

Child-Centred Community-Based Climate Change Adaptation in the Philippines

Guidance document for Local-level indicators

A process to help understand how children and their communities are adapting to climate change



ABOUT THE AUTHORS

The Institute for Sustainable Futures (ISF) was established by the University of Technology Sydney to work with industry, government and the community to develop sustainable futures through research and consultancy. Our mission is to create change toward sustainable futures that protect and enhance the environment, human well-being and social equity.

Plan International is an international not-for-profit development organisation, founded in 1937 to protect children from war. Today, it is one of the world's largest children's development organisations, reaching more than 56 million children. Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity. Child Centred Community Development is a rights-based approach that translates this vision into the practice of international development.

ACKNOWLEDGEMENTS

Research participants in the Philippines are gratefully thanked for their valuable time and contributions, as are the Philippines-based Plan International and Save the Children staff who reviewed, tested and were instrumental in the development of this work. This research was funded by the Australian Aid Program.

CITATION

Joanne Chong, Pia Treichel, Anna Gero, Rachelle Nuestro, Joseph McDonough, William Azucena, Joan Abes and Nina Abogado (2015) Child-Centred Community-Based Climate Change Adaptation in the Philippines: Guidance Document for Local Adaptation Indicators. Institute for Sustainable Futures, University of Technology Sydney and Plan International Australia.

Project Background

Plan International Australia, in partnership with Save the Children, implemented the 'Child-Centred Community-Based Climate Change Adaptation' project in the Philippines ("the CC-CBA project") between July 2012 and December 2015. This project was funded through the Australian Aid Program's Community-based Climate Change Action Grants. Its objectives were:

1. To increase the resilience of vulnerable children, youth and their communities in forty Barangays to climate change impacts.
2. To strengthen the evidence base within the Philippines for child-centred climate change adaptation that informs policy and practice.

As research partner, the Institute for Sustainable Futures provided guidance on developing local level indicators of climate change adaptation from the perspectives of children and their communities.

The research drew upon the evidence base generated through the CC-CBA project monitoring and evaluation (M&E) and knowledge-sharing about child- and community-identified indicators.

Of relevance are the indicators themselves, and the process to gather evidence against them. This document is the final output for the research. For further information about: the research process, rationale, other potential uses of this process, or other research outputs (including a journal paper, a case study, a literature review, and conference presentations and posters), please contact:

Joanne Chong (Joanne.Chong@uts.edu.au) or Anna Gero (Anna.Gero@uts.edu.au) at the Institute for Sustainable Futures, University of Technology Sydney, or Pia Treichel (Pia.Treichel@plan.org.au) at Plan International Australia.

Contents

Background	4
Introduction	4
The Indicators	5
When to conduct a focus group discussion (FGD)?	6
Who conducts FGDs, interviews and analysis?	6
Steps and Outputs	7
Step A Focus Group Discussions	10
FGD - Facilitator's Instructions	10
FGD - Documenter's Instructions	11
FGD - Question Guide	12
Step B Supplementary Interviews with Community Members	14
Who to interview, and Why?	14
Question Guide	15
Step C Debrief	16
Debrief Instructions	16
Debrief - Discussion Guide and Note-taking Template	17
Step D Analysis	26
Guidance for Analysis	26
Analysis Framework - Template	27
Appendix: Supporting Documents	37

Background

Introduction

How do we know if a climate change program has helped children and their communities adapt to the impacts of climate change?

What does successful adaptation look like from the perspective of children, youth and their communities?

This guidance document provides details of a **focus group discussion (FGD) process and tools**, including **additional interview questions** and an **analysis guide**, to help practitioners answer these questions – specifically, to understand how children and their communities have been supported to adapt to climate change, through participation in the Australian Aid-funded Child-Centred Community-Based Climate Change Adaptation (CC-CBA) Project in the Philippines.

The process in this guidance document, including FGD questions, has been field-tested with children and their communities and iteratively refined over the course of this project.

The framework for answering these questions is based on **local-level indicators** of climate change adaptation.

These indicators are intended to help **understand changes and progress** as a result of project activities. The FGD process is thus *qualitative*. Some indicators can also be translated through scalar (*quantitative*) measures.

The Indicators

The following indicators were developed using the CC-CBA project as the evidence base, from which we drew learnings about what children and their communities consider as “adapting to climate change.”

The indicators reflect the project’s core Theory of Change: that building knowledge and awareness of climate change, and providing the skills and space to advocate for change, will lead to children’s perspectives influencing actions on adapting to climate change at the local level.

As well as working directly with children and youth, the project also supported adult duty-bearers (such as school staff and local government officials)

to develop CCA-related plans, policies and local regulations, that were based on participatory assessments of the communities’ and children’s’ vulnerabilities and capacities to adapt.”

These indicators have been developed to align with the CC-CBA project, but are also transferrable to other climate change adaptation (CCA) projects, particularly for reviews or evaluations of project impacts on children and their communities.

Subsequent sections of this document are linked to these three broad indicators (and their sub-indicators) to inform relevant stakeholders of how this project has enhanced community adaptation.

