mobility and road safety initiatives aimed at improving awareness and behaviour related to safer and more sustainable transport. Activities during the year included:

- Public awareness programmes on **pedestrian safety** and road user behaviour

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- Educational engagements highlighting links between **mobility choices, air quality, and public health**
 - Collaboration with city authorities and institutions to support outreach and learning activities

These initiatives focused on education and behaviour change rather than infrastructure planning or enforcement.

10.2.3 Air Quality Communication and Citizen Awareness

CEE implemented air quality communication initiatives in urban areas to strengthen public understanding of air pollution, health impacts, and precautionary actions. Interventions included:

- Citizen-oriented communication materials and campaigns explaining **Air Quality Index (AQI)** and health advisories
- Workshops and public engagements linking air quality with daily activities and policy responses
- Integration of air quality communication with school and community programmes

CEE's role was focused on **risk communication and public engagement**, complementing technical air quality management by government agencies.

10.2.4 Urban Heat Resilience and Climate Adaptation

Urban heat resilience formed an important component of CEE's urban work, closely linked with its climate change initiatives. During 2024–25, CEE supported:

- Public awareness and communication related to **heat risks and protective measures**
- Capacity building and outreach linked to **Heat Action Plans (HAPs)** developed by city and state authorities
- Demonstration and documentation of **cool roof and heat mitigation measures** as learning tools

CEE's contributions supported preparedness, awareness, and learning, without assuming responsibility for statutory planning or implementation.

10.3 Geographic and Stakeholder Reach

Urban Development initiatives during 2024–25 were implemented primarily in **Ahmedabad** and other selected urban centres. Stakeholders included municipal corporations, state urban development departments, resident welfare associations, educational institutions, youth groups, and civil society organisations.

The programmes engaged diverse urban populations, including women, youth, students, and community volunteers.

10.4 Outcomes and Early Impacts

CEE's urban development interventions contributed to increased citizen awareness of environmental issues and strengthened engagement between communities and urban local bodies. Participants demonstrated improved understanding of urban environmental challenges and greater willingness to adopt sustainable practices at household and neighbourhood levels.

Programmes such as AmdaVadma supported more participatory approaches to urban environmental management, reinforcing trust and collaboration between citizens and municipal institutions.

10.5 Partnerships and Collaborations

CEE worked in partnership with **urban local bodies**, state government departments, educational institutions, civil society organisations, and community groups to implement Urban Development initiatives. Partnerships were structured to support complementarity with municipal mandates and urban policies.

10.6 Linkages to SDGs and National Priorities

CEE's Urban Development work contributed to **SDG 11 (Sustainable Cities and Communities)**, **SDG 13 (Climate Action)**, **SDG 3 (Good Health and Well-being)**, and **SDG 17 (Partnerships for the Goals)**. The initiatives aligned with national priorities on liveable cities, citizen participation, climate resilience, and urban environmental quality.

Water and Sanitation

11.1 Thematic Overview

Water and Sanitation is a core thematic area in CEE's work, addressing water security, sanitation, hygiene, and sustainable water management through education, behaviour change, institutional strengthening, and community engagement. During 2024–25, CEE's interventions under this theme focused on strengthening water stewardship practices and sanitation behaviours across rural and urban contexts, while supporting institutions and communities to align with national priorities.

CEE's role in this thematic area is **educational, facilitative, and advisory**, with emphasis on awareness, planning support, and capacity building. The organisation does not implement or operate water supply or sanitation infrastructure; instead, it works to strengthen systems, practices, and stakeholder participation.

11.2 Key Programmes, Interventions and Approaches

11.2.1 Community Water Stewardship and Behaviour Change

CEE implemented community-based water stewardship initiatives aimed at improving understanding of local water systems and promoting responsible water use. During 2024–25, interventions included:

- Community awareness programmes on **water conservation, rainwater harvesting, and groundwater protection**
- Facilitation of participatory discussions on **local water sources, seasonal availability, and risks**
- Behaviour change communication linking household water practices with long-term water security

These initiatives emphasised collective responsibility and supported communities to engage constructively with government water programmes.

