

Summary Report of HUC Academy 2018

ICIMOD

Climate Science and Adaptation in the Hindu Kush Himalayan Region: A Transdisciplinary Approach

HUC Himalayan
University
Consortium

1–14 July 2018

Kathmandu and Pokhara, Nepal

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**UNIVERSITÄT
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CENTRE FOR DEVELOPMENT
AND ENVIRONMENT**



About ICIMOD

The International Centre for Integrated Mountain Development (ICIMOD) is a regional knowledge development and learning centre serving the eight regional member countries of the Hindu Kush Himalaya (HKH) – Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan – based in Kathmandu, Nepal. Globalization and climate change have an increasing influence on the stability of fragile mountain ecosystems and the livelihoods of mountain people. ICIMOD aims to assist mountain people to understand these changes, adapt to them, and make the most of new opportunities, while addressing upstream and downstream issues. ICIMOD supports regional transboundary programmes through partnerships with regional partner institutions, facilitates the exchange of experiences, and serves as a regional knowledge hub. We strengthen networking among regional and global centres of excellence. Overall, we are working to develop economically and environmentally-sound mountain ecosystems to improve the living standards of mountain populations and to sustain vital ecosystem services for the billions of people living downstream – now and in the future.



ICIMOD gratefully acknowledges the support of its core donors:

The governments of Afghanistan, Australia, Austria, Bangladesh, Bhutan, China, India, Myanmar, Nepal, Norway, Pakistan, Sweden, and Switzerland.

Himalayan University Consortium Academy 2018 Report
Summary Report

**Climate Science and Adaptation
in the Hindu Kush Himalayan Region:
A Transdisciplinary Approach**

1–14 July 2018 | Kathmandu and Pokhara, Nepal

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Introduction

Universities and research centres play a key role in generating and sharing knowledge on climate change and providing evidence for effective climate change impact mitigation policies and practices. They fill crucial knowledge gaps and infuse technical content into public discourse that can influence policymakers and public opinion. The Himalayan University Consortium (HUC), an initiative under ICIMOD's regional programme on Mountain Knowledge and Action Networks (MKANs), was founded in 2007 with a mandate to develop an effective, sustainable network of universities in the HKH that collaborate with academic, research, and knowledge-generating institutions both within and outside the region, to achieve sustainable mountain development.

The HUC Academy is a flagship annual intensive programme of the consortium, providing cross-disciplinary scholarship opportunities to young researchers. It aims to create a new generation of transformational leaders committed to mountain research, who are capable of producing consequential knowledge, innovative policies, and environmentally responsible business practices to address the challenges faced by the HKH and offer transboundary solutions. The four signature features of the HUC Academy are: mountain focus; interdisciplinarity; field research; and, leadership.

The HUC Academy 2018, titled "Climate Science and Adaptation in the Hindu Kush Himalayan Region—a Transdisciplinary Approach", took place in Kathmandu and Pokhara from 1 to 14 July 2018, as part of a two-year grant made to the HUC by the Swiss Agency for Development and Cooperation (SDC). The project aims to advance knowledge of climate science and promote effective and sustainable adaptation measures. It seeks to scale up the impacts of previous and existing interventions made by the Indian Himalayas Climate Adaptation Programme (IHCAP) in the HKH, and promote regional collaboration between higher education institutions in India and neighbouring countries.

The objectives of the HUC Academy 2018 were to:

- Enable participants to enhance their scientific and applied knowledge on issues of climate change and adaptation in the HKH region
- Enable participants to improve the practical skills required to become competent academics, practitioners, and future leaders
- Create an interdisciplinary network of teaching faculty and scholars in climate change and adaptation in and for the HKH

Programme

The course was designed to build key skills and competencies in the areas of climate science and adaptation to climate change. Based on learner-centred methods and interactive practical work, it aimed to create space and opportunities to exchange ideas and approaches and update knowledge. Class sessions were supported by expert inputs, real-life case examples, and field excursions, while session-based group work helped the participants to work together to put their learning into practice. The groups were created on the first day of the Academy to ensure diversity of approaches, backgrounds, and thematic orientation throughout group work. Each group was asked to prepare a common research strategy based on shared learnings gained during lectures and group exercises (interdisciplinary work) and in the field (transdisciplinary approach, leading to modifications of the original research ideas). The research strategies contained research questions, methods used in the field, insights from the field, and recommendations. Each group reviewed another group's research strategy according to clear review criteria.

