

June 2026

country report



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Report on Climate session conducted in Nagaland under SAYS India Chapter

On the occasion of World Environment Day 2026, the India Chapter of South Asian Youth for SDGs (SAYS) conducted climate education sessions at two schools in Nagaland: Patkai Higher Secondary School, Chümoukedima, on 4 June 2026, and Government Middle School (GMS), Disaguphu, on 5 June, 2026 engaging a total of 53 students (27 from Patkai and 26 from GMS). Prior to the sessions, students completed a short survey to assess their existing knowledge and perception of Climate Change. The session began with an introduction by Meneno Terhuja, Team Lead of SAYS India Chapter, who introduced students to SAYS, climate change and the Sustainable Development Goals (SDGs). This was followed by an interactive Climate Education Session led by resource person Neikeduonuo Linyü, who discussed climate change in the context of Nagaland, including changing rainfall patterns, deforestation, floods, landslides, waste management practical actions individuals can take to protect the environment. Following the session, students participated in a poster-making activity to reflect on the concepts discussed and demonstrate their understanding of climate change. As a token of appreciation for their support and cooperation in facilitating the programme, SAYS merchandise was presented to the Vice - Principal of Patkai Hr. Sec. School and a teacher representative from Government Middle School, Disaguphu.

Patkai Higher Secondary School (4 June 2026)

The climate session at Patkai Hr. Sec. School commenced at 12:30 PM in the Bundrock Chapel Hall, Patkai and engaged 27 students from Grades 7 and 8. The session revealed a comparatively stronger baseline understanding of climate change and environmental issues.

Results from the pre-session survey showed that 96.3% had already heard of climate change, while only one student was unsure. When asked about the causes of climate change, 81.5% (22 students) correctly identified multiple contributing factor. Students also displayed a strong understanding of climate impacts, with 88.9% (24 students) correctly identifying flash floods as a possible consequence of heavy rainfall. Furthermore, 66.7% (18 students) described themselves as somewhat or very confident in their understanding of climate change.

While the survey responses indicated that most students were familiar with the concept of climate change, discussions during the session revealed that many had not previously reflected on how climate change affects them in a broader context. Students were generally aware that climate change exists and recognized some of its causes, but had limited understanding of its connections to issues faced in Nagaland, such as changing rainfall patterns, water scarcity during dry seasons, landslides, flash floods, and environmental degradation.

During the discussion, several students shared that they had observed noticeable changes in weather patterns over the years, particularly hotter temperatures and increasingly unpredictable rainfall.



Students also highlighted how these changes can affect human health, noting that extreme heat can cause discomfort and make daily activities more challenging, while changing weather conditions can contribute to illness and affect overall well-being.

The session therefore helped bridge the gap between awareness and practical understanding by encouraging students to connect climate change with the environmental and social challenges affecting their communities and to consider actions that individuals can take to contribute to climate solutions.



This stronger baseline knowledge was also reflected in the poster-making activity conducted after the session. Students produced posters that incorporated a variety of concepts discussed during the programme. Their ability to connect multiple environmental issues demonstrated that many participants already possessed a foundational understanding of climate-related topics before the session.

Government Middle School, Disaguphu (5 June 2026)

The session at Government Middle School (GMS), Disaguphu took place on 5th June 9 am in their school's classroom, engaged 26 students and highlighted a different educational context, with significant opportunities to strengthen climate literacy. Since 24 out of the 26 students come from farming families and actively assist their families in agricultural activities during crop seasons, the session placed greater emphasis on how climate change affects agriculture, rainfall patterns, crop productivity, water availability, and rural livelihoods in Nagaland. Students were encouraged to reflect on how changing weather conditions directly affect their families and communities.

The pre-session survey revealed notable knowledge gaps when compared to Patkai Higher Secondary School. Only 50% (13 students) reported having heard of climate change before, while 34.6% (9 students) were unsure and 15.4% (4 students) had never heard of it. When asked about the causes of climate change, only 26.9% (7 students) selected the most comprehensive answer, while many identified only a single contributing factor. One particularly significant finding was that 26.9% (7 students) believed that heavy rainfall could result in drought, indicating confusion regarding basic climate and weather-related processes. While 53.8% (14 students) correctly identified flash floods as a consequence of heavy rainfall, many students demonstrated limited understanding of how climate systems function. Confidence levels were also substantially lower, with 76.9% (20 students) describing themselves as either not very confident or not confident at all in their understanding of climate change.



Despite these knowledge gaps, students showed strong engagement throughout the session, particularly when discussions focused on farming, rainfall, and environmental changes that they had personally observed. Many students were able to relate to examples and shared how extreme weather conditions affect their daily lives and their families' livelihoods. When asked how extreme weather impacts them, several students explained that irregular rainfall and severe weather can damage crops, directly affecting farming activities and household incomes. Others noted that increasingly hot and sunny conditions make it more difficult to work outdoors, especially during agricultural activities.

Their posters primarily focused on basic concepts that had been taught during the programme, such as planting trees, keeping the environment clean, protecting nature, and conserving water. Nevertheless, the activity demonstrated that students were able to absorb and apply new information, indicating strong potential for future learning when climate education is delivered through locally relevant and practical example.



Conclusion

In conclusion, the climate sessions highlighted a clear contrast in climate literacy between the participating schools. While students at Patkai Higher Secondary School demonstrated relatively high awareness, confidence, and understanding of climate change concepts before the session, students at Government Middle School, Disaguphu displayed notable knowledge gaps despite being among those most directly affected by climate-related challenges through their agricultural livelihoods. This difference was evident not only in the pre-session survey responses but also in the poster-making activity, where Patkai students demonstrated broader conceptual understanding while GMS students primarily reflected the key concepts introduced during the session.

As Patkai is a private school and GMS a government school, the survey results and session also shows a gap in students' exposure to climate and environmental education, with Patkai students appearing to have had greater access to such learning opportunities. These observations reinforce the importance of tailoring climate education to different learning contexts. Future sessions at Patkai can focus on advanced topics and leadership opportunities, while interventions at GMS should prioritize foundational climate literacy and practical adaptation strategies. Through continued engagement and initiatives, the SAYS India Chapter can help bridge these educational gaps and empower young people to become informed and active contributors to a more sustainable future.

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