

Project Progress Report

Resilient High-Schoolers: Capacity Building on Climate Change Adaptation through Debating and Education Initiatives in the District of Munshiganj.

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[Submission Date: 31/01/2024]



Project info

Briefly describe your project (100 words)

The project entailed of workshops on Climate Change and Debating, intra-school and inter-school Debating competitions among the participant high-schools along with prize giving ceremony focusing on two high schools in Munshiganj District, namely- Bajrajogini J.K. High School and Betka Union High School. The project initiated teaching the students of the abovementioned High Schools about the concepts of climate adaptation, climate activism, climate justice, etc., and encouraging them to actively participate in their local adaptation and mitigation practices. The project included team-building activities to build leadership, to enhance critical and creative thinking to come up with quick yet feasible post-crisis responses.

Objectives of the Project

Write down your project objectives in bullets

The objectives of our project were to-

- Enable the high-school students in Munshiganj to address climate change impacts through knowledge and awareness building, debate, and adaptation activities
- Encourage the high-schoolers to become proactive agents of climate resilience within their communities.
- Enhance students' climate knowledge and debating skills via focused sessions so that they can develop critical thinking skills for future activism and advocacy.

The CAP-RES project has three objectives as follows:

Objective 1: Create enabling environment and foster individuals to enhance their knowledge of climate change issues and develop their 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 putting into practice in climate intervention

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

Among the three objectives of CAP-RES project, the most relevant one to our project was Objective 1: Create enabling environment and foster individuals to enhance their knowledge of climate change issues and develop their problem-solving skills.

- We provided engaging introductory sessions on Climate Change and Environment and additional offline/online resources to the session participants and debate teams to alleviate their level of knowledge about climate change and encourage them to explore climate impacts within their locality.
- In addition to our sessions, we arranged for separate team building and brainstorming activities with students and teachers to promote collaboration, leadership and enhance their capability to assess critical climatic and disaster phenomena and come up with feasible solutions/ mitigation plan/contingency plan to develop their problem-solving skills.

- We arranged intra-school and inter-school debate competitions so that the debaters can familiarize themselves with different aspects of climate change, improve their knowledge of climate mitigation and adaptation, question the status-quo and debate on both sides of a situation or a solution for a deeper understanding of the subject matter.
- We sat with the involved faculties of both of the schools to encourage the continuation of teaching about climate change to their students.

Team Composition

Write down name and position, who are solely involved in this project.

Project Leaders:

→ **Jumana Akhter**

Youth Fellow, CAPRES Project, ICCCAD
Lecturer, Dept. of Civil Engineering, MIST
B.Sc. in Water Resources Engineering, BUET

→ **Shirsha Songshoptak**

Youth Fellow, CAPRES Project, ICCCAD
Research Assistant, ARCED Foundation
B.Sc. in Urban and Regional Planning, BUET

Additional Organizers:

1. **MD. Jamal Hossain**, Executive Vice President & Head of Gulshan Branch, Mercantile Bank PLC.
2. **MD. Zahirul Islam**, Head Master, Bajrajogini J.K. High School
3. **MD. Mohiuddin Al-Mamun**, Head Master, Betka Union High School

Session Facilitators and Debate Judges: (Excluding Project Leaders)

⇒ **Shaikha Shohuda Tuktuk**

Ex- Debater

Technical Support Staff, Ship Recycling HSE Project, Department of Naval Architecture and Marine Engineering, BUET
B.Sc. in Naval Architecture and Marine Engineering, BUET

⇒ **Mehnaj Tabassum Meghla**

Ex-Debater

Corporate Affairs Intern, Insee Cement Bangladesh
B.Sc. in Chemical Engineering, BUET

⇒ **Fairuz Mubashwera**

Debater

Publication Secretary at BUET Debating Club
Undergraduate Student, Dept. of Computer Science and Engineering, BUET

⇒ **M Abrar Muhit**

Debater

President at Multiscale Mechanical Modeling and Research Network
Vice President at BUET Debating Club
Undergraduate Student, Dept. of Mechanical Engineering, BUET

⇒ **Ikram Shams**

Debater

Undergraduate Student, Department of Management, BUP
Contributor at Star Books and Literature, Daily Star