The programme consisted of 28 sessions organized in 8 modules, and was completed in 14 days. Three modules were devoted entirely to fieldwork, during which participants applied transdisciplinary skills for knowledge co-production. Details of the programme are mentioned in Annex III.

- Module 1:** Understanding Climate Change and Its Biophysical Impacts; Knowledge for Sustainable Mountain Development
- Module 2:** Conceptualizing Climate Change Impacts and Climate Change Adaptation; Understanding Human Dimensions of Climate Change
- Module 3:** Responding to Impacts of Climate Change 1: International and National Policy Processes
- Module 4:** Responding to Impacts of Climate Change 2: Adaptive Governance, Limits to Adaptation (Human Mobility), and Evaluation for Effective Adaptation
- Module 5:** Preparing an Inter- and Transdisciplinary Research Strategy for Climate Change Adaptation Issues in Context
- Module 6:** Validating the Identified CCA Challenges; Developing Concrete Inter- and Transdisciplinary Research Strategies
- Module 7:** Communicating Research to Various Audiences
- Module 8:** Evaluation, Learning, and Closing of the Programme

Feedback by participants

An evaluation of each session was collected from individual participants at the end of each day through a one-page questionnaire. The participants were also asked to provide overall feedback on the Academy in a plenary session on the final day of the programme. Feedback was analyzed according to various themes and other criteria at the end of the time in Pokhara. After the event, the HUC Programme Coordinator met with selected participants, in particular the four fellows who had taken part in the HUC Academy 2017 and the Asia Pacific Water Leadership Programme, in order to conduct an in-depth reflection on and comparison of the trainings they had attended.

Content

Of the many things the participants learnt, adaptation to climate change, tools for research, communication exercises, and developing a field-based research proposal were rated as the most important. The fellows who had attended the HUC Academy 2017 were particularly impressed by the way the subjects of social and natural sciences were integrated in this year's academy, and by the overall smooth flow of the programme, compared to the previous year's academy. However, the participants also expressed the need to integrate the social and natural science debates on adaptation to a greater extent.

Apart from the focus on the mountains of the HKH, it was felt that a discussion on the downstream impacts of climate change would have been helpful. The fellows of Academy 2017 remarked that the focus on disasters that take place rapidly came at the expense of disasters that unfold slowly.

Overwhelmingly, the participants appreciated the usefulness of the leadership and academic writing modules, but stated that their sequencing/scheduling could be improved (see below). Some of them wished for incorporation of more technical aspects, such as GIS and modelling.

The participants' views on the duration of the field component were mixed. While those who had participated in the previous academy appreciated the extended duration of the fieldwork—from one day (Academy 2017) to three days—the majority of the participants wanted more time allotted in the field. Meanwhile, some mid-career faculty members were of the opinion that the field engagement could be shortened by a day, leaving more time for plenary meeting across groups so as to promote cross-learning and to provide feedback to the community in a more systematic manner (see below).

Some participants also mentioned that the transdisciplinary component (of fieldwork) could have been more structured, with presentations of group work progress each evening and presentations across groups to share learnings. It was suggested that after data collection and stakeholder interaction are done during the day, a plenary could be arranged in the evening to share how the different groups interacted with the stakeholders, and then combine the learnings of the day and learn from each other. There was a clearly felt need for a session on field investigation methodology, including an introduction to different tools and techniques.

Programme Schedule

The general opinion was that the schedule of the programme was rather intensive. The shift between the modules could have been paced out, they said. The sequence of leadership and academic writing modules could have been integrated in a way that would have helped the participants to concentrate fully during the field training. Similarly, it would be important to take into account seasonal constraints on field work: since it was the main rice sowing season, it was very difficult for farmers to attend the meetings.

