



## **3<sup>rd</sup> Capacity-building Hub Adaptation and Resilience Day**

### **Sustory – Sustainability Story From Micro to Macro: Creating an Ecosystem of Actionable Knowledge Concept Note**

#### **Background:**

At Sustory, we are painting a picture of our sustainable world through storytelling. We empower, analyze, educate, and enable action through the sensemaking and sense giving process of transition and adaptation to a sustainable world. We encourage all to be a part of the solution, not the problem. We use storytelling due to its nature of being partly true and partly imagined. As our world is not sustainable, we need imagination to create an alternative, inspirational future. We encourage curiosity and proactivity, and nurture ecosystems for positive impact.

#### ***A. Introduction***

As digitalization continues to be a growing trend around the world, many communities in rural and remote areas do not have affordable and stable access to the internet. The COVID-19 pandemic exacerbates this shift as work, education, and interpersonal relationships move online at a faster pace. This has contributed to the digital divide, the gap between people with access to digitalized Information and Communications Technology (ICT) and those that do not. The digital divide is not just geographical, but considers social, economic, cultural, and individual approach to technology.

There is an urgent need for policymakers to better understand climate change, promote policies and regulations to mitigate risks, actively seek solutions, and share actionable knowledge to facilitate climate resilience and adaptation. The key to increasing knowledge in these areas is education, and e-platforms have arisen as valuable tools in this process.

With limited access to information and resources readily available on digital platforms, rural youth and young adults cannot participate in conversations and education that are based on a digital medium. *Micro to Macro* explores how youth and their communities could access contextualized digital information while considering how to incorporate community-level knowhow that lacks recognition on a global scale.

When considering education, context is essential. The sensemaking and sense giving theories (Omolewa, 2007) and traditional ways of knowledge sharing (Grenier, 1998) are still at the center of learning in rural and remote areas. As shown in the work by Le Roux and Breshears (2016), change will only become long-lasting when it makes sense and is integrated in a way





where the ones adopting the change can identify the value of it. Even if technology can facilitate access to information, it does not replace the need for local context. When implementing an ICT project, it is imperative to consider local context and community needs while adapting to the e-readiness in the community.

Learning is strongly linked to community, society, and environment. Hence, contextualized learning is essential for global capacity building related to climate change.

### ***B. Micro to Macro Project Description***

*Micro to Macro* was developed by the project team during a UNITAR internship in Summer 2021. The study period was over six weeks and included 33 interviews, two surveys, and a workshop. The framework of *Micro to Macro* is partnerships with universities, local actors, and learning pathways. The focus is building on knowledge fragments in local communities and considering how to incorporate the natural learning process in educational material. The aim is the development of a resilient ecosystem to educate and empower for action.

On a larger scale, the goal is to compile these micro-learning materials on a site that, by using neural-network AI technology, creates a curated learning pathway that incorporates practical skills related to the SDG's and Climate Action. Utilizing artificial intelligence (AI) on the platform enables efficient sorting and personalized learning content based on needs, preferences, and demand. The AI mapping would provide information on existing knowledge and skillsets in regions, which could be traced to the SDG's as practical examples on how to work toward achieving them; this would address the issue brought forward by Pollitzer (2018) on making the SDG's more tangible for impact. In tandem, it allows for exploring gaps in content and hence, identifying local and global calls for educational material.

*Micro to Macro* aims to amplify existing knowhow, e.g., indigenous people's knowledge of and experience with climate change. Indigenous communities are at the forefront of climate change, and *Micro to Macro* aims to empower people to develop materials based on traditional knowledge and practices.

In tandem, *Micro to Macro* seeks to empower youth not only through access to contextualized climate change educational material but offers the opportunity to be involved in the development process of this material. Youth are at the center of all capacity building; it is critical that education and information generated today serves the needs of the future.

The *Micro to Macro* network could facilitate learning, collaboration, and coordination related to climate change adaptation and actionable knowledge on a global scale. Ultimately, *Micro to Macro* focuses on capacity building through education and strengthening ecosystems for long-term impact. In tandem, it promotes continuous learning as information and fragments can be built into the system as they emerge.





## Objectives:

The *Micro to Macro* workshop shall seek to:

- Engage the audience to collaboratively explore the framework of *Micro to Macro*.
- Examine opportunities, challenges, funding opportunities, and stakeholders.
- Embrace a polyphony of voices to navigate challenges and innovate solutions.
- Encourage dialogue between different perspectives while valuing them equally, seeking solutions that integrate knowhow from multiple standpoints.
- Integrate indigenous ways of knowing into the *Micro to Macro* framework.
- Support youth in contributing to integrated innovative solutions.

