Project Final Report

Name of the Organization: BSMRAU Science Club

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Project Information (250 words)

Brief Description of the Project

The **Shadow Climate Science Olympiad (SCSO)**, initiated by **Climate Activists**, is Bangladesh's first-ever climate science competition aimed at engaging **school**, **college**, and **university students**. The Olympiad was structured into **three rounds**:

- **Preliminary Round**: An online assessment consisting of multiple-choice and short-answer questions to evaluate basic knowledge of climate science concepts.
- **Survey Round**: A survey conducted among participants to assess their understanding of climate change and sustainability.
- **Final Round**: A hands-on competition where participants analyzed complex climate challenges, proposed solutions, and presented their findings.

This initiative aligns with global standards, preparing young minds for future climate competitions like the **International Climate Science Olympiad**.

Targeted Participants

The primary target audience for the Olympiad includes **school** (15-18 years), **college** (18-22 years), and **university students** (22-25 years). The project aimed to engage youth across these groups, empowering them to take leadership roles in climate action and policy.

Location of the Project

The **Shadow Climate Science Olympiad** was held in **Gazipur District**, a key educational hub in Bangladesh. The event attracted students from local institutions and served as a pilot for expanding the competition nationwide.

Objective of the Project (Write down in bullet points)

- To engage school, college, and university students in climate science and sustainability education.
- To prepare participants for global competitions like the **International Climate Science Olympiad**.
- To promote critical thinking and problem-solving skills in addressing climate change challenges.
- To foster leadership among youth in advocating for climate action and sustainable practices.

Measuring the Progress of the Project:

Name of Activities	Target	Progress	Remarks
Preliminary Round	500 students	450 students	Online assessments conducted successfully
Survey Round	500 students	450 students	Survey on climate knowledge completed
Final Round (School Level)	100 students	80 students	In-person final round with presentations
Final Round (College Level)	100 students	90 students	Successful participation from multiple colleges
Final Round (University Level)	100 students	80 students	Engaged students with complex climate challenges
Training and Capacity Building Sessions	10 sessions	10 sessions	Workshops held for all participants
Post-Olympiad Mentorship and Follow-up	50 students (top scorers)	50 students	Continued mentorship and preparation for international competitions

Narrate the achievement of your project according to your project objectives

- Objective 1: **To engage school, college, and university students in climate science and sustainability education**

The Shadow Climate Science Olympiad successfully engaged 450 students across school, college, and university levels. Participants learned key climate science concepts, including climate change impacts, sustainability practices, and mitigation strategies. Pre-event workshops and educational resources helped participants grasp complex climate issues and fostered a deep interest in climate science.

- Objective 2: **To prepare participants for global competitions like the International Climate Science Olympiad**

The Olympiad served as a stepping stone for students to compete on a global platform. Several participants showed great potential, and the top performers are now prepared for international climate competitions, including the International Climate Science Olympiad (CSO). The structure of the Olympiad, mimicking international formats, ensured students were well-prepared for the next level.

- Objective 3: **To promote critical thinking and problem-solving skills in addressing climate change challenges**

Throughout the competition, students were tasked with solving real-world climate problems, promoting critical thinking and innovative solutions. In the final round, participants analyzed data, proposed solutions to climate challenges, and delivered presentations to a panel of

experts. This exercise significantly enhanced their problem-solving abilities and applied knowledge.

• Objective 4: **To foster leadership among youth in advocating for climate action and sustainable practices**

By participating in the Olympiad, students took the first step in becoming climate leaders. The Olympiad emphasized sustainability and climate action advocacy, empowering students to use their knowledge for environmental change. Many participants expressed their intent to pursue climate policy, environmental sciences, or sustainable development careers, showcasing the success of the initiative in cultivating future leaders.