Networking

The participants were of the view that while it was good to stick to one group, as this enhanced collaboration in group and team work, this led to them having less time and opportunities to work with members of the other three groups. Thus, networking across groups did not take place to the desired extent, compared to Academy 2017.

Overall feedback

Overall, the academy was well received by all. The participants were satisfied with the experience and appreciated that practical aspects were also covered along with theory, and that they got a chance to learn from the community and apply the knowledge in research. However, it would have been good if a workflow to give feedback to the community had been included, they said.

Feedback mechanism

The academy fellows appreciated the participatory and timely approach in evaluation and feedback collection, as well as preparation of proceedings. However, the fellows of Academy 2017 noted that the daily one-page questionnaire with closed questions did not leave room for qualitative reflection. They felt that while the idea of getting evaluations at the end of each day might, on paper and on site, have the advantage of capturing impressions while they were fresh, they would rather have mid-week and end-of-week evaluations, coupled with online surveys, inclusive of open questions—as this would give sufficient time and adequate privacy for more thoughtful reflection.

Feedback from faculty

This section summarizes the feedback from select faculty members who took part in the debriefing session on 5 July 2018 at the ICIMOD headquarters in Kathmandu, and from subsequent email and face-to-face exchange with both ICIMOD and Swiss faculty members by the HUC Programme Coordinator.

A total of 34 faculty members, including 6 Swiss citizens, were involved in designing, drafting, and delivering the programme (Annex III). The core faculty members started discussing the structure of the programme as early as December 2017. The first ICIMOD faculty meeting took place in mid-March 2018, and the first and only all-faculty meeting was held towards the end of May 2018. Preparation of sessions and modules was done in pairs or small groups of faculty, consisting of both ICIMOD and Swiss.

The faculty from both ICIMOD and its partners unanimously agreed on the importance of communication and leadership by the two academic co-coordinators, with the assistance of the HUC Programme Coordinator, to ensure

the success of the academy. Particularly, they appreciated the instructions on the logic of the programme (learning objectives and the knowledge pathway) circulated by the two co-coordinators. However, they also felt that it would have helped if the Notes to Faculty were distributed earlier in the process and made explicit during the initial discussions itself.

The faculty members from ICIMOD highlighted the challenge of building an interdisciplinary team within the organization and working across themes and programmes. While it appeared to be a daily, ordinary matter of usual business at ICIMOD, when it came to coordinating an intensive training programme of this scale and ambition, they said, it was crucial to secure ownership and sustain commitment throughout the process of preparation and delivery.

The faculty from Switzerland highlighted the efficiency of frequent online/Skype interaction among pairs and small groups of session and module contributors. The faculty also noted the diverse possibility of contributions—back-end, video-recorded lectures—to optimize resources. According to them, it was important to document the process and learnings for the HUC's future curriculum development activities.

Timing, schedule, and backup/replacement plans were mentioned as important from an organizational perspective, especially in the context of competing demands on faculty's time and contributions. The general view was that the roles and responsibilities of session and/or module leads should be made clear as early as possible, preferably during the ICIMOD annual planning period, for sufficient time allocation for the task.

The contribution of the local HKH resource persons was seen as one way to promote the HUC network. However, it was stated that their involvement should be incorporated much earlier in the process, which would require proper planning and communication (in terms of academic content and logistics).

Finally, they pointed out that ownership at the institutional level plays a key role in securing substantive inputs and support from the theme leaders. It was also pointed out that strong support from the directorate and senior management would help the academy to establish itself as a flagship annual programme of the HUC and ICIMOD, and strengthen the commitment of the staff members towards the academy.

Reflection of organizers

This section summarizes the reflections—on both Academies 2017 and 2018—of the organizing team, consisting of the HUC Secretariat, and involved selection and logistical matters. The representatives of the HUC Secretariat conducted informal, evaluative conversations—with individuals, in pairs, and in small groups—on the various organizational aspects of the academy, ranging from the selection process, communication, pre-departure preparation, travel and arrival, to onsite support, logistics, and reimbursement.

