

Education for Sustainable Development



The Case for Children Participation in Community based Climate Change Adaptation

Promoting child rights to end child poverty



Climate change vulnerability in Southeast Asia



Igen (12 years), Lembata Indonesia: *"Now from the field we can only harvest one or two sacks of corn. Many crop fields are failing. Farmers are not sure when they have to plant. From the elder we learned, corn harvesting used to be in March, but now in May it was still raining."*

Igen parents used to recognize signs from nature when they have to start planting, *"but now, no more, farmers can no longer read the signs."*

“I had to go to the river to fetch water. Before I would go once or twice a month, or we could get water easily from the water gravity flow system.

Now, during the dry season, water becomes less. I need to go to the river every two to three days. Each time, I need to bring back 10 cans [20 litres each] for my family.”

Girl from Dakrong district, Quang Tri province, Vietnam



Child Centered Climate Change Adaptation Asia-Pacific



Goal: *'Safe and resilient communities in which children and young people contribute to managing and reducing the risks associated with changes in the climate'.*

Cross-region learning



A map of Southeast Asia and surrounding regions, including parts of South Asia, East Asia, and Oceania. The map shows countries such as Nepal, India, Myanmar (Burma), Thailand, Vietnam, Philippines, Malaysia, Indonesia, Papua New Guinea, and Australia. The Indian Ocean, Arabian Sea, Bay of Bengal, Andaman Sea, Gulf of Thailand, South China Sea, East China Sea, Sea of Japan, and Coral Sea are labeled. The map also shows the borders of China, South Korea, Japan, and various Australian states (NT, QLD, WA, SA, NSW). The Plan International logo is placed in several locations across the map, including Nepal, India, Myanmar, Thailand, Vietnam, Philippines, Malaysia, Indonesia, Papua New Guinea, and Australia.

Promoting child rights to end child poverty Plan

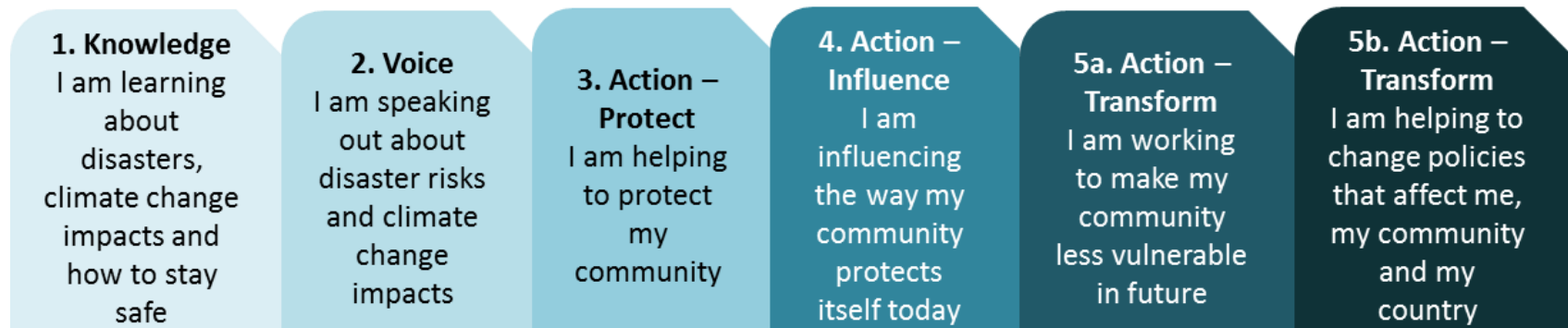
Plan

Child Centered Climate Change Adaptation



1. **AWARENESS:** Increased knowledge and understanding of children, youth and communities on climate change.
2. **ACTION:** Participatory planning and implementation of local climate smart solution (at school and community level)
3. **ADVOCACY:** Driving change by giving children a voice in government processes at all levels

Degree of child 'agency' or leadership (Back et al., 2009) →

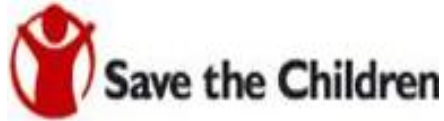


Degree of engagement on climate change adaptation (EcoAdapt, nd) →

Levels of child participation

- Laos: children education and considering benefits of community project for children
- Indonesia: Monitoring and documentation of community project
- Thailand: youth facilitators involved in community project planning & activities
- Vietnam and Indonesia: Children and youth-led project competition

Partners



Key government stakeholders

Community-based organizations

Local communities

Schools

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Highlights:

- High satisfaction rate
- Project addresses several objectives that people **value**:
 - new knowledge
 - exposure to people and technology
 - tangible community improvements

