

Deep Dive 4: Child centred CVCA framework & Session Plan

Table 1: Child-centred CVCA Framework



Climate Risks and Context	<p>SELECTED QUESTIONS TO GUIDE THE ANALYSIS:</p> <ul style="list-style-type: none"> ▪ What are the main climate hazards affecting people’s lives and livelihoods? ▪ How is community infrastructure and services (e.g. schools, roads, clinics, water points, markets, bridges etc.) affected ? ▪ Which livelihoods are the most at risk? ▪ Which groups are the most affected, why? ▪ Are there other (non climate) hazards that affect children, women and other vulnerable groups safety or well being? What are they? ▪ What existing community livelihood assets, resources, and strengths help people cope with these hazards? ▪ Are there conflicts or tensions in the community that affect children, women, or other groups? How? ▪ Are there conflicts over access to resources like water or land? If yes: <ul style="list-style-type: none"> - How might climate change make these worse? - How might this impact children, women and vulnerable groups? ▪ Do any of these hazards sometimes happen at the same time (e.g., drought + heat) or cause chain reactions
	<p>Identification of changes over Time & future risks:</p> <ul style="list-style-type: none"> ▪ How have climate hazards changed over time in this community? (e.g. Have storms become stronger? Are droughts happening more often? Have changes in land use or deforestation affected the community?) ▪ What major past events (such as floods, droughts, new roads, land-use changes, or resource shortages)- have shaped the community’s climate risks or access to resources? ▪ How has community livelihood strategies changed over time to respond to identified hazards? ▪ Exploring future risks, trends, uncertainties, expected future changes ▪ How are climate risks likely to change in the next 5–10 years? (secondary research) ▪ What uncertainties or new risks should the community prepare for?
	<ul style="list-style-type: none"> ▪ What impacts and losses have community members experienced due to climate shocks and stresses? ▪ Who in the community is most at risk, and why? ▪ How are diverse groups affected in different ways, (women, children ? <p><i>Impact on children:</i></p> <ul style="list-style-type: none"> ▪ How do climate shocks affect children right away and over time? (e.g.injury, malnutrition, illness, stress, loss of routine etc.) ▪ How do climate events affect children’s learning and access to school? ▪ How do climate shocks affect children’s health and access to health services?

<p>Climate Impacts</p>	<ul style="list-style-type: none"> ▪ How do climate shocks affect children’s safety, security, and emotional well-being? ▪ How do climate shocks affect children’s social life and opportunities to meet, play, and join activities? Impact on communities and infrastructure: ▪ How do climate risks affect community access to basic services - especially for children? ▪ How are schools and child protection services preparing for long-term climate risks?(e.g. stronger buildings, emergency plans, safe shelters, climate-risk planning) If at all. ▪ How are health services improving their ability to stay open and safe during climate? If at all (eg.backup power, mobile clinics, emergency supplies, early warning coordination) ▪ Ecosystem and Natural resources ▪ How do climate risks and changes affect local ecosystems and natural resources? (water, forests, grazing land, wildlife, plants) ▪ How do these changes affect people’s ability to access and use these resources?
<p>Access to Climate Services & Information</p>	<ul style="list-style-type: none"> ▪ Where do people in the community get climate-related information (e.g., rainfall, storms, heatwaves, floods)?(Eg. radio, local leaders, mobile alerts, NGOs, schools, social media.) ▪ Who provides early warning information? (e.g. met services, local authorities, community volunteers.) ▪ Which of these information sources are most trusted? Why? ▪ Who receives early warnings first? Who receives them last? ▪ Do children, women, and other groups receive information in ways they understand? ▪ Are some groups left out or unable to access climate information? Why? Eg. literacy, language, mobility, technology access, social norms. ▪ Do all groups feel they can act on early warnings (e.g., evacuate, move livestock, protect belongings)? If not, what makes it difficult? ▪ What makes it hard for some people to access reliable climate information? Eg distance, cost, phone ownership, lack of trust, poor network coverage etc ▪ Are early warnings timely and locally relevant? ▪ Are there power dynamics affecting access to information? (e.g. gatekeepers, leaders controlling information, gender norms.) ▪ What existing community capacities help people access and share climate information? Eg: youth groups, women’s groups, schools, local radio, community volunteers.) ▪ Which actors or groups could play a stronger role in sharing early warnings with everyone, incl children and women? How?