They conveyed that the participants were highly appreciative of the prompt and effective communication by the Secretariat throughout the process. At the same time, the participants wished to receive more communication from the academic co-coordinators before departure. The pre-departure content/knowledge survey instituted in 2017 for the first academy was, according to those who attended it, quite helpful in terms of orientation and self-evaluation.

The organizers stated that the participants were satisfied with the travel arrangements. However, according to some of them, the reimbursement process appeared cumbersome or inconvenient. The onsite logistical support provided by the Secretariat was also well received. As for stationery, it was felt that each participant should have received an all-inclusive bag (as in Academy 2017). The printing of learning materials appeared to be wasteful to most of participants, while others insisted on having a take-home kit for further reference.

It was also learnt that the inclusion of participants with serious difficulty in communicating in English, and those who did not go through a formal selection process, as well as those holding senior administrative positions, and/or senior in age, posed some practical challenges in team building, and had a negative effect on group performance and dynamics.

Annex I: Faculty

Following is the list of faculty involved in the HUC Academy 2018:

Title	Name	Gender	Country	University/Institution
Dr	Ajay Rastogi	Male	India	Vrikshalaya Himalayan Centre
Dr	Amina Maharjan	Female	Nepal	ICIMOD
Ms	Amy Sellmyer	Female	Nepal	ICIMOD
Dr	Anjal Prakash	Male	Nepal	ICIMOD
Dr	Anne Zimmermann	Female	Switzerland	CDE, University of Bern
Ms	Anu Kumari Lama	Female	Nepal	ICIMOD
Dr	Arabinda Mishra	Male	Nepal	ICIMOD
Dr	Arun Bhakta Shrestha	Male	Nepal	ICIMOD
Dr	Carolina Adler	Female	Switzerland	MRI, University of Bern
Dr	Chanda Gurung Goodrich	Female	Nepal	ICIMOD
Dr	Chi Huyen Truong	Female	Nepal	ICIMOD
Dr	Christian Huggel	Male	Switzerland	University of Zurich
Mr	Debabrat Sukla	Male	Nepal	ICIMOD
Dr	Erik de Maaker	Male	Netherlands	Leiden University
Mr	Farid Ahmad	Male	Nepal	ICIMOD
Mr	Ghulam Muhammad Shah	Male	Nepal	ICIMOD
Dr	Ivo Wallimann-Helmer	Male	Switzerland	University of Zurich
Dr	Janita Gurung	Female	Nepal	ICIMOD
Mr	Jitendra Bajracharya	Male	Nepal	ICIMOD
Dr	Laurie Vasily	Female	Nepal	ICIMOD
Dr	Mandira Shrestha	Female	Nepal	ICIMOD
Dr	Nadine Salzmann	Female	Switzerland	University of Fribourg
Ms	Nuvodita Singh	Female	Nepal	ICIMOD
Dr	Philippus Wester	Female	Nepal	ICIMOD
Dr	Pranita Bhushan Udas	Female	Nepal	ICIMOD
Dr	Rajan Kotru	Male	Nepal	ICIMOD
Mr	Roshan Pudasaini	Male	Nepal	LI BIRD
Dr	Santosh Nepal	Male	Nepal	ICIMOD
Mr	Santosh Raj Pathak	Male	Nepal	ICIMOD
Dr	Suman Bisht	Female	Nepal	ICIMOD
Mr	Swapnil A Chaudhari	Male	Nepal	ICIMOD
Mr	Udayan Mishra	Male	Nepal	ICIMOD
Dr	Veruska Muccione	Female	Switzerland	University of Zurich
Dr	Vishwas Sudhir Chitale	Male	Nepal	ICIMOD

Annex II: List of participants

A total of 22 participants from 8 countries participated in the HUC Academy 2018. A short profile of the participants is given below:

