



UNFOLDING FUTURE RESILIENCE CHILDREN'S PARTICIPATION IN CLIMATE CHANGE ADAPTATION



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Save the Children

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FOREWORD

Bangladesh is considered to be one of the countries that have already been exposed to the negative impacts of climate change. According to the Global Climate Risk Index (GCRI) 2013, Bangladesh lies at 4th position amongst other countries in the world with 824,000 deaths in the period 1991 – 2010, and the largest number of events (274) for any country in the world.

Climate change affects children severely. Children are at greater risk of injuries, death, displacement, loss of caregivers and post-traumatic stress due to climate change. As well, climate change threatens children's development through the decreased access to food, water, health care and education; increased exposure to abuse and violence; and increased prevalence of vector-borne diseases and acute respiratory infections.

Though impact of climate change on children is severe and diverse, climate change assessment and adaptation plans rarely consider children's vulnerabilities or their specific needs and priorities. But it is extremely imperative to include children's perspective and integrate children's specific needs and priorities through a child centred approach that recognizes the role and rights of children as citizens and agents for changes in climate change adaptation policies and plans as the population of the children comprises about half of the population of Bangladesh.

Save the Children International (SCI) strongly believes that addressing climate

change induced risks, consequences and the underlying causes for the both can reduce the impact of climate change on children's survival, development and protection, particularly when children themselves are at the centre of that effort.

In this given backdrop, SCI has been implementing an Integrated Child Centred Climate Change Adaptation in Bangladesh (ICCCCA), an eleven-month project funded by AusAID through ANCP from July 2012 located in Dhaka, Kurigram and Pirojpur districts. The project aims to enhance adaptive capacity of children and the community as a whole to address the underlying causes of poverty and vulnerability to climate extremes.

In this stage, SCI is keen to document lessons learned from the project to promote children's participation to further extent in which NIRAPAD provides technical support.

The lessons learned exercise on child centred climate change adaptation intervention identifies some learning points. I hope these lessons learned would help us to improve effectiveness and efficiency of the future interventions on child centred climate change adaptation.

Md. Mostak Hussain

Director – Emergency, Save the Children

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We would also like to extend our gratitude to the people who would finally utilize the study findings.

Kazi Shahidur Rahman
CEO, NIRAPAD

ABBREVIATION

CCA	- Climate Change Adaptation
CCDRR	- Child Centred Disaster Risk Reduction
CRA	- Community Risk Assessment
CVA	- Climatic Vulnerability Analysis
DRR	- Disaster Risk Reduction
ICCCCA	- Integrated Child Centred Climate Change Adaptation Project
IGDs	- Interactive Group Discussions
NGOs	- Non Government Organisations
PLW	- Participatory Learning Workshop
PRA	- Participatory Rural Appraisal
SCI	- Save the Children International
SMC	- School Management Committee
UDMC	- Union Disaster Management Committee
UNCRC	- United Nations Child Rights Convention

EXECUTIVE SUMMARY

Save the Children seeks to identify the lessons learned from the Integrated Child Centred Climate Change Adaptation (ICCCCA) Project, an eleven-month project funded by AusAID through ANCP from July 2012 located in Dhaka, Kurigram and Pirojpur districts. The purpose of the document is to capture the lessons learned on the child participation in climate change adaptation activities with specific recommendations for its potential replication. It tries to understand children's potentials to help communities improve their resilience to climate change.

This lesson learning exercise applies a framework for child-centered climate change adaptation that delineates how children's participation increases resilience of the community through addressing children's specific needs and priorities as well as benefiting community.

The lessons learned documentation used a simple methodological approach. It included document review, case study analysis, Participatory Learning Workshop (PLW) with the project staff and Interactive Group Discussions (IGDs) with children and other stakeholders.

Field investigation was conducted in two areas only – i.e. Dhaka and Kurigram. IGDs were conducted in the field in limited scale, total of 10 IGDs in the two areas. It is less likely to get a comprehensive understanding on the project's lessons learned through such small numbers of IGDs. Then, the duration and

allocated resources did not allow rigorous investigation over the project's activities and learning.

Though impact of climate change on children is severe and diverse, climate change assessment and adaptation plans rarely consider children's vulnerabilities or their specific needs and priorities. However, because children comprise about half of the population, to be effective, climate change adaptation policies and plans should include children's perspective and integrate children's specific needs and priorities through child centered approach which recognizes the role and rights of children as citizens and agents of change.