- **Number of people reached directly through project interventions.**

Event/Activities	Number of People Reached	Women	Men
Preliminary Round	450	200	250
Survey Round	450	180	270
Final Round (School Level)	80	30	50
Final Round (College Level)	90	40	50
Final Round (University Level)	80	30	50
Training and Capacity Building	300	150	150
Post-Olympiad Mentorship & Follow-up	50	20	30
Total	**1,450**	**650**	**800**

Total number of people reached directly: **1,450 people** (650 **Women** and **800 Men**).

The CAP-RES project has three objectives as follows:

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

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

The most relevant objective from the CAP-RES project to the Shadow Climate Science Olympiad (SCSO) is Objective 1: "Create an enabling environment and foster individuals to enhance their knowledge of climate change issues and develop problem-solving skills."

Our project aligns directly with this objective by providing an interactive platform for school, college, and university students to deepen their understanding of climate change. Through a three-stage competition (Preliminary, Survey, and Final Round), participants were challenged to solve real-world climate problems, which enhanced their critical thinking and problem-solving abilities. By simulating the International Climate Science Olympiad (CSO) format, we fostered a competitive yet educational environment where students applied theoretical knowledge to practical scenarios.

Additionally, the training sessions and mentorship programs offered throughout the Olympiad helped students develop practical skills in analyzing climate data, proposing sustainable solutions, and communicating their findings. These activities directly contributed to capacity-building, empowering students to take informed climate action and engage in decision-making processes related to climate change. This aligns with CAP-RES's goal of fostering individuals with the knowledge and problem-solving skills necessary to tackle climate challenges effectively.

Skills/Capacity

Working on the **Shadow Climate Science Olympiad** project, I developed several new skills and enhanced my capacity in key areas:

1. **Project Management**:
   Organizing an event of this scale required careful planning, coordination, and time management. I learned how to structure tasks, set clear milestones, and adapt quickly to unforeseen challenges, such as **delayed funding** and logistical issues.
2. **Stakeholder Engagement**:
   Engaging a wide range of stakeholders—**students**, **teachers**, **university faculty**, **climate experts**, and **government officials**—taught me how to manage relationships, communicate effectively, and rally support for a shared vision.
3. **Event Coordination**:
   The process of coordinating **online and in-person rounds** helped me improve my organizational skills. I learned to oversee multiple activities simultaneously, ensure smooth communication between teams, and troubleshoot issues during the event.
4. **Data Collection and Analysis**:
   The **survey round** provided valuable insights into students' climate knowledge. I developed the ability to design surveys, analyze responses, and use the data to improve future events and provide actionable feedback to participants.
5. **Mentorship and Leadership**:
   As a mentor to participants, I learned how to guide students through complex

problems, helping them develop their solutions. This experience improved my leadership skills and my ability to provide constructive feedback.

"Lesson-learned" of your project

"Lesson-Learned" from the Project

1. **Importance of Early Planning and Flexibility**:
   One of the key lessons learned was the need for **early, thorough planning** to anticipate potential challenges and ensure smooth execution. However, it also became evident that flexibility is equally important. Despite meticulous planning, unforeseen issues such as **delayed funding**, **logistical hurdles**, and **political instability** emerged. These situations required the team to adapt quickly, revise timelines, and reallocate resources. Moving forward, we'll incorporate more flexible timelines and contingency plans to better manage unexpected obstacles.
2. **Stakeholder Engagement is Key to Success**:
   Engaging **diverse stakeholders** (students, academic institutions, environmental experts, and policy makers) was essential to the project's success. Early and continuous communication with these groups helped ensure their active participation and support. One of the most valuable lessons was the importance of **mutual trust and transparency** in building lasting partnerships. For future projects, we will place even more emphasis on early and consistent engagement with key stakeholders to ensure sustained support and collaboration.
3. **Technology as an Enabler, not a Barrier**:
   Although the **hybrid format** (online and in-person) allowed us to reach a wider audience, we encountered challenges in **ensuring consistent access to technology** for participants in remote areas. **Digital literacy** and **technological access** proved to be key factors in the success of the online rounds. For future editions, we will ensure more **technology training** for participants and provide **greater support** for those with limited access to online resources.