Title	Name	Gender	Country	Specializations	University/Institution
Ms	Sameera Noori	Female	Afghanistan	Disaster management, Business	Coordination of Afghan Relief (CoAR)
Mr	M. M. Abdullah Al Mamun	Male	Bangladesh	Agriculture economics, management	University of Chittagong
Ms	Binata Roy	Female	Bangladesh	Climate change and development, environmental science	Bangladesh University of Engineering and Technology
Ms	Tanjila Akhter	Female	Bangladesh	Water resources, engineering	Bangladesh University of Engineering and Technology
Ms	Kausila Timsina	Female	Bhutan	Water resources, engineering	Royal Thimphu College
Dr	Om Katel	Male	Bhutan	Water resources, geography	Bhutan College of Natural Resources
Ms	Na Guo	Female	China	Natural resource management	Lanzhou University
Ms	Zainab Khalid	Female	China	Energy management, environmental science	Lanzhou University/ COMSATS Institute of Information Technology
Mr	Omaid Najmuddin	Male	China	Ecology	University of Chinese Academy of Sciences
Mr	Shiva Pokhrel	Male	China	Transboundary ecology and environment; information technology	Yunnan University
Ms	Neetu Tyagi	Female	India	Computer science and engineering	State Change Climate Centre
Dr	Wishfully Myllemngap	Female	India	Botany	Govind Ballabh Pant National Institute of Himalayan Environment and Sustainable Development
Mr	Ajay Kumar Gupta	Male	India	Climate change vulnerability assessment, environmental science	Forest Research Institute
Ms	Tin New Win	Female	Myanmar	Agronomy, plant physiology	Yezin Agricultural University
Mr	Thae Naung Lwin	Male	Myanmar	Geology and sedimentation	University of Yangon
Ms	Pabitra Jha	Female	Nepal	Forestry, forest management	Institute of Forestry
Mr	Bikram Manandhar	Male	Nepal	Watershed management	Institute of Forestry
Ms	Huma Hayat	Female	Pakistan	GIS and climate change, waste water treatment	COMSATS Institute of Information Technology
Dr	Haroon Khan	Male	Pakistan	Plant ecology, climate change	University of Agriculture, Peshawar
Mr	Iqtidar Hussain	Male	Pakistan	Environmental science, physical geography, climate change	Institute of Tibetan Plateau & Research, University of Chinese Academy of Sciences/Karakoram International University
Ms	Achala Dahal	Female	Nepal	Public administration, finance	Nepal Administrative Staff College
Mr	Tara Prasad Kharel	Male	Nepal	Interdisciplinary water resources, law	Nepal Administrative Staff College

Annex III: Programme

Sunday, 1 July 2018

Session	Time	Activity
Orientation & Inauguration	14:30–15:00	Registration <ul style="list-style-type: none"> Ms Achala Sharma, Programme Associate, Himalayan University Consortium (HUC), ICIMOD
	15:00–15:10	Opening remarks <ul style="list-style-type: none"> Dr Philipus (Flip) Wester, Regional Programme Manager, Mountain Knowledge and Action Networks (MKAN), ICIMOD
	15:10–16:10	Orientation <ul style="list-style-type: none"> Dr Anjal Prakash, Programme Coordinator - HI-AWARE, River Basins and Cryosphere, ICIMOD Dr Anne Zimmermann, Senior Research Scientist, Centre for Development and Environment (CDE), University of Bern Expectations, Ice-breaking; Key Message Game
	16:10–17:10	Leadership <ul style="list-style-type: none"> Mr Santosh R. Pathak, Partnership Contract Officer, Strategic Cooperation, ICIMOD
	17:10–17:20 17:20– 17:30	Welcome remarks <ul style="list-style-type: none"> Dr Eklabya Sharma, Deputy Director General, ICIMOD Dr Mustafa Ali Khan, Team Leader, Indian Himalayas Climate Adaptation Programme (IHCAP), Swiss Agency for Development and Cooperation (SDC), New Delhi
Dinner	17:30 onwards	Reception dinner

Week 1: 2–6 July 2018

Monday, 2 July 2018

Module 1: Understanding Climate Change and its Biophysical Impacts; Knowledge for Sustainable Mountain Development – *Santosh Nepal, Anne Zimmermann*