Knowledge

Children’s understanding of climate change science, impacts and adaptation measures

- Children’s understanding of climate change science
- Children’s understanding of the impacts of climate change on their families, schools and communities
- Children’s ability to identify adaptation measures that are relevant to their families, schools and communities

Advocacy

Advocacy by children about climate change adaptation

- Children’s communication to their families and schools about vulnerabilities, hazards and adaptation options relevant to their community, in ways appropriate to their audiences
- Receptiveness of families, schools and others in the community to children’s voices on climate change adaptation

Policy and practice

Influence of children on climate change adaptation practice and policy

- The influence of children’s perspectives on climate change adaptation practices undertaken by themselves, their families, schools and the community
- Local leaders’ (e.g. municipal, provincial, barangay and village leaders; community leaders including religious, farmer and fisher groups) provision of opportunities for children to participate in CCA planning
- Barangay and LG officials’ development and prioritisation of policies, ordinance and budgets, based on children’s perspectives

When to conduct a focus group discussion (FGD)?

A FGD could be conducted at any point during the project's timeline to provide a current snapshot. To track change over time, conduct an FGD at the same location (with children who have been involved in the same activities, ideally with at least some of the same children although the exact group does not need to be identical each time) at three stages of the project:

- **Commencement** (baseline): provides qualitative evidence to supplement baseline surveys.
- **Mid-term** (midline): to assess progress and outcomes so far, which can inform the implementation of the remainder of the project; to inform reporting requirements as relevant.
- **End-of-project** (endline): to assess change over the course of the project; to inform reporting requirements and the design of new projects as relevant.

Who is involved in conducting FGDs, interviews and analysis?

Focus Group Discussion

- Facilitator (project staff): facilitate the FGD.
- Documenter: record all details from FGD discussion and debrief.
- Observers (other project staff): optional, depending on whether project staff are available and interested to observe the process. Any observers remain outside the FGD circle. Observers are to participate in the debrief session.

Interviews

- Interviewers (project staff who facilitated or observed the FGD): conduct supplementary interviews.

Analysis

- Analysers: ideally, project staff present in FGDs/interviews and debriefs, however if this is not possible, the agency's monitoring and evaluation (M&E) officer, research support or other staff can undertake analysis, relying on documentation.

Figure 1: Project team preparing for FGDs in Aurora



Steps and Outputs

A) Focus group discussions (FGDs) with children and youth

FGDs explore and capture the ways in which children and youth have learned about climate change, are advocating for action, and are having an impact on adaptation practice and policy.

This section provides guidance for **FGD facilitators and documenters**.

The ideal size for the focus group is **10 children maximum**. If it is unavoidable that there are more than 10 students, two facilitators are required.

In planning for focus groups, aim to include (as far as possible):

- Children who have been involved in the range of project activities (or who will be involved, in the case of baseline data collection)
- Gender balance
- Children from vulnerable groups such as ethnic minorities
- Children with disabilities
- Out of school children/youth (this could be in a separate focus group).

If possible, run separate focus groups for elementary school and high school aged children, and these should always be separate from adult FGDs. Consider whether separate FGDs for boys and girls would be relevant in your context.

The presence of local leaders – local government, village, community – at the FGD is mostly discouraged, as it may constrain children’s openness to share their ideas. Additional meetings with local leaders are useful to triangulate findings; however, the purpose of these indicators is to understand the perspectives of children and youth.

Output A: Documenter’s notes, observer’s notes.

B) Supplementary Interviews with adult community members

Supplementary interviews, to be conducted after the FGDs, are aimed at gathering additional perspectives on the impact of the project (e.g. increased knowledge, advocacy or changed practices) beyond those of children and youth.

Interviews may be held with:

- Local government leaders
- Teachers and school principals
- Parents and wider community members (e.g. Small Grant Initiative recipients)

Output B: Interview responses (Interviewer’s notes, observer’s notes, supporting verification notes).

C) Debrief sessions with FGD facilitators and documenters, program practitioners, and researchers

It is recommended that the debrief session is conducted immediately after the FGD. Debriefing is the key step to conduct rapid analysis of the FGD, collation of evidence and assessment of indicators of adaptation for the group.

Allow sufficient time for the debrief session – approximately 1 hour per FGD debrief.

Output C: Debrief notes (Documenter’s notes)

D) Further analysis of data from steps A, B and C

This process is designed flexibly, so that steps A, B and C provide useful learnings for program practitioners.

Step D, further analysis, is optional, but adds value. If research expertise is available, ideally the evidence and data from Steps A, B and C are analysed to provide additional learnings and findings for other audiences, including quantitative measures. This additional step would also provide the means to triangulate findings from additional sources (e.g. interviews with local leaders).

