



Evaluation of

PLAN INTERNATIONAL'S CHILD CENTRED CLIMATE CHANGE ADAPTATION (4CA) PROJECT

South East Asia Region
Phase II

July 2016

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Secondary school students in the the Act to Adapt program in Huong Hoa district, Quang Tri province, Vietnam.

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The impacts of climate change affecting communities globally are experienced in the communities that Plan International works with. The 4CA project has shown that a child-centred approach is effectively reaching the next generation of decision makers and we all depend on them to help find local solutions to adapt to climate change impacts. The dedication and enthusiasm of the students in the 4CA project give us much hope for the future.

ABBREVIATIONS

4CA	Child-Centred Climate Change Adaptation
ARO	Asia Regional Office
ANO	Australia National Office
ASSIST	Asia Society For Social Improvement And Sustainable Transformation
BPBD	District Disaster Management Agency
BRACED	Building Resilience And Adaptation To Climate Extremes And Disasters
CBA	Community-Based Adaptation
CC	Climate Change
CCA	Climate Change Adaptation
CCCD	Child-Centred Community Development
CDF	Community Development Facilitator
CDO	Community Development Officer
CO	Country Office
COP	Conference Of The Parties
CP	Child Protection
CPC	Commune People's Committee
CVCA	Climate Vulnerability And Capacity Assessment
DoET	Department Of Education And Training
DRR	Disaster Risk Reduction
DRM	Disaster Risk Management
GAD	Township Administrative Department
IDN	Indonesia
IEC	Information, Education And Communication
INDC	Intentional Nationally Determined Contributions
IKI	International Climate Initiative
IPCC	Intergovernmental Panel On Climate Change
LCC	Local Content Course
M&E	Monitoring And Evaluation
MMR	Myanmar
NGO	Non-Governmental Organization
NTT	Nusa Tenggara Timur (Ntt) Province
PU	Program Unit
SDG	Sustainable Development Goal
SEAYEN TUNZA	South East Asian Youth Environment Network
SEDC	Social And Economic Development Plan International
SDMC	School Disaster Management Committees
TTU	Timur Tengah Utara (Ttu) District
UNISDR	United Nations Institute For Sustainable Development Research
VDMC	Village Disaster Management Committee
VNM	Vietnam
WASH	Water, Sanitation And Hygiene
YAFA	Yayasan An-Feot Ana
YBS	Yayasan Bina Swadaya

EXECUTIVE SUMMARY

Plan International's Child-Centred Climate Change Adaptation (4CA) Phase II project is a two-year regional initiative (2014–2016), implemented in three countries in South East Asia–Indonesia (IDN), Vietnam (VNM) and Myanmar (MMR), targeting 3,347 beneficiaries in 23 communities. The Phase II project, funded by the Australian Government and Plan International in Australia and Spain, is an expansion of the Phase I three-year pilot project, which ran from 2011 to 2014.

The evaluation of phase II included a desktop review of existing project documentation and a three-week field consultation in IDN, VNM and MMR with Plan International staff, partner staff, beneficiaries and government stakeholders. In addition, interviews were held (via Skype) with staff from Plan International Australia (ANO), Plan International Germany, Plan International Asia Regional Office (ARO), the Red Cross/Red Crescent Climate Centre and the Asia Society for Social Improvement and Sustainable Transformation (ASSIST). In total, 294 persons were consulted (199 female, 95 male, including 182 children/youth) through informal discussions, semi-structured interviews, focus group discussions, survey questionnaires, and observation of 4CA activities.

The evaluation examined outcome indicators from the 4CA logical framework as well as criteria based on relevance, effectiveness, efficiency, impact, cross-cutting issues (gender, disability, child centredness, inclusion of ethnic minorities, rurality) and sustainability. In addition, a brief evaluation of the role of ARO in the 4CA project was conducted. Evaluation results follow.