Ensuring meaningful participation that gives children a genuine opportunity to express their views, be involved in decision making or take actions require practice standards for children's participation. Through its years of experiences Save the Children developed such practice standard - Standard 1: An ethical approach: transparency, honesty and accountability; Standard 2: Children's participation is relevant and voluntary; Standard 3: A child-friendly, enabling environment; Standard 4: Equality of opportunity; Standard 5: Staff are effective and confident; Standard 6: Participation promotes the safety and protection of children; and Standard 7: Ensuring follow-up and evaluation

Raising children's and communities' awareness about climate change and its adaptation was a major element of the community resilience building project. Children participated in the project intervention and gained climate change adaptation related knowledge through training events and learning sessions. Then they become involved in facilitating awareness raising events e.g. courtyard meeting, school session, theatre for development and preparation of adaptation plans at community level.

Both children and adult members of the communities benefitted from this intervention. Benefits to children were that children gained access to the accumulated knowledge and some understanding about the likely causes and consequences of climate change and possible remedial measures; developed skills, in particular, about theater and role-play, conducting learning and participating in community meeting; and learned about some hazard resistant farming technique. Benefits to community included awareness and better understanding about the likely causes and consequences of climate change and need for adaptation; gaining knowledge about some hazard resistant techniques for growing; and developing linkages to access services such as health care.

Children's risk assessment and analysis was another major element of the ICCCA project. Children received some training and learned how to use PRA tools and do climatic vulnerability analysis (CVA). Then they participated in risk assessment and analysis. Afterwards, they presented their findings in community meetings for validation.

Participation in risk assessment helped children to improve their understanding about disaster risk, climate change and the consequences; learn how to use PRA tools and conduct risk assessment in the community; and develop skills to present findings from assessment in formal meeting and negotiate with adults. Community benefitted though they already knew about some of the risks; but the documentation and structured presentation of children's assessment helped visualized the risk more clearly.

Children's contribution in communities' planning and implementation was another major element of the community resilience building project, but its planning and its implementation was very limited. Therefore, benefit to both children and communities are marginal. Children learned some skills – e.g. tree plantation, through this process. The communities benefitted through being able to mobilizing voluntary labor for tree plantation.

Analysis of the major gaps and challenges, the lessons learned exercise on child centred climate change adaptation intervention identifies the following learning points-

- To make children's participation more effective and sustaining, there is a need to allow children provide their inputs in determining objectives, approaches and processes of the intervention;
- To identify and promote appropriate climate change adaptation measures in the community, it is essential to investigate and explore the local problems and link it with accumulated global knowledge on climate change adaptation;
- To enhance community resilience, it requires addressing children's specific concerns associated with climate change; community awareness raising programme must include children's concerns associated with climate change e.g. loss of education, recreation and protection and exposure to child labour and early marriage;
- To identify and promote climate change adaptation measures effectively, it is important to have context specific appropriate tools and processes;

- To make the risk assessment more appropriate and comprehensive, it must explore the specific risks of children along with the other groups;
- To make risk assessment appropriate, it must have tools and processes relevant to the specific geographic and social context;
- To make risk assessment by children meaningful, it must apply child friendly tools and processes for assessing risks;
- To help children gain knowledge and skills on climate change adaptation and risk assessment, it is essential applying child friendly modules, guidelines and learning process;
- To make children's action plan for climate change adaptation meaningful, children should include only those action that they could perform;
- To ensure children's contribution in communities' climate change adaptation, children's risk assessment must be linked with communities' planning and implementation process.



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Chapter One

Introduction

1.1. Background and Purpose

Children in Kurigram, Dhaka and Pirojpur districts have been enthusiastically working with their communities for Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA). They have demonstrated that with appropriate support, they could effectively inform community about risks and options for risk reduction; and it could contribute to enhance community's resilience. Save the Children has been supporting children in such efforts through the Integrated Child Centred Climate Change Adaptation Project (ICCCCA). It is an eleven-month long project, running since August 2012 in those three districts in Bangladesh.

Save the Children International (SCI) is keen to identify the lessons learned from the project to promote children's participation in future interventions. The purpose of the exercise is to gain better understanding about the successes and challenges of the interventions involved with children; and document the learning that could help improve effectiveness and efficiency of the future interventions.

This lesson learned exercise applies a framework for child-centered climate change adaptation that delineates how children's participation increases resilience of the community through addressing children's specific needs and priorities as well as benefiting community.

The purpose of the study was to document the lessons learned on the child participation in climate change adaptation activities with specific recommendations for its potential replication in future projects. It sought to understand children's potentials to help communities improve their resilience to climate change and overall community based adaptation process. More specifically it sought to learn about children's potential to raise communities' awareness about climate change, assess communities' climate change and disaster risks and contribute in communities' risk reduction and climate change adaptation planning.