<p>Existing adaptation & Resilience Practises</p>	<ul style="list-style-type: none"> ▪ Which current coping (short term) and adaptation (long term) strategies are community members applying to protect their families, livelihoods, assets from climate risks and respond to shocks? ▪ Have the strategies applied been helpful to prevent losses? ▪ Are there example of harmful consequences of these adaptation strategies (maladaptation) ▪ Do women and men respond differently to climate risks and shocks? If so, how? ▪ Are adaptation actions already happening that directly or indirectly benefit children? If so, which ones? ▪ How does traditional or indigenous knowledge help prevent risks and adapt? ▪ Which support structures and activities are already in place to support communities and children's resilience ? (e.g. EWS, government support etc.) ▪ Are adaptation actions already happening that directly or indirectly benefit children? If so, which ones? ▪ Have any strategies effectively benefited children and contributed to successful adaptation? ▪ Are they involved? What are the key barriers for children to be involved in adaptation and resilience building in the community ?
<p>Future Visioning for a resilient community</p>	<ul style="list-style-type: none"> ▪ What adaptation options could address identified climate impacts? ▪ Can you describe your vision of a resilient community? How would it look like? ▪ What change do the community members/children want to see in their community to stregthen climate resilience in 5-10 years? ▪ How do children want to be involved in building climate resilience in their community?In their opinion, what actions can be taken by community members to build their future climate resilience and manage risks? ▪ In their opinion, what action can be taken by local government, CSOs etc to manage risks and build climate resilience? ▪ What kind of training or knowledge would help community members and children to strengthen climate resilience? ▪ What ideas or solutions do children propose for reducing climate risks/building resilience ? ▪ What action/support do different community groups need to better prevent and respond to climate risks?
<p>Barrier to achieve a resilient Commnity</p>	
<p>Solutions / Actions to remove barriers</p>	

Table 2: Example of Plan for Community Conversations (adults) (integrating analytical questions with participatory tools)

	Objective		Key questions to explore with the tool ¹	Time
Day 1: Understanding climate and other risks, vulnerability, changes and impacts	<u>Session 1</u> : Introduction to the work, objective & expectations setting	Facilitator Guidance <i>Deep dive 1</i>		30m
	<u>Session 2</u> : Identification of key hazards, risks, vulnerabilities and capacities to cope and adapt – seen from different groups’ perspective	Community Hazard & Resource Map : To identify the geographic distribution of climate-related risks, areas exposed to climate hazards, the most vulnerable populations and assets, and the local resources and capacities available for coping with/ adapting to those risks <i>(Tools in Deep Dive 4)</i>	<ul style="list-style-type: none"> ▪ What are the main climate hazards affecting people’s lives and livelihoods? ▪ How is community infrastructure and services (e.g. schools, roads, clinics, water points, markets, bridges etc.) affected ? ▪ Which livelihoods are the most at risk? ▪ Which groups are the most affected, why? ▪ Are there other (non climate) hazards that affect children, women and other vulnerable groups safety or well being? What are they? ▪ What existing community livelihood assets, resources, and strengths help people cope with these hazards? ▪ Are there conflicts or tensions in the community that affect children, women, or other groups? How? ▪ Are there conflicts over access to resources like water or land? If yes: <ul style="list-style-type: none"> - How might climate change make these worse? - How might this impact children, women and vulnerable groups? ▪ Do any of these hazards sometimes happen at the same time (e.g., drought + heat) or cause chain reactions? 	1h 15

¹¹ Some questions will naturally emerge through the participatory tools, while **other questions need to be asked directly by the facilitator to fill gaps or deepen understanding.**

	<p><u>Session 3:</u> To identify changes over Time & future risks</p>	<p>Historical timeline/stories of change: To help communities recall and record past events - especially climate-related hazards, disasters, major livelihood changes, and adaptive responses - over a period of time <i>.(tools in Deep Dive 4)</i></p>	<ul style="list-style-type: none"> ▪ How have climate hazards changed over time in this community? (e.g. Have storms become stronger? Are droughts happening more often? Have changes in land use or deforestation affected the community?) ▪ What major past events (such as floods, droughts, new roads, land-use changes, or resource shortages)- have shaped the community’s climate risks or access to resources? ▪ How has community livelihood strategies changed over time to respond to identified hazards? ▪ Exploring future risks, trends, uncertainties, expected future changes ▪ How are climate risks likely to change in the next 5–10 years? (secondary research) ▪ What uncertainties or new risks should the community prepare for? 	1hr
	<p><u>Session 4:</u> Climate impacts for different groups: Direct & indirect</p>	<p>Impact Chain <i>(tool in Deep Dive 4)</i></p>	<ul style="list-style-type: none"> ▪ What impacts and losses have community members experienced due to climate shocks and stresses? ▪ Who in the community is most at risk, and why? ▪ How are diverse groups affected in different ways, (women, children ? <i>Impact on children:</i> ▪ How do climate shocks affect children right away and over time? (e.g.injury, malnutrition, illness, stress, loss of routine etc.) ▪ How do climate events affect children’s learning and access to school? ▪ How do climate shocks affect children’s health and access to health services? ▪ How do climate shocks affect children’s safety, security, and emotional well-being? ▪ How do climate shocks affect children’s social life and opportunities to meet, play, and join activities? <i>Impact on communities and infrastructure:</i> ▪ How do climate risks affect community access to basic services - especially for children? ▪ How are schools and child protection services preparing for long-term climate risks?(e.g. stronger buildings, emergency plans, safe shelters, climate-risk planning) If at all. ▪ How are health services improving their ability to stay open and safe during climate? If at all (eg.backup power, mobile clinics, emergency supplies, early warning coordination) ▪ Ecosystem and Natural resources ▪ How do climate risks and changes affect local ecosystems and natural resources? (water, forests, grazing land, wildlife, plants) ▪ How do these changes affect people’s ability to access and use these resources? 	1h

