



**CLIMATE RESILIENCE FOR AND BY CHILDREN AND COMMUNITIES**



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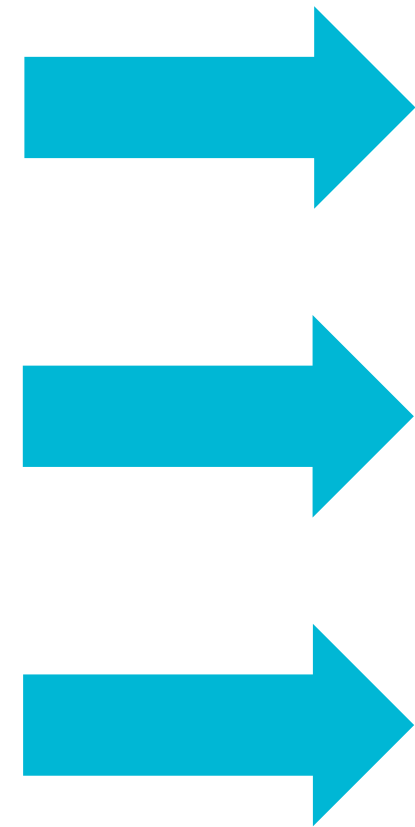


# CLIMATE CHANGE IMPACTS

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## Climate change-related shocks and stresses

- ✓ Flooding, droughts, extreme weather
- ✓ Heat waves
- ✓ Sea level rises
- ✓ Saline intrusion
- ✓ Rising temperatures
- ✓ Environmental degradation and biodiversity losses
- ✓ Other related hazards
- ✓ Etc.



## Household economy

- Income loss/instability
- Migration, displacement

## Education

- School attrition
- School interruption

## Health

- Death and injuries by disasters
- Air quality-related diseases and illnesses
- Water-borne diseases caused by decreased quantity and quality
- Food-borne diseases, Undernutrition
- Heat-related illness
- Vector-borne, rodent-borne and infectious diseases
- Health problems caused by additional workload

## Violence and abuse

- Domestic violence
- Wars and conflicts for resources
- Child labor, exploitation
- Sexual assaults
- Child marriage



# PROBLEM STATEMENT

There is an undeniable shortage and evidently uneven distribution of

- ✓ Knowledge and information
- ✓ Resources
- ✓ Support

...that will be necessary for various social groups to cope with shocks and stresses, maintain services and bounce back afterwards...





# PROBLEM STATEMENT

**...of which children and women are among the most disadvantaged.**

"After cyclones, families think their condition is worse and send their daughters to get married. Almost 50% of girls drop out of education because of early marriage. In very remote villages, it is probably more 70 to 75%."

Girl, 17, Bangladesh

"Climate change and local environmental change may destroy all my dreams and aspirations."

