

ECO-SCHOOLS PROGRAMME

Project Intern:
Jui Gusani, India

OCTOBER'22 TO NOVEMBER'22

CEE

Centre for Environment Education



JUI GUSANI

STUDENT



SUMMARY

Being an environment enthusiast, I plan to pursue my Masters in Sustainable Development. Through this, I wish to bring long-term changes and solutions to the major questions that have come into form due to the effects of climate change.

CONTACT

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CORE COMPETENCIES

Creative writing
Translation
Critical thinking
Researching
Empathy
Organization

EDUCATION

Pandit Deendayal Energy University
B.A. (Hons.) in English Literature
2017-2021
CGPA 8.54/10

WORK EXPERIENCE

Chal Kabira

Product Developer (Intern)

30 Sept'2019 to 1st Dec'2019

Interned as a Product Developer at Chal Kabira, a tour and trek agency, based in Ahmedabad, Gujarat.

ACCREDITATIONS

- Visharad in the Indian Classical Dance form of Kathak
- State-level Skating Player
- District-level Swimming Player
- Represented at ICSE'22 in Delhi as a YRE Team Member
- Intern/Volunteer at CMS COP 13, Gandhinagar

Ahmedabad Municipal Corporation

Intern

December 2017

Successfully completed the Internship at Ahmedabad Municipal Corporation under Swachh Bharat Survekshan Department for a month from December'17 to January'18.

PREFACE

Centre for Environment Education (CEE) was established in 1984 as a Centre of Excellence of the Ministry of Environment and Forests, Government of India. As a national institution, CEE's mandate is to promote environmental awareness nationwide. CEE develops innovative programmes and educational material and builds capacity in the field of Education for Sustainable Development (ESD). From the very beginning, schools and the school system have been at the center of a major part of CEE's programmes. It is committed to ensuring that Environmental Education (EE) leads to action for sustainable development. It undertakes field projects that demonstrate and validate the role education can play in sustainable development. The journey of school programmes of the Centre at the national level started in 1985 through the National Environment Awareness Campaign (NEAC) of the MoEFCC, Government of India. The center develops, coordinates and conducts a number of educational programmes for schools, in both formal and non-formal streams of education.

Eco-Schools is an **International Sustainable School Campus Programme** conceptualized by FEE (Foundation for Environmental Education) that promotes environmental education and awareness about sustainable development concerns in schools, primarily via the involvement of students in grades 1-5. The programme provides an excellent chance for kids to learn how to identify environmental issues that are significant to their schools and the surrounding community. It provides a methodical framework for teachers and students to undertake an action plan that results in long-term and sustainable environmental improvements. This also offers the students a sense of accomplishment and can eventually lead to certification and the prestige that comes with gaining the Green Flag Award.

Since the Programme was implemented in India in 2014, more than 170 schools have participated in the Eco-Schools initiative nationally headed by the Centre for Environment Education (CEE). According to the statistics, there are 50 Green Flag-awarded schools, 62 Handprint-awarded schools, and 2 Green Flag Plus Eligible Schools in India.

ACKNOWLEDGEMENT

I would first like to thank **the Centre for Environment Education (CEE)** for giving me the opportunity to intern at their prestigious organization. I would also like to thank **Ms. Khushbu Shah**, the National Operator of the Eco-Schools Programme (India), for always guiding me throughout the duration of my internship and also for providing me wonderful opportunities that helped me enhance my skills. Last but not the least, I would like to express my deepest gratitude to **Ms. Mansi Shah**, the Project Officer of the Eco-Schools Programme (India), who has not only been my supervisor but also a mentor as she calmly taught me everything she knew, from making posters on Canva to guiding me with my Research.

INTERNSHIP ROLE

Name of the Programme/Project: The Eco-Schools Programme (India)

Details about the larger programme: **Eco-Schools** is an **International Sustainable School Campus Programme** conceptualized by FEE (Foundation for Environmental Education) that promotes environmental education and awareness about sustainable development concerns in schools, primarily via the involvement of students in grades 1-5. The programme provides an excellent chance for kids to learn how to identify environmental issues that are significant to their schools and the surrounding community. It provides a methodical framework for teachers and students to undertake an action plan that results in long-term and sustainable environmental improvements. This also offers the students a sense of accomplishment and can eventually lead to certification and the prestige that comes with gaining the Green Flag Award.

Objectives of the Programme:

- 1) Excellent chance for kids to learn about and recognize environmental problems in their schools and local communities.
- 2) To spread EE (Environmental Education) and ESD (Education for Sustainable Development).
- 3) Curriculum enrichment through practical application/hand-on approach.
- 4) To develop sustainable habits that stay for a lifetime.
- 5) Financial saving for schools and opportunity to seek funding for environmental projects.
- 6) Provide leadership to make the change in environment related issues.
- 7) Bring community level change by targeting the Primary School students.

Profile of Work: Project Intern

Task details: As the project intern, I had to take upon various tasks at the office of the Eco-Schools Programme India, that included content writing, social media management, marketing, arrangement of certain competitions for students, proofreading, researching/report writing, communicating with the Eco-Schools members, etc. Overall, it was a wholesome package.