11.2.2 Institutional Water Management and Water Literacy

CEE supported **educational institutions, offices, and public facilities** to strengthen institutional water management practices. Activities during the year included:

- **Water-use assessments and diagnostics** to understand consumption patterns
- Guidance on **water-efficient practices** and low-cost conservation measures
- Integration of **water literacy** into school and college education programmes

These interventions demonstrated practical water stewardship models within institutional settings and

reinforced learning-through-action approaches.

11.2.3 Sanitation, Hygiene and Behaviour Change Initiatives

CEE's sanitation-related work focused on strengthening understanding of sanitation–health–environment linkages and promoting hygienic behaviours. During 2024–25, activities included:

- Community and school-level awareness programmes on **sanitation, hygiene, and safe water practices**
- Behaviour change communication aligned with national cleanliness and sanitation missions
- Engagement of children, youth, and community groups as sanitation ambassadors

CEE's role remained focused on education and behaviour change rather than construction or management of sanitation facilities.

11.2.4 Water, Climate Change and Resilience Linkages

Water-related initiatives during the year were closely linked with climate change adaptation and resilience-building efforts. CEE supported:

- Awareness-building on **climate variability, drought risks, and water stress**

- Integration of climate considerations into community and institutional water planning discussions
- Linkages between water stewardship programmes and broader climate resilience initiatives

11.3 Geographic and Stakeholder Reach

Water and Sanitation initiatives during 2024–25 were implemented across multiple states and regions, reaching rural communities, urban neighbourhoods, schools, colleges, and public institutions. Stakeholders included community members, students, teachers, local leaders, government officials, and civil society organisations.

11.4 Outcomes and Early Impacts

CEE's interventions contributed to improved awareness of water conservation and sanitation practices, increased adoption of responsible water-use behaviours, and strengthened community participation in water-related discussions.

Institutions demonstrated enhanced understanding of their water footprints and identified opportunities for conservation and efficiency improvements. Behaviour change initiatives supported better hygiene

practices and reinforced the importance of sanitation for health and environmental outcomes.

11.5 Partnerships and Collaborations

CEE worked with government departments, educational institutions, NGOs, community-based organisations, and CSR partners to implement Water and Sanitation initiatives. Partnerships were designed to support convergence with government programmes and ensure contextual relevance.

11.6 Linkages to SDGs and National Priorities

CEE's Water and Sanitation work contributed primarily to **SDG 6 (Clean Water and Sanitation)**, with linkages to **SDG 3 (Good Health and Well-being)**, **SDG 13 (Climate Action)**, and **SDG 12 (Responsible Consumption and Production)**. The initiatives aligned with national priorities on water security, sanitation, hygiene, and climate resilience.

Waste Management

12.1 Thematic Overview

Waste Management is a major applied thematic area in CEE's work, addressing solid waste, plastic waste, and resource efficiency through education, behaviour change, systems strengthening, and institutional support. During 2024–25, CEE's interventions focused on strengthening decentralised waste management systems in both urban and rural contexts, while promoting source segregation, reduction, recycling, and circular economy approaches.

CEE's role under this theme is **technical, facilitative, and capacity-building**. The organisation supports planning, system design, awareness, and institutional strengthening, but does **not** operate waste collection, transport, or processing facilities. All interventions were aligned with government waste management rules and programmes.

12.2 Key Programmes, Interventions and Approaches

12.2.1 Rural and Urban Landscape Free of Dry and Plastic Waste

CEE continued implementation of the **Rural and Urban Landscape Free of Dry and Plastic Waste** initiative, aimed at reducing plastic and dry waste leakage into the environment. The initiative adopts a systems approach combining infrastructure planning

support, community engagement, and behaviour change communication.

During 2024–25, specific support included:

- Facilitation of **source segregation practices** at household, institutional, and community levels
- Technical guidance for **decentralised collection and segregation systems**, including Material Recovery Facilities (MRFs)
- Capacity building of local functionaries, sanitation workers, and community volunteers
- Awareness campaigns targeting reduction of single-use plastics and responsible disposal practices

12.2.2 Urban Solid Waste Management Initiatives

CEE implemented urban waste management support initiatives in collaboration with **urban local bodies** and CSR partners, including focused engagements in **Noida and Greater Noida**.

