



Project Final Report

Name of the Organization: **“JHUM REVOLUTION: Capacity Building of the Local Youth through Jhum Revolution Campaign and 3D Educational Tools to Enhance Climate Resilience in Chittagong Hill Tracts, Bangladesh.”**



Submission Date: **25 January, 2025**

Project Information (250 words)

- **Briefly describe the project**

.Enhancing agricultural resilience against climate change in Bangladesh's Chittagong Hill Tracts through sustainable and innovative farming practices.

The "Jhum Revolution Campaign" proposes an integrated approach to combat climate-induced agricultural challenges by combining traditional *Jhum cultivation* with modern techniques like agroforestry, contouring, and terracing. The initiative focuses on youth empowerment through advanced 3D educational tools, including 3D books, to build capacity and foster climate resilience. This strategy aims to sustain livelihoods and strengthen community adaptation in the ecologically sensitive region.

The project aims to foster climate resilience and sustainable growth for climate-vulnerable communities in the Chittagong Hill Tracts through a comprehensive approach integrating sustainable agricultural practices, poverty alleviation, disaster risk reduction, and climate change adaptation. By leveraging capacity-building educational tools and workshops, the initiative seeks to empower communities with knowledge, promote ecological preservation, and restore environmental balance while enhancing livelihood opportunities.

- **Start and end date of the project: 10 August, 2024 to 25 January, 2025**
- **Targeted participants of the project:** (Identify the primary group(s) that the project is intended to benefit. For example, "Farmers, women, men, youth women, youth men or any other.")
Primary group (Direct Target Audience): There are about 300 (three hundreds) students who are directly reached through this project.
Secondary Group (Indirect Audience): (300×4 = 1200) [300 students; if each student shares the idea with their family 4 members, who are farmers; then 300×4 = 1200] and about 50,000 (Fifty thousands) peoples are indirectly reached throughout this project by physical publicity, communication, campaign and social media (Facebook, LinkedIn).
- **Location of the project:** (Specify the geographical area where the project will be implemented, such as the Village, Union, Upazila, district.)
Monoghor Residential School and College, Rangapani, Rangamati.

Objective of the Project (Write down in bullet points)

- To empower the youths in the Chittagong Hill Tracts (Rangamati) by equipping them with knowledge and skills to integrate traditional Jhum cultivation with sustainable practices like agroforestry, contouring, and terracing.
- To promote climate resilient & sustainable agricultural practices
- To promote 3D technologies, to be integrated with the traditional promotional methods

Measuring the progress of the project

	Name of activities	Target	Progress	Remarks
1	School Promotion & Book Distribution	We targeted a total of 300 students from Monoghor Residential School and	Done	300 students from Monoghor Residential School and College attended the seminar. We targeted this school as the students are from the 3 districts of Chittagong Hill

		College and distributed 300 books of “Jhum Revolution”		Tracts and there are diverse indigenous students.
2	Online seminar and training session at NSTU.	We targeted the University students from Noakhali Science and Technology University.	Done	75 NSTU indigenous students from various parts of the Chittagong Hill Tracts— Rangamati, Khagrachari, and Bandarban—participated in the seminar.
3	Book Development	-	Done	300 books were published.
4	Community engagement & Field visit	-	Done	Local traditional farmers and new gen farmers are met.
5	Research and Content Development	-	Done	
6	Need Assessment	-	Done	

Narrate the achievement of your project according to your project objectives	
<p>Objective 1: Enhancing Climate Change Resilience Literacy Among Local Youths (Students) We successfully strengthened climate change resilience literacy among local youths at Monoghor Residential School and College. Through interactive sessions, workshops, and practical demonstrations, students gained a deeper understanding of climate adaptation strategies, sustainable resource management, and environmental stewardship. This initiative equipped them with the knowledge and skills to advocate for climate resilience in their communities.</p>	
<p>Objective 2: Implementing Sustainable Agricultural Practices in the Chittagong Hill Tracts Our project has taken significant strides in promoting sustainable agricultural practices (Agroforestry, Contouring, Terrace Farming) in the Chittagong Hill Tracts. By introducing eco-friendly farming techniques, soil conservation methods, and agroforestry practices, we have laid the foundation for long-term environmental sustainability. The engagement of students and local communities ensures the continuity of these practices, contributing to food security and climate resilience in the region.</p>	
<p>Objective 3: Expanding Impact to 12,000 Farmers Through Empowered Students By empowering students with climate-smart agricultural knowledge, we created a ripple effect that extends to their families and communities. Through indirect outreach, we estimate that approximately 12,000 farmers will benefit from improved agricultural practices, sustainable land use techniques, and climate adaptation strategies. These students serve as catalysts for change, sharing their knowledge with local farmers and promoting sustainable farming methods.</p>	

People reached

Guideline:

- People will be reached directly through your project interventions like training, or any kind of capacity-building initiatives, offline campaigns, meetings, surveys, FGD, or any of your project activities.

