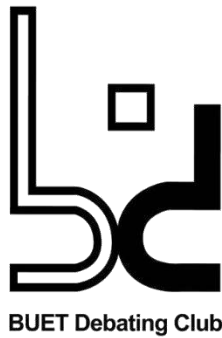


# Project Progress Report

[BUET Debating Club presents EcoChamps]  
[BUET Debating Club]  
[Submission Date: 02/02/2024]



### Project info

BUET Debating Club presented EcoChamps as the youth innovation fund project. EcoChamps is designed as a multi-level program which enables students to comprehend climate-based adaptation, loss and damage concepts in the context of the coastal areas of Bangladesh. The project was structured with the realisation that often students, especially STEM students in Bangladesh are unaware/not trained in policy considerations and discussions which affects their project design thinking in working environment. EcoChamps aimed to make students more aware about climate-based challenges and enhancing their problem-solving capability through inclusive decision-making practices. The entire project took place over the span of three months.

### Objectives of the Project

- To provide high school and university students, specially STEM students with climate challenge information and resources.
- To familiarize students with climate policy debates and considerations to increase their design thinking skills
- To introduce concepts of inclusion, equity, adaptation and loss and damage to students and teaching them to integrate these concepts into innovative climate challenge-based ideas
- To develop participants' problem skills through interactive feedbacks and multi-stage learning

### *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)**

**The first objective is more relevant to our project as EcoChamps is designed to ensure university students can specifically upgrade their climate challenge knowledge in both the technological, engineering and project-based side at the same time they can have inclusion and adaptation-based consideration and can understand the complex nuances and relationships that exists within the vulnerable areas.**

**Firstly through the case studies and research round – the students had a deeper understanding and comprehension about climate change related challenges in coastal areas of Bangladesh. They were provided with resources, study materials and guidelines followed by feedbacks on their ideas to gain knowledge.**

In the second round, the debate on global and local climate change policies in two rounds along with judge discussion which also enabled the students to conceptualize their knowledge as most university/high-school students are not exposed to climate change related policy discussion and importance of policy discussion in designing climate change projects. Furthermore, the project activity included an interactive workshop which consisted the participants individually asking questions about climate change related financing issues and inclusive ways of problem solving. In the final, the students are required to showcase their final climate change related problem-solving skills with all the newly acquired knowledge and skillsets with an expert discussion and QnA session.

### Team Composition

Total No. of team members: 33

Name of team member:

1. Prof. Dr. Ferdous Sarwar (Faculty Moderator)
2. Ishmam Tasnim (Project Lead)
3. Mahdee Mushfique Kamal (Project Lead)
4. M Abrar Muhit - Debate Coordinator
5. Nagib Mahfuz - Debate Coordination
6. Shoeb Ahmed Tanim (Project Lead)
7. Jannatul Ferdous Anyotoma - Promotion Team
8. Anika Tasnim Rafka - Design and Creative Lead
9. Shahana Alam - Design and Creative Lead
10. Labiba Islam Salsabil (Project Lead)
11. Asif Ahmed Tonmoy- Logistics Team
12. Farin Nowshin - Communication Team
13. Jamshedul Islam Rahat - Logistics Team
14. Nomrota Mehzabin - Communication Team
15. Moumita Paul - Communication Team
16. Puspita Mobarak - Logistics Team
17. Iltimas Wasek - Hospitality Team
18. Tanvir Arnob - Hospitality Team
19. Md. Amin Haque - Hospitality Team
20. Sadikur Rashid - Logistics Lead
21. Ishrak Noor - Management Team
22. Adib Ferdous - Resources Team
23. Prioto Morshed - Management Team
24. Mehedee Hasan - Management Team
25. Zereen Tasnim - Resources Team
26. Anindya Alam - Resources Lead
27. Fahim Foysal - Logistics Team
28. Tahzib Hossain Himadry - Debate Tabulation Coordinator
29. Momen Tazowar Momit - Logistics Lead
30. Tahseen Quayum - Logistics Team
31. Khan Tahmid Hasan Shafin - Promotion Team
32. Sifat Kawsar - Management Team

### 33. Mesbah Maleek - Awards Team

#### Location

Project Discussion Area: Coastal Region of Bangladesh including 19 coastal districts that are Jessore, Narail, Gopalganj, Shariatpur, Chandpur, Satkhira, Khulna, Bagerhat, Pirozpur, Jhalakati, Barguna, Barisal, Patuakhali, Bhola, Lakshmipur, Noakhali, Feni, Chittagong, and Cox's Bazar.