Interventions during the year included:

- Support for strengthening **segregation-at-source** in residential and institutional areas

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- Community engagement and outreach activities to improve participation in waste systems
 - Technical inputs to improve efficiency of decentralised waste handling and processing arrangements

CEE's role remained advisory and facilitative, supporting municipalities and communities to improve system performance.

12.2.3 Plastic Waste, E-waste and Special Waste Streams

CEE addressed specific waste streams through targeted awareness and system-strengthening initiatives, including:

- **Plastic waste management**, with focus on reduction, segregation, and responsible disposal
- Awareness on **Extended Producer Responsibility (EPR)** concepts for plastic waste
- **E-waste awareness programmes** highlighting safe handling and authorised recycling pathways

These initiatives supported institutions and communities to better understand regulatory requirements and environmentally sound practices.

12.2.4 Composting and Organic Waste Management

CEE promoted **organic waste management and composting** as critical components of decentralised waste systems. During 2024–25, activities included:

- Demonstrations and training on **household and community-level composting**
- Guidance on integration of organic waste management within institutional campuses and residential complexes
- Awareness-building on benefits of composting for waste reduction and soil health

12.3 Geographic and Stakeholder Reach

Waste Management initiatives during 2024–25 were implemented across multiple states and regions, covering urban, peri-urban, and rural contexts. Stakeholders included urban local bodies, Panchayati Raj institutions, residential communities, educational institutions, waste workers, sanitation staff, and civil society organisations.

12.4 Outcomes and Early Impacts

CEE's waste management interventions contributed to improved segregation practices, increased awareness of plastic and dry waste issues, and strengthened

decentralised waste management systems.

Communities and institutions demonstrated greater participation in waste segregation and composting, while local bodies benefitted from improved community engagement and system-level support.

12.5 Partnerships and Collaborations

CEE worked in partnership with **urban local bodies**, state government departments, CSR partners, waste management practitioners, educational institutions, and community organisations. Partnerships enabled convergence of technical expertise, resources, and policy alignment.

12.6 Linkages to SDGs and National Priorities

CEE's Waste Management work contributed to **SDG 12 (Responsible Consumption and Production)**, **SDG 11 (Sustainable Cities and Communities)**, **SDG 13 (Climate Action)**, and **SDG 14 (Life Below Water)**. The work aligned with national priorities under the **Solid Waste Management Rules**, **Plastic Waste Management Rules**, **Swachh Bharat Mission**, and circular economy initiatives.

Biodiversity Conservation

13.1 Thematic Overview

Biodiversity Conservation is a core thematic area in CEE's work, focused on strengthening awareness, participation, and institutional capacities for conservation of ecosystems and species across terrestrial, freshwater, coastal, and urban contexts. During 2024–25, CEE's biodiversity-related initiatives emphasised education, Communication, Education and Public Awareness (CEPA), community engagement, and support to governance processes, rather than direct management of protected areas or enforcement.

CEE's role under this theme is primarily **educational, facilitative, and advisory**, supporting statutory authorities, local institutions, and communities to enhance conservation outcomes through informed participation and shared stewardship.

13.2 Key Programmes, Interventions and Approaches

13.2.1 Wetlands Conservation and CEPA Initiatives

CEE continued to play an important role in **wetlands-related CEPA initiatives**, drawing on contributions from multiple programme groups and regional offices. During 2024–25, this work included support to state-led wetland conservation processes through

education, outreach, and capacity building.

Specific interventions undertaken during the year included:

- Development and dissemination of **wetland education and awareness materials** for use by state departments, schools, and local stakeholders
- Design and facilitation of **capacity-building workshops** for officials, educators, and practitioners involved in wetland management and planning
- Community- and school-level awareness activities around **wetland ecosystem services, biodiversity values, and threats**, implemented through regional offices
- Technical and communication support for observance of **World Wetlands Day**, including thematic messaging and outreach activities

These initiatives complemented statutory wetland management functions by strengthening understanding, stakeholder participation, and inter-sectoral engagement.

13.2.2 Urban Biodiversity and Greening Initiatives

Urban biodiversity conservation was advanced through coordinated efforts of programme groups and regional teams. During 2024–25, CEE implemented

education and citizen-engagement initiatives focused on recognising, protecting, and enhancing biodiversity within urban landscapes.