OUTCOME 1 – INCREASED AWARENESS OF CLIMATE CHANGE ADAPTATION

Among the student respondents in eight schools in the three countries, interview question responses demonstrated a good basic understanding of climate change (CC), local impacts, measures that can be taken to avoid risks from climate-related disasters and some options to adapt to these impacts. Despite heightened awareness among children and youth and some progress at diffusion of knowledge to the larger community, adults in the community and government officials associated with the 4CA project in all three countries had a limited understanding of CC causes, impacts and adaptation options.

OUTCOME 2 – CLIMATE CHANGE ADAPTATION ACTIONS

The 4CA project has instilled the need to take action on climate change adaptation (CCA), as evident in the enthusiasm of students and their teachers,

as well as youth groups to participate in a range of 4CA activities. Community groups formed in IDN and MMR as part of the 4CA project were also actively engaged in actions related to CC and there were many examples of the engagement of various government departments (education, agriculture and forestry) in the student-led activities. 4CA activities included developing local content on CCA in schools (IDN), and in all three countries, growing vegetables and using organic compost in school gardens, recycling plastics into handicrafts and seed grant funding of youth-led initiatives (a focus in VNM). Community groups in all three countries focused on disaster risk reduction (DRR), tree nursery and planting programs and improved livelihoods.

OUTCOME 3 – CLIMATE CHANGE ADAPTATION ADVOCACY

The 4CA project demonstrated collaboration with relevant government agencies leading to their participation in 4CA activities and some ability to advocate the adoption of CCA in longer-term policies and planning. Some government agencies seem willing to learn more about CCA and recognize the urgent need for adaptation activities. However, CCA is a very new concept and the 4CA project was working with a small budget and a limited time frame (two years); thus, much more remains to be done to improve understanding of CC causes, impacts, risks and adaptation options within government agencies so that they have the information they need to include child-centred CCA along with other development priorities and to include CC considerations into planning and budgeting processes. While it may be difficult to integrate the 4CA approach into government policy not tied to children's education, Plan International 4CA project suggests that some inroads can be made at the local government level (e.g. IDN DRR Forum).

EFFECTIVENESS

The 4CA project emphasized capacity building as one of the three pillars of the 4CA project logic model. This involved capacity building of Plan International country staff, Plan International partner organizations, government staff and community members as well as teachers, children and youth. There is ample evidence that capacity building of student groups in all three countries was very successful. The youth were trained as leaders, advocates and facilitators, which enabled them to lead participatory processes to develop CCA plans, to conduct advocacy sessions with government authorities, and facilitate learning with children. In general, it is felt that there could have been more training for participating government officials and community members.

EFFICIENCY

The 4CA project made significant achievements on wide-reaching objectives in a short time frame with a relatively small total budget, US\$1,206,441. Efficient use of project funds was achieved by increasing project impacts through training of trainers, enhancing ownership through participatory methods, engaging youth to work with children, engaging project champions dedicated to the project, and making use of existing structures (schools and village committees). Project monitoring and evaluation (M&E) systems were considered easy to use; however, reporting frequency was considered too high, causing additional workload.

RELEVANCE

CC impacts are significant in all three countries and communities are realising the imminent need to address these impacts which are affecting their livelihoods at an unprecedented level. Training in CC awareness alongside disaster risk management (DRM) is highly relevant to community needs since CC hazards exacerbate other “natural” disasters. The child-centred approach was regarded as an effective strategy for CCA because children are eager to learn, there is an opportunity to change behaviours, they are creative and innovative and they represent the next generation of decision makers who need the skills to take action on CC issues.

In the three countries evaluated, there was a willingness of district/township and local governments to participate in and learn from the 4CA project due to the high degree of relevance to existing government programs, such as DRR, agricultural programs aimed at reducing shifting cultivation, cattle rearing and community forestry programs. The development of locally relevant CCA education materials by the 4CA project fitted very well within the existing education frameworks.