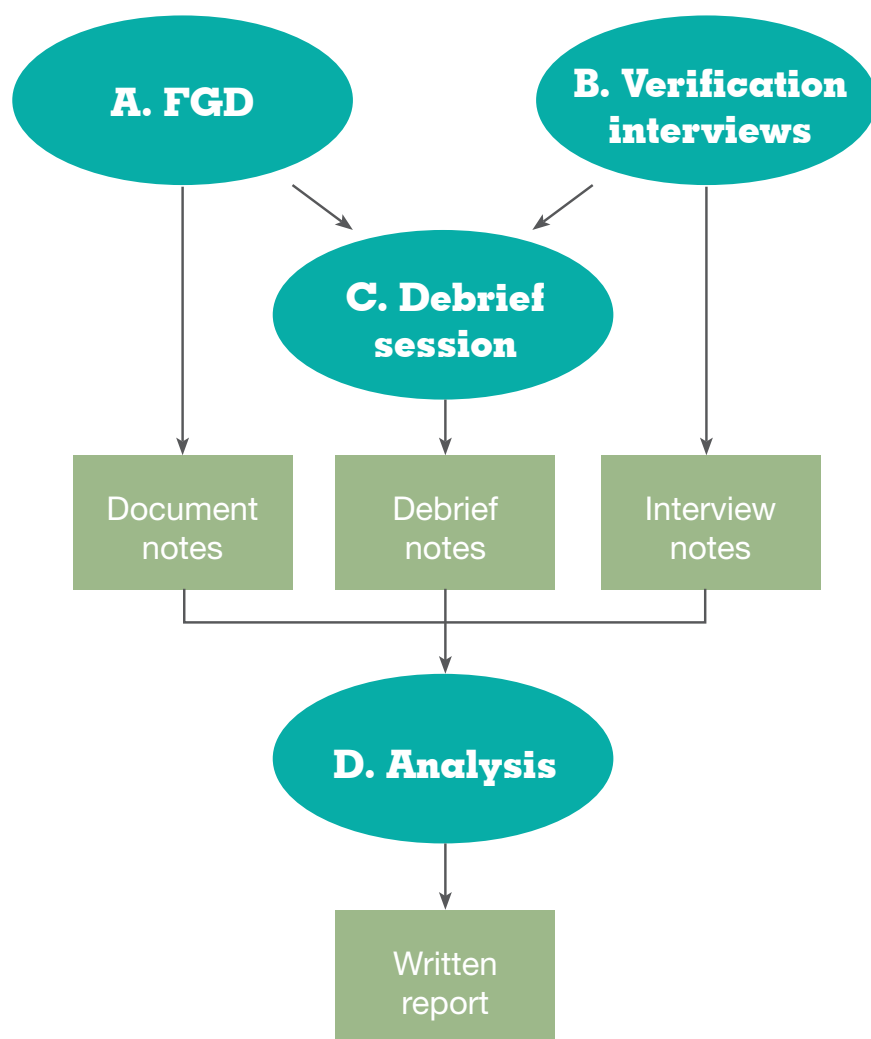
Analysis is ideally undertaken by a staff member who was present at the FGDs, interviews and debrief sessions. However if this is not possible, analysis can be undertaken by other staff (e.g. an M&E Officer) or assistant researchers.

The following documents provide the source information for analysis:

- FGD notes from documenters (and others who took notes at FGDs) (Output A)
- Supplementary interview notes (Output B)
- Debrief notes (Output C)
- Other supporting documents or photos from the FGDs / interviews

Output D: Completed data analysis.

Figure 2: Steps and outputs involved in providing evidence against indicators



These steps and corresponding outputs are provided in Figure 1, while Table 1 provides an overview of the various activities, estimated timings and roles for various staff involved.

The process of conducting the FGDs, interviews, debrief and analyses may be of as much value to practitioners as the outputs themselves. The participatory FGDs and interviews can help paint a picture about the existing levels of adaptive capacity and the effectiveness of the interventions to date.

The results of analysis can be useful at various stages of the project. For example, if conducted as part of a baseline study, the analysis can highlight what kinds of activities are necessary to address the gaps present in this specific community. For an ongoing project, the process can help inform decisions whether to continue with project activities as planned or whether adjustments are needed. If conducting an endline survey, the approach can inform future program design.

Table 1: Guidance on approximate timing required for each step, and suggested person responsible for specific activities

Activity	Duration	Required attendees and roles
Step A: FGDs		
Briefing	1 hour	Project staff, or staff responsible for M&E of project, to brief the FGD facilitator(s) and documenter(s) about the FGD purpose and process.
FGD	1 hour	Facilitator, supported by local staff (e.g. Community Development Facilitators (CDF)) or project staff present to monitor children's attention and energy and adapt FGD as appropriate.
Step B: Supplementary interviews with community members		
Supplementary interviews	Up to 1 hour per interview	Facilitator, supported by CDF or project staff as interviewer. Documenter to take notes.
Step C: Debrief – FGDs and interviews combined		
Debrief	1 hour per FGD + supplementary interviews	Facilitator, supported by CDF or project staff present in FGDs and supplementary interviews.
Step D: Analysis		
Analysis of FGD, debrief notes and interview data	1.5 - 2 hours per FGD with corresponding interview and debrief notes)	Project staff, or staff responsible for M&E of project. This is flexible: analysis can be undertaken by staff present through the FGD/interview/debrief process OR by someone referring only on notes from the process.