Relevance

- **Interested** to learn about the causes and consequences of disasters, changes in climate and weather patterns
- For learning **to be effective**:
 - *link climate change knowledge with people's lived experiences,*
 - *combine scientific information with local wisdom*
 - presentation formats for language diversity and illiteracy.
 - Learning by doing – seed grants
- **Creativity is important !**



Participation

Core elements of 4CA

Built capacity to explore how and why things are changing in the community

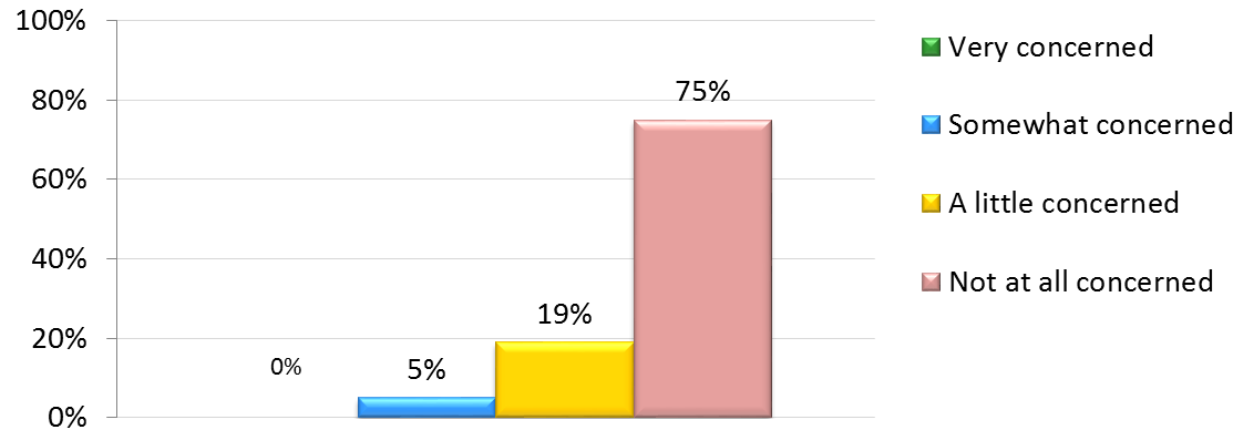
Thailand: Children undertake action research with the community to explore risk and changes.



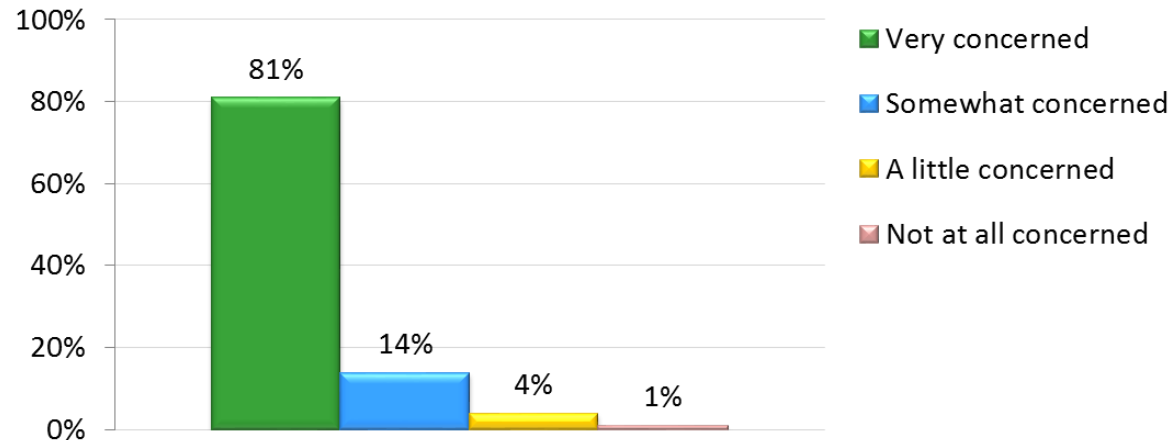
Relevance

How concerned are you about the impact of climate change?