The 4CA project supports Plan International Child-Centred Community Development (CCCD) by promoting the training of children and youth as the primary agents of change. There was also evidence of 4CA activities supporting and being enhanced by linkages to existing Plan International programs in DRR/DRM, Water, Sanitation and Hygiene (WASH), and secure livelihoods and sponsorship programs.

IMPACT

The most significant impact of the 4CA project is increased awareness of CC impacts among children and youth involved in the project and their increased confidence, ability and enthusiasm to take action and to advocate action among their peers, government officials and other adults. This has resulted in significant empowerment of children, as seen in their advocacy work disseminating

knowledge to the wider community. How this translates to CCA in the long term remains to be determined and monitoring of 4CA results will be important. The fact that elements of 4CA are informing new projects such as the International Climate Initiative and the Building Resilience and Adaptation to Climate Extremes and Disasters (BRACED) project are indicative of the impact of the child-centred approach.

CROSS-CUTTING ISSUES

The 4CA project successfully used a child-centred and child-and youth-driven approach which allowed them to make decisions about CC related issues, to engage in CCA actions and to promote CC awareness raising among their peers, the community and government officials. More work is needed to ensure there is continued learning among a broader spectrum of children and youth, reaching beyond those who directly participate in school-based groups to include out-of-school children, youth who have finished school and remain in the community, and children who live in more remote communities and who may not be able to take part in extra-curricular activities. Gender equality issues have been integrated to some extent and all student groups had both female and male participants who were equally vocal during discussions.

SUSTAINABILITY

Many 4CA project activities are likely to be sustained. The reasons for sustainability are varied and include such factors as the willingness by government to uptake activities they regard as relevant to their programs and beneficial to people; activities designed to generate self-sustaining incomes; the presence of “champions” who carry projects forward; and benefits to livelihoods that lead to a general adoption of the activities by others. There are also indications that some 4CA activities may not be sustained without ongoing support, for example, community groups may not have the capacity to continue without outside financing and organizational support.

ASIA REGIONAL OFFICE INVOLVEMENT IN THE 4CA PROJECT

Evidence collected during field consultations indicated that the support provided by Plan International Asia Regional Office (ARO) to country programs was important and requests were made for additional support. ARO’s facilitation of training and capacity building for both Plan International and partner staff on the 4CA model, CCA, participatory methods, etc. was critical to successful implementation of the 4CA project. Regional networking provided excellent opportunities for sharing lessons learned among the project countries.



Youth clean-up day during the traditional Tao God day where gold fish are released in the lake.

KEY RECOMMENDATIONS

The report has 67 recommendations based on the evaluation, for consideration in replication and scaling-up of future projects using the 4CA model approach. Ten key recommendations are:

1. Plan International should consider using the 4CA model as a core element of all Plan International projects and programs given the cross-cutting theme of CCA and the urgent need for children and youth of the next generation to understand they are growing up in an environment of increasing impacts and threats posed by CC that will challenge them to adapt to a new climate.
2. CA-based projects should continue to include and increase student-led events that engage the community and government in public forums (e.g. dramas/plays, music events, writing and drawing competitions, question-and-answer discussions and competitions and local radio shows) in order to:
 - present student-led activities on CC for awareness raising,
 - develop communication skills and increase confidence of students to share their knowledge,
 - share and test students' knowledge and that of others in the community,
 - encourage the engagement of others in CC issues,
 - advocate DRR/CCA, and
 - seek commitments to action from community and government.
3. 4CA projects should continue to work closely with government education departments because of the potential to create widespread advocacy and sustainability of results through the adoption of CCA in school curricula (e.g. Local Content Course in IDN and ABC text in VNM). It would be beneficial to host an end-of-project workshop with government education departments to present the results of 4CA model activities district-wide to teachers and supervisors to further promote adoption and sustainability of these activities after the project is completed.
4. 4CA projects should continue to actively engage government departments (education, agriculture, veterinary and forestry) in 4CA training events for the community to assist government in developing the knowledge needed to Plan International and budget for CCA activities and actively participate in local implementation the 4CA model.
5. 4CA projects should include an increased focus on CCA awareness training for local community members, government staff and elected officials.
6. 4CA projects should expand capacity building for seed grant funding which engages, validates and builds confidence in youth as active members of society, able to seek funding and manage projects toward creative solutions to problems faced by their generation. Funding seed grants requires relatively small financial resources and can yield relatively large benefits, including scaling-up and advocacy.
7. 4CA projects should consider how certain groups such as ethnic minorities living in remote areas and people with disabilities who may not attend school, may be more engaged and targeted in 4CA project activities. Reaching out to people with disabilities in VNM through the specialized glasses project is an example of Plan International strategy of inclusion.
8. 4CA activities most likely to be sustained and scaled-up in and among communities are those most relevant to community needs and priorities and which can demonstrate tangible benefits in terms of income, reduction of work effort, increased food security, DRR or substantial environmental benefits.
9. Project evaluation should include activities that were not as successful as expected; it should also include more people with disabilities in order to increase the learning on challenges and on meeting the needs of vulnerable groups.
10. Plan International's 4CA model approach should be continued as a highly relevant, successful child-centred approach which combines programs that include CC education and CCA actions to improve the present and future livelihoods of children and youth and instill greater self-reliance and advocacy.



Thuan Secondary School student drawing a boat needed for his village during a kids' climate game on Act to Adapt (Thuan commune, Huong Hoa district, Quang Tri province, Vietnam).

INTRODUCTION

Plan International's Child-Centred Climate Change Adaptation (4CA) Phase II project is a two-year regional initiative (2014–2016), implemented in three countries in South East Asia—Indonesia (IDN), Vietnam (VNM) and Myanmar (MMR), targeting 3,347 beneficiaries in 23 communities. The Phase II project, funded by the Australian Government and Plan International in Australia and Spain, is an expansion of the Phase I three-year pilot project, which ran from 2011 to 2014. Throughout the document we refer to the pilot phase and this expanded phase as phases I and II, respectively.

The overall goal of the 4CA project is to achieve **“Safe and resilient communities in which children and young people contribute to managing and reducing the risks associated with changes in the climate.”**

The 4CA project has the following objectives:

1. To increase the awareness and capacity of children, youth and communities of CC and related disasters, so that they can facilitate child-centred CCA processes.
2. To develop and implement locally appropriate climate-smart solutions that incorporate and demonstrate the 4CA model.
3. To advocate the incorporation of good practices and learning from the 4CA approach in local, district and/or national government processes.

KEY DEFINITIONS

Child-centred climate change adaptation *“is an innovative approach to climate change adaptation that fosters the agency of children and young people. ...[It] supports children and their communities to explore how and why things are changing, the impact this might have on children's rights, and get adults talking to and learning from children on finding the best roles for children to play in community resilience. Each community and school designs and implements adaptation projects using small-scale funding. The process strengthens their ability to prepare for climatic impacts and engage better with local government.”*³

In this context, resilience *“is the ability of the children and their communities to deal positively with disturbances that undermine the fulfilment of their rights.”*⁴

In April 2016, the Asia Regional Office of Plan International (Plan International ARO) contracted Liana Environmental Consulting and its partner ESSA Technologies Inc. (ESSA) to undertake the final evaluation of the 4CA project. The key objective of the final evaluation is to: 1) assess the results and impacts of the 4CA project against the project goal and objectives in IDN, VNM and MMR and at the Asia regional level; and 2) capture lessons learned in order to increase the understanding of the implementing organizations and partners, and make recommendations for future planning.