⇒ **Salekin Samin**

Debater

Undergraduate Student, Department of Finance, BUP

Location

Mention the Project areas

1. Bajrajogini J.K. High School, Bajrajogini, Munshiganj Sadar, Munshiganj
2. Betka Union High School, South Betka, Tongibari, Munshiganj

Reached people (Direct and indirect)

Direct Reached people: Total numbers including Male and Female segregation

Name of the Institutions	No. of Female Students		No. of Male Students (Sessions)	
	Sessions	Debates	Sessions	Debates
Bajrajogini J.K. High School	30	13	42	17
Betka Union High School	60	30	-	-
Summation	90		42	
Total	132			

**The no. of students in sessions sub-section include the no. of debaters too as they participated in the sessions. Hence, for total students, only the summation for no. of students in sessions were counted.*

Indirect Reached people: Total numbers influence through social media, in-person influence or any other medium with the numbers in which social media platform

Project Area				
Name of the Institutions	No. of Faculties			No. of Guardians
	Teachers	Administrators	Visitors	
Bajrajogini J.K. High School	10	5	115	Around 20~25
Betka Union High School	5	2	63	Around 15~20
Summation	15	7	178	Around 35~45
Total	Around 250			
Campaign Reach				
Activity	Description			Reach
Community Outreach	Reached out to various student, volunteer and co-curricular organizations and communities			750+
Social Media Promotion	Promotion of the programme in various social media such as facebook, Instagram, linkedin etc.			2500++
Print Media Promotion	Promotion of the programme in print media such as local newspapers, magazines etc.			2500++
Total	Around 5750			
Grand Total	Around 6000 people reached			



Summary findings

Write down the summary findings of the project here (Max 200 words)

In October and November 2023, we successfully planned and executed the project involving two schools to address climate change adaptation. After securing participation from school authorities, we organized meetings to emphasize the importance of the issue and encourage student involvement. Following confirmation, we created a schedule based on participant availability. Workshops on climate change concepts, impacts, global initiatives, local adaptation, and related topics were conducted. High school students exhibited keen interest and enthusiasm, even seeking further involvement outside the event. Team-building activities were also conducted to enhance collaboration and leadership. Debate competitions were held on intra-school and inter-school level, focusing on climate-related topics, promoting critical thinking and oratory skills. Winners participated in an inter-school debate. Every participant received certificates and prizes. The event was promoted through local media and social platforms. Post-program discussions with school authorities, guardians, and stakeholders aimed to reinforce continued climate education and motivate students to actively participate in the climate movement. The overall objective was to develop problem-solving skills and encourage sustained engagement in addressing climate change.

Describing findings of the project

Describe the progress/findings of your project

The project was planned, organized and executed in the time-span of Oct-Nov 2023. At first, we had reached out to the school authority in order to ensure their participation. We held a few meetings with the governing body of both the schools and made them understand why climate change adaptation is an important issue and why they should inspire their students to participate. After we received confirmation from both the students, we created a schedule that based on the convenience and availability of the participants. The schools contacted all of their students and provided us with a list of interested ones. We then sent out the relevant issues that the students should start studying in order to prepare for the workshops and the upcoming debates and provided them with materials for study. We also contacted competent and qualified people from various sectors to collaborate with us in the project via organizational or debating related assistance. Through the formation of a well-equipped and capable team, the foundations of the project were established.

We picked 3rd-4th November for conducting the debates and workshops. The workshops were open for all the students of the school to join. In the workshop, important topics such as the concept of climate change, the impact climate change is having on our world, the ways governments and organizations across the world are trying to fight climate change, why is it important to adapt to climate change, local level initiatives and locally led adaptation, loss and damage, the importance of being well-read on climate changes, ways to join various climate movements and organizing on a community level etc. were discussed at length. We found out that the high-schoolers all had a keen interest to learn and were very enthusiastic to participate. Additionally, many of them reached out to us outside of the event in order to learn how they can be more involved in the fight against climate change.