Step A

Focus Group Discussions

FGD – Facilitator’s instructions

1. Bear in mind Plan International’s and Save the Children’s **Child Protection Policy** and align the FGD with relevant principles relating to child rights.
2. Project staff who have been involved in developing the FGD process should brief facilitators and documenters beforehand – **allow at least half an hour** to run through this guide and the FGD questions in detail.
3. Facilitators can be local project staff who are **familiar with the children**, or other project staff. What is most important is that facilitators are **familiar with the FGD process**, and capable of engaging children and young people to generate valid responses.
4. **Introduction for children:** At the outset of the FGD, the Facilitator should brief the children on: why we are here, what we are doing, how long it will take, and that there are no right or wrong answers but we are interested in all of their opinions; and how the information will be used. Also confirm that it is acceptable to take photos during the FGD.
5. **Timing:** The focus group discussion is intended to take about 1 hour.
6. Note the difference between **Key Questions** (highlighted in bold - try to ask all of these), Prompts (dot points below key questions which are optional, as appropriate) and example questions (in italics – these can be modified as needed by the facilitator).
7. Remember to **probe for more details**: Children may provide brief responses on some questions, requiring the skill of the facilitator to draw out additional details. For example, when asked about the causes of climate change, a child may simply answer it is caused by pollution. The facilitator needs to ask this child (or the whole group) for more information, such as: what kind of pollution, where does this pollution come from, why is this pollution related to climate change? This may trigger the children to remember what they have learned.
8. **Inclusivity in the discussion:** Encourage all children present to participate in the discussion, to better understand the difference between children who are quiet and those who have lower knowledge/understanding. Also include in the discussion both girls and boys, and children from vulnerable groups.

Figure 3: Testing the indicators with secondary school children in North Samar



9. **Attribution:** Ensure discussion links to the activity's Theory of Change (TOC) and that the impacts of project activities are appropriately attributed. For example, gauge the impact of project activities on children's knowledge. One useful way to bring back the discussion to attribution is to revisit and ask the children in what activities they participated, or where they learned a particular response.
10. **Gender:** Aim to include questions on gender (e.g. see example Questions 2c, 2d and 3b).
11. **'Adaptation' terminology:** In the early parts of the FGD, there is no need to explicitly define 'adaptation' as the purpose is to find out about children's understanding.
12. **Correcting knowledge:** Whether conducting the FGD at the beginning, during or at the end of the project, the purpose is to assess children's understanding, capacity to advocate and impact. It is also important, however, that their mistakes are corrected, in order to support the learning of all children participating. For example, if children's understanding of climate change is incorrect (e.g. 'earthquakes are climate hazards') or if discussion focuses more on mitigation, the facilitator should ensure that the discussion reveals in which areas the children's knowledge is lacking. After a short period, facilitators then should make corrections to definitions, terminology and understanding as required, and continue the FGD.
13. **Group activity:** Facilitator to prepare a five-minute, lively group activity to start the FGD.

FGD – Documentor's instructions

1. Project staff who have been involved in developing the FGD process should brief documenters and facilitators beforehand. **Allow at least half an hour** to run through this guide and the FGD questions in detail.
2. **Documenters** should ideally **have experience and involvement** in the specific CCA project being looked at, so they are already familiar with the project activities, and possibly the children present in the FGD.
3. Familiarise yourself with the **purpose, questions and structure** before the FGD.
4. **Details, examples and quotes:** Record as much detail as possible. Examples and quotes are vital for analysis. It is very important for documenters to record the exact uncorrected statements from the children as much as possible.
5. **Attribution:** During the FGD, note any particular examples where children's responses reflect attribution to the program.
6. **Gender:** Capture differences in discussion between participants by gender. See the Box below for an example of how this might be done.
7. **Participation levels in climate change adaptation program:** Children will have participated to varying degrees in project activities. Note whether, and how, this results in different levels of participation in the FGD and opinions and perspectives shared (see Documenter's Guide).
8. **For each focus group, record at the beginning of your notes:**
 - a. Date
 - b. Location/school
 - c. Documenter's name
 - d. Facilitator's name(s)
 - e. Total number of participants, number of girls and boys, and number of children from vulnerable groups
 - f. Age range of children.

Box 1: An example: How to document different responses by girls and boys

The example below includes a question from the FGD, and answers provided by boys and girls, noting (B) for boys responses and (G) for girls responses. Numbers following (B) and (G) refer to different children in the group, helping differentiate between active participants and less active participants.

Q: What activities have you participated in?

B3: Formation of a campus organisation and conduct awareness-raising activities, Video documentary about climate change.

B1: Symposium on climate change.

G1: Clean up drive at the River, tree planting.

B3: Symposium on DRR, by the PAGASA.

G2: Radio broadcasting 'BOSES ng KABATAAN (Voice of the Youth)', two representatives from school participated (girls).

FGD – Question guide

Introduction for children and group warm-up activity

Facilitator to introduce the FGD and children's involvement, and to design warm-up activity.

1. Introductory questions

Note: These questions are intended to frame the focus group in the context of the project's activities, and to obtain an understanding of the level and nature of participation of the group in the project.

1a) What CCA activities have you participated in?

1b) What did you like about these CCA activities?

- Why?

1c) What are the weather and climate risks for your community? Can you describe them?

2. Knowledge to practice

Note: Draw out what children have learned through CCA activities, and how children have used their improved knowledge and understanding of climate change science and impacts to inform how they adapt.

2a) Let's think about what you have learned about climate change science – that is, what causes climate change – through the CCA project. In your own words, how do you understand climate change?

- What do you understand about the science of climate change – what causes it? [Remember to probe deeper if children provide brief responses]
- What are the *effects* of climate change? What changes does it lead to?

2b) Where did you learn this from?

- Did you learn this from the CCA project activities, or otherwise?