3 Plan International (2015). Act to Adapt: The Next Generation Leads the Way.

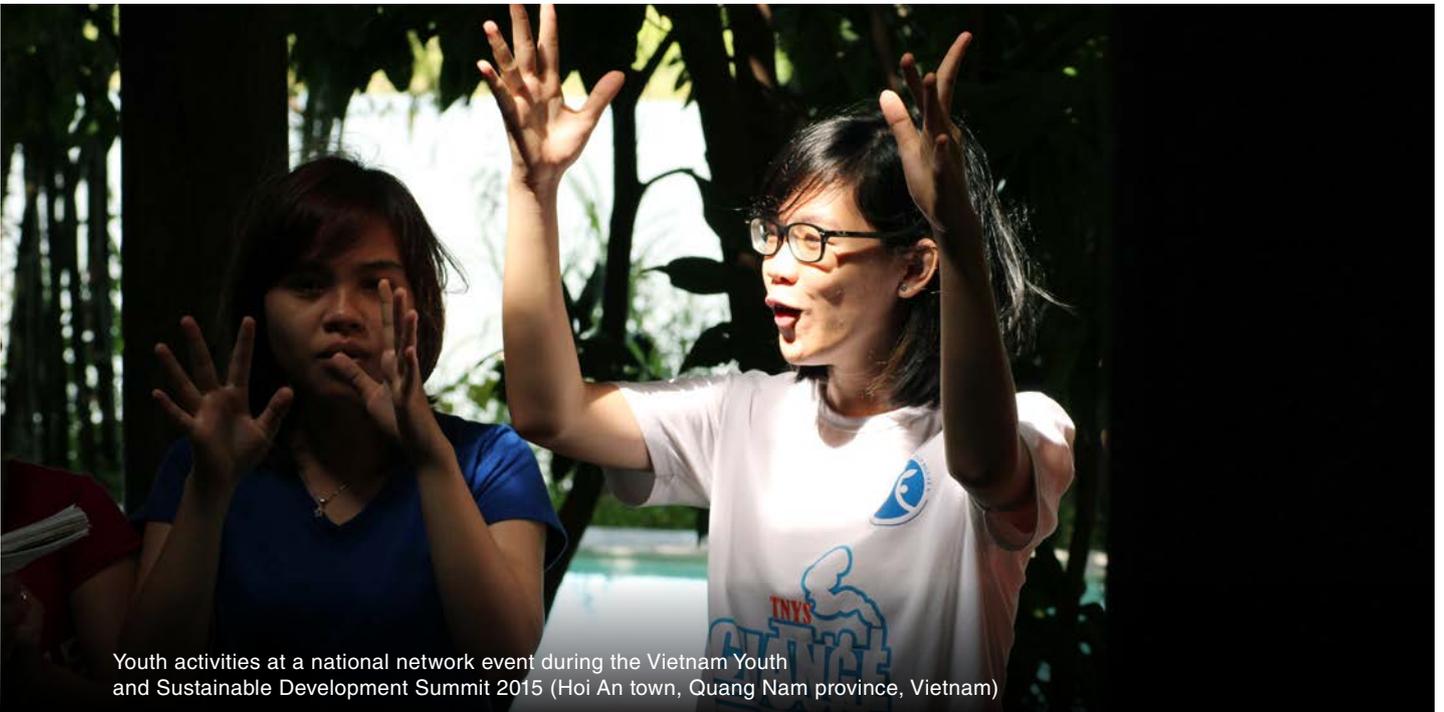
4 Plan International (2013). Plan International's Resilience Approach, Position Paper with POLT feedback1. June 26, 2013

CONTEXT

Following phase I of the 4CA project in South East Asia between 2011 and 2014, a second phase took place between 2014 and 2016 in IDN, MMR and VNM, with Plan International ARO assuming roles in technical support, knowledge management and advocacy support at the regional level.