In addition to our regular sessions, we conducted separate team-building and brainstorming activities for students and teachers. The focus was on promoting collaboration, leadership, and improving their ability to analyse critical climatic and disaster situations. The ultimate goal was to develop problem-solving skills through the creation of feasible solutions, mitigation plans, and contingency plans. Afterwards, the debate competition on intra-school level was held. The topics the debates were selected in a way that made them relevant to climate change while at the same time providing students the avenue to exercise their critical thinking and oratory skills. We encouraged

all the debaters to continue on with debating as a critical thinking exercise and become more involved in the fight against climate change. Finally, an inter-school debate competition with the participation of the winners of the intra competition in both the schools. Lucrative prizes and certificates were given to all the participants of competitions. The event was promoted in both local print media as well as various social media platforms. At the end of the program, we sat with the school authority, the guardians and other relevant stakeholders to encourage the continued teaching of climate change and other related issues in the schools and to motivate the students to organize and be involved in the climate movement to the best of their capacities.

Measuring Progress

How many project activities you have done? (These might be workshops, focus groups, or performances, etc). Please list all of these

Workshops:

- 2 workshops on Climate Change,
- 2 workshops on Environmental Pollution,
- 2 workshops on Climate Change Adaptation.

Team-Building Exercises:

- 2 team building exercises focusing on Disaster Response.

Debates:

- 11 Debates for each school in Intra-school and 1 debate in Inter-School Final. In total, 23 Debates.

Prize Giving Ceremony:

- 2 prize giving ceremony for Intra-school and 1 prize giving ceremony for Inter-School Final. In total, 3 prize giving ceremonies.

Collaboration Meetings:

- 2 collaboration and planning meetings with two schools.

Identifying new skills and where to learn more

What are the most useful skills or practices that you learned? Which do you use most often?

The project was an experience that allowed us to furnish our previous skills to become more adept at using them along with teaching us new skills. Communication and organizational strategies were the among the skills we needed to utilize the most. Being debaters, critical thinking, oratory and problem-skilling skills are among our most noteworthy. We needed to not only make the participants feel involved but also to motivate them to continue on in the fight against climate change, these skills really facilitated the successful execution of the project. On the other hand, the project taught us teaching and facilitation skills. Through conducting the workshops, we learnt ways through which we can help the development of the upcoming young and what methods of facilitate the highest involvement from the participants. Additionally, we learnt to collaborate with various different parties and stakeholders which is a skill that is quite new to us. It was a gruelling task to make the stakeholders interested but by doing so, we well more equipped to engage in such capacity building exercises. Promotional and marketing skills were also new skills that we needed to learn for the project. It was not only enough to execute the project but also important to ensure the project reaches its target audience. Good promotion and marketing helped us to ensure this.

What knowledge or skills do you think would have improved your project?

We believe further expertise in promotion, marketing and campaign skills might have helped us reach a higher number of audience and involve more people in the project. Additionally, improving our teaching and facilitation would have helped us to make it even easier for the participants to understand the workshops. Finally, improvement in our media skills would be useful to reach a higher number of print and online platforms to spread our work to higher avenues.

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

Challenges Faced:

While executing the project, we faced a number of challenges. Firstly, there was a risk of limited participation. There were also some scheduling issues due to the availability of schools, organizers, judges and invited guests. As a lot of people are not well-educated on climate change related issues, there was limited stakeholder support in the beginning. There were also communication barriers as participants were not well introduced to the concepts of climate change and relevant vocabulary. Due to busy schedules of the schools and difficulty of transport, post-event follow-up were also difficult.

Mitigation Strategies:

To address these challenges, proactive measures had been included since the conception of the event. In order to ensure and boost participation, the benefits of the project were discussed thoroughly with the school authorities. Lucrative prize money, certificates, goodies and crest were also provided. The schedule was planned meticulously in order to ensure the highest involvement from judges, participants and guests. Logistics were also planned and maintained meticulously and contingency plans were developed in case somethings did not go according to plan. In order to remove communication barriers, participants were provided materials to study beforehand, the contents of the workshops were kept easy and understandable and brainstorming and collaborative activities were included to reduce monotony and boredom. In order to implement post-event initiatives for continued interest, we emphasized on building strong relationships with stakeholders for support. Regular assessment and flexibility in adapting strategies were ensured for successful project execution.

Write down the “lesson-learn” of your project

The project highlights the importance of early stakeholder engagement, emphasizing effective communication and collaboration. Flexibility and proactive planning are crucial for navigating challenges, ensuring smooth execution, and optimizing available resources. The enthusiastic response from students underscores the value of interactive learning methods. Sustaining impact beyond the event involves implementing post-event initiatives and encouraging ongoing engagement in addressing climate change.