Project Participants - From all around Bangladesh

#### Reached people (Direct and indirect)

##### *Direct Reached people:*

301 Link Clicks

270 individual registrations. Gender-based info was not required in the registration process but visibly around 40% were female. Among the finalists, 11 out of 27 were females.

##### *Indirect Reached people:*

Total organic reach through Facebook - 27,616

Total Content Interaction - 1400+

#### Summary findings

In general, we found out that there exists significant gap in climate challenge related education in high school and university level. Most of the education and knowledge that are provided is mostly evolved around pollution. Modern adaptation, loss and damage, solar and renewable energy-based knowledge upgradation is largely required. Additionally, we found out the gap about project execution related and climate financing related knowledge and skill gap that exists. Interestingly, we found out that outside Dhaka - even though students are interested in participating in climate challenge related events - they sometimes lag behind due to this previous exposure to knowledge and resources - they should be exclusively provided access to modern climate challenge related knowledges.

#### Describing findings of the project

The project progress in stages from designing and planning the program outline, followed by promotion to universities and colleges through social media and also emails. Then the first round, the feedback session on the first round, the debate rounds, discussion session, case-study based interactive workshop took place on the course of the project. Through the final presentation and prizemoney followed by networking session - we believe the project progressed to give the participants avenue to progress as well and we found out the existing knowledge based and problem solving skill based problems which has been listed above.

### Measuring Progress

#### 7 Activities

1. Resources and Study Materials Sharing for a STEM based climate adaptation idea submission
2. Feedbacks on the ideas to teams
3. Debate Round 1 and judge discussion on climate policies
4. Debate Round 2 and judge discussion on loss and damage
5. Workshop on coastal area related climate projects and climate financing
6. Final problem-solving Round with QnA
7. Awards Giving and Talk with Experts

### Identifying new skills and where to learn more

Compared to conventional university competitions, both way communication with the participants can significantly improve the learnings and outcomes from such events as participants can clearly communicate on which aspects they are struggling and can seek expert help/workshops and focus groups. The both way clear communication can also attract more organic reach to events which we did throughout our promotions. We informed the teams that throughout the process they'll be provided learnings and resources as their requirements which inspired many teams out of conventional/prestigious background to sign up. Additionally, we have also learned the usefulness of step-by-step feedback sessions which can clearly demonstrate the development of the students.

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

The project could have better learning outcomes if we could create a communication session with the directly affected people of climate challenge with the university and high-school participants as that would enable the participants to empathize more, to craft more inclusive and consideration solutions to existing problems. Knowledge and interactive experiences of directly affected people therefore could have improved the project.

