# master

Proposal - Climate Connect

October 2021 – February 2022

# Proposed Partners

* University of Strathclyde (UK)
* University of Waterloo (Canada)
* University of Stellenbosch (South Africa)
* Malawi University of Business and Applied Scien
* ces (Malawi)
* KTH (Sweden)
* Peking University (China) - TBC

# Cohort of participants

For each institution there will be a cohort of participants at three different levels.

## Senior support (4 hours per month)

Mid-career/senior academic who will be the key contact and coordinator at each institution. They will provide support and guidance for the ECRs/PhDs to lead the student cohort within their institution.

## ECRs/PhDs (up to 12 hours per month)

A cross disciplinary cohort of ECR/PhDs (4?) who will lead and coordinate the students within your institution. They will be provided with support in initial planning meetings and will be trained as facilitators in Climate Fresk (<https://climatefresk.org>) which will allow them to build a relationship with their colleagues from other institutions, as well as learn new skills.

They will be responsible for the following (with support):

* Facilitate the sessions on a monthly basis with colleagues from other institutions
* Support the student cohort within their assigned monthly activities
* Work hand-in-hand with their colleagues from other institutions to ensure the smooth development and implementation of the programme
* Support and build the programme content as it develops from the student discussions

## Student participants (up to 10 hours per month)

Each University identifies a cohort of students (maximum 10) from **across their range of faculties/schools** (suggested 3rd year UG onwards) to engage in a series of conversations (suggesting 5 including a kick off) around climate and sustainability before, during and after COP26.

Students will not require prerequisite knowledge of climate change although a high level of enthusiasm to learn more and be engaged will be necessary. Learning will be integrated throughout the events to ensure all participants have the same base level of knowledge.

The range of students involved should support the need for interdisciplinary engagement across the environmental, social, economic and governance issues pertaining to climate and sustainable development.

Sessions will take place once a month over a five-month period.

*Proposed Oct 2021 – February 2022.*

# Content

We identify key topics and areas to be the focus of each conversation which will transition from a focus on climate to more general sustainability and positive future planning.

Before each conversation, each cohort prepares a short (5-8 minutes) recorded presentation or video which are made available the week before the video conferencing event. This way, despite time zones, all students can access the presentations at a suitable time before the event. Students can choose to do this in a range of ways, VLOGS, interview their peers, a recorded ppt, etc.

For the main sessions, the structure would be as follows:

* + A group of facilitators (ECRs/PhDs), having looked at all the videos, presents some cross-comparisons and themes to present background, and to frame the breakout sessions (20 minutes)
  + two 30-minute break out sessions (random)
  + 25-minute reporting back and group discussion
  + 5-minute preview of next month

**Kicking off – Understanding climate change and sustainability (Oct 2021)**

*Time commitment – participation in the session only*

This will be an introductory session to get everyone working on the online platform, get to know each other and set out engagement parameters.

* We could use the Climate Fresk game here online as an icebreaker event that builds the international breakout groups, and also provides prerequisite knowledge about climate change before the discussions begin.
* Setting out the principles of engagement between the cohorts:
  + Rules of engagement – respect, listening, equal time
  + How to coordinate main group and breakout discussions

**Conversation #1 – How is the climate crisis affecting your country? (Nov 2021)**

*Time commitment*

Up to 3 hours in video preparation as a group

1-2 hours to review videos and prepare for session

1.5 hours meeting time

*Recordings*

* What are the real climate issues affecting your country now?
* Are there specific elements of your own society that have contributed to/exacerbated the climate emergency?
* What are the wider implications for your country affected by climate change (e.g. health, economy, food security, energy access, water stresses, gender equality, social equity and inequalities)?
* What impact has the COVID pandemic had on your country’s approach to the climate emergency?
* How do you think climate change will affect your country in the future both positive and negative?
* What would you like to happen at COP26?

*Engagement*

* Purpose - understanding climate issues from other perspectives
* Place a representative from each institution in a breakout room to discuss what they saw in the videos, surprises, concerns, etc.
  + Were you surprised by any of the highlights from the other countries?
  + Did these commentaries break any stereotypes you may have had about these countries?
  + What are the key take-aways for your own nation and its challenges from this initial session and having heard from your peers?

**Conversation #2 – COP26 you and your country (Dec 2021)**

*Time commitment*

Up to 3 hours in video preparation as a group

1-2 hours to review videos and prepare for session

1.5 hours meeting time

*Recordings*

* How aware were you and your peers about COP26?
* Do you feel that your country and your generation had a voice at COP26?
* Think about the outcomes of COP26 and consider the commitments made and what you think about their future implementation and delivery….
  + - Are they equitable?
    - Are they realistic?
    - Did they go far enough?
    - Are you happy/disappointed?
    - Are you confident they will be met?

*Engagement*

* Purpose – examining if there is equitable access and engagement at COP26 and challenging your ideas of priorities
* Place a representative from each institution in a breakout room to discuss what they saw in the videos, surprises, concerns:
  + What could be done to improve awareness and what would you prioritise if you were given the chance to have your voice heard locally and globally?
  + Do you think all countries were represented equally at COP and what informs your decision?
  + What are you happy happened?
  + What would you liked to have seen?
  + What would you have changed about the process or outcomes if you had been in the room?
  + What do you see as the most effective action you can now take to support climate action in your country and globally?
  + Have those planned actions been affected by the conversations you have had with your peers across the world?

**Conversation #3 – A closer look at the bigger picture (Jan 2022)**

*Time commitment*

Up to 3 hours in video preparation as a group

1-2 hours to review videos and prepare for session

1.5 hours meeting time

*Recordings*

* Reflect back on the first Conversation about how the climate crisis is affecting your country and choose one of the areas you highlighted as impacted by climate change: health, food security, etc.
* Relate this area of the Sustainable Development Goals and discuss your countries progress towards the targets for this goal – what is the current status, opportunities, barriers, etc.

*Engagement*

* Purpose – Understanding the wider implications for – and of - climate change and how it is embedded in the sustainable development agenda.
* Place a representative from each institution in a breakout room to discuss what they saw in the videos, surprises, concerns,
  + Are the wider implications of climate change different from each country?
  + Why are they different?
  + Have any countries participating met the targets associated with SDGs?
  + Are any countries meeting the two key principles of the UN Agenda 2030 of *leave no one behind* and addressing the *furthest behind first* ? Have they specific targeted programmes to do so?
  + Are there distinct differences between the areas of the world?
  + How should we approach these challenges to overcome them?
  + Is it all doom and gloom? What are the positive outcomes of the changes we need to make?
  + Are you think locally or globally? Have these engagements changed the way you think about these challenges?

**Close out – Looking forward (Feb 2022)**

*Time commitment*

Up to 3 hours in video preparation as a group

1-2 hours to review videos and prepare for session

1.5 hours meeting time

A final close out meeting could be with the wider group to examine their future actions and plans and develop a summary of their key messages to their governments/universities/peers etc.

*Recordings*

* What can you now do (no matter how big or small)?
* What roles will you take individually, in the University, in other groupings and collectively to monitor and pressurise governments, Universities, society etc.?

*Engagement*

* This would be as a whole cohort presenting their overall commitments to future actions
* Wider feedback from facilitators and peers on their proposed actions
* Make an agreement on how they will hold each other accountable moving forward
* Examine whether they want to regroup again in 6 months to examine progress?

## Other Considerations

* Equitable access - Support for data to access the meetings for our LMIC students
* Time zones – how best can we manage these
* Do we want breakouts to be the same grouping throughout to build relationships and trust with one another or move them around to experience other opinions?

***26th July, 2021***

***TM/AG***