## Format:

Venue: 3<sup>rd</sup> Capacity-building Hub within COP26 (Blue zone)

Location: Glasgow, UK

Date: November 5<sup>th</sup>, 2021, Friday

Length: 60 minutes

Language: English

This session will be structured as a workshop, starting with an introduction and ice-breaker activity. Following this, the project team will briefly present *Micro to Macro: An Ecosystem of Actionable Knowledge* using a presentation and pre-recorded video. There will be a short Q&A session prior to a 20-minute breakout group activity where participants will be randomly assigned to one of four moderated groups, exploring one of the following areas: Opportunities, Challenges, Funding and Stakeholders respectively. Each group will then share their findings in the group discussion before closing comments. Following the workshop, the project team will compile all comments and thoughts into a document to be sent to interested parties.

The session aims to be interactive and curate an environment of active questioning, rethinking, and innovation. The project team believes in the power of collaboration, a trans-disciplinary approach, and challenging the boundaries of what's possible – this session is designed to harness and engage participants to work together towards creating an ecosystem of actionable knowledge.

This workshop is an opportunity for participants to share experiences related to climate change education, rural/urban partnerships, learning processes, indigenous people's knowledge, and youth voices. It is the starting point for this project to move forward to next phases with a global perspective and deeper understanding of opportunities, needs, and challenges.

Further, this event is a way to inspire others to join the movement so that cross-learning can occur. We do not have all the answers – this workshop is an opportune starting point to collaborate on an international scale.





## General Structure:

### Micro to Macro Workshop Schedule

17:15 – 17:20 5 minutes	<b>Introduction &amp; Ice breaker</b> Brief introduction and ice breaker questions.
17:20 – 17:30 10 minutes	<b><i>Micro to Macro: An Ecosystem of Actionable Knowledge Project</i></b> <b>Presentation</b> Project team presents a brief presentation on <i>Micro to Macro</i> including background research and preliminary project plan.
17:30 – 17:35 5 minutes	<b>Reactions &amp; Clarifying Questions</b> Opportunity for participants to ask clarifying questions before the breakout room activity.
17:35 – 17:55 20 minutes	<b>Activity: Opportunities, Challenges, Funding, Stakeholders</b> Participants will be randomly assigned to four moderated breakout rooms to discuss one of the above elements in a small group. Each group will explore the respective topic, record their thoughts, and prepare a short overview to share during the group discussion.
17:55 – 18:10 15 minutes	<b>Group Discussion</b> Space for the small groups to share their thoughts and findings, leading to a larger group discussion.
18:10 – 18:15 5 minutes	<b>Closing Thoughts</b>

Speakers		
Name	Role	Affiliation/Organization
Helena Sarcone	Project Lead	Sustory – Sustainability Story
Tina Karme	Sustory Co-founder & Researcher of Alternative Leadership Models	Sustory – Sustainability Story

Moderators		
Name	Role	Affiliation/Organization
Tatenda Mutasa	Climate Change Scientist	Climate Change Management Department, Government of Zimbabwe
Michael Garlid	Youth Board Advisor	Alternative Leadership Models: Leadership in Peace and Balance Initiative
Tafadzwa Dhlakama	NDC Partnership Coordinator	United Nations Development Programme
Tarek Fahmy Abdrabo	Senior Service Designer and Innovation Consultant	Sustory – Sustainability Story
Niklas Green	Partnerships and Outreach	Sustory – Sustainability Story
Erin Nickels	Health Care Specialist	Sustory – Sustainability Story





## Outcomes:

- Find partners that are willing to engage in developing this idea into a concrete action plan for implementation and development.
- Connect actors to pilot the concept and build the foundation of micro-learning materials for scale-up.
- Promote the capture and mapping of existing actionable knowledge to be shared.
- Support co-creation of contextualized micro-learning educational material with indigenous people.
- Begin the co-creation of a decentralized model for generating learning.
- Promote inclusivity in the development and access to learning materials.

## Relevant Links:

Sustory – Sustainability Story <https://sustory.fi/>

## Works Cited:

Grenier, L (1998) “Working with Indigenous Knowledge: A guide for Researchers” Ottawa: International Department Research Centre.

Le Roux, A., and Breshears, D (2016) “Introducing Open Source Reference Management Software to a Rural South African Campus: Evaluating Effectiveness of Workshops at the University of the Free State’s Qwaqwa Campus” Journal of Higher Education in Africa Vol. 14, No.2 p. 49 -60.

Omolewa, M (2007) “Traditional African Modes of Education: Their Relevance in the Modern World” International Review of Education, Nov 2007 Vol 53. No. 5/6 p. 593-612.

Pollitzer, E (2018) “Creating a better future: Four Scenarios for how digital technologies could change the world” Journal of International Affairs, Vol 71, No. 7, p. 75-90.