2c) Now let's discuss in more detail the effects, or impacts of climate change, particularly here in this community. What has the CCA project taught you about how climate change affects:

- You?
- Your family? *Example question: What activities support your family's livelihood (e.g. fishing, farming)? Can you think of how this might be affected by climate change?*

- Your school?
- Your community?

Example of a gender question: Can you think of any ways that climate change affects girls and boys differently? Or ways climate change affects men and women differently? How do you know this?

2d) Considering the impacts we just talked about, what has the CCA project taught you in terms of what is needed to help adapt to the impacts of climate change?

- For yourself?
- Your family
- Your school?
- Your community?

Example of a gender question: When thinking about adapting to climate change, are the needs of girls and boys different – if so, how? What about the needs of men and women in adapting to climate change – are these different? Why do you think this is?

2e) How are these adaptation measures related to climate risks, especially here in this community?

2f) Where did you learn about these adaptation measures?

- Did you learn this from the CCA project activities, or otherwise?

3. Advocacy to policy and practice

Notes: Aim to understand what direct and indirect means of communication and advocacy about climate change children have used, as a result of CCA activities. Secondly, ask about whether or not these advocacy measures have translated into adaptation actions.

3a) We have just talked about how the CCA project has taught us about climate change, and what it means for us here in this community. What project activities have you been involved in that communicate these messages about climate change?

[E.g. radio broadcasting, theatre, peer-to-peer education]

- What were the messages?
- What were the responses from the audience?

3b) Have you ever talked to others at home, or at school or elsewhere about climate change?

- Who did you talk to?
- What did you talk about?
- Did you encounter any problems in talking to others about climate change?
- How did you overcome the problems?

Example of a gender question: When talking to others about climate change, did you find it different when talking to women (e.g., your mother, aunties, female community leaders) when compared to men (father, uncles, male community leaders)? If so, why do you think these differences occur?

3c) Have any actions to adapt to climate change occurred as a result of you communicating to others about climate change?

- At home? At school? In your community? In local government? Anywhere else?
- What was the change / result?
- Can you describe what happened?

4. Future focus: Vision/dream

Notes: This section draws discussion together, asking children how they would like to act further to adapt to climate change, and also how they would like to see others adapt. This is an additional way to test their understanding of the links between climate change, local impacts and locally appropriate adaptation measures.

4a) Is there anything else that you would like to do prepare for the impacts of climate change?

4b) Is there anything else that you would like to see others do to prepare for climate change?

- Your family, your school, your community, your local government?

5. Close

Note: Facilitator to provide a short summary of FGD discussions back to the participants.

5a) Do you have any questions for the facilitators or observers?

Note: Discussing climate change issues can be distressing for children. Be careful to aim to end FGD on a 'higher' note that empowers children.

Figure 4: Participants of FGD from Maria Aurora National High School (left) and Facilitating the FGD session with secondary school children in Samar (right)



Step B

Supplementary Interviews with Community Members

Who to interview, and Why?

Supplementary interviews with community members may be used to supplement the understanding of how the climate change adaption project has increased knowledge and advocacy around climate change, and provide further evidence of changes that have occurred as a result of project activities (both directly and indirectly). The focus groups concentrated primarily on those knowledge and advocacy activities that involved children. The supplementary interviews thus provided an opportunity to explore how duty-bearers involved in other project activities, such as those focussed on climate change adaptation planning and policies, had considered children's and community's perspectives. Supplementary interviews may be held with the following community leaders:

- Local government leaders (Barangay, Municipal government)
- Teachers and principals at schools familiar with climate change adaption activities
- Parents and wider community members (e.g. of children participating in climate change adaption activities, Small Grant Initiative recipients, Parent-Teacher Association members).

The following questions may be asked (as appropriate) aiming to gauge the degree of influence the climate change adaption project has had in terms of children and youth, their families and schools.

Figure 5: Supplementary interviews / meetings with municipal officers and community members



Question guide

1. Introductory question

- a. How have you been involved in the project?

2. Knowledge to Practice

- a. How does climate change affect your community? How does it affect children and youth in your community?
- b. What is needed to help adapt to climate change?
 - For your community?
 - For schools?
 - For you and your family?

QUESTION FOR TEACHERS:

- c. How is climate change included as a topic in your classes?
 - Has this changed since the start of the climate change adaption project, or were you already teaching about climate change beforehand?
 - In classes, what is the balance between science, impacts and adaptation?
 - Have there been any challenges in teaching students about climate change? If so, please describe these challenges.

3. Advocacy to Policy and Practice

- a. Have you heard children communicate about climate change through radio broadcasts or theatre? (*other project activities as relevant*)
- b. How did you feel about these?
- c. What did you find important and interesting?
- d. Have children talked to you directly about climate change?
 - Who?
 - What did they talk about?
- e. Have any actions to adapt to climate change occurred as a result of children communicating to you about climate change?

QUESTION FOR LOCAL GOVERNMENT:

- f. Are climate change considerations included specifically in annual investment plans? If so, can you roughly estimate the amount allocated for adaptation details?

4. Future focus: vision/dream?

- a. Is there anything else that you would like to do prepare for the impacts of climate change?
- b. Is there anything else that you would like to see others do to prepare for climate change?
 - Your family, your school, your community, your local government?
- c. Has the climate change adaption project, and the participation of children and youth, influenced your visions for the future on climate change? Please explain why/why not.