1.2. Process, Scope and Limitation

The study applied a simple methodological approach. It included document review, case study analysis, Participatory Learning Workshop (PLW) with the ICCCA project staff and Interactive Group Discussions (IGDs) with children and other stakeholders. To understand the project, available secondary documents of the project such as proposal, progress reports, event reports, case studies and publications were reviewed. It provided good insights about the project and its approaches, processes, activities and outputs.

Project documents, especially case study analysis helped to identify the good practices. PLW with the project staff provided opportunities to capture learning from the project intervention, including gaps, challenges and recommendations. IGDs with children, community people, partner's staff and other stakeholders e.g. SMC members, UDMC members provided information about achievements, gaps and challenges of the interventions as well as recommendations. Also, the discussions helped to understand the stakeholder's perception about children's participation in disaster risk reduction and climate change adaptation.

Opportunities and constraints in the ICCCA project intervention determined the scope and limitation of the study. Field investigation was conducted in two areas only – i.e. Dhaka and Kurigram. IGDs with children, community people, stakeholders and partner's staff were conducted in the field. However, only a few IGDs were conducted– total of 10 IGDs in the two areas. It is less likely to get a comprehensive understanding on the project's lessons learned through such small numbers of IGDs. Then, the duration as well as allocated resources for the study did not allow rigorous investigation over the project's activities and learning. The study team focused only on the key elements of the project for documentation of the project's lessons learned.

The structure of this document includes, in addition to this introduction, child centered climate change adaptation intervention which describes concept, approaches, and activity involved in the project. Then, Children and Climate Change Adaptation chapter describes climate change adaptation and child centered approach including climate change and disaster risk, impact of climate change on children, children's participation in climate change adaptation and practice standard for children's participation; children's participation in developing community resilience includes issues and processes, benefit to children and community as well as major gaps and challenges of child facilitated awareness raising, children's risk assessment and analysis and children's contribution in communities' planning and implementation; and lessons learned and conclusion. It encloses learning from child centred climate change adaptation intervention for better performance in future. As well, it documents conclusion of the report.



A child club at Kurigram

Chapter Two

Child Centered Climate Change Adaptation Intervention

2.1. Project Objectives

The stated goal of the Integrated Child Centred Climate Change Adaptation (ICCCCA) project was “to enhance community resilience through increasing children and civil society organisations’ development of adaptive culture”. It sought to enhance adaptive capacity of children and the community to address the underlying causes of poverty and vulnerability to climate extremes. The project emphasised on empowering children and appropriate child-friendly methodologies for transferring climate change adaptation knowledge and skills relevant to children and future generations. The project’s activities covered five key project objectives:

1. Children, their caregivers and community are more resilient to the impacts of climate change (particularly extreme weather events) through increased understanding of key risks and vulnerabilities, and enhanced capacity to plan for and manage projected impacts.
2. Children and youth are empowered to participate in school and community planning processes and to advocate for the inclusion of climate risk and adaptation analyses in planning processes.

Child-centred CCA means putting children at the heart of CCA activities i.e., recognising the specific vulnerabilities of children faced, which differ to those faced by adults, and ensuring children’s needs are appropriately planned for and addressed in CCA

3. Youth have enhanced awareness and capacity and are able to engage with climate-resilient livelihood opportunities (with a particular focus on adolescent girls) across diverse contexts (rural and urban).
4. Local level adaptation actions (both village level and municipal), addressing needs identified by children, youth and communities, are implemented to provide a scaleable model for replication across sectors and regions.
5. Save the Children field staff and Partner NGOs have increased capacity to integrate climate risk and adaptation actions into existing projects and future projects across themes such as education, child protection and livelihoods; and to measure impact.



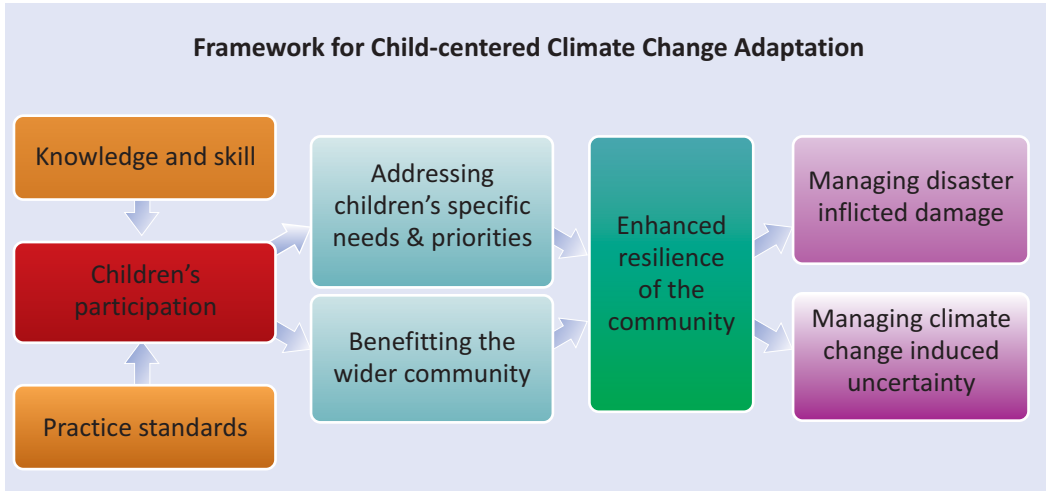
This ICCCCA project aimed at expanding the achievements of Save the Children's earlier Child Centred Disaster Risk Reduction (CCDRR) project in Dhaka, Kurigram and Pirojpur and planned to operate in the same area for duration of eleven months starting from August 2012. The project involved various stakeholder groups. The key stakeholders were children, children's care givers, union parishad, community leaders, local school teachers and local institutions like department of health, livestock, fisheries, agriculture extension.