Session	Time	Resource Person(s)	Method	Activity/Session Title
1	9:00–09:45	Philippus Wester	Formal presentation	Inaugural lecture: Key trends in the HKH–outcome of the Hindu Kush Himalayan monitoring and assessment programme
2	9:45–10:45	Arun B. Shrestha, Nadine Salzmann, Santosh Nepal	Presentation, Q&A	Introduction to the science of climate change; global and regional models; what would a 2°C world look like for the HKH?
	10:45–11:00	<i>Tea/Coffee Break</i>		
3	11:00–12:30	Arun B. Shrestha, Nadine Salzmann, Veruska Muccione, Santosh Nepal	Presentation, Q&A	Climate Change Impacts in the HKH <ul style="list-style-type: none"> • CC Impacts on Mountain Cryosphere • CC Impacts on Water Resources
	12:30–13:30	<i>Lunch Break</i>		
	13:30–14:00	Group photo		
4	14:00–15:30	Anne Zimmermann , Santosh Nepal , Veruska Muccione	Group exercise	Biophysical impacts of climate change in the HKH: what do we all know? (Students' perceptions)
	15:30–15:45	<i>Tea/Coffee Break</i>		
5	15:45–16:30	Anne Zimmermann , (Carolina Adler)	Interactive presentation	What knowledge is needed for sustainable mountain development and how do we produce it?
6	16:30–17:00	Amy Sellmyer, Santosh R. Pathak , Udayan Mishra	Group work	Leadership, summing up learnings of the day, etc.

Tuesday, 3 July 2018

Module 2: Conceptualizing Climate Change Impacts and Climate Change Adaptation; Understanding Human Dimensions of Climate Change – *Anjal Prakash*

Session	Time	Resource Person(s)	Method	Activity/Session Title
1	9:00–10:30	Veruska Muccione , Mandira Shrestha	Presentation, Q&A	<ul style="list-style-type: none"> • Introduction to internationally accepted conceptual frameworks; • key concepts and terminologies of CCA; and risks
	10:30–11:00	<i>Tea/Coffee Break</i>		
2	11:00–12:30	Anu Lama , Erik de Maaker	Presentation, Q&A	Climate change, adaptation, and local community: a sociological perspective.
	12:30–13:30	<i>Lunch Break</i>		
3	13:30 – 15:30	Chanda G. Goodrich , Pranita B Udas, (Suman Bisht)	Group work	Gender and social inclusion: relevance to understanding the impacts of climate change on society
	15:30–15:45	<i>Tea/Coffee Break</i>		
4	15:45–17:00	Ajay Rastogi	Group work	What is really an impact of climate change on the HKH? Does climate change affect everyone in the same way?

Wednesday, 4 July 2018

Module 3: Responding to Impacts of Climate Change 1: International and National Policy Processes – Veruska Muccione, Mandira Shrestha

Session	Time	Resource Person(s)	Method	Activity/Session Title
1	9:00 – 10:30	(Carolina Adler), Ivo Wallimann-Helmer, Veruska Muccione	Presentation, Q&A	The international policy framework: UNFCCC and the Paris Agreement (mitigation, adaptation, and climate justice)
	10:30–11:00	<i>Tea/Coffee Break</i>		
2	11:00–12:30	Mandira Shrestha , Veruska Muccione	Presentation, Q&A	Frameworks for analysing DRR and its impact on the HKH
	12:30–13:30	<i>Lunch Break</i>		
3	13:30–15:30 <i>(tea break included)</i>	Janita Gurung, Rajan Kotru , (Swapnil Chowdhury)	Role play	NAPA and LAPA: how can different stakeholders be taken into account and what are the trade-offs that emerge?
4	15:30–16:15	Amy Sellmyer, Santosh R. Pathak , Udayan Mishra	Debriefing & presentation	Leadership and effective feedback.
	16:15	(Santosh R. Pathak), Participants		Self-organized event in town

Thursday, 5 July 2018

Module 4: Responding to Impacts of Climate Change 2: Adaptive Governance, Limits to Adaptation (Human Mobility), and Evaluation for Effective Adaptation – Anjal Prakash