Girl, 15, Philippines

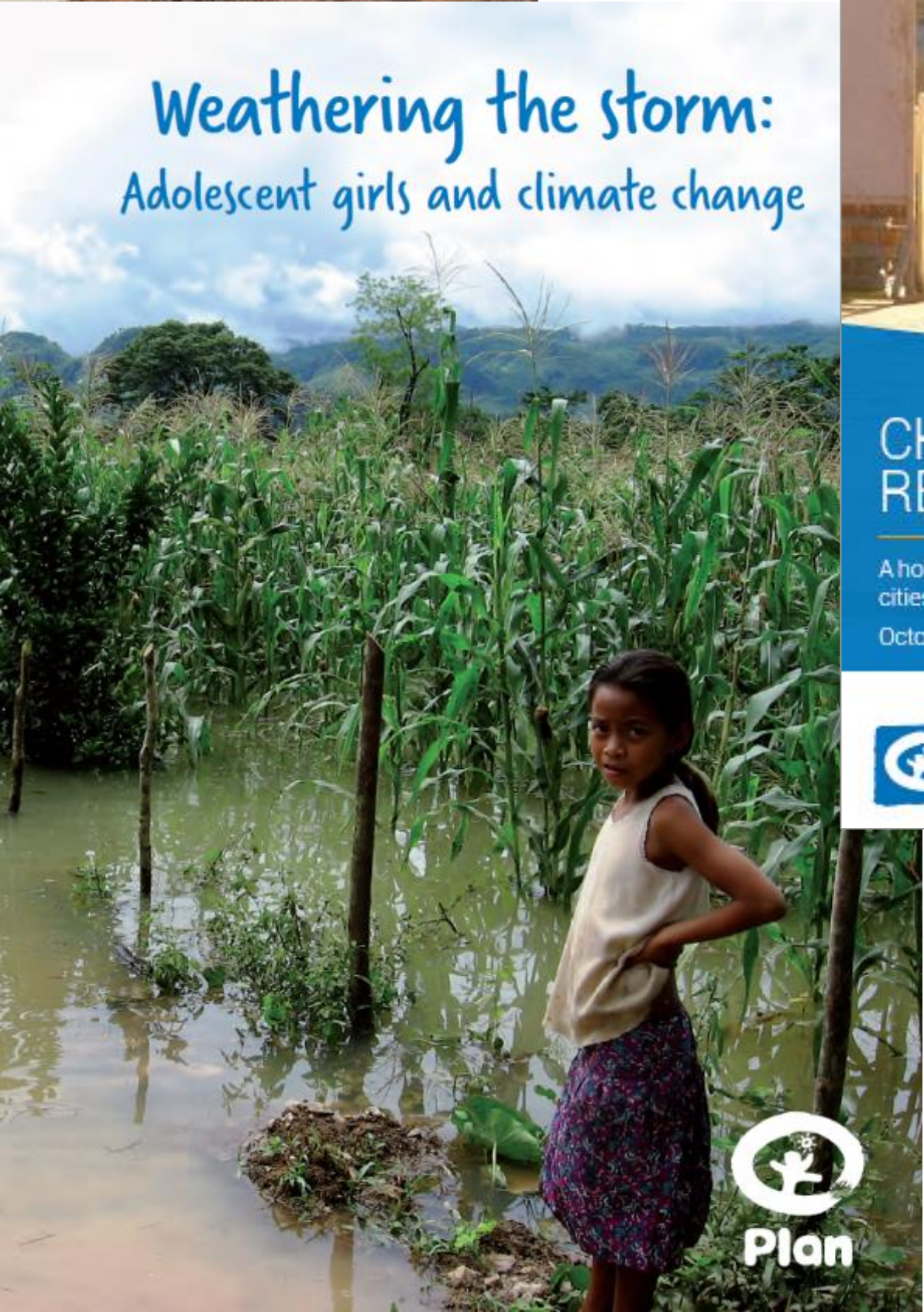
Women and girls are recorded as 90% of those killed by the 1991 cyclone in Bangladesh<sup>11</sup> and up to 80% of the loss of lives in the 2004 Asian Tsunami.

In 2007, an estimated 1.5 million people were left homeless due to rains and flooding in 18 African countries with women and children representing more than three quarters of those displaced by natural disasters.





# PROBLEM STATEMENT



Now available for download on [arup.com/ccurf](http://arup.com/ccurf)

**PLAN INTERNATIONAL**

WHAT WE DO ABOUT US BECAUSE I AM A GIRL TAKE ACTION

**CLIMATE CHANGE FUNDING MUST FOCUS MORE ON GIRLS**

**BLOGGER**

KIMBERLY JUNMOOKDA  
Regional Climate Change Specialist, Plan International Asia

17 NOVEMBER 2018

- CLIMATE CHANGE
- DISASTER RISK REDUCTION
- DISASTER RISK MANAGEMENT
- BECAUSE I AM A GIRL
- EMERGENCIES

**CHILD-CENTRED URBAN RESILIENCE FRAMEWORK**

A holistic, systematic and action-based framework for making cities more resilient for children and youth, girls and boys.

October 2016

**PLAN INTERNATIONAL** **Australian Aid** **SWEDEN** **ARI**

**PLAN INTERNATIONAL**

Countries News Blog Publications

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Girls are among the most at risk from climate change but helping them can create wide ranging benefits, blogs Plan International's Kimberly Junmookda.

Climate change has a particularly negative effect on girls.

Climate change is driving some of the greatest injustices unfolding right before our eyes, and the worst effects are felt by those who play the smallest role in causing the crisis: girls.

As countries meet for the 22nd Conference of Parties in Marrakesh (COP 22) to discuss how to implement last year's Paris Agreement, much of the discussion will be around mobilising the promised \$100 billion by 2020 required to take action to mitigate and adapt to climate change.

Countries have realised it will be critical to take urgent action to reduce the global emission of greenhouse gases causing climate change beyond 1.5 degrees Celsius. They also agreed to help the poorest adapt to impacts already occurring, such as increasingly intense storms, flooding, and prolonged droughts.

**"GIRLS CAN BE LEADERS AND INNOVATORS OF CLIMATE SOLUTIONS"**

Last year, about 180 disasters occurred in Asia alone. The region's rapid urbanisation and population growth are only exacerbating the problem.