2.2. Project Paradigm

The project basically aimed at improving communities' resilience to disaster risks and climate change and its processes were centered on children's participation. It benefits both children and communities; and enhances communities' capacity to manage uncertainties resulting from climate change as well disaster induced damage. The main elements of the paradigm are as follows.

- **Children's Participation:** It is the main process that the project used to pursue its objectives. Children's participation in disaster risk reduction and climate change adaptation is important because of, at least, three legal and practical reasons. Firstly, as the UNCRC indicated, children have rights to participate in making decisions that affect their lives. Secondly, children comprise about half of the population of the country; disaster risk reduction and climate change adaptation become meaningless if children do not participate in the process. Thirdly, children have their unique perspective to understand disaster; integrating this unique perspective to communities' risk reduction and climate change adaptation plan is likely to make it more comprehensive and effective. Broadly, children participated in three areas – i) raising communities' awareness about disaster risks and climate change, ii) assessing climate change disaster risks in their communities, and iii) advocacy or influencing to introduce children's perspective in communities' disaster risk reduction and climate change adaptation planning. There are two concerns in facilitating children's participation. Firstly, children must have relevant knowledge and skills to pursue these activities. Project intervention plan should include elements (e.g. training event, learning session) that children acquire such knowledge and skills. Secondly, it must be meaningful and it must not shift adults' responsibility onto children; also it must not compromise children's protection. To comply with this requirement, agencies that work with children or support children's participation consistently apply certain standards for practice.
- **Addressing Children's specific needs and benefitting Community:** Children's participation derives its legitimacy from UNCRC. So, it must acknowledge the concerns about children's survival, development, protection and participation. It should look at children's priorities and meet their specific needs. In addition, unique perspective gained through children's participation should contribute to solving communities' problems; and communities, in general, should receive some benefits from children's work.

- Managing Disaster Loss and Climate Change Uncertainty:** Disasters cause damage, destruction and distress, while climate creates uncertainties the hazard pattern and livelihood opportunities. Resilience refers to the ability to bounce back or return to normal functioning despite losses or disruption. Enhanced resilience enables communities overcome losses caused by hazards and cope better with the uncertainties resulting from climate change.



Chapter Three

Children and Climate Change Adaptation

3.1. Climate Change Adaptation and Child Centered Approach

3.1.1. Climate Change and Disaster Risk

There is a growing understanding that climate change leads to increase in the frequencies and intensities of weather related disasters such as cyclone, heavy rainfall and associated flood, rain failure and resulting drought, salinity intrusion, water logging and heat waves and cold waves. These catastrophic events destroy life, assets and environment, disrupt the basic services and social functions and put people in distress. Climate change also causes uncertainties and chronic crises. It leads to systemic changes in the natural processes and the environment causing temperature rise and changes in precipitation patterns. It results in diminishing availability of groundwater supplies for drinking and irrigation purposes, intensifying drought and desertification and expanding communicable diseases in new areas. Impacts of climate change induced disasters and chronic crisis are severe on people and their livelihoods. Large proportions of people-poor and marginalized, in particular, suffer from loss of assets, reduced income and income earning opportunities and weakened food security. Increasing numbers of people become exposed to malnutrition and diseases.

Climate change leads to changes in the natural processes causing temperature rise and changes in precipitation patterns that increase in the frequencies and intensities of weather related disasters

3.1.2. Impact of Climate Change on Children¹

Impact of climate change on children is severe and diverse. Children are at greater risk of injuries and death. Damage to infrastructure denies children shelter and stops them to attend school. Disruptions of services diminish children's access to food, water, health care and education. Also, children suffer from decline in familial care and increased exposure to abuse and violence. More directly, climate change threatens children's survival through the increased prevalence of vector-borne diseases and acute respiratory infections and decreased access to safe water and food as well as exposure to starvation and malnutrition. Chronic crisis and degradation of the environment and the resulting loss of livelihoods necessitate premature termination of childhood and force many children into the labour force or early marriage.