Step C

Debrief

Debrief Instructions

Debrief sessions need to take place soon after – ideally, **immediately after** – the FGDs and Supplementary Interviews, and should be inclusive of facilitators, documenters and any observers of the FGD.

Debrief sessions are designed for the following purposes:

- To capture additional outcomes (e.g. non-verbal outcomes, observations) of the FGD that are not possible to capture at the time of the FGD
- To validate documenter's notes
- To discuss the general 'feel' of the FGD, what went well, what did not go so well, and why?
- To identify learnings from the FGD, and how these might help inform future program activities
- To start the process of analysis of findings.

Debrief sessions are designed to last no longer than one hour and use a combination of individual reflections and group discussion.

The Debrief Session Guide provides space to write down answers from both individual reflections and group discussions, and also includes space for thinking about qualitative and quantitative measures of community adaptation. It is important to note that the quantitative scoring of 'high', 'medium' or 'low' is relative to what is expected for children at that age (rather than comparing to baseline/before the project started). This may need to be explicitly discussed and agreed between the facilitators, observers and documenters to make sure there is a common expectation of appropriate levels of understanding.

It is also important to ensure debrief notes are typed up and saved in electronic format soon after the sessions, as they form an important piece of data analysis.

Debrief - discussion guide and note-taking template

Note: This is a guiding document for facilitators, documenters and observers of Focus Group Discussions to capture key learnings and reflections after each FGD. This process forms the first phase of analysis to measure indicators of the climate change adaption project. Debrief sessions will likely take one hour at the end of FGD. The debrief session includes both individual reflections and group discussion.

Details of FGD

Location

Date

Documenter's name

Facilitator's name

Total number of participants in FGD

Number of girls

Number of boys

Age range of children

Who is attending FGD debrief

Details of Interviewees

Names and roles

Context (to ask project Staff)

1) What are the main climate hazards and impacts in this area? [To verify children's responses]

2) What project activities have the children in this FGD participated in?

Part One: Useful learnings

3) What did you hear today that was **most interesting** to you about how children's understanding of climate change, adaptation and their advocacy in the schools, families and communities?

4) What did you hear today that **you had not heard before from children** about children's understanding of climate change, adaptation and their advocacy in the schools, families and communities?

Part Two: Examples against indicators

Knowledge

Provide examples from the FGD about **how well** children understand climate change science, impacts and adaptation, linking to their **participation in the program**.

Provide examples that are **representative** of the discussion and the depth of knowledge – do not for example select examples of only ‘strong’ understanding. If children made mistakes or showed a low level of knowledge, it is important to document this.

5) Children understand climate change science

6) Children understand climate change impacts relevant to their local context

7) Children identify climate change adaptation measures that are locally relevant to and most important in the context of: • Their families • Their school • Their community. (Note whether they are currently undertaking these measures, or plan to do so)

8) Overall, how well do children understand climate change science, impacts and adaptation measures, including their ability identify adaptation measures that reflect locally experienced climate change impacts and priorities?

How many	High	Medium	Low	Quiet/Did not participate
Girls				
Boys				

Guide:

Low: information is only memorised / based on technical definition; does not reflect local context; some misunderstandings

Medium: can cite mostly correct science, effects, impacts and adaptation measures, including some of the linkages, based on their own understanding (not just memorised/technical definitions).

High: can cite correct and comprehensive science, effects, impacts and adaptation and associated linkages and examples of local adaptation measures

Advocacy

Provide examples from the FGD and Interviews that show **how well** children communicate and advocate for climate change adaptation activities, **linking to their participation in the program**. This section focuses on how well others listen or are receptive to hearing the children’s messages, rather than the actions that result (included in policy and practice below).

Provide examples that are **representative** of the discussion – do not select examples of only ‘strong’ advocacy, but also include examples of difficulties or other problems, if these were discussed.

9) Children communicate to their families and schools about vulnerabilities, hazards and adaptation options relevant to their community.

10) Children’s families, schools and others in the community are receptive to their views and voices about climate change adaptation

11) Overall, what is the capacity and skill level of children to advocate about climate change adaptation?

How many	High	Medium	Low	Quiet/Did not participate
Girls				
Boys				

Guide:

Low: Children are able to create messages for CCA, but unable to identify how, or whom to communicate – do not have an understanding of advocacy process

Medium: Children can identify the message, the medium and the audience but not able to deliver the message to the target audience – have some understanding of the advocacy process

High: Children can design their advocacy approach - identifying appropriate target audiences, setting sufficient audience numbers, designing and implementing appropriate methods with a clear message

Policy and practice

Provide examples from the FGD and interviews that show **how** children’s perspective has or will influence adaptation practice and policy, **linking to their participation in the program**.

Provide examples that are **representative** of the discussion – do not select examples of only ‘strong’ influence, but also include examples of difficulties or other problems if these were discussed.

12) Children influence climate change adaptation practices (current, or planning for future CCA) of
* families * school * community

13) Local leaders provide pathways for children to participate in CCA planning

14) Barangay and LG officials’ prioritisation of CCA policies, ordinance and budgets are based on children’s and community’s perspectives

15) Overall, what is the level of influence that children have on climate change adaptation practice?

How many	High	Medium	Low	Quiet/Did not participate
Girls				
Boys				

16) Overall, what is the level of influence that children have on climate change adaptation policy?