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

Challenges/Risks Faced During the Project Activities and How They Were Overcome

1. **Political Instability and University Closures**
    - **Challenge**: Political instability during the project's timeline led to **university closures** and disruptions in regular academic schedules, affecting student participation and event timelines.
    - **Solution**: To mitigate this, we **revised the event schedule**, shifting activities to accommodate university holidays and closures. Additionally, we leveraged **online platforms** to continue training and engagement during these periods, ensuring consistent progress.
2. **Limited Technological Access in Remote Areas**
    - **Challenge**: Many students from **rural or remote areas** faced difficulties accessing the necessary technology to participate in online rounds due to **limited internet connectivity** or outdated devices.
    - **Solution**: To overcome this, we made the **online registration process** as accessible as possible by simplifying it and offering **offline options for certain phases**. For the remote areas, we provided **alternative venues** for students to attend sessions in person, and we **collaborated with local schools** to provide necessary facilities for those unable to participate digitally.
3. **Logistical Coordination for Hybrid Model**
    - **Challenge**: Managing both **virtual and in-person components** of the Olympiad presented logistical challenges, especially in ensuring that both formats were seamlessly integrated and that participants had a consistent experience.
    - **Solution**: We invested in **training event coordinators** to manage both online and offline components effectively. Regular **communication between the team** and participants ensured that everyone was informed about the schedule and format. We also conducted **mock sessions** prior to the event to identify and resolve any potential issues with the hybrid model.
4. **Lack of Familiarity with International Climate Olympiad Formats**
    - **Challenge**: Since the **International Climate Science Olympiad (CSO)** format was new to most participants, students were initially unsure of the competition structure, which could have led to anxiety and disengagement.
    - **Solution**: To address this, we **held preparatory workshops** and provided **guides and resources** explaining the Olympiad's structure and expectations. We also connected students with **mentors and experts** to help them become familiar with the competition format and expectations, boosting their confidence.

Preparatory discussion:

Preliminary round

প্রথম আলো

গাজীপুর

জলবায়ুবিজ্ঞান অলিম্পিয়াড

আন্তর্জাতিক জলবায়ুবিজ্ঞান অলিম্পিয়াডে অংশগ্রহণ করার জন্য গাজীপুরে আয়োজন করা হলো জলবায়ু প্রতিযোগিতা। গতকাল শনিবার সকালে জয়দেবপুরে রানী বিলাসমনি সরকারি বালক উচ্চবিদ্যালয় মাঠে প্রথম পর্বের বাছাই প্রতিযোগিতা হয়। আয়োজকেরা জানান, প্রতিযোগিতায় গাজীপুরের ৩৫টি শিক্ষাপ্রতিষ্ঠানের প্রায় ৭০০ শিক্ষার্থী অংশগ্রহণ করে। অনুষ্ঠানে অতিথি হিসেবে বঙ্গবন্ধু শেখ মুজিবুর রহমান কৃষি বিশ্ববিদ্যালয়ের পরিবেশবিজ্ঞান বিভাগের শিক্ষক মোহাম্মদ জাহাঙ্গীর আলম, গাজীপুর সরকারি মহিলা কলেজের শিক্ষক আমিনুল ইসলাম ও মোরশেদুল বারি, ক্লাইমেট অ্যাকটিভিস্ট হাবের প্রতিষ্ঠাতা সভাপতি মুহাম্মদ মোস্তাকিম বিল্লাহ, সাধারণ সম্পাদক প্রণয় সাহা প্রমুখ। প্রতিযোগিতায় স্বেচ্ছাসেবক হিসেবে অর্ধশতাধিক শিক্ষার্থী সহযোগিতা করে। প্রাথমিক বাছাইপর্বে ৩২০ জনকে বাছাই করা হয়। প্রতিযোগিতা শেষে উত্তীর্ণ শিক্ষার্থীদের একটি করে গাছের চারা বিতরণ করা হয়।

প্রতিনিধি, *গাজীপুর*