**GIRLS FACE UNIQUE CHALLENGES**



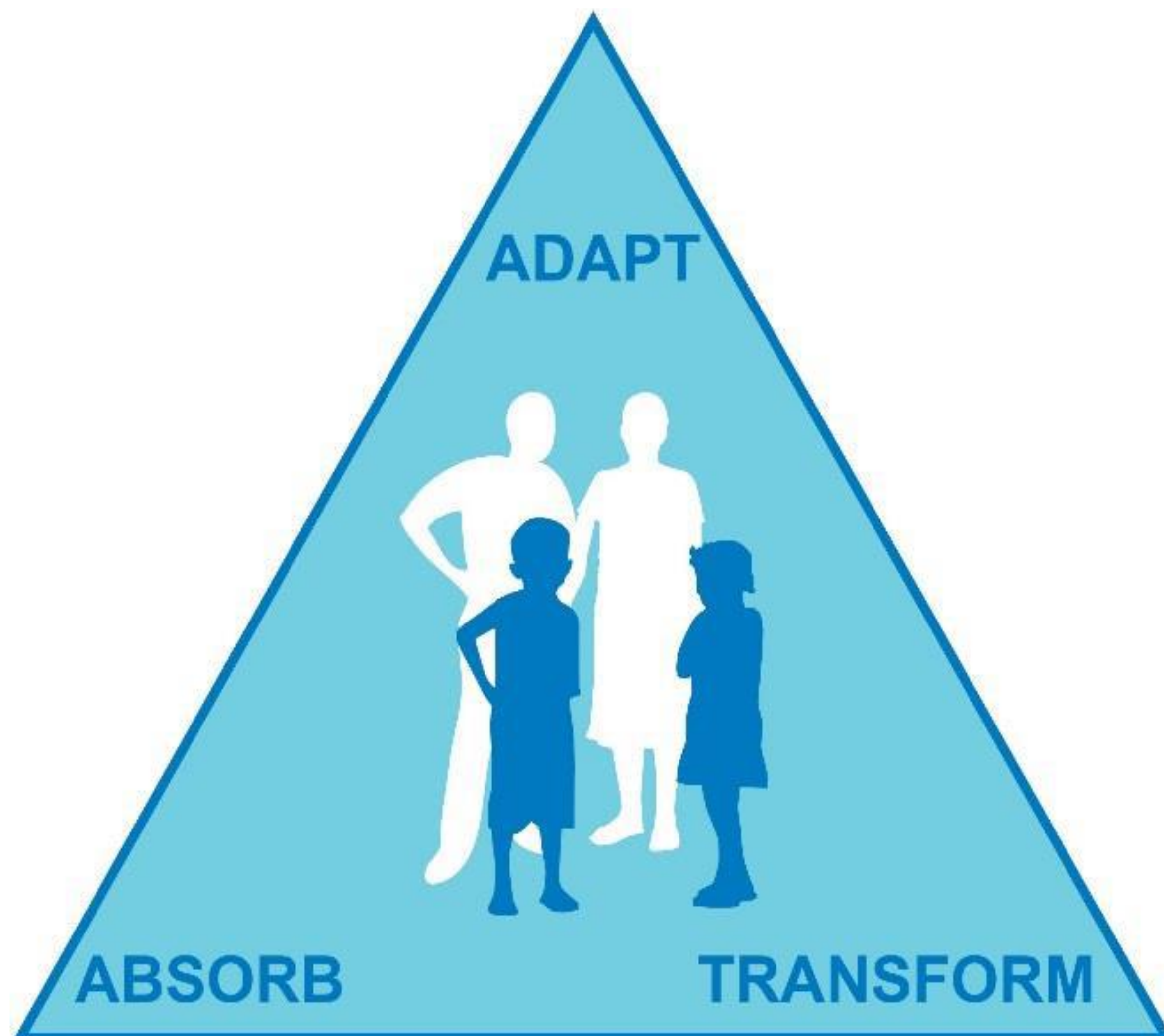
# RESILIENCE

**“Resilience is the ability of children and their communities to deal positively with disturbances (shocks and stresses) that undermine the fulfilment of their rights”**

**Absorptive capacity** covers the coping strategies individuals, households, or communities use to moderate or buffer the impacts of shocks on their livelihoods and basic needs.

**Adaptive capacity** is the ability to learn from experience and adjust responses to changing external conditions, yet continue operating.

**Transformative capacity** is the capacity to create a fundamentally new system when ecological, economic, or social structures make the existing system untenable.