3.1.3. Climate Change Adaptation

Climate change assessment and adaptation plans increasingly recognize the need for focusing on the vulnerability of the people and integrating climate change adaptation into development and poverty reduction planning. Generally, the national climate change policies apply economic perspective in their analysis and concentrate on issues to livelihoods. It rarely considers children's vulnerabilities or their specific needs and priorities. However, because children comprise about half of the population, to be effective, climate change adaptation policies and plans should include children's perspective and integrate children's specific needs and priorities. Also, it is important to acknowledge the implications of the United Nations Child Rights Convention (UNCRC) in climate change adaptation, because, the UNCRC is explicit about children's rights to participate in decisions that affects their lives.

Children comprise about half of the population in Bangladesh, therefore, effective climate change adaptation policies and plans should include children's perspective and integrate their specific needs and priorities.

3.1.4. Acknowledging Children's Needs and Priorities²

Disaster risk reduction and climate change adaptation planning require a child centered approach. The ethos of child centered approach is built around the needs of the child – the setting should fit to meet the needs of the child. It gives importance to the idea that children have to be protected, loved, cared and nurtured, as well,

1 Fran Seballos, et al. (2011) *Children and Disasters: Understanding Impact and Enabling Agency, Children in a Changing Climate*, Institute of Development Studies.

2 Unicef and Plan International (2011) *The benefits of a child-centred approach to climate change adaptation*.

endorses rights of the children to engage explore and communicate. Child-centered approaches recognize the role and rights of children as citizens and agents of change; engage them in disaster risk reduction and climate change adaptation decision-making and accountability processes and support community-based programs of action.

3.2. Children's Participation in Climate Change Adaptation

3.2.1. Defining Children's Participation

Often, children demonstrate in-depth understanding about the local risks and how they relate to the changing climate. They learn quickly and can develop innovative ideas for risk reduction and climate change adaptation. They can share and use knowledge about disaster risk reduction and climate change adaptation within their households and communities. Also, children are capable of making constructive contributions to decision-making about disaster risk reduction and climate change adaptation.

Involving children in disaster risk reduction and climate change adaptation is crucial. It brings in a unique perspective of children in the planning and benefits the interventions through innovative ideas. Children's participation is both desirable and practicable. This notion of children's participation is rooted in the Article 12 of the UNCRC. The article 12 reads:

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Participation is about having the opportunity to express a view, influencing decision-making and achieving change. Children's participation is an informed and willing involvement of all children, including the most marginalized and those of different ages and abilities, in any matter concerning them either directly or indirectly.

3.2.2. Practice Standard for Children’s Participation

Ensuring meaningful participation that gives children a genuine opportunity to express their views, be involved in decisions or take action requires practice standards for children’s participation. Through its years of experiences Save the Children has such practice standard, which can be described as follows.³

- **Standard 1:** An ethical approach: transparency, honesty and accountability - Adult organizations and workers are committed to ethical participatory practice and to the primacy of children’s best interests. There are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children’s participation to be genuine and meaningful.
- **Standard 2:** Children’s participation is relevant and voluntary - Children participate in processes and address issues that affect them – either directly or indirectly – and have the choice as to whether to participate or not. Children’s participation should build on their personal knowledge – the information and insights that children have about their own lives, their communities and the issues that affect them. Recognizing their other commitments, children participate on their own terms and for lengths of time chosen by them.
- **Standard 3:** A child-friendly, enabling environment - Children experience a safe, welcoming and encouraging environment for their participation. The quality of children’s participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

Practice Standards in Child Participation	
Standard 1	: An ethical approach: transparency, honesty and accountability
Standard 2	: Children’s participation is relevant and voluntary
Standard 3	: A child-friendly, enabling environment
Standard 4	: Equality of opportunity
Standard 5	: Staff are effective and confident
Standard 6	: Participation promotes the safety and protection of children
Standard 7	: Ensuring follow-up and evaluation

³ Save the Children (2005) Practice Standards in Children’s Participation

- **Standard 4:** Equality of opportunity - Child participation work challenges and does not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes. Children, like adults, are not a homogeneous group and participation provides for equality of opportunity for all, regardless of the child's age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (or those of his or her parents/guardians).
- **Standard 5:** Staff are effective and confident - Adult staff and managers involved in supporting/ facilitating children's participation are trained and supported to do their jobs to a high standard. Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understandings and skills.
- **Standard 6:** Participation promotes safety and protection of children. Child protection policies and procedures form an essential part of participatory work with children. This should be practiced in conjunction with the child protection policy. Organisations have a duty of care to children with whom they work and everything must be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.
- **Standard 7:** Ensuring follow-up and evaluation - Respect for children's involvement is indicated by a commitment to provide feedback and/or follow-up and to evaluate the quality and impact of children's participation. It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children are an integral part of monitoring and evaluation processes.