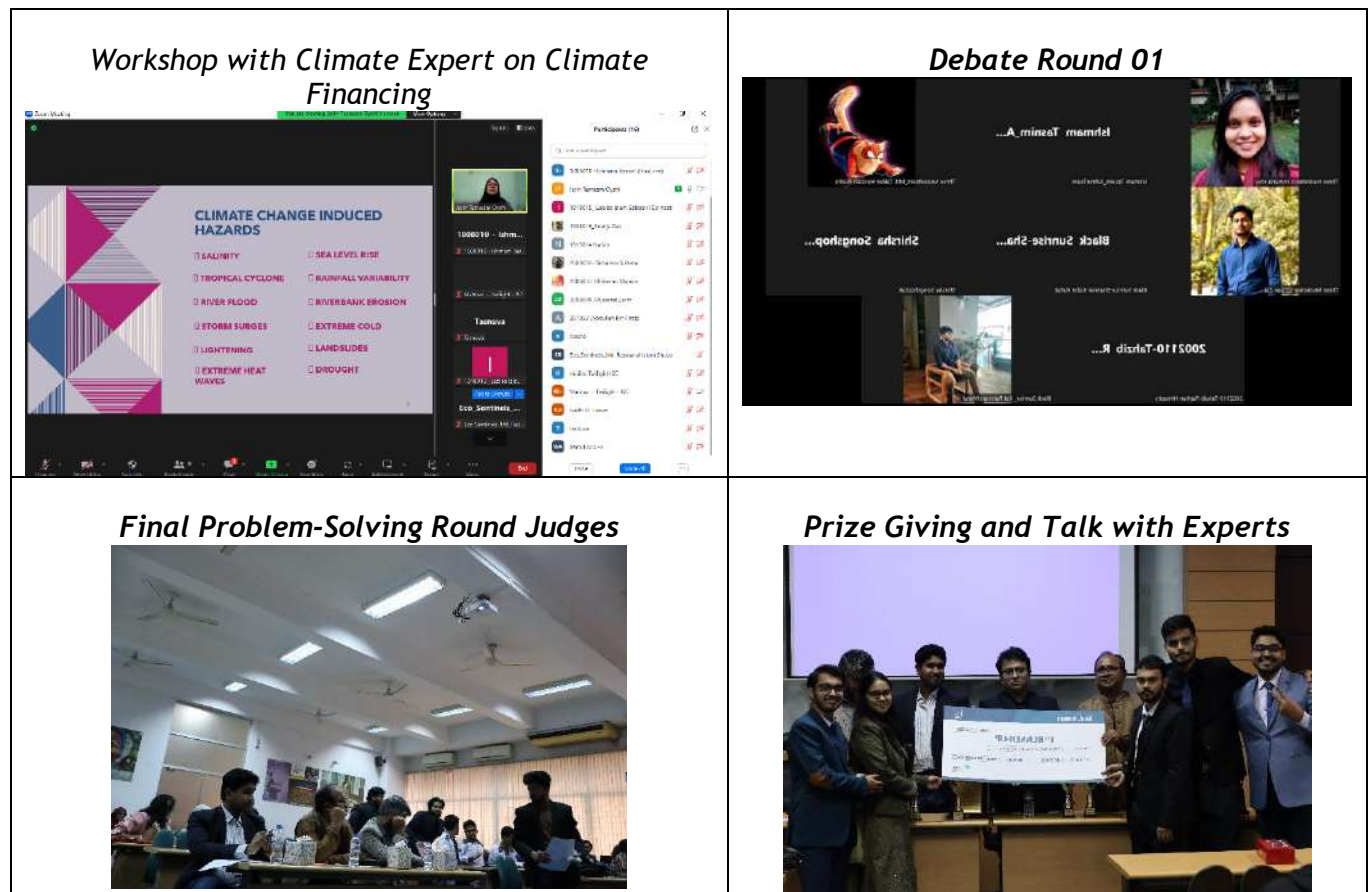
### What are the challenges/Risks you faced during the project activities? How you overcome/minimize those challenges?

We faced some challenges in the timeline of the project due to the political instability in the month of December. Therefore, we had to schedule our debate sessions and feedbacks online to accommodate teams outside Dhaka. We also faced challenges while searching for right resource persons who can allocate enough time for the participants for interactive debate sessions and workshops. We could overcome those by reaching out to resource persons from outside Bangladesh for extensive workshops. Since the project is structured to be extensive with multiple rounds - it was also challenging to accommodate all university and high school teams considering their examination and routine. We could overcome those by communicating to the related authorities to make all the rounds accessible to everyone.

### Write down the “lesson-learn” of your project

Ensuring equitable access to information and opportunities across the country on climate awareness requires categorization of the participants and providing them with appropriate resources instead of generalized ones.

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



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?

BUET Debating Club came to know about the youth innovation fund from the club alumni who also won the innovation fund (Shirsha Songshoptak and Jumana Tanuja) alongside our alumni who is currently at ICCCAD - Joyee Chakma Joy. We learnt about the details through ICCCAD Facebook page. BUET Debating Club always believed in knowledge development and problem-solving through discourses while being inclusive. Whilst we continued to provide training, workshop and activities – a

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lack of funding often leads to multitude of challenges including lack of motivation and lack of logistics to support the activities in which the fund benefitted. The fund also enabled us to level up our resources and access to universities and high-school nationwide, resulting in a more inclusive event than our previous capacity. We received significant support from ICCCAD throughout the levels – from resources to logistics. We also received resource persons and experts through the fund that helped us largely.

Internally, we faced some challenged to arrange permissions and venue in our campus – more communication with university authority would make our logistics arrangements easier. Additionally, if we could run through our project planning with experts from ICCCAD – that and have some feedbacks from them – it would also make the projects more effective. This could be done by taking gradual small scale project reports as well! Some workshops on project execution to the fund awardees would benefit the winners and would result in higher efficiency.