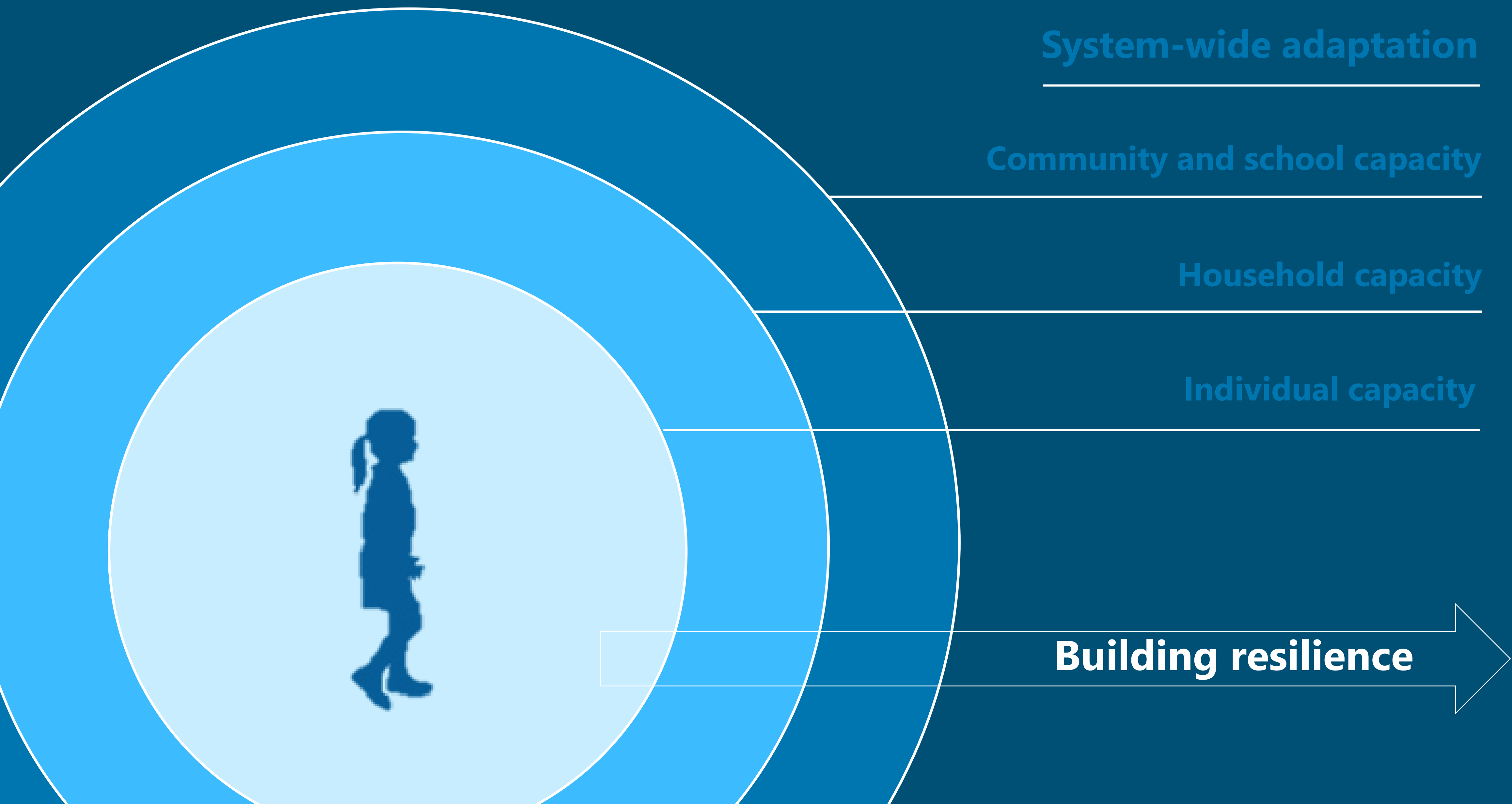
# INCLUSION

- ❖ Inclusion is about bringing people into a process in a meaningful manner. It is the process of **improving the terms for individuals and groups** to take part in society and to fully enjoy their rights.
- ❖ Inclusion requires **addressing the root causes of exclusion** and understanding how intertwined the roots of different forms of exclusion are.
- ❖ Inclusion involves **improving the opportunities** available to girls, boys, youth, in particular those who are vulnerable and excluded, including children with disabilities.