Chapter Four

Children's Participation in Developing Community Resilience

4.1. Child Facilitated Awareness Raising

4.1.1. Process for Awareness Raising

Raising children's and communities' awareness about climate change and its adaptation was a major element of the community resilience building project. Children participating in the project intervention gained climate change adaptation related knowledge and information through training events and learning sessions. Then they become involved in facilitating awareness raising events for their caregivers in the communities and for other children in the schools. These child facilitated awareness raising events included

- Children facilitate discussion sessions with men and women in the community
- A group of children conduct discussion with the other children in their school;
- Children write play and perform in open stage;
- Children participate in debate in their schools, organized by the teacher;
- Children participate in special day observation organized by their school or the local administration;
- Children plant trees in their schools;
- Children build models of climate resilient gardening technologies for demonstration.

Child Facilitated Awareness Raising Events included

- Courtyard meeting
- School session
- Theatre for Development
- Debate
- Day observance
- Tree plantation
- Demonstration of climate resilient gardening technologies



Children are participating in a rally organized for special day observation

Issues raised and knowledge and information disseminated were related to:

- Impacts of climate change and possible measures for adaptation; for example, temperature rise, changes in rainfall pattern and tree plantation as mitigation measure;
- Farming technologies that may help crops e.g. vegetables, in particular, resist natural hazards such as flood or drought; for example, compost preparing, key hole method gardening, vertical support frame for creepers and growing vegetables in bags;
- Household waste management and cleanliness; for example, using separate container for wet and dry waste;
- Safe water and sanitation and diseases control e.g. scarcity of safe water and sanitation facility and increase in the prevalence of water borne disease due to natural hazards and climate change.

4.1.2. Benefit to Children and Community

Both children and adult members of the communities benefitted from this intervention. Benefits to children were that:

- Children gained access to the accumulated knowledge and some understanding about the likely causes and consequences of climate change and possible remedial measures;
- Children developed skills, in particular, about theater and role-play, conducting learning and participating in community meeting;
- Children also learn about some hazard resistant farming technique.



Children are facilitating court yard session

Benefits to community included:

- Awareness and better understanding about the likely causes and consequences climate change and need for adaptation;
- Gaining knowledge about some hazard resistant techniques for growing vegetables – e.g. compost making, key hole method and vertical support frame for creepers;
- Community also could develop linkages to access services such as health care.

4.1.3. Major Gaps and Challenges

Major gaps in the intervention were that:

- Children’s participation was very little more than executing predetermined and preplanned set of activities; most of the times awareness raising events such as courtyard meeting and school sessions were planned by project staff, also in many occasions project staff jointly with the children conducted sessions;
- Awareness raising concentrated on disseminating currently available global knowledge and information. Adaptation measures suggested were related more to natural hazard than climate change. Also they might not be able to sustain major disaster such as flood of substantial scale.
- Issues included in the awareness raising were important and pertinent to the communities’ life and livelihoods, however, it did not include any issue specific to children, and neither had it reflected children’s perspective.

There were several challenges and constraints-

- Firstly, agreement with and obligation to the donor forced to plan the details of the activities in advance that left very little flexibility for greater degree of children's participation;
- Secondly, timeframe of the intervention did not allow enough time to help children acquire skills and confidence to facilitate awareness raising events without the support for the project staff;
- Thirdly, planned activities for rural and urban areas were almost identical and many such activities were inappropriate for urban community - e.g. courtyard session, farming technology.

4.2. Children's Risk Assessment and Analysis

4.2.1. Process for Risk Analysis

Children received some training and learned how to use PRA tools and do Climate Vulnerability Assessment (CVA). Then they participated in risk assessment and analysis that included the followings.

- Children worked out the plan for risk assessment in the community and negotiated with community people to do the risk assessment exercise in the community;
- Children consulted with the community and conducted risk assessment using PRA tools such as Venn diagram, seasonal calendar, social map;
- Children analyzed their findings from the risk assessment and identify remedial action as well the duty bearers who should undertake these actions;
- Children presented their findings and proposal in community meetings and meetings with Union Disaster Management Committee or meeting with teachers and the school management committee.



Children are presenting social map findings with community people

4.2.2. Benefit to Children and Community

Participation in risk assessment helped children to:

- Improve their understanding

about disaster risk, climate change and the consequences;

- Learn how to use PRA tools and conduct risk assessment in the community;
- Develop skills to present findings from assessment in formal meeting and negotiate with adults.