TABLE 1: BASIC INFORMATION ABOUT THE 4CA PROJECT IN SOUTH EAST ASIA PHASE II

Country W/ region	Province	District	Schools / villages	Implementation partners	Other strategic partners	Annual Budget FY15 FY16 AUD 534,810
Indonesia	Nusa Tenggara Timur (NTT)	Timur Tengah Utara (TTU)	17	YBS (Yayasan Bina Swadaya) in Biboki Moenleu sub-district and YAFA (Yayasan An-Feot ana) in Bikomi Utara and Tengah sub-districts	Village DRR Team, School DRR Team, District DRR Forum, School supervisors, Education and Environmental Ministries (district, provincial and national)	165,000 fiscal year (FY)15 113,750 FY16
Vietnam	Quang Tri and Hanoi	Huong Hoa and Dakrong	4	Live and Learn for Environment and Community (Live & Learn), National level	Ministry of Education and Training, Commune People's Committee (CPC), Village Leaders	171,000 FY15 130,572 FY16
Myanmar	Rakhine	Toungup	10	Lanthit Foundation, Toungup	Dept Education and Training, Dept Forestry, Township Administration (GAD), School and Village Disaster Management Committees	104,767 FY15 122,769 FY16
Regional activities (Asia Regional Office)	-	-	-	Red Cross Climate Centre, ASSIST Asia, Asian Development Bank	South East Asian Youth Environment Network, Children in a Changing Climate Coalition	160,000 FY15 159,400 FY16