Here, I will list some of the tasks that I carried out as the Project Intern-

- 1) I helped create content for the social media handle for the Eco-Schools, wherein I majorly had to write or design content related to specific days such as World Elephant Day, World Tiger Day, Sports Day, etc. On the occasion of Sports Day, I had arranged a competition called “The Healthy Lifestyle Commitment” for the Primary Schools Students that are a part of the Eco-Schools Programme. In this competition, the students were required to take upon a one-day commitment/challenge to eating healthy, nutritious food, living sustainably, engaging in physical activity, and maintaining cleanliness. Our goal was to encourage students to incorporate sports into their daily lives, not just by participating in tournaments, but also by comprehending the sport's overall significance and value. The response this competition received was truly overwhelming. We got more than 150 entries from various schools in India. The follow up task of selecting the winners was also laid upon me and my fellow intern.
- 2) After the schools would register for the Eco-Schools Programme, one of the tasks given to me was to confirm their Participation. For this, I was required to make various calls/emails and talk to the school coordinators. Through the calls, my objective was to explain to them what the Eco-Schools Programme is, give them the

bird's eye view of the process, make them understand the importance of the programme, and also explain the fee structure. This task helped me gain the perspective of school teachers and principals and how they looked upon such programmes at length.

3) TITLE OF THE RESEARCH/REPORT:

BRIDGING THE GAP - An analytical study of the factors limiting the Participation and the Advancement of Registered Eco-Schools of India into Green Schools.

As I proceeded with the internship, I was able to understand the approach of schools of India towards the Programme better. Moreover, just as some private and government schools seemed extremely eager to be a part of the Eco-Schools, there were also many that seemed hardcore resistant towards participating in the programme. Also, we were able to observe that there was a substantial difference between the number of Participating/Registering schools and Green Flag certified schools. This led us to conduct a Research or a Report of sort to identify the multiple factors and challenges that prevent the schools of India from joining the programme (Gap in Participation) and the already registered Eco-Schools of India to continue the Programme (Gap in Continuation). The report also aimed to take into consideration the issue of whether the schools are facing any kind of difficulty or gap in applying for the Green Flag Certification.

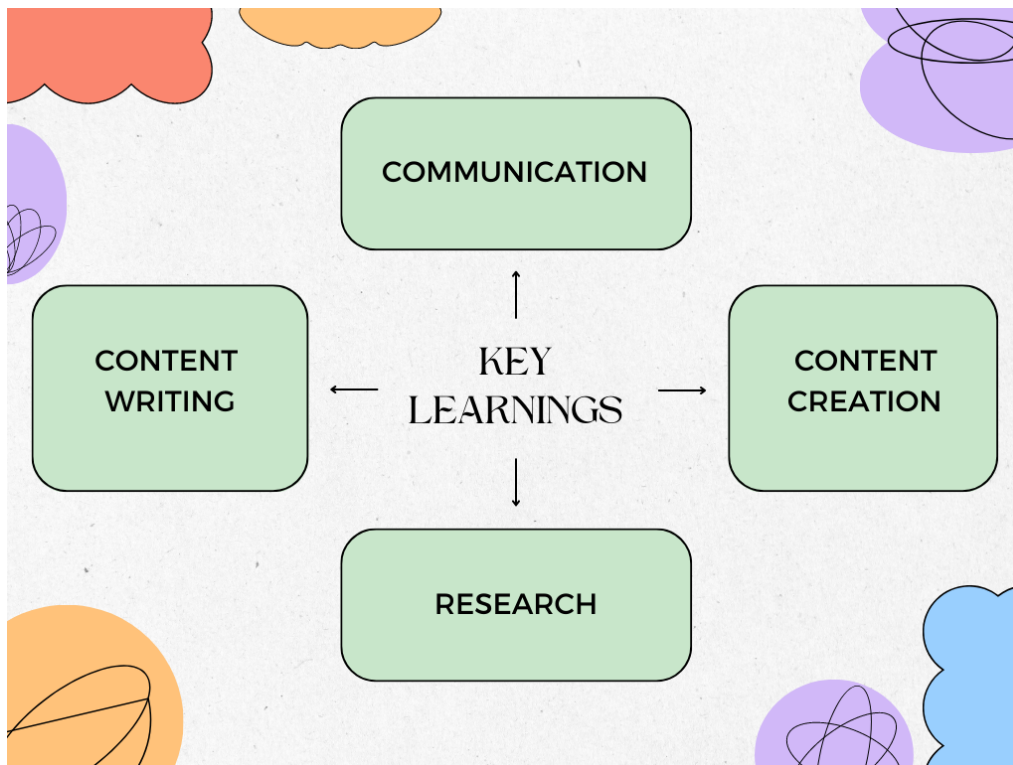
Under the supervision of Ms. Khushbu Shah and Ms. Mansi Shah, I had conducted the initial chapter of this Research towards the end of my internship. Wherein my job was to collect primary and secondary data through preparing various survey forms, reading research papers, doing the write-up, etc.

ADDITIONAL TASK: As an intern, I was also encouraged and given the opportunity to represent with the YRE (Young Reporters for the Environment) team at Delhi for the 4th International Conference on Sustainability Education - ICSE 2022. During this 2-day global meet, I, along with my four teammates and the supervisor, were given the tasks of interviewing numerous people with big profiles, photograph, videograph, prepare reports and newsletters, and write an article on our selected topic.

This opportunity provided me with a glimpse of how Environmental Journalism goes around in India and the world, and enhanced my speaking as well as writing abilities. It also helped me develop an analytical mind and made me question things that I would have neglected in the past.



KEY LEARNINGS



As the Project Intern for the Eco-Schools Programme (India) for two months, numerous skills were developed and honed. I learned how to communicate more effectively and in a manner that makes the other party want to hear more about what we have to say. This pertains to calling and emailing schools to invite them to participate in the Eco-Schools Programme. My writing ability, whether formal or creative, seemed to improve as I was tasked with composing various emails, creating captions for social media, and also with writing articles and reports. But above all else, I learned how to conduct effective research.

Moreover, I got to learn about various programmes that are being conducted nationally as well as globally to spread the importance of EE (Environment Education) and ESD (Education for Sustainable Development) among the school students and the community as a whole. And this helped me gain trust and motivation to bring an effective change in terms of growing environmental concerns in the near future.

THANK YOU!