Community did not benefit much – they already knew about the risk; however, documentation and presentation of children’s assessment helped visualize the risk more clearly.

4.2.3. Major Gaps and Challenges

Main gaps in the children’s risk assessment were that:

- The assessments did not identify any significant risk which is specific to children; all risks identified were pertinent to communities’ life and livelihood;
- Structure of the community and the nature of risks in urban areas are different from that in rural areas; appropriate tools and procedures for risk assessment in urban areas were not available to the children;
- Children only recommended the remedial actions and suggested who could do which activity; they did draft more concrete action plan that they could follow through.

Challenges and constraints that children and project staff faced were:

- Guidelines and the process of using PRA tools and conducting assessment were not child-friendly; also, the process used for assessment was weak to identify children’s specific risks;
- Some of the tools were not appropriate for assessment in urban communities; children faced huge difficulties conducting CRA in urban areas.

4.3. Children’s Contribution in Communities’ Planning and Implementation

4.3.1. Process for Children’s Participation in Communities’ Planning

Children’s participation in communities’ disaster risk reduction and climate change adaptation planning and its implementation was very limited. It included:

- Children presented their findings from their risk assessment and their recommendations to the duty bearers who are responsible to prepare disaster risk reduction and climate change adaptation planning and its implementation;

- Some of the risk reduction and adaptation measures demonstrated to and promoted in the communities by the children;
- Children voluntarily did tree plantation in the schools, however, it is essentially providing free labor to school for tree plantation.



Children are working with community people for preparing social map

4.3.2. Benefit to Children and Community

Benefit, in terms of disaster risk reduction or climate change adaptation, to both children and community are marginal. Children learned some skills – e.g. tree plantation, through this process. The communities benefitted through being able to mobilizing voluntary labor for tree plantation.

4.3.3. Major Gaps and Challenges

The main gap in the process was that children’s risk assessment remained as a separate and isolated intervention. It did not develop as an input to the

communities' risk reduction and adaptation planning. However, the project could not do so, largely, because, communities did not have capacities as well the system for community based planning. Also, the project had very little flexibility or resources to help communities develop such systems.

Challenges and constraints that children and project staff faced were:

- Communities did not have capacities as well the system for community based planning;
- The project had very little flexibility or resources to help communities develop such systems.



Demonstration of climate resilient gardening technologies

Chapter Five

Conclusion and Lessons Learned

5.1. Learning from ICCCA Intervention

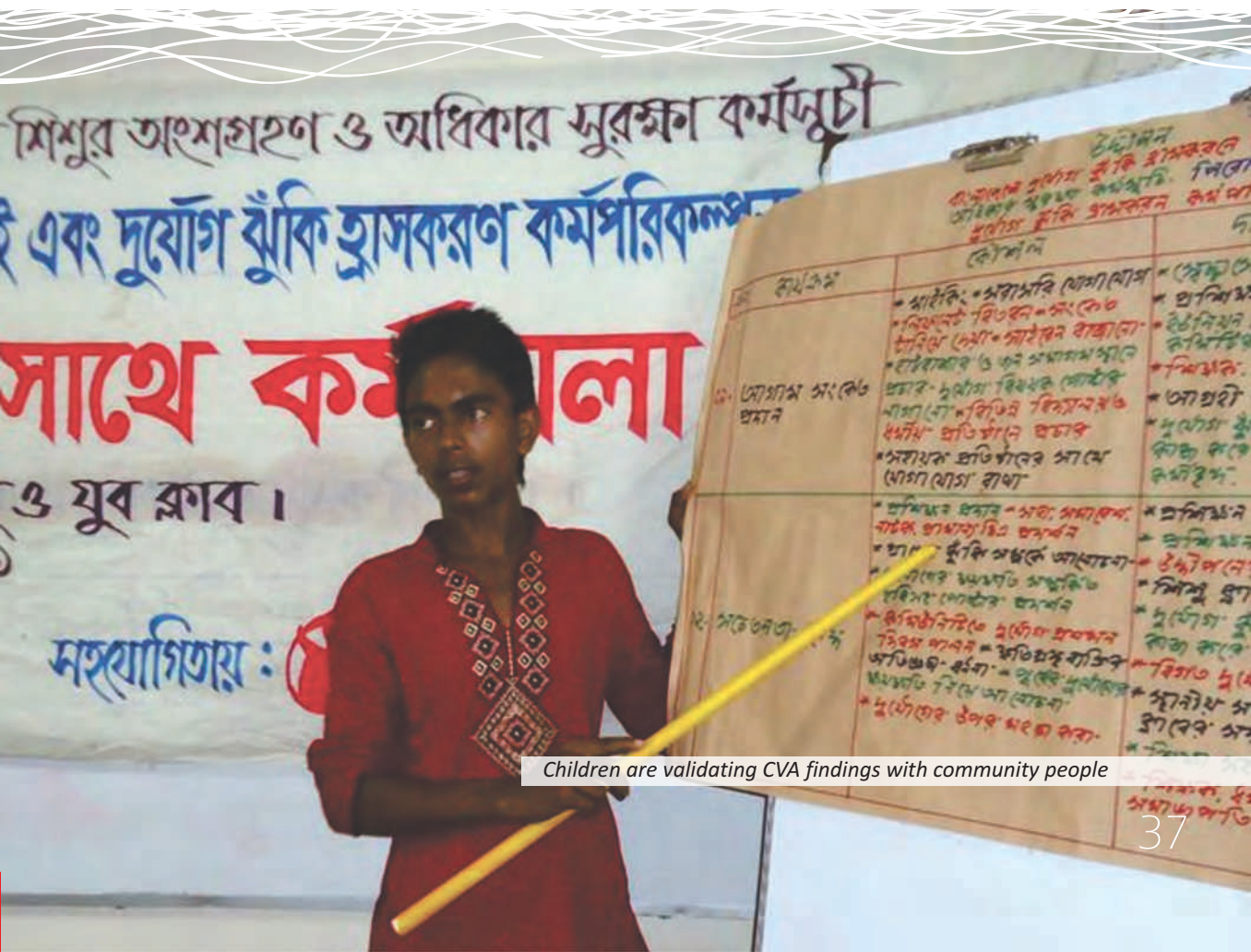
Findings from the study on child centred climate change adaptation intervention identify the following learning points-