Specific actions included:

- Awareness programmes and guided activities on **urban flora, fauna, and native species**, implemented through nature centres and city-based initiatives
- Support for **urban greening and plantation drives**, with emphasis on selection of native, climate-appropriate species
- Engagement of **schools, colleges, resident welfare associations, and youth groups** in biodiversity-related action and stewardship
- Integration of urban biodiversity themes into broader programmes on urban development, climate resilience, and experiential learning

These initiatives highlighted the role of urban ecosystems in climate adaptation, public health, and quality of life.

13.2.3 Community-Based Biodiversity Conservation

CEE supported **community-based biodiversity conservation** through facilitative and educational interventions implemented by regional and thematic groups. During the year, this work focused on strengthening local understanding of ecosystems and encouraging stewardship practices

aligned with cultural and livelihood contexts.

Specific contributions included:

- Community awareness programmes on **local biodiversity, ecosystem services, and conservation challenges** in rural and peri-urban areas
- Facilitation of participatory learning activities such as **nature trails, biodiversity documentation, and local heritage mapping**
- Support to **People's Biodiversity Registers (PBRs)** through technical guidance, training, and facilitation in collaboration with **Biodiversity Management Committees (BMCs)**, enabling documentation of local biological resources, traditional knowledge, and conservation practices
- Capacity building of community members and local institutions on the **Biological Diversity Act**, roles of BMCs, and use of PBRs as planning and governance tools
- Linking biodiversity conservation messages with **livelihoods, agriculture, water management, and cultural practices**

CEE's role remained that of a **facilitator and knowledge partner**, enabling local ownership while respecting statutory conservation mandates under the Biological Diversity Act.

13.3 Geographic and Stakeholder Reach

Biodiversity Conservation initiatives during 2024–25 were implemented across multiple states and ecological contexts, including wetlands, urban areas, and rural landscapes. Stakeholders included state government departments, urban local bodies, educational institutions, NGOs, community groups, and citizen volunteers.

13.4 Outcomes and Early Impacts

CEE's biodiversity-related interventions contributed to improved awareness and understanding of biodiversity values among stakeholders. CEPA initiatives strengthened institutional and community engagement in wetland conservation processes, while urban biodiversity initiatives increased citizen participation in greening and stewardship activities.

Community-based approaches supported greater local ownership and appreciation of biodiversity conservation, laying foundations for sustained engagement.

13.5 Partnerships and Collaborations

CEE worked in partnership with **state governments**, urban local bodies, educational institutions, conservation

organisations, and community groups to implement Biodiversity Conservation initiatives. Partnerships were structured to complement statutory mandates and ensure coordination with official conservation frameworks.

13.6 Linkages to SDGs and National Priorities

CEE's Biodiversity Conservation work contributed to **SDG 15 (Life on Land)**, **SDG 14 (Life Below Water)**, **SDG 11 (Sustainable Cities and Communities)**, and **SDG 13 (Climate Action)**. The initiatives aligned with national priorities on biodiversity conservation, wetland protection, ecosystem restoration, and public participation.

Training and Capacity Building

14.1 Thematic Overview

Training and Capacity Building is a cross-cutting thematic area that underpins all of CEE's programme work. During 2024–25, CEE implemented a wide range of training and capacity-building initiatives aimed at strengthening knowledge, skills, institutional systems, and leadership across government agencies, educational institutions, civil society organisations, community groups, and professionals.

CEE's approach to capacity building emphasises **context-specific learning, experiential methods, and long-term institutional strengthening**, rather than one-time trainings. Capacity-building efforts were embedded within thematic programmes and tailored to the roles and needs of different stakeholder groups.

14.2 Key Training and Capacity-Building Interventions

14.2.1 Capacity Building of Educators and Teachers

Across multiple thematic areas, CEE conducted structured training programmes for **school teachers, educators, and academic coordinators** to strengthen delivery of environmental education and sustainability learning.

Key training areas included:

- Experiential and project-based environmental education methodologies

- Integration of sustainability themes aligned with **NEP 2020** and the **National Curriculum Framework**
- Climate change education, water stewardship, waste management, and biodiversity conservation

These trainings were delivered through **Paryavaran Mitra, Wipro earthian-PM, Eco-Schools India, GenCAN**, and state-level initiatives such as the **Environment Service Scheme (ESS)**.