# CHILDREN AND COMMUNITIES ARE AT THE HEART OF OUR WORK





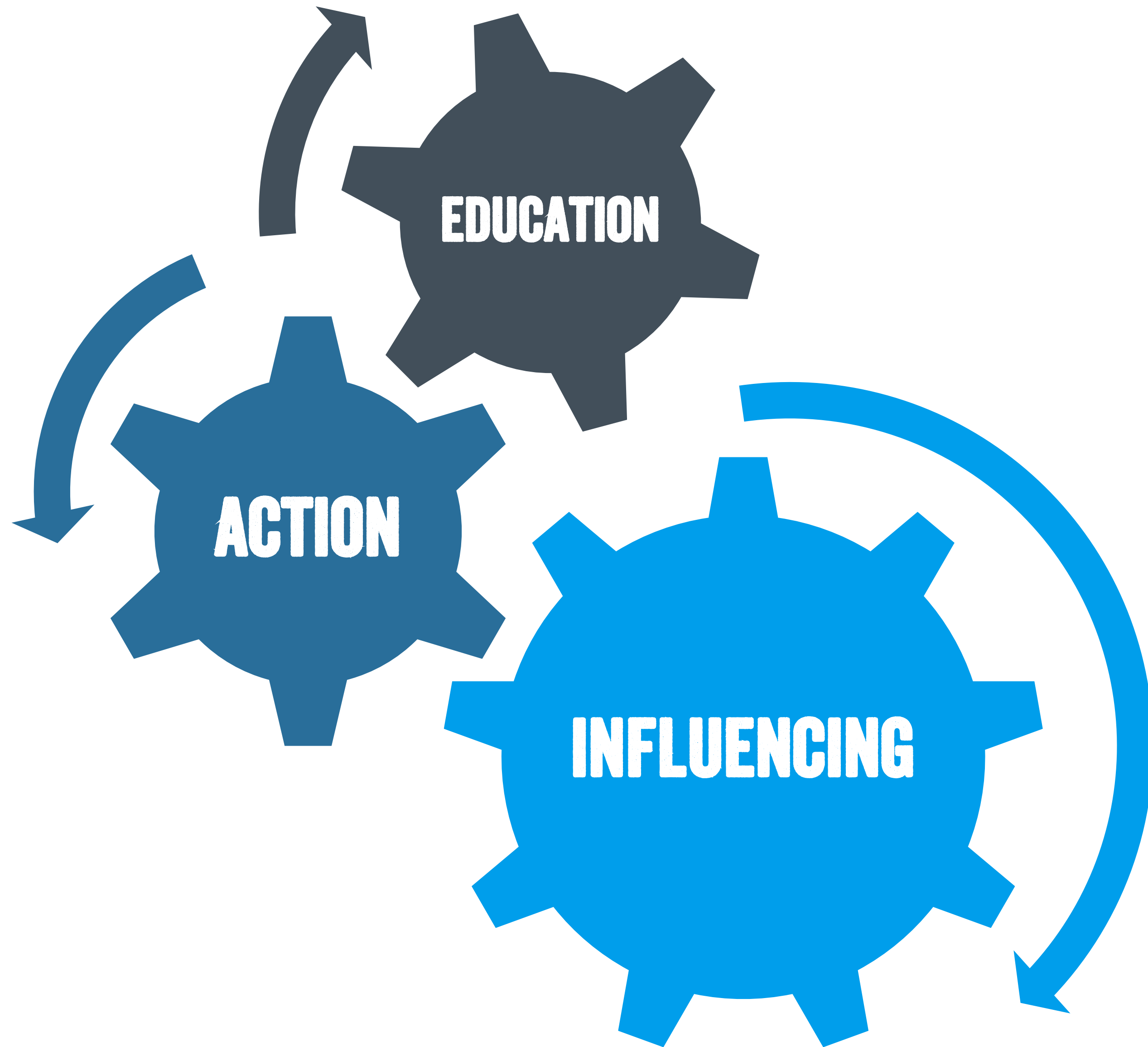
# CHILDREN ARE AGENTS OF CHANGE

- ✓ "Children **design, implement and monitor** adaptation actions appropriate for their age and context."
- ✓ "It is an approach that works with children and young people to facilitate their understanding of climate change, drawing on their voices and **empowering them with the knowledge, skills and confidence** to catalyse action at home, at school and in the community."
- ✓ "Children are **working with adults and their municipal governments** on improved waste disposal systems, and they are conducting education and community outreach. Many of the climate-related actions children have participated in are also building their skills more generally."
- ✓ "Their (children and youth) involvement in national and local climate actions requires support, as they will be **determining their own future with benefits to all.**"





# APPROACH: LEARN – ACT – SHARE



Children and communities lead the process of learning – taking action and sharing.

## ❖ Education

They **learn** knowledge and skills related to climate change, disasters and the environment.

## ❖ Action

- ✓ They gather **data** and **analyse** the issues.
- ✓ They formulated **solutions**.
- ✓ They **implement** their ideas.

## ❖ Influencing

They **share** their stories of successes and lessons.





## ❖ Acknowledge the differences

- Vulnerabilities
- Needs and expectations
- Capacities

## ❖ Understand the importance of diversity

## ❖ Embracing diversity

- Appropriate space and opportunities of engagement created (age, gender, disability, economic, etc.)
- Additional support provided for more disadvantaged groups



# PRINCIPLES

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## **Acknowledge the differences:**