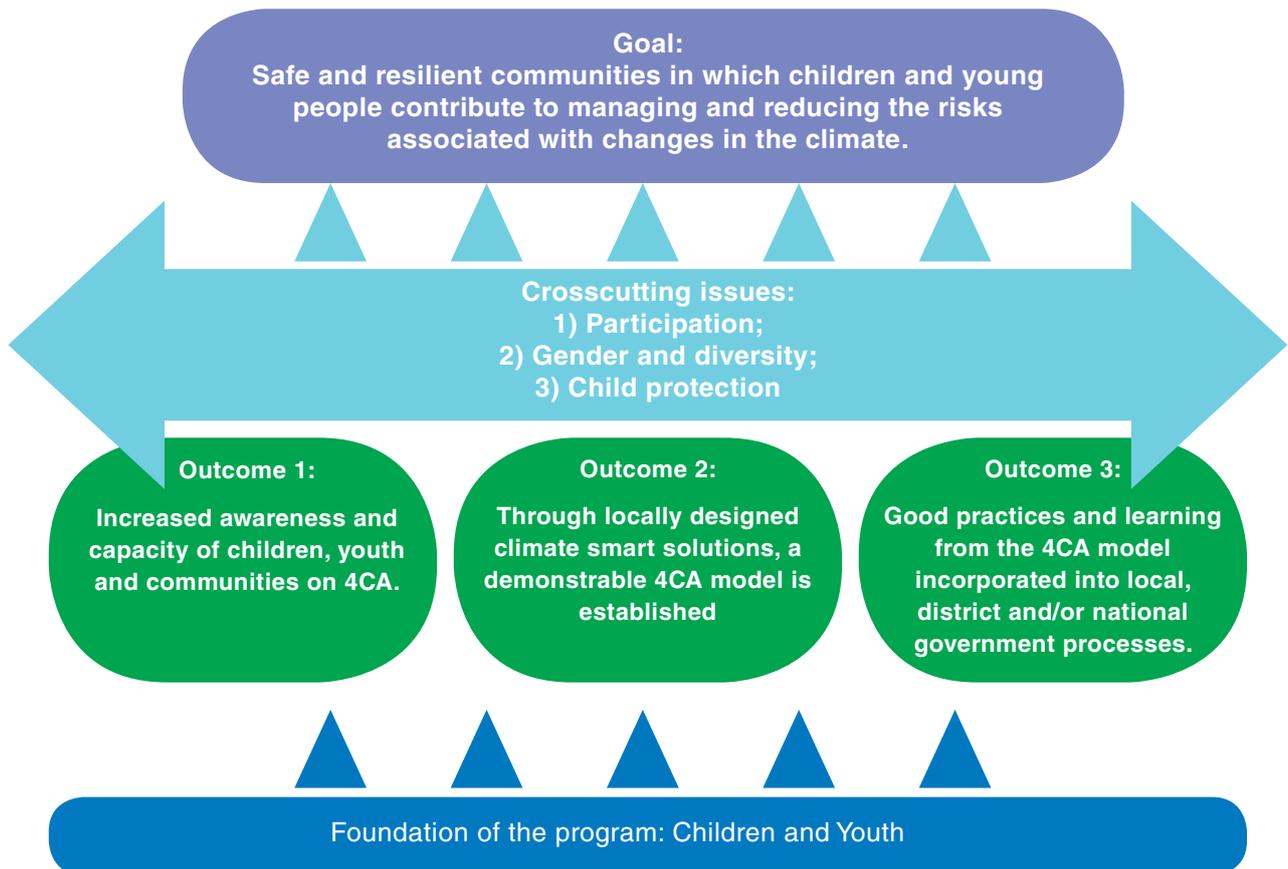


Youth activities at a national network event during the Vietnam Youth and Sustainable Development Summit 2015 (Hoi An town, Quang Nam province, Vietnam)

Key findings from the Phase I evaluation were that the project partially met its objectives, with strengths in awareness raising, capacity building and advocacy but weaknesses in the design, selection and implementation of climate-smart local actions. The project met direct beneficiaries' needs and priorities, and supported existing CC and DRR strategies and policies; and was successful in considering the participation of school children, ethnic minorities and gender equality in project design and implementation. The project was unsuccessful in reaching out-of-school children and people with disabilities. Recommendations made in the Phase I evaluation are addressed in the Conclusions (section 5) of this report.

The model underpinning Plan International's 4CA approach, shown in Figure 1 below, remained constant throughout phases I and II.

FIGURE 1. GOAL AND OUTCOMES OF PLAN INTERNATIONAL'S 4CA APPROACH



Following are the activities carried out in Phase II to deliver on the project's three outcome areas.

OUTCOME 1: AWARENESS AND EDUCATION

In IDN, refresher training was conducted for DRR/CCA for youth groups, village leaders and the village DRR team. CCA teacher modules for Timur Tengah Utara (TTU) District Local Subject Content which were developed in the previous fiscal year were rolled-out during project in 17 targeted schools and refresher training for teachers was conducted. In VNM, skill trainings for children and teachers (CCA games, facilitation skills and CCA project monitoring and evaluation [M&E]) were carried out; and in MMR, revisions of the 4CA Toolkit by the consultant were completed, and village and school disaster management committee (VDMC and SDMC, respectively) members received nursery and plantation training from the Department of Forestry.

OUTCOME 2: ACTION

In the first year of the project, training of trainers was conducted in IDN and MMR on climate vulnerability and capacity assessment (CVCA) for partners, teachers and government representatives. The assessment was carried out in both countries, and in MMR, the process was led by children themselves. In year two, a review of CVCA assessments was conducted in IDN and MMR and action plans developed. In IDN, meetings and trainings with village DRR teams as well as youth groups were conducted to update CVCA results and community action plans at sub-village level. In MMR, monthly meetings of community-based committees involving children and youth (SDMC) began in November 2014 in order to facilitate joint planning (regional 4CA Biannual Report 2015). Given that CVCA training is designed to be a participatory self-assessment of vulnerability and Plan International of action, it is assumed that all stakeholders were involved in the process and had a role in deciding on their CVCA activities. In VNM, a nationwide call for youth and children's CCA proposals (seed grants) was made in late November 2015. In this way, the youth were involved in selecting the activities themselves within the parameters set by Plan International.

OUTCOME 3: ADVOCACY

In IDN, the DRR/CCA Forum in Kefamenanu (inaugurated at the end of the previous fiscal year) conducted quarterly meetings and defined their working groups and mission statement for each working group. In VNM, the launching and implementation of the youth seed grants as well as the advocacy events associated with school lead activities, (such as the recycled playground inauguration) and the (COP 21) engagement at different level all contributed to a high level of advocacy by the project.