14.2.2 Training of Youth Leaders and Students

CEE implemented training programmes targeting **youth leaders, college students, and NSS volunteers**, strengthening their capacity to engage in sustainability action and peer education.

Training components included:

- Plastic and waste management through **Tide Turners Plastic Challenge (TTPC)**
- Water stewardship leadership under **Youth Engagement and Water Stewardship (YEWS)**
- Climate literacy, data interpretation, and action planning through **MYCA** and **GenCAN**

These initiatives supported youth leadership, civic engagement, and long-term participation in environmental action.

14.2.3 Capacity Building of Government Officials and Institutions

CEE conducted targeted capacity-building programmes for **government officials and institutional stakeholders** at national, state, and local levels. These trainings focused on strengthening understanding of environmental policies, planning tools, and implementation processes.

Key areas included:

- Climate action planning, monitoring, and governance (state climate cells, urban local bodies)
- Wetland conservation and **CEPA** for officials and practitioners
- Biodiversity governance, including training of **Biodiversity Management Committees (BMCs)** on **People's Biodiversity Registers (PBRs)** and the **Biological Diversity Act**
- Waste management planning and decentralised systems for urban and rural local bodies

CEE's role was to provide technical inputs, facilitation, and learning resources, supporting institutional effectiveness.

14.2.4 Professional and Practitioner Capacity Building (EMG and Sectoral Training)

Through its **Environmental Management Group (EMG)** and the **CEE Academy**, CEE delivered professional training programmes for practitioners,

sustainability professionals, and institutional staff.

Training areas included:

- Environmental management systems and resource efficiency
- Environmental assessments, diagnostics, and monitoring
- Sustainability communication, reporting, and stakeholder engagement

These programmes supported improved professional practice and strengthened institutional sustainability capacities.

14.2.5 Community-Level Capacity Building

CEE supported **community-level capacity building** across rural, urban, coastal, and biodiversity programmes. Trainings and learning engagements focused on:

- Water conservation, sanitation, and hygiene practices
- Waste segregation, composting, and plastic reduction
- Biodiversity stewardship, wetlands awareness, and PBR preparation
- Climate resilience and local adaptation practices

Community trainings were participatory and culturally grounded, enabling local ownership and sustained engagement.

14.3 Geographic and Stakeholder Reach

Training and Capacity Building initiatives during 2024–25 were conducted across multiple states and regions of India. Participants included teachers, students, youth leaders, government officials, municipal staff, community members, SHG representatives, professionals, and NGO practitioners.

Programmes were delivered through a mix of **face-to-face workshops, online trainings, blended learning formats, and field-based learning**, enabling scale as well as depth.

14.4 Outcomes and Early Impacts

CEE’s capacity-building initiatives contributed to strengthened knowledge, skills, and confidence among diverse stakeholder groups. Teachers and educators demonstrated improved ability to deliver experiential environmental education; youth leaders initiated and sustained action within institutions and communities; and government officials applied learning to planning, governance, and programme implementation processes.

Institutional partners benefitted from enhanced systems, improved coordination, and greater readiness to address environmental and sustainability challenges.

14.5 Partnerships and Collaborations

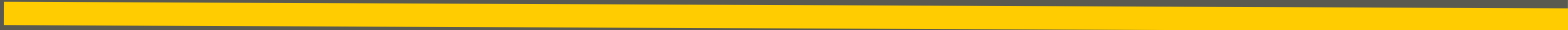
CEE collaborated with government departments, educational institutions, universities, CSR partners, international agencies, and civil society organisations to design and deliver training programmes. Partnerships enabled contextualisation of content, institutional anchoring, and scaling of capacity-building efforts.

14.6 Linkages to SDGs and National Priorities

CEE’s Training and Capacity Building work contributed to **SDG 4 (Quality Education)**, **SDG 13 (Climate Action)**, **SDG 12 (Responsible Consumption and Production)**, **SDG 6 (Clean Water and Sanitation)**, and **SDG 17 (Partnerships for the Goals)**. The initiatives aligned with national priorities on capacity development, environmental governance, and sustainable development.

CEE Governing Council

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CEE

Centre for Environment Education

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