Day 2: Understanding existing adaptation capacity and barriers	Climate information Services & EWS	Venn Diagramm adapted to CIS <i>(tool in Deep Dive 4)</i>	<ul style="list-style-type: none"> ▪ Where do people in the community get climate-related information (e.g., rainfall, storms, heatwaves, floods)?(Eg. radio, local leaders, mobile alerts, NGOs, schools, social media.) ▪ Who provides early warning information? (e.g. met services, local authorities, community volunteers.) ▪ Which of these information sources are most trusted? Why? ▪ Who receives early warnings first? Who receives them last? ▪ Do children, women, and other groups receive information in ways they understand? ▪ Are some groups left out or unable to access climate information? Why? Eg. literacy, language, mobility, technology access, social norms. ▪ Do all groups feel they can act on early warnings (e.g., evacuate, move livestock, protect belongings)? If not, what makes it difficult? ▪ What makes it hard for some people to access reliable climate information? Eg distance, cost, phone ownership, lack of trust, poor network coverage etc ▪ Are early warnings timely and locally relevant? ▪ Are there power dynamics affecting access to information? (e.g. gatekeepers, leaders controlling information, gender norms.) ▪ What existing community capacities help people access and share climate information? Eg: youth groups, women’s groups, schools, local radio, community volunteers.) ▪ Which actors or groups could play a stronger role in sharing early warnings with everyone, incl children and women? How? 	1,5 hour
	Existing climate resilience capacity	Facilitated Discussion	<ul style="list-style-type: none"> ▪ Which current coping (short term) and adaptation (long term) strategies are community members applying to protect their families, livelihoods, assets from climate risks and respond to shocks? ▪ Have the strategies applied been helpful to prevent losses? ▪ Are there example of harmful consequences of these adaptation strategies (maladaptation) ▪ Do women and men respond differently to climate risks and shocks? If so, how? ▪ Are adaptation actions already happening that directly or indirectly benefit children? If so, which ones? ▪ How does traditional or indigenous knowledge help prevent risks and adapt? ▪ Which support structures and activities are already in place to support communities and children's resilience ? (e.g. EWS, government support etc.) ▪ Are adaptation actions already happening that directly or indirectly benefit children? If so, which ones? ▪ Have any strategies effectively benefited children and contributed to successful adaptation? ▪ Are they involved? What are the key barriers for children to be involved in adaptation and resilience building in the community ? 	1,5 hour

<p>Day 3:</p> <p>Future visions & Solutions</p>	<p>Future Vision & solutions</p>	<p>Adaptation Pathways</p> <p>Visioning for a Future with Climate Change</p> <p><i>(tools in Deep Dive 10)</i></p>	<ul style="list-style-type: none"> ▪ What adaptation options could address identified climate impacts? <ul style="list-style-type: none"> ▪ Can you describe your vision of a resilient community? How would it look like? ▪ What change do the community members/children want to see in their community to strengthen climate resilience in 5-10 years? ▪ How do children want to be involved in building climate resilience in their community? ▪ In their opinion, what actions can be taken by community members to build their future climate resilience and manage risks? ▪ In their opinion, what action can be taken by local government, CSOs etc to manage risks and build climate resilience? ▪ What kind of training or knowledge would help community members and children to strengthen climate resilience? ▪ What ideas or solutions do children propose for reducing climate risks/building resilience ? ▪ What action/support do different community groups need to better prevent and respond to climate risks? 	
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