

## ICCCAD Youth Fellowship Alumni Report 2024

### Personal Information

1. **Name:** Sumya Naz
2. **Fellowship Batch (Year):** 2024
3. **Contact Information:**
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  - **Current Location (Upazila and district):** Khulna city, Khulna
4. **Current Occupation/Role:** Part-time teacher, Khulna University

### Fellowship Experience

1. **Briefly describe the most valuable lessons or skills you learned during the fellowship.**  
(Paragraph maximum 150 words)

During the fellowship, I learned some important lessons about climate resilience, community engagement, and the need for grassroots initiatives. One of the lessons learned was that of Local Led Adaptation (LLA) using BRAC, which mainly emphasizes local communities' roles, especially youth, in making climate resilient even when there is no external funding. I learned how to design and implement climate adaptation strategies that are specific to vulnerable population needs. The focus group discussion and field visits helped me assess the reality of the impacts of climate change on livelihoods, health, and the environment. I also understood better the environmental impacts on vulnerable communities concerning climate change and the need for advocacy on sustainable solutions. All in all, the fellowship honed skills for community-driven climate action, collaboration, and advocacy for vulnerable communities.

2. **Which sessions or activities during the fellowship were most impactful for you? Why?**  
(Paragraph maximum 150 Words)

The most significant aspect of the fellowship was the session on BRAC's "Creating Climate Resilient Migrant Friendly Towns" project and the focus group discussion on climate change impacts on vulnerable communities. Learning about Local Led Adaptation (LLA) approach demonstrated how grassroots can effectively address climate challenges, particularly due to local youth without external funding. The focus group discussion also provided very interesting data on how climate change affects the livelihoods, health, and environment of underprivileged people in Kuakata. The visit to the thermal power plant and its impacts helped me to have a closer look at environmental degradation. All in all, the fellowship was a life-changing experience focusing on youth participation in climate action and the urgent need for sustainable solutions. Get involved with local communities in the face of these challenges. That in itself should be enough motivation for concerted action in creating climate resilience. It was a stark reminder of just how much each of us can do in advocate for change.

## Implementation of Learning

1. **\*\*\*How have you applied the knowledge or skills gained from the fellowship in your personal or professional life? Examples of specific actions, or initiatives you have led or contributed to advocacy, awareness, event, workshop, project etc.).** (Paragraph-Maximum 200 words)

The experience gained during the fellowship will be highly relevant for the Project End-line Study of the "Strengthening Resilience, Response, and Recovery Capacity" initiative for climate migrants and COVID-19-affected slum dwellers in Khulna City initiated by JJS . My visit to Kuakata allowed me to witness firsthand how vulnerable communities are affected by both climate change and socio-economic challenges, which directly aligns with the issues faced by the target population in the Khulna project. The grassroots efforts I observed, such as youth-led initiatives to combat climate change, will help inform the community-led approach for the project, emphasizing the importance of local leadership in building resilience.

By focusing on the impacts of climate change on livelihoods and health, I can contribute insights into how climate migrants and slum dwellers in Khulna might be similarly impacted, and how they can be empowered to take action. Additionally, the fellowship provided me with a deeper understanding of the interconnectedness of environmental and socio-economic vulnerabilities, which was useful when assessing the effectiveness of the resilience-building activities in the project. Drawing from these experiences, I can contribute meaningful recommendations for enhancing the community's capacity to recover and adapt, ensuring the sustainability of the project outcomes related to climate change.

As a part-time faculty teacher, I can integrate the knowledge gained from the fellowship into your lectures in several impactful ways. I could incorporate real-world examples of climate resilience, such as BRAC's Local Led Adaptation (LLA) approach, to demonstrate how grassroots initiatives are essential in addressing climate change. This would help students understand the practical applications of theoretical concepts in environmental studies, sustainability, or development.

I can also include case studies from your experience in Kuakata, discussing the effects of climate change on vulnerable communities, the role of local youth organizations, and the impacts of industrial activities like thermal power plants. By using these case studies, I can spark discussions in class about the intersection of environmental, social, and economic challenges. Furthermore, I could organize classroom activities like debates, group discussions, or projects where students propose solutions to real climate challenges based on the lessons learned from my fellowship. These exercises would encourage critical thinking and active learning about sustainable development and climate action. Lastly, by involving my students in research or awareness campaigns, I can inspire them to actively contribute to climate advocacy.