Session	Time	Resource Person(s)	Method	Activity/Session Title
1	9:00–10:30	Arabinda Mishra	Presentation, Q&A	Adaptation to climate change in the HKH: the need for adaptive governance and transformative adaptation
	10:30–11:00	<i>Tea/Coffee Break</i>		
2	11:00–12:30	Amina Maharjan	Presentation, Q&A	Migration, mobility, and adaptation
	12:30–13:30	<i>Lunch Break</i>		
3	13:30–15:00	Anjal Prakash , Ghulam Shah, (Farid Ahmad, Nuvodita Singh)	Short presentation and group work	What is successful adaptation? How to measure effectiveness of adaptation?
	15:00–15:15	<i>Tea/Coffee Break</i>		
4	15:15–17:30	Anu Lama , Roshan Pudasaini	Presentation, delivery of materials	Know your field sites: Rupa–Begnash watershed area; Understanding of four field contexts: Majhthana—climate-smart agriculture; Sundaridada—ecotourism; Sundaridanda—agrobiodiversity; Rupa Fishery Cooperative

Friday, 6 July 2018

Module 5: Preparing an Inter- and Transdisciplinary Research Strategy for Climate Change Adaptation Issues in Context – *Anne Zimmermann, Veruska Muccione*

Session	Time	Resource Person(s)	Method	Activity/Session Title
1	9:00–10:30	Veruska Muccione, (Christian Huggel, Nadine Salzmänn)		Knowledge and tools for climate change adaptation—an upstream–downstream perspective
	10:30–11:00	<i>Tea/Coffee Break</i>		
2	11:00–12:30	Laurie Vasily, Debabrat Sukla	Presentations, Q&A	Communicating science—nuts and bolts; using social media to communicate science
	12:30–13:30	<i>Lunch Break</i>		
3	13:30–17:00	Anjal Prakash, Anne Zimmermann , Anu Lama, Vishwas Chitale, Roshan Pudasaini	Presentation, Q&A group work (four groups), preparing fieldwork	<ul style="list-style-type: none"> • Introduction to the group tasks (with a quick reminder about what it means to do inter and transdisciplinary research) • Working with Roshan Pudasaini on research questions and developing a field approach • For each group: preparation of problem statement based on a conceptual “mapping” of the context, a set of questions to ask, list of stakeholders, etc.

Saturday, 7 July 2018

TRAVEL TO POKHARA

Time	Activity
7:30	Depart for Pokhara <ul style="list-style-type: none"> • Participants to have breakfast at hotel before departure • Checkout to be completed by 7:15
13:30 approx.	Arrival in Pokhara Lakeside and Lunch
14:30–17:30	Free time at Lakeside
17:30 sharp	Departure from Lakeside for Rupa–Begnas Watershed Area
18:00	Check-in at Begnas Lake Resort & Spa
19:00	<i>Dinner</i>

Week 2: 8–14 July 2018

Fieldwork in Rupa–Begnash Watershed Area

Daily Schedule (8–10 July 2018)

Sunday, Monday, Tuesday , 8, 9, 10 July 2018

Module 6: Validating Identified CCA Challenges; Developing Concrete Inter and Transdisciplinary Research Strategies – *Anne Zimmermann, Anu Lama*

Time	Activity
07:00–07:30	<i>Breakfast</i>
07:30–09:30	Travel to field sites (vehicle/foot)
09:30–12:00	Fieldwork
12:00–13:00	<i>Lunch</i>
13:00–15:30	Fieldwork
15:30–16:30	Return to hotel, <i>tea/coffee</i>
16:30–18:00	Group work at hotel
18:00–19:00	Rest/free time
19:00	<i>Dinner</i>

Wednesday, 11 July 2018

Group Work, Preparation of Research Strategy and Elevator Pitch videos

Time	Resource persons	Activity
8:30– 12:00	Faculty available on call	<ul style="list-style-type: none"> A short instruction on expectations/requirements for group presentations, Anne Zimmermann Independent group work: prepare research strategy and a presentation of this strategy