How many	High	Medium	Low	Quiet/Did not participate
Girls				
Boys				

Guide:

Low: Child is able to discuss climate change with their family, and / or has participated in some climate change communication activity (e.g. theatre, radio etc.)

Medium: Child can make recommendations to their parents on CCA related actions and / or is an active participant and leader in climate change communication (e.g. Peer-to-peer educator, radio anchor).

High: Children exert influence in their family and have an active partnership with decision makers in their community. Change is created in the behaviour of their parents, family and community.

Future programming and next FGDs

17) What has been useful that can inform future programming? How?

18) Any comments about what worked well or not so well in the FGD?

Step D

Analysis

Guidance for Analysis

Analysis of FGDs, debriefs and interview data may be undertaken for a range of reasons, for example to provide evidence of progress (useful for internal organisational learning and also for external advocacy), for reflection for the CCA project team members, or as a contribution to national or local government's policy/guidance on how to 'do' M&E of CCA.

The Analysis Framework Template provided below provides the means to synthesise findings across multiple sources of data. The questions posed link to the Theory of Change of the CCA project, and require the 'analysers' to provide evidence against each indicator.

Analysis would ideally be undertaken by staff who were present during the data collection, which would allow for a comprehensive understanding of the data. Analysis should occur as soon as possible after data collection, when memories of data collection are fresh and easily recalled, as this adds depth to the available notes. If it is not possible for analysis to be undertaken by a staff member that was present during data collection, analysis may be undertaken by a third person (e.g., M&E officer, or research support), drawing on available transcripts (FGD and interview), debrief notes and even photos taken during data collection.

As noted in the guidance notes within the Analysis Framework, if there is insufficient evidence and perspectives (either from children or community) for any of the questions, an assessment against any of the indicators may not always be possible. If this is the case, the 'analysers' should note this accordingly. This, in itself, is a lesson that perhaps more attention is required on a specific element of the CCA program.

Analysis Framework – Template

1. Information sources

Guidance: Information to conduct the analysis, and to gather evidence against the indicators, includes:

- FGD notes / transcripts
- Debrief notes
- Interview notes

Have all these pieces of documentation ready to refer to when conducting analysis and provide the details of what information was drawn upon below.

Insert text here

2. Setting the context

Guidance: Once data collection is complete, analysis should take place as soon as possible. Capturing the context is an important first step to the detailed analysis. Provide the information below to set the context for the analysis and responses against the indicators.

- **Where** was the FGD held; describe the location of the FGD/project site (exposure to climate / weather hazards; recent disaster events; projected climate change impacts)
- **When** was the FGD held (date and time); when were the project activities undertaken, and note whether this FGD process has occurred before in this location
- **What** activities were implemented by the children in the FGD
- **Who** participated in the FGD (total participants including number of girls, boys, children in marginalised or vulnerable groups; age range of children; name of facilitator/s; others present at the FGD including observers)
- **Baseline survey data** (if relevant depending on timing) – include a summary of baseline data to help compare changes from the beginning of the project.

Insert text here

3. The indicator framework

Guidance: See below for the indicator framework.

The sources of information include: FGD notes and transcripts, debrief notes and any additional interview notes.

Qualitative responses will be most useful; however quantitative responses from the debriefs can complement the qualitative inputs. Debrief notes are a good place to start looking for evidence against each indicator, given they began the first phase of synthesis and analysis of the FGDs and interviews. Additional details (including quotes) from the transcripts should also be included to support the key findings.

Remember to include representative evidence, i.e. both the strong, successful examples, as well as where children struggled or provided incomplete or even incorrect answers. Both 'strong' and 'weak' representative examples are important to include, because the purpose of the indicators is to help project staff understand how children have learned, their capacity to advocate and the impact they have had on adaptation practice and policy.

If insufficient evidence and perspectives (either from children or community) was collected limiting the ability to make an assessment, please note accordingly.

Insert text here

Evidence against indicators

1. Knowledge

Children’s understanding of climate change science, impacts and adaptation measures

a) Children’s understanding of climate change science

What are some representative examples of children’s understanding of climate change?

Insert text here

b) Children’s understanding of the impacts of climate change on their families, school and community

What are some representative examples of children’s understanding of the impacts of climate change?

Insert text here

c) Children’s ability to identify adaptation measures that are relevant to their families, schools and communities

What are some representative examples of children’s understanding of relevant adaptation measures?

Insert text here

d) Qualitative synthesis and lessons learned for “Knowledge” Indicator

Insert text here

Quantitative measure (assessed during debrief session):

Insert text here

Girls	High:	Medium:	Low:	Quiet:
Boys	High:	Medium:	Low:	Quiet:

Definitions for ‘knowledge’ – quantitative scalar measures

Low: information is only memorised/based on technical definition; does not reflect local context; some misunderstandings.

Medium: can cite mostly correct science, effects, impacts and adaptation measures, including some of the linkages, based on their own understanding (not just memorised/technical definitions).

High: can cite correct and comprehensive science, effects, impacts and adaptation and associated linkages and examples of local adaptation measures.

2. Advocacy

Advocacy by children about climate change adaptation

a) Children’s communication to their families and schools about vulnerabilities, hazards and adaptation options relevant to their community, in ways appropriate to their audiences

What are some representative examples of children’s communication and advocacy about climate change?