Before

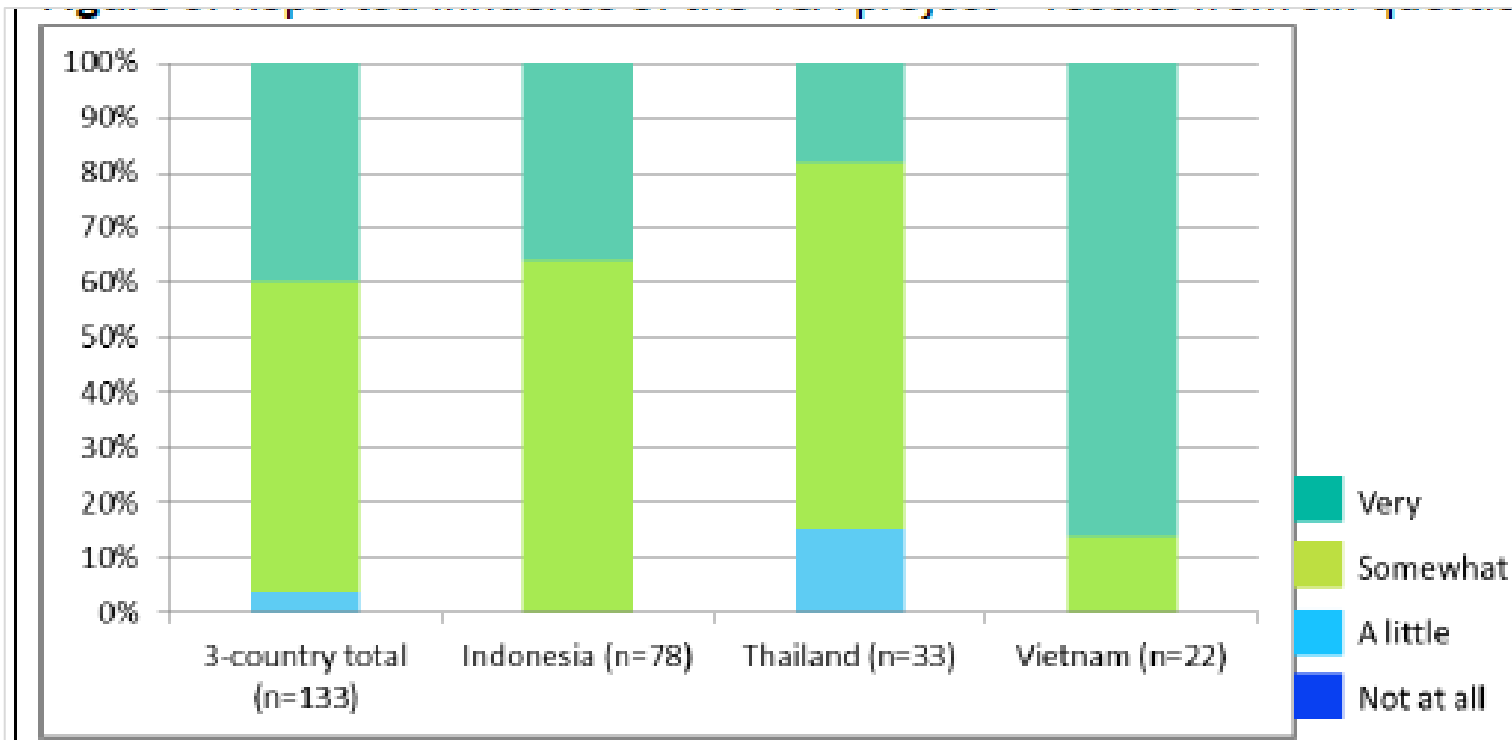


After



Impact

Q: How much influence do you think the project has had on you (e.g. changes in behavior, confidence, willingness to try new skills?)



Impact

Social/ cultural



Increased confidence in voicing their perspective

Increased problem-solving skills


Improved attitude toward the environment and the collective impact of the individual action


Increased knowledge about disaster and climate change and risk reduction

Women and children spent less time fetching water to water plants with bamboo infusion system



Impact

Environmental	
	Improved access to water and decreased time in fetching water from the spring with construction of water tank and water infusion system
	Preservation of water spring, protection of forest and mangrove
	Decreased pollution by switching from chemical to organic fertilizer
	Reduce slash and burn practice

Economic	
	Better access to rainfall forecast
	Improved rice harvest with organic fertilizer
	Reduced risk of crop damage with livestock fencing and in areas of less flood risk
	Green skills in vocational training study

Sustainability

- **Social / cultural impacts** of the project (e.g., related to knowledge, attitudes, beliefs and norms) show the most potential for lasting impact.
- Direct beneficiaries have **ownership** and reflect a willingness to sustain project outcomes. Link to government mandate
- Sustainability of outcomes could be at risk in the absence of further interventions. Depends on **communities' governance capacity** and successes in attracting government help

Quote

“Before, they [people in the commune] didn’t pay attention to climate change. When there was drought or a flood they just thought it was nature, no one cared about prevention. With the project we now recognize why weather is changing, that it’s getting hotter and floods are more frequent. People really recognize climate change and how it influences their living. Now, they want to stop crop fields near the river because of flood risk.”

— Representative from Thanh Commune and local project management board, Dakrong District, Vietnam

What we have learned?

- **Focus on local impacts** – from current changes in disaster risk/environmental changes to the longer-term issues of climate change
- Age appropriate (child friendly) **visual** education material and interactive learning needed!
- Important to **link** school & community activities!
- **Child participation**: approaches/levels taken by countries differ depending on context. Need to convince the adults too! Process is important!
- Mobilize **technical support** for adaptive measures and encourage peer learning