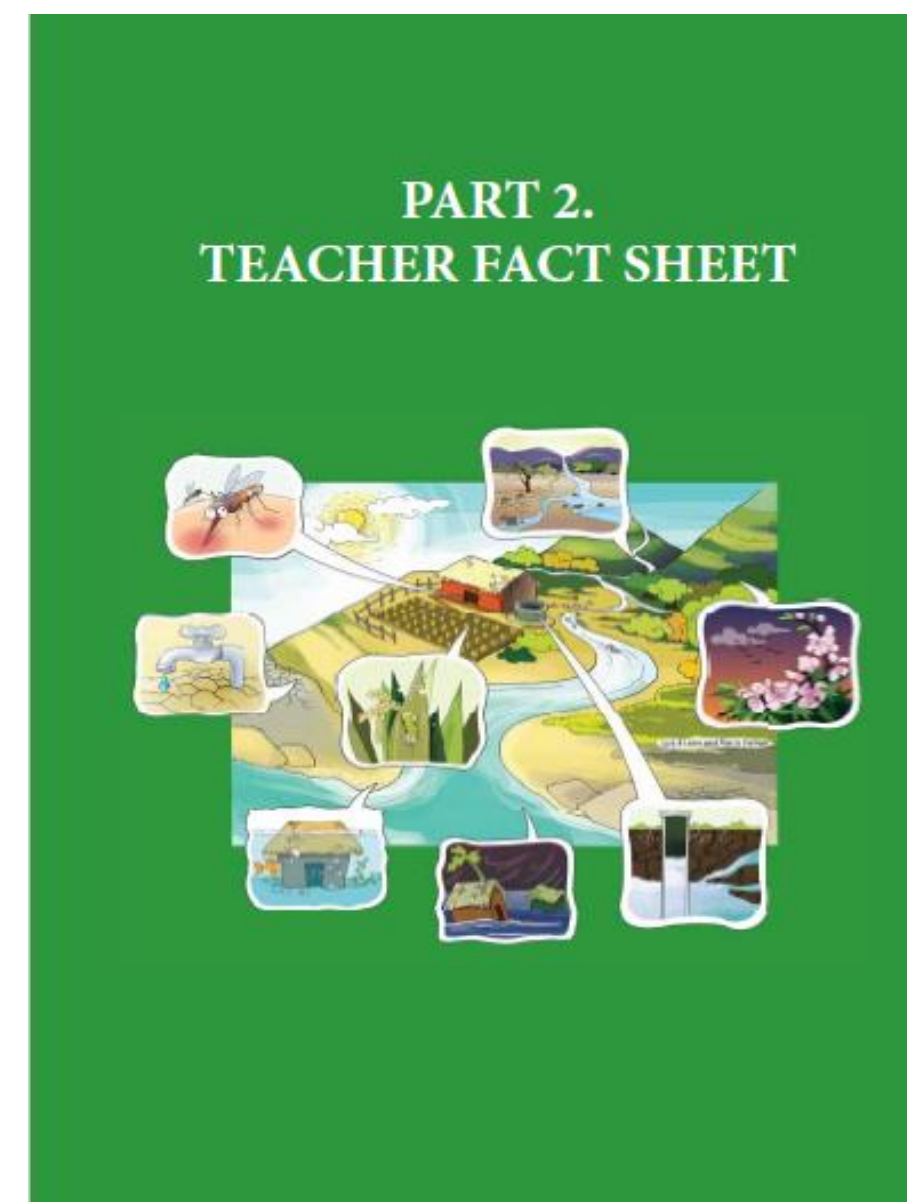
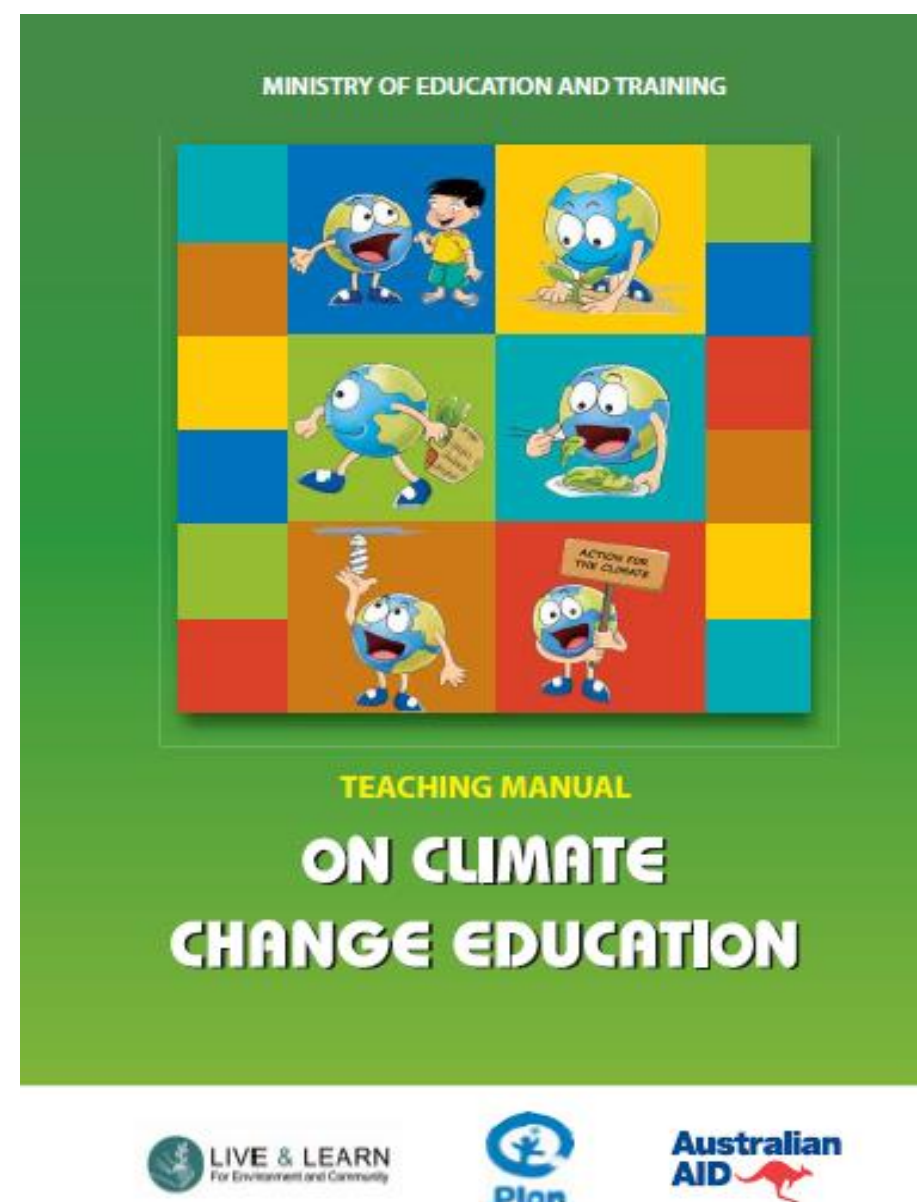