2. **Any notable achievements, success stories, or testimonials from the above-mentioned activity-1 you have worked?** (Paragraph- Maximum 150 words)

In writing my bachelor thesis on the relationship between poverty traps and climate change, the experience gained during the fellowship was crucial. During my visit to Kuakata, I saw firsthand how climate change deeply impacted vulnerable communities, pushing them further into poverty. This aligned with the concept of a poverty trap, where environmental degradation and the lack of resources to adapt to climate impacts created a vicious cycle of poverty. I observed

how local youth organizations, despite limited funding, initiated climate resilience projects, which demonstrated the potential for grassroots solutions in addressing both environmental and socio-economic challenges. These real-world examples helped me understand how climate change exacerbates existing poverty, making it even more difficult for affected populations to escape the cycle. By drawing on these experiences, I was able to strengthen my thesis and propose solutions that emphasize sustainable, community-driven approaches to breaking the poverty cycle for the climate vulnerable communities

**3. What challenges, if any, have you faced while implementing your learning? How did you overcome them?** (Paragraph- Maximum 150 words)

One challenge I may face in applying the knowledge gained from the fellowship is engaging students or community members who may not yet fully understand the urgency of climate change or its local impacts. This lack of awareness can make it difficult to foster active participation in climate action initiatives. To overcome this, I plan to use more relatable, real-world examples like the Local Led Adaptation (LLA) approach, highlighting success stories of grassroots efforts, which can inspire and motivate others.

Another challenge is limited resources for organizing climate-related workshops or campaigns. To address this, by integrating climate action topics into my existing curriculum, I can streamline my efforts and make the most of available opportunities.

**Impact of your work**

**1. Approximately how many people have directly benefited from your actions inspired by the fellowship during 2024? (e.g., awareness campaigns, capacity building, advocacy, etc.)**

Event/Activities	Location (district)	Number of people reached		Total	Means of verification  (Upload Social media link, video link, link of Pictures, publication link, FGD notes, attendance, any other relevant documents etc.)
		Women	Men		
Focus Group Discussion with Self Help Group on climate change impacts and disaster recovery for Climate Migrants	Khulna	25+	5+	30+	<b>Case study based on the information of FGD with Self Help Group</b> Ibrahimia Madrasa Slum Rupsha Ward 31 Date 3-9-2024  During a focus group discussion with

				<p>residents of Ibrahimia Slum, several pressing issues were highlighted. Many residents had migrated from Barishal after Cyclones Aila and Sidr devastated their livelihoods, forcing them to seek refuge and employment in local rice and jute mills. The self-help group of JJS was formed to address community needs, comprising 25 members—20 women and 5 men—who conducted a survey to identify the most pressing concerns. This survey informed JJS's selection of beneficiaries for support.</p> <p>A total of 67 individuals received job training and a cash grant of BDT 11,050. Those trained in tailoring wisely invested in sewing machines to establish businesses, while others used the funds to obtain driving licenses.</p> <p>Unfortunately, the situation worsened after the COVID-19 pandemic, leaving many residents struggling to sustain</p>
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				<p>themselves. Beautification trainees, in particular, faced challenges, as the provided financial assistance was insufficient to launch businesses, and they lacked access to suitable workplaces. Some residents did receive BDT 10,000 along with job placement training, which allowed most to continue their businesses successfully.</p> <p>The program fostered stronger social bonds and community support, but residents felt the financial aid for business startups was inadequate to ensure long-term sustainability. The 45-day job training was also seen as too brief for participants to gain mastery of their skills, leaving many still unemployed. Residents suggested extending the training period to three months to achieve better results. The session timings were another issue, as they conflicted with the</p>
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				<p>schedules of mothers and students.</p> <p>During the COVID-19 pandemic, economically disadvantaged residents faced significant challenges. The local community, supported by JJS, distributed hygiene kits with essential items like water filters, soap, and sanitary pads. However, the quantity of supplies fell short of demand, and many did not know how to use the items properly. Additionally, JJS assisted residents in completing their COVID-19 vaccinations but did not help obtaining vaccination cards.</p> <p>Improvements in water access were made by installing two submersible pumps, maintained by a 10-member committee. However, no action has been taken to build climate-resilient toilets. Residents also engaged with government social safety net programs, thanks to meetings facilitated by JJS,</p>
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					<p>which enabled many to access vital services.</p> <p>Despite these positive changes, waterlogging remains a severe problem during the rainy season, an issue that JJS has not yet addressed in its action plan. Additionally, although JJS planned to repair damaged houses, these efforts have not yet been implemented.</p> <p>In conclusion, while the initiatives by JJS and the local community have brought about positive change, several critical issues remain unresolved. More sustainable financial support, extended job training, and infrastructure improvements are necessary to ensure long-term resilience and development in Ibrahimia Slum</p>
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**Visual Documents**

- 1. Photo Gallery with captions**



Conducting FGD by Sumya Naz with Selp Help Group (SHG) in the project Project End-line Study of Strengthening Resilience, Response, and Recovery Capacity- a community-led initiative of Climate Migrants and COVID-19-affected Slum Dwellers in Khulna City

***Location:*** Montu Colony Slum, Ward 21, KCC, 7 Sep 2024





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**Event: FGD of Ibrahimia Madrasa Slum, Ward 31**

**Place: Rupsha, Ward 31**

**Date: 3/9/24**