- To make children's participation more effective and sustaining, there is a need to allow children provide their inputs in determining objectives, approaches and processes of the intervention; it requires greater flexibility in the process of project planning as well its implementation to allow review and adaptation at any stage of the intervention.
- To identify and promote appropriate climate change adaptation measures in the community, it is essential to investigate and explore the local problems and link it with accumulated global knowledge on climate change adaptation; children are capable to investigate and explore local problems and it immensely enhances value of children's participation.
- To enhance community resilience, it requires addressing children's specific concerns associated with climate change; community awareness raising programme must include children's concerns associated with climate change e.g. loss of education, recreation and protection and exposure to child labour and early marriage.

- To identify and promote climate change adaptation measures effectively, it is important to have context specific appropriate tools and processes; intervention plan must have enough flexibility to accommodate separate sets of tools and processes as appropriate for the urban and rural context.
- To make the risk assessment more appropriate and comprehensive, it must explore the specific risks of children along with the other groups; it requires applying a planning framework that enables the process to identify and investigate children's specific concerns associated with climate change.
- To make risk assessment appropriate, it must have tools and processes relevant to the specific geographic and social context; it needs developing separate sets of risk assessment tools as appropriate for the urban and rural communities.
- To make risk assessment by children meaningful, it must apply child friendly tools and processes for assessing risks; it requires reviewing currently available and commonly used PRA tools and processes to make them child friendly.
- To help children gain knowledge and skills on climate change adaptation and risk assessment, it is essential applying child friendly modules, guidelines and learning process; it needs rigorous consultation with children to develop modules and guidelines for learning events.
- To make children's action plan for climate change adaptation meaningful, children should include only those action that they could perform; it requires children analyse their findings of risk assessment and identify the activities that they could do without incurring additional risks, and prepare a list of activities that they would recommend for other stakeholders.
- To ensure children's contribution in communities' climate change adaptation, children's risk assessment must be linked with communities' planning and implementation process; it requires children to analyse communities' current adaptation plan and process, and engage with the key stakeholders to reach to an agreement with the community about children's role and activities for climate change adaptation processes. Intervention that seeks children's contribution in the communities' planning process must support children group to reach such a negotiated agreement.

5.2. Conclusion

Children’s participation in climate change adaptation is a noteworthy initiative because children comprise of about half of the population, they can bring in their unique perspective and contribute to the communities’ climate change adaptation planning process. Promoting children’s participation should apply an ethical approach. It should give children opportunity to express their views and involve them in decision making. To achieve that, it requires applying practice standards for children’s participation. Planning process for designing project intervention should include consultation with children and project plan and allow degree of flexibility for children to review and adapt objectives, approaches and processes of interventions. Children’s activities – awareness raising, risk assessment and participation in communities’ planning, must include children’s specific issues and benefit both children and community. Project interventions that involve children in climate change adaptation should apply child friendly tools and processes, otherwise the exercise becomes hugely challenging and may fail to produce the desired results.



Children are validating CVA findings with community people

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