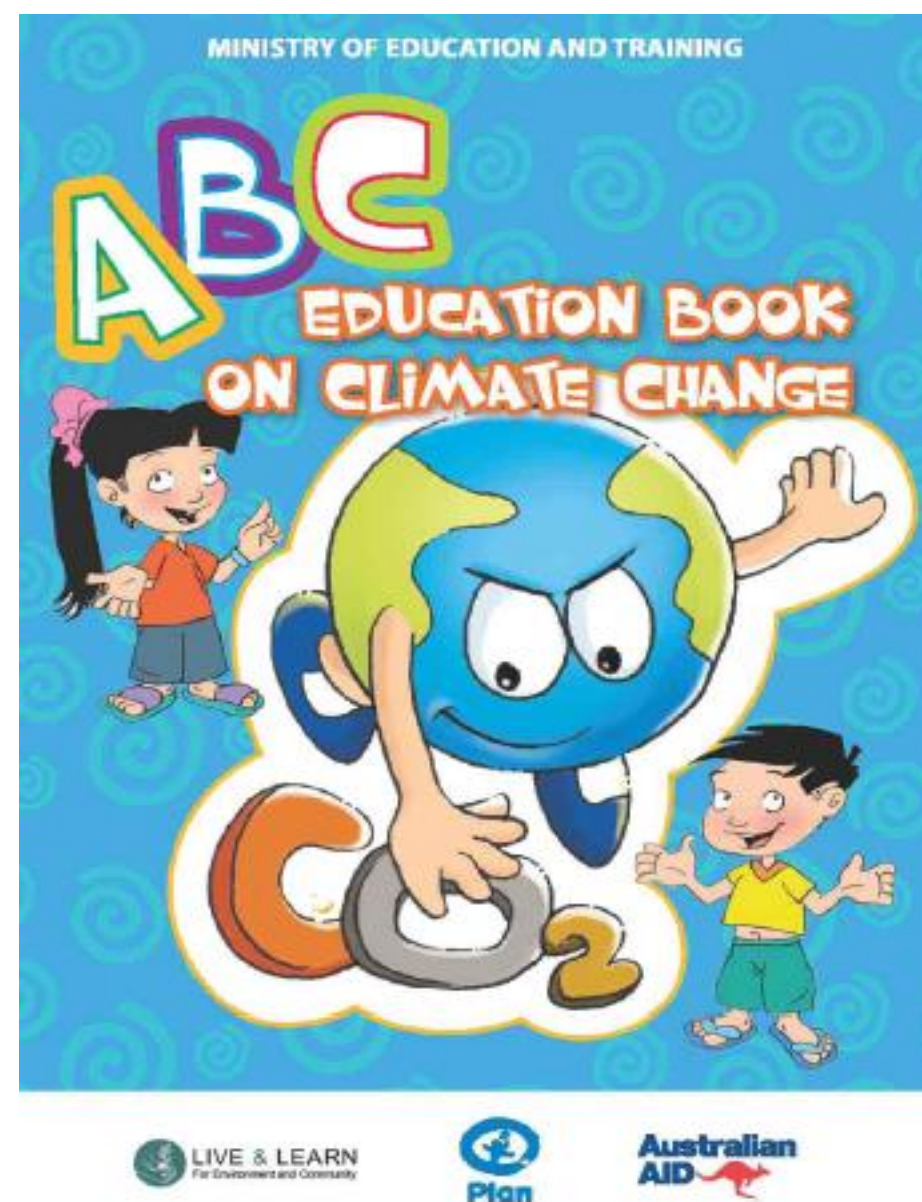
- o Vulnerabilities
- o Needs and expectations
- o Capacities

