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country report



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Report on Climate Awareness Sessions Conducted in Chittagong, Bangladesh

In observance of World Environment Day 2026, the Bangladesh Chapter of South Asian Youth for SDGs (SAYS) organized climate awareness sessions at OBAT Junior High School on 7 June 2026 and South Asian School (SAS) on 11 June 2026 in Chattogram. A total of 69 students participated in the program, including 30 students from OBAT Junior High School and 39 students from South Asian School. The sessions aimed to assess students' existing understanding of climate change, strengthen their awareness of local environmental challenges, and encourage environmentally responsible behavior. To better understand participants' baseline knowledge and perceptions, students completed a short pre-session [survey](#) before taking part in interactive discussions and participatory [learning](#) activities on climate change and environmental sustainability. The sessions provided students with opportunities to reflect on the environmental challenges affecting their communities [while](#) exploring practical actions they can take to promote more sustainable practices. At the conclusion of the program, SAYS expressed its sincere appreciation to both schools for their valuable cooperation and support by presenting SAYS merchandise to the Head Teacher and Assistant Head Teacher of OBAT Junior High School, as well as to the Principal and a teacher representative of South Asian School in recognition of their contribution to the successful implementation of the program.

OBAT Junior High School (7 June, 2026)

The session at OBAT Junior High School was conducted from 11:00 AM to 1:30 PM with 30 Grade 8 students, including 21 female and 9 male students. Most of the students belong to the Bihari community whose families have been living in Chattogram after migrating from India. Many come from economically disadvantaged backgrounds with limited access to basic services, making environmental challenges such as extreme heat, poor waste management, and pollution part of their everyday lives.

The session began with introductory remarks by Kubra Khaliqi, Team Lead of the SAYS Bangladesh Chapter, who introduced SAYS and its work on the Sustainable Development Goals (SDGs). The main session was facilitated by Anwesha Chakma, who led an interactive discussion on climate change, beginning with the global causes of climate change before connecting the topic to local environmental issues in Chattogram. Students explored the role of greenhouse gas emissions, plastic pollution, deforestation, air and water pollution, and poor waste management in driving climate change. The discussion also highlighted local impacts, including rising temperatures, extreme heat, flooding, landslides, and salinity, while encouraging students to consider practical actions they could take to reduce environmental harm.

Before the discussion, students completed a short survey to assess their existing knowledge of climate change and environmental issues. The survey showed that all 30 students had previously heard about climate change. However, several knowledge gaps were identified. Around 40% of students were unaware of Chattogram's geographical vulnerability as a coastal city. Nearly 20% believed that burning waste was the final step of the waste management process, indicating limited understanding of proper waste management. Although students recognized some impacts of climate change, many were unable to clearly distinguish between weather and climate.

During the discussion, students shared their own experiences of environmental changes in Chattogram, including excessive heat, flooding, pollution, rising temperatures, and unpredictable rainfall. They reflected on how these changes affect daily life, health, and comfort, particularly during periods of extreme heat.

Students then participated in the Climate Pantomime activity, acting out climate-related situations such as heat stress and environmental pollution while their classmates identified the issues and discussed their causes. The activity encouraged active participation and helped students connect climate concepts with real-life experiences.



The session concluded with a poster-making activity in which students worked in groups to illustrate environmental problems and possible solutions. Their posters focused on themes such as pollution, waste management, and climate change impacts in their communities, demonstrating both creativity and understanding of the topics discussed.



South Asian School (11 June, 2026)

The session at South Asian School was held from 11:30 AM to 2:00 PM with 39 students from Grades 7, 8, and 9, including 9 female and 30 male students.

Similar to the session at OBAT Junior High School, Kubra Khaliqi introduced SAYS and its work on the Sustainable Development Goals before Anwesha Chakma facilitated an interactive discussion on climate change. The discussion covered the causes of climate change, including greenhouse gas emissions, pollution, deforestation, and unsustainable waste management practices, before focusing on Chattogram's environmental challenges such as extreme heat, flooding, landslides, salinity, and pollution. Students also discussed practical actions that individuals can take to reduce environmental impacts.

The session began with a short survey to assess students' awareness of climate change. The findings showed that climate change was already familiar to all participants. However, several misconceptions emerged. Around one-third of the students believed that climate change mainly threatens tourists rather than local communities. Nearly half were unsure about greenhouse gases and their role in global warming.

During the discussion, students connected climate change with their own observations of environmental changes in Chattogram, including excessive heat, flooding, pollution, and irregular rainfall. They discussed how these challenges affect health, daily activities, and overall well-being.

Students actively participated in the Climate Pantomime activity by acting out different environmental situations and identifying the climate-related issues presented. The activity encouraged discussion and strengthened students' understanding of how climate change affects everyday life.

The session concluded with a group poster-making activity in which students illustrated themes such as global warming, pollution, and environmental degradation. The activity encouraged teamwork while reinforcing the key messages of the session through creative expression.



Conclusion

The climate awareness sessions showed that while students have a basic understanding of climate change, important knowledge gaps remain regarding greenhouse gases, local environmental risks, waste management, and Chattogram's vulnerability to climate change. The sessions highlighted the need for more practical and locally relevant climate education. At the same time, students demonstrated strong interest and active participation throughout the discussions, Climate Pantomime, and poster-making activities, which helped them connect climate concepts with their daily lives. Continued climate education initiatives can further strengthen young people's knowledge and encourage environmentally responsible actions within their communities.

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