Tea/Coffee to be served around 10:30

12:00– 13:00	<i>Lunch Break</i>	
13:00– 13:20	Amy Sellmyer, Jitendra Bajracharya	<ul style="list-style-type: none"> What is an elevator pitch and how does one do it?
13:20– 15:30	Faculty available on call Amy Sellmyer, Jitendra Bajracharya	<ul style="list-style-type: none"> Group work continues Video recording for elevator pitches: 5 minutes per participant, outside the meeting hall.
15:30– 17:00	Santosh R. Pathak	Leadership

Thursday, 12 July 2018

Module 7: Communicating Research to Various Audiences – Anne Zimmermann, Laurie Vasily

Session	Time	Resource Person(s)	Activity/Session Title
1	8:00–10:00	Anjal Prakash, Anne Zimmermann	Presentation and review of the groups' inter and transdisciplinary research strategies <ul style="list-style-type: none"> • 2 group presentations • Peer feedback • Discussion
	10:00–10:30	<i>Tea/Coffee Break</i>	
2	10:30–12:30	Anjal Prakash, Anne Zimmermann	2 group presentations <ul style="list-style-type: none"> • Peer feedback • Discussion
	12:30–13:30	<i>Lunch Break</i>	
	13:30–15:30	Anne Zimmermann	Scientific writing—writing for an academic audience: the rules of scientific articles Part 1: Audience, Strategy, Structure, Moves
	15:30–15:45	<i>Tea/Coffee Break</i>	
Free Late Afternoon			
<i>Lake View party!</i>			

Friday, 13 July 2018

Session	Time	Resource Person(s)	Activity/Session title
1	08:30– 10:00	Anne Zimmermann	Scientific writing, part 2: coherence, concision, precision, and methods
	10:00– 10:30	<i>Tea/Coffee Break</i>	
2	10:30–12:30	Anne Zimmermann	Scientific writing, part 3: results, discussion, plagiarism, tables and figures
	12:30–13:30	<i>Lunch Break</i>	
3	13:30– 14:45	Anne Zimmermann	Scientific writing, part 4: abstract, conclusion, review, and publication process
	14:45– 15:00	<i>Tea/Coffee Break</i>	

Module 8: Evaluation, Learning, and Closing of the Programme – Anjal Prakash, Anne Zimmermann, Chi H. Truong

Session	Time	Resource Person(s)	Method	Activity/Session Title
	15:00 – 16:00	Anjal Prakash, Anne Zimmerman, Chi H. Truong		<ul style="list-style-type: none"> • Revisiting main messages • Action planning
	16:00–17:00	Anjal Prakash, Anne Zimmerman, Chi H Truong	Participatory games, formal closing	<ul style="list-style-type: none"> • Evaluation • Certificate distribution • Closing speech • Votes of thanks

Saturday, 14 July 2018

06:30–07:30	Breakfast
08:00	Checkout
08:30	Departure for Kathmandu
15:00	Arrival in Kathmandu / Check-in at Hotel Himalaya

End of Programme

Sunday, 15 July 2018

Departure from Kathmandu

About the Himalayan University Consortium (HUC)

Universities and research centres play a key role in generating and sharing knowledge on climate change and providing evidence for effective climate change impact mitigation policies and practices. They fill crucial knowledge gaps and infuse technical content into public discourse that can influence policymakers and public opinion.

The Himalayan University Consortium (HUC) – an initiative under ICIMOD’s regional programme on Mountain Knowledge and Action Networks (MKAN) – was founded in 2007 with a mandate to develop an effective, sustainable network of universities in the Hindu Kush Himalaya (HKH) region, in collaboration with academic, research and knowledge generating and exchange institutions both within and outside the region for sustainable mountain development.

The HUC Academy is a flagship annual intensive programme of the consortium, providing cross-disciplinary scholarship opportunities to young researchers. It aims to create a new generation of transformational leaders committed to mountain research, who are capable of producing consequential knowledge, innovative policies, and environmentally responsible business practices to address HKH mountain challenges with transboundary solutions. The four signature features of the HUC Academy are: mountain focus; interdisciplinarity; field research; and, leadership.



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