## **Understand the importance of diversity**

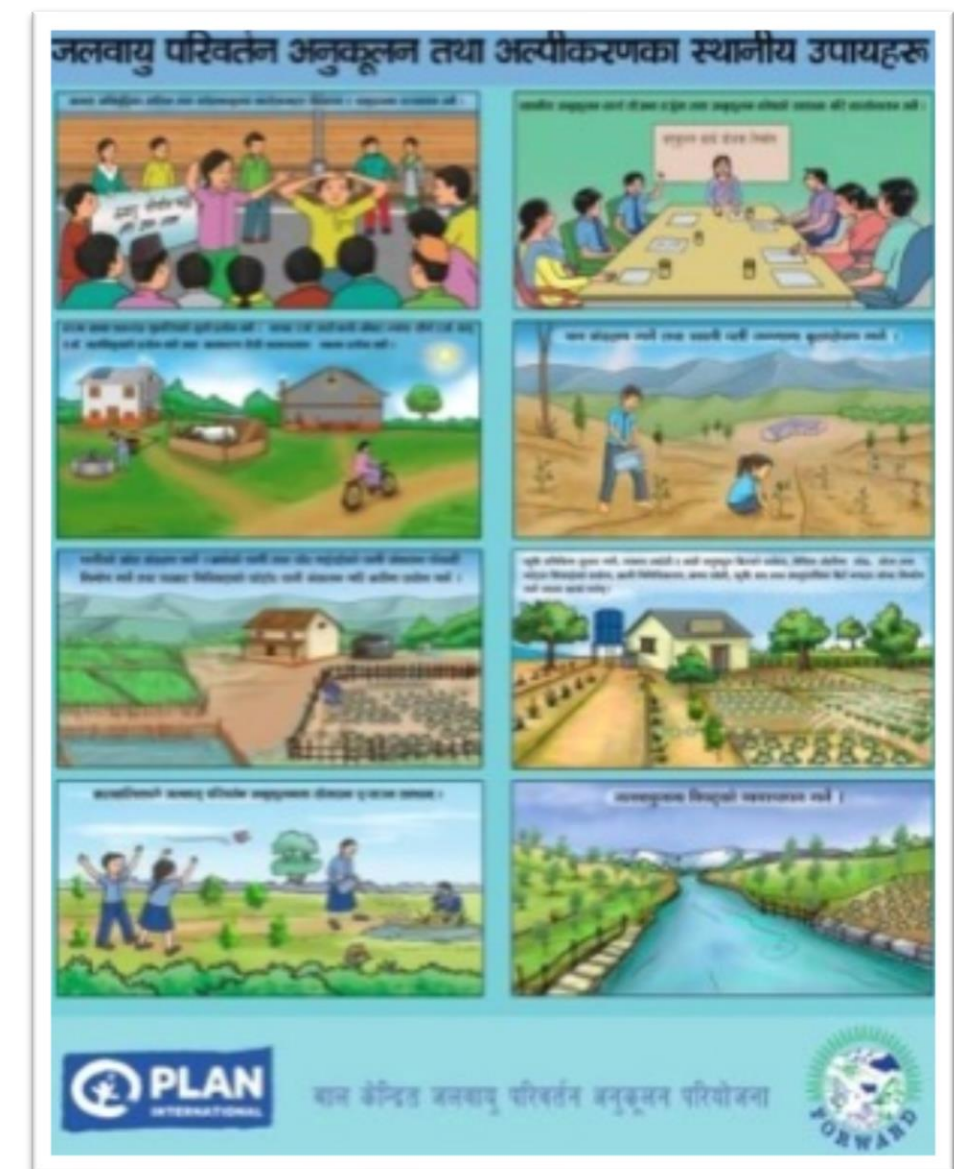
## **Embracing diversity**

- o Appropriate space and opportunities of engagement created (age, gender, disability, economic, etc.)
- o Additional support provided for more disadvantaged groups





# WE SPEAK THEIR 'LANGUAGES'





# THEY ARE THE SPEAKERS.

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# THEY LOVE FUN. WE MAKE IT FUN.







**THEY LOVE FUN. WE MAKE IT FUN.**







**THEY TALK ABOUT THEIR ISSUES. THEY MAKE DECISIONS.**









# RENEWABLE ENERGY FOR THE URBAN POOR







## TECHNICAL SOLUTIONS FOR BETTER INCLUSION







# CLIMATE RESILIENCE FOR AND BY CHILDREN AND COMMUNITIES

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