

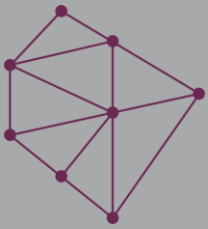


CLiVEX Climate Justice

Engagement & Impact
March 2024 - May 2026



Co-funded by
the European Union



SHARING
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Sharing Perspectives builds people-to-people connections across differences, ideologies, and borders.



Our role in ClivEX

- Designed & delivered 5 virtual exchange iterations of **Climate Justice: From Inequality to Inclusion**
- Designed & delivered impact evaluation
- Coordinated participation of partner institutions in the virtual exchange

Climate Justice: From Inequality to Inclusion

Format

Dialogue-based virtual exchange - 10 weeks - 90 hours - 3 ECTS

2-hour weekly synchronous small group (8-12) facilitated dialogue sessions (Zoom)

Curated curriculum on Climate Justice (Brightspace)

Weekly preparation assignments before dialogue sessions (Brightspace)

Weekly reflection assignment after dialogue session (Brightspace)

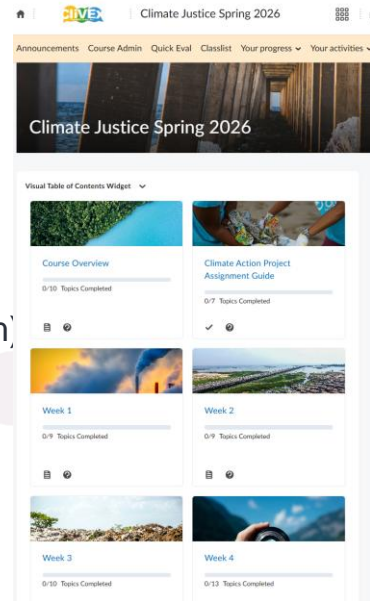
Climate Action Project assignment

Group Process Framework

Group stage model from Orientation and Group definition through Encountering difference and Genuine exchange to Forward-looking brainstorming and Winding down

Programme follows curriculum but facilitators have high autonomy on designing sessions based on their groups need following the Process framework

Recruitment: Through partner institutions across Europe and Southern Mediterranean Countries



Climate Action Projects

Format

1. Choose team and subject. 2. Create a project proposal. 3. Implement the proposal and collect evidence. 4. Present the project to your group.

Results

270+ projects

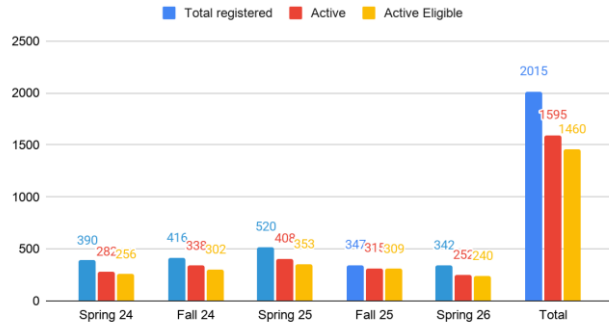
Examples

The "Tree Trail Horizon" project involved a four-person team from Palestine and Ireland planting 8000 seeds in various locations. The project aimed to promote environmental awareness and action through local seed-planting, highlighting the collective impact of small actions on a global scale. Team members documented their efforts with photographs

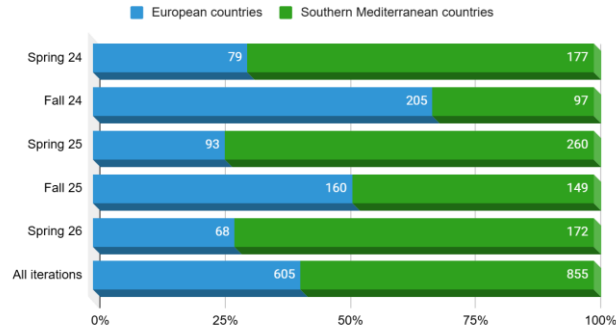
The "waste heroes" team created an educational board game designed to promote climate justice awareness and sustainable practices. The game used a creative, playful approach to teach players about climate-related social issues, encouraging discussion and action. The goal was to reach a wide audience, especially students, and foster a sense of collective responsibility. They also created an instagram account to promote it, and performed a survey to gauge reactions.