Energy saving stove used in Tae Mouk village Toungup Township, Myanmar.



Ta Doi Secondary School climate change club, a core member facilitating a small group communication session (Dakrong district, Quang Tri province, Vietnam).

EVALUATION METHODS

The purpose of the final evaluation of Phase II of the 4CA project is to provide an accurate and reliable assessment of project results for Plan International management, Australian and other national governments, Plan International staff in country offices, Asia Regional Office (ARO), national offices, project partners and beneficiaries. The evaluation covers project outcomes, relevance, effectiveness, efficiency, impacts, project sustainability and the ARO; and presents lessons learned and recommendations. The evaluation also included gender equality and inclusiveness of people with disabilities, ethnic minorities and other identified vulnerable groups.

6.1 EVALUATION PROCESS

The evaluation was conducted by Ellen Woodley (lead) and Brent Tegler of Liana Environmental Consulting, supported by Jimena Eyzaguirre of ESSA Technologies Inc., during May 2 to June 30, 2016.

The final evaluation of the 4CA project included a desk review of documentation and field consultations. The evaluation process focused on the following tasks:

1. Secondary data collection to understand project context.
2. Preparation of a field data collection plan and development of questions based on the outcome indicators from the 4CA logical framework and the evaluation criteria stated in the terms of reference, i.e. relevance, effectiveness, efficiency, impact, cross-cutting (gender, disability, child centredness, inclusion of ethnic minorities, rurality) and sustainability.
3. Evaluation of the role of ARO.

Based on the terms of reference and Phase I evaluation report, the evaluation criteria are defined as follows:

Relevance – degree to which project activities address the needs of the target groups and deliver the results and objectives of the project with regard to strengthening a child-centred approach to CCA.

Effectiveness – a measure of expected results and current levels and capacities of staffing and other resources.

Efficiency – the efficient and economical use of resources within an appropriate time frame and budget.

Impact - the effect that the project has on the lives of the beneficiaries, in realizing their rights and promoting better CCA and resilience. It is also a measure of how many people (disaggregated by sex, age and disability) have benefitted from the project.

Sustainability - the prospects for continuity and long-term benefits of the project outcomes as well as ownership and partnerships by local and national stakeholders.

Cross-cutting – the extent to which project activities have been designed and implemented to be considerate of child centeredness, inclusion, ethnicity, gender, disability and accountability.

The questions developed for the evaluation were grouped according to the stakeholder to be consulted and the data collection method to be used. The four data collection methods used were:

1. key knowledge holder³ semi-structured interviews
2. focus group discussions
3. survey questionnaire
4. secondary data.

The questions and suggested stakeholder list were submitted to Plan International staff in each of the three countries, after which the field schedule was finalized. In-country consultations for data collection involved different stakeholders in the three countries in 2016, and took place in IDN (East Nusa Tenggara Province) during May 16–20; in VNM (Hanoi and Quang Tri provinces) during May 23–27; and in MMR (Rakhine State) during May 30–June 3. The evaluation schedule, developed by Plan International in the three countries is in Appendix 2.

The key knowledge holder interviews were administered to teachers, principals, other government officials, and Plan International and partner staff. The focus group discussions were directed to school DRM groups, SDMCs and VDMCs, and the questionnaires were directed at students in the schools visited. It was determined at the outset if women and men were to have separate focus group discussions and in only one case was this necessary (in MMR). In all cases, we documented the number of female and male participants and gauged the degree of participation of all present.

Both quantitative and qualitative analyses were made as well as assessments of

- key findings and key recommendations for each of the seven categories
- the work of ARO
- benefits of a child-centred approach to CCA, and
- lessons learned.

This report is structured according to the seven categories for evaluation. For each category