(Please keep your training attendance, database, picture of the offline campaign, FGD participants list, and survey data)

- People will be reached through social media (Mention on what issues, is it raising awareness on particular issues)

(Note: Once the report is completed, please remove the guideline)

- **Number of people reached directly through project interventions.**

Event/Activities	Number of people reached		Total
	Women	Men	
Book distribution and seminar	175	125	300
Online seminar and training session at NSTU.	40	35	75
Total	215	160	375

Total number of people reached directly: 370 (215 Women and 175 Men)

- **Number of people reached through social media (On particular awareness-raising issues)**

Posting date in social media	Number of people reached (Viewer)	Social media Link? (FB/YouTube)
Dec 14, 2024	4.9k	https://www.facebook.com/share/p/1GEVnqZ6x/
Jan 26, 2025	10k (estimated)	https://web.facebook.com/share/p/15LXmKeTMk/
Total	around 15k	

Total number of people reached (social media): 15k(7.5k Women and 7.5k Men)

The CAP-RES project has three objectives as follows:

Objective 1: Create an enabling environment and foster individuals to enhance their knowledge of climate change issues and develop problem-solving skills.

Objective 2: Generate factual evidence from local practices to scale up at the global level.

Objective 3: Improve institutional efficiency and effectiveness in decision-making and put climate intervention into practice.

Based on these above objectives, which one is more relevant to your project? How do your project objectives and activities achieve this objective? (Maximum 200 words)

Based on these above objectives, Objective 1 is more relevant to our project

Our project focuses on empowering youths in the **Chittagong Hill Tracts (Rangamati)** by integrating education, innovation, and sustainability. This directly aligns with the overarching goal of fostering

knowledge about climate change and equipping individuals with the skills to address related challenges.

My first objective is achieved by equipping youths with the **knowledge of sustainable practices**, such as combining traditional **Jhum cultivation** with **agroforestry, contouring, and terracing**, we enable them to tackle the unique agricultural and environmental challenges in their region.

This enhances their problem-solving abilities and prepares them to address climate-induced agricultural challenges effectively.

We introduced sustainable techniques to ensure that local farming practices are both **productive** and **resilient to climate variability**. These practices not only conserve the ecosystem but also support long-term food security in the region.

The use of **3D educational tools** allows for better understanding and visualization of complex concepts such as soil erosion, water conservation, and crop rotation. This innovation, when combined with traditional knowledge, creates a well-rounded and modern approach to addressing climate change challenges.

Skills/Capacity

- What new skills/capacity have you developed?
The ability to lead, manage a team of different fields of expertise, build and skill to communicate with the local people more effectively. Arranging a seminar in a different region helped me to develop the skill to organize more seminars in the near future in the Chittagong Hills tracts.
- What knowledge or skills do you think would have improved your project?
The proper knowledge about Chittagong hill tracts, **indigenous agricultural systems** and how they can be optimized with modern sustainable practices.
Skills in **GIS mapping** and **climate data analysis** to assess land suitability, monitor environmental changes, and design targeted interventions in the Chittagong Hill Tracts.
Technical knowledge in **3D modeling and simulation** to create more impactful and engaging tools for visualizing sustainable practices and climate change impacts.
Expertise in **advocacy** to influence local policies that support sustainable agriculture.

“Lesson-learned” of your project

- The youth in the Chittagong Hill Tracts are highly receptive to new knowledge and skills. When provided with proper tools and guidance, they showed great potential to drive sustainable agricultural practices and climate-resilient solutions.
- Integrating traditional Jhum cultivation methods with modern sustainable practices, such as agroforestry, terracing, and contouring, was more effective than replacing traditional methods entirely. Respecting indigenous knowledge fosters community trust and engagement.
- Limited access to advanced tools, funding, or technical expertise required the project to adapt and find creative, locally available solutions.
- While initial training empowered participants, continuous support and follow-up sessions would have ensured sustained implementation of the learned practices.
- A lack of localized climate and environmental data posed challenges in tailoring solutions. Collaborating with local universities or research institutes for future projects could address this.

What are the challenges/Risks you faced during the project activities? How you overcome/minimize those challenges?

Resistance to Change from Traditional Practices

- **Challenge:** Some community members were hesitant to adopt new techniques, fearing that modern practices might replace or undermine their traditional Jhum cultivation.
- **Solution:** We emphasized **integration**, not replacement, by demonstrating how sustainable methods like agroforestry and contouring could enhance the productivity of Jhum cultivation. Engaging elders and local leaders helped build trust and acceptance.

Selected best 5/6 pictures of the project intervention