Participation & Reach

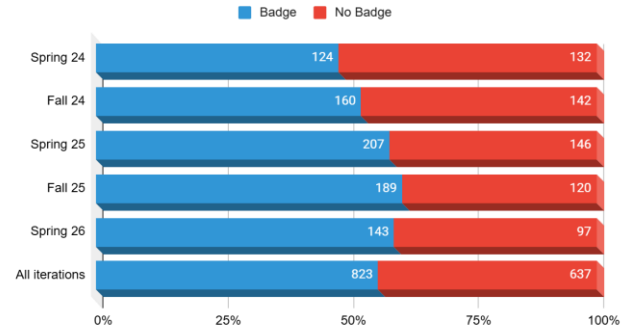
1.1 Registered, active & eligible participants



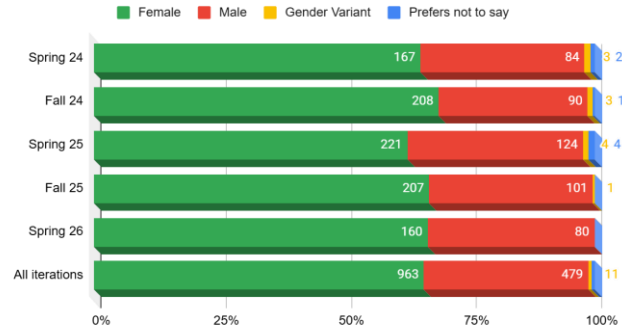
2.4 Regional residence



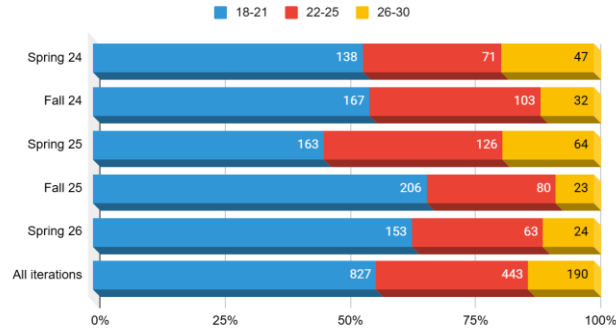
3.2 Successful course completion



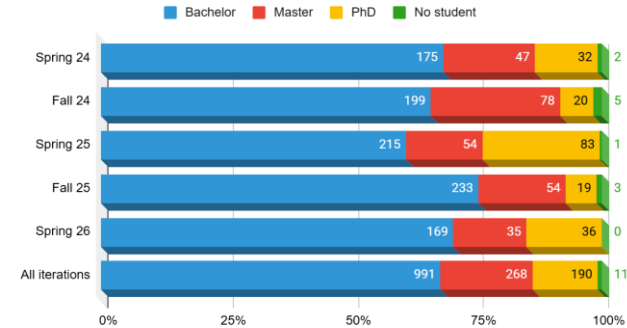
2.1 Gender

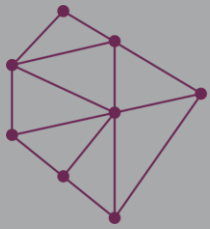


2.2 Age



2.3 Degree level





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Impact measurement

Pre & post course survey

Post session feedback forms



European GreenComp Framework

- Adapted scales from the European GreenComp Framework to match course delivery
- Shortened questionnaire
- Evaluated each iteration separately
- Validated scales using CFA after 3rd iteration
 - ◆ Acceptable loadings on scales

Greencomp

Embodying Sustainability Values challenges learners to reflect on their personal worldviews and values.

Embracing Complexity in Sustainability equips learners with systemic and critical thinking capacities.

Envisioning Sustainable Futures enables learners to identify actions and construct alternative future scenarios.

Acting for Sustainability encourages learners to take individual and collective action and to hold responsible parties accountable.