Add most relevant photos of your activities with captions (not more than 4).

মুন্সীগঞ্জ জেলা পরিষদের ডায়ালগ
সভ্যতার আলো

দুইপত্র: পত্রিকা ৪ পাতা ২০২০
১৯ কার্তিক ১৪০১



জলবায়ু পরিবর্তন নিয়ে কর্মশালা

স্টাফ রিপোর্টার
মুন্সীগঞ্জের টঙ্গীবাড়িতে ইন্টারন্যাশনাল সেন্টার ফর ট্রাইমেট চেঞ্জ এন্ড ভেজেনারি সিস্টেমের উদ্যোগে জলবায়ু পরিবর্তন সংক্রান্ত কর্মশালা ও বিতর্ক প্রতিযোগিতা হয়েছে। শুক্রবার সকাল ১০ টায় বৈতনিক ইউনিয়ন উচ্চ বিদ্যালয়ে দিনব্যাপি এ কর্মশালার আয়োজন করা হয়। এতে প্রধান অতিথি হিসেবে উপস্থিত ছিলেন বিদ্যালয়ের প্রধান শিক্ষক মহিউদ্দিন আল মামুন। এতে অনুরূপের টিম লিডার জুমানা আক্তার তনুজার পরিচালনায় অন্যদের মাঝে উপস্থিত ছিলেন বঙ্গযোগিনী জে.কে উচ্চ

মুন্সীগঞ্জ

জলবায়ু পরিবর্তন নিয়ে কর্মশালা

বিদ্যালয়ের প্রাক্তন ছাত্র সমিতির সাধারণ সম্পাদক মো. জামাল হোসেন, সহকারি প্রধান শিক্ষক মোঃ সেদিক হোসেন, সবুজ কুড়ি বাংলাদেশের সভাপতি মাহবুব আলম জয়, বিদ্যালয় পরিচালনা পর্ষদ এর সদস্য বাসেদ শিকদার, সহকারী শিক্ষক সবুজ শেখ, সহকারী শিক্ষক সন্ড্রাট হোসেন, সহকারী শিক্ষক বাইজল ইসলাম, আয়োজক সংস্থার শিবিলা সংশ্লিষ্টক, শাইখা সওদা টুটুক, মেহেজাজ তাবাসসুম মেঘলা, ফাইরুজ মুবাশেরা, এম. আবরার মুহিত, ইকরাম শামস ও সালেদিন সামিন প্রমুখ। পরে কর্মশালা শেষে বিতর্ক প্রতিযোগিতায় বিজয়ী দলকে ক্রেসেট ও সনদ তুলে দেয়া হয়।

Caption: Coverage in local print media



Caption: Participants from BeBajrajogini J.K. High School



Caption: Workshop on climate change adaptation



Caption: Participants from Betka Union High School

Write a feedback on this innovation fund. (Write a paragraph within 400 words)

- How you know about this
- How you benefited from this
- What are lacking you faced
- How can we make the initiative better for the next year?

We got to know about the ICCCAD innovation fund as we were youth fellows of ICCCAD. All the youth fellows were inspired to submit a proposal for the innovation fund. As we were involved with debating as an extra-curricular activity and our ancestral home was also in Munshiganj, we identified the climate change related challenges that the region was facing and wanted to work towards solving it using debating and critical thinking as a strategy. As a place of our heritage, we wanted to do something that can serve the people and the environment of Munshiganj as a whole and we believe the ICCCAD innovation fund was what allowed us to accomplish it. Not only did ICCCAD provide us with knowledge building and a collaborative environment, we were also helped greatly by the amazing advices and supports we received from ICCCAD. However, a big drawback we faced was the significant delay we encountered in receiving the fund. There were many administrative hassles involved in the transaction process and we had to bear a significant portion of the budget from our own finances before we received the fund. It was incredibly difficult considering we were recently graduated students and therefore we did not have sufficient levels of capital or savings. We believe this is one area that the innovation fund can actively work on to ensure that moving forward, such delays and difficulties do not arise. Apart from this, our experience regarding the innovation fund was very fulfilling. We are incredibly thankful and indebted for the opportunity the youth innovation fund provided to you.