Insert text here

How has CCA knowledge contributed to this communication and advocacy?

Insert text here

b) Receptiveness of families, schools and others in the community to children’s voices on climate change adaptation

What are some representative examples of the receptiveness of others to children’s voices on CCA?

Insert text here

How has CCA knowledge contributed to this communication and advocacy?

Insert text here

c) Qualitative synthesis and lessons learned for ‘advocacy’ indicator:

Insert text here

Quantitative measure (assessed during debrief session):

Insert text here

Girls	High:	Medium:	Low:	Quiet:
Boys	High:	Medium:	Low:	Quiet:

Definitions for ‘advocacy’ – quantitative scalar measures

Low: Children are able to create messages for CCA, but unable to identify how, or whom to communicate – do not have an understanding of advocacy process.

Medium: Children can identify the message, the medium and the audience but not able to deliver the message to the target audience – have some understanding of the advocacy process.

High: Children can design their advocacy approach – identifying appropriate target audiences, setting sufficient audience numbers, designing and implementing appropriate methods with a clear message.

2. Policy and Practice

Influence of children on climate change adaptation practice and policy

a) The influence of children’s perspectives on climate change adaptation practices of themselves, their families, schools and the community.

What are some representative examples of children’s influence on CCA practices?

Insert text here

How has CC-CBA knowledge contributed to these changed practices?

Insert text here

How has CC-CBA communication and advocacy contributed to these changed practices?

Insert text here

b) Local leaders’ (e.g. municipal, provincial, barangay & village leaders; community leaders including religious, farmer and fisher groups) provision of opportunities for children to participate in CCA planning. [A more advanced indicator would be active consultation between children/youth and local leaders.]

How have local leaders provided opportunities to children to participate in CCA planning? Provide representative examples below.

Insert text here

How has CC-CBA knowledge contributed to this change?

Insert text here

c) Barangay and LG officials' develop and prioritise of policies, ordinance and budgets, based on children's perspectives

How have Barangay and LG Officials incorporated children's perspectives in policies, ordinance and budgets? Provide representative examples below.

Insert text below

How has CCA knowledge contributed to these changed policies?

Insert text here

How has CCA communication and advocacy contributed to these changed policies?

Insert text here

d) Qualitative synthesis and lessons learned for 'policy and practice' indicator:

Insert text here

Quantitative measure – children’s influence on CCA practice (assessed during debrief session):

Insert text here

Girls	High:	Medium:	Low:	Quiet:
Boys	High:	Medium:	Low:	Quiet:

Quantitative measure – children’s influence on CCA policy (assessed during debrief session):

Girls	High:	Medium:	Low:	Quiet:
Boys	High:	Medium:	Low:	Quiet:

Definitions for ‘policy and practice’ – quantitative scalar measures

Low: Child is able to discuss climate change with their family, and/or has participated in some climate change communication activity (e.g., theatre, radio etc.).

Medium: Child can make recommendations to their parents on CCA related actions and/or is an active participant and leader in climate change communication (e.g. peer-to-peer educator, radio anchor).

High: Children exert influence in their family and have an active partnership with decision makers in their community. Change is created in the behaviour of their parents, family and community.

Appendix: Supporting documents

The following documents may be useful for the planning phase of the FGD / interview process.

Principles and guidelines for ethical research and evaluation

ACFID, 2015. Guidelines for Ethical Research and Evaluation in Development, Australian Council for International Development, February 2015.

ACFID, 2013. Principles for Ethical Research and Evaluation in Development, Australian Council for International Development, June 2013.

Involvement of Children in Monitoring and Evaluation

Ackermann, L., Feeny, T., Hart J. and Newman, J. 2003. Understanding and evaluation children's participation: A review of contemporary literature. Plan International / Plan UK. (see page 33-36)

Issues of Exclusion and Inclusion

Children with disabilities:

UNICEF, 2007. Promoting the Rights of Children with Disabilities, Innocenti Digest No. 13.

Involving ethnic minorities:

DFID, 2005. Reducing poverty by tackling social exclusion. A DFID policy paper.

UNDESA, 2009. Creating an Inclusive Society: Practical Strategies to Promote Social Integration.

Human Rights Based Approach to Monitoring and Evaluation

Theis, J., 2003. Rights-based Monitoring and Evaluation - A Discussion Paper. Prepared for Save the Children.

Save the Children, 2003. Closing the Circle: From measuring policy change to assessing policies in practice — An overview of advocacy impact assessment.

Monitoring and Evaluation of Climate change Adaptation

See Special Issue in New Directions for Evaluation (NDE), September 2015, in particular:

Chong, J., Gero, A. and Treichel, P., 2015. What Indicates Improved Resilience to Climate Change? A Learning and Evaluative Process Developed From a Child-Centred, Community-Based Project in the Philippines. Chapter 7, New Directions for Evaluation Journal, Volume 2015(147).

Bours, D., McGinn, C., & Pringle, P. (2014). Monitoring & evaluation for climate change adaptation and resilience: A synthesis of tools, frameworks and approaches, 2nd edition. Phnom Penh, Cambodia: SEA Change CoP, and Oxford, United Kingdom: UKCIP.



Students planting trees in protected area on Camotes Island, the Philippines