Dependent Variable	Spring 2024 (n=101)	Fall 2024 (n=199)	Spring 2025 (n=175)	Fall 2025 (n=106)	Spring 2026 (n=68)
Embody	0.74	0.64	0.96	0.61	0.51
Embrace	0.43	0.33	0.30	0.20	0.26
Envision	0.12	0.09	0.32	0.21	0.01
Acting	0.69	0.69	0.71	0.67	0.65



Post course Satisfaction

Satisfaction scores	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
Overall course satisfaction	95.10%	97.10%	95.50%	91.90%	92.10%
Facilitator satisfaction	97.10%	97.10%	96.60%	96.70%	93.40%
Course material satisfaction	93.10%	90.20%	90.30%	86.30%	86.70%
Satisfaction with the Learn.Dialoguex.On line Platform	97.10%	89.20%	91.50%	94.40%	90.80%
Satisfaction with the course structure	91.20%	89.20%	87.50%	78.70%	88.00%

These scores indicate the sum of the two highest scores on a 5 point likert scale (i.e. Very Satisfied + Satisfied)



Post session Satisfaction

Satisfaction	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
Your facilitators	95%	94%	94%	94%	93%
The discussions	89%	85%	86%	82%	85%
The materials of this week	91%	87%	87%	84%	86%
The overall quality of the session	92%	89%	90%	89%	88%

These scores indicate the sum of the two highest scores on a 5 point likert scale (i.e. Very Satisfied + Satisfied). These scores are from the session surveys, which participants fill out after each session.



Student Voices

- Female, Italian, 22-25, BA: I really appreciated the **opportunity to express our thoughts**, which is not something I have often encountered during my uni years. I also liked that **we could speak without fear of judgment**. I valued the **diverse backgrounds that enriched our discussions**.
- female, Palestinian, 18-21, BA: CliveX was about more than simply sustainability and climate justice. It gave me **useful abilities that went beyond those themes**. My **communication abilities developed** in the course, which focused on **impactful storytelling and clarity**. I gained knowledge on **how to assess material critically** and **work well with others on projects**. My perspective was widened and **a sense of shared responsibility was established by interacting with other peers**. To sum up, CliveX offered a comprehensive educational programme that included employable skills.
- Male, French, 18-21, BA: As an inhabitant from the Global North, **it truly opened my eyes about climate change and climate justice**. And being able to hear about it directly from people living in regions of the world that suffer more directly from climate change definitely contributed to it.
- Female, French, 18-21, BA: By the end of each encounter, **i used to tell my family about all the new things I've learned and how we could integrate new habits in order to make a significant impact on climate change**
- Male, Polish (based in NL), 22-25, BA: I was able to learn a lot from people from all around the world. **Its not often you can hear directly how people are being effected by climate change and how different their living situations are in comparison to mine**. I also liked that **everyone in the group was open to speak about certain topics and learn together**.

A comparative carbon footprint study



0.78 kg CO ₂ e per student-hour Online Course	5.16 kg CO ₂ e per student-hour In-Person Course
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Key Results at a Glance

The in-person course emits **6.6× more CO₂e per student-hour** than the online course, which is a difference of 4.38 kg CO₂e/h per student.

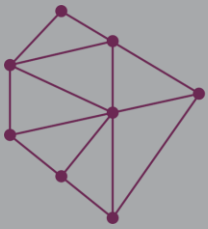
What causes the difference?

Online: Energy is the main issue

In-Person: Transport as main source

An innovative pilot study

To measure and compare the greenhouse gas (GHG) emissions generated by the same type of educational activity in two different formats (one delivered entirely online, one in person) on a rigorous, methodologically sound basis



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Key Insights & lessons learned

Climate Justice: From Inequality to Inclusion

- Means of integration of VE at local institution matters
 - ◆ Accredited and locally supported boosts retention & badge obtainment
- Structured & facilitated dialogue supports subject matter learning
 - ◆ Qualitative analysis shows students linking their learning to engaging with diversity in safe and structured manner
- Structural & long-term integration of VE at HEIs requires continuous external funding
 - ◆ HEIs are unable to fund participation in dialogue-based VE themselves

Parting gift from student to facilitator (Spring 26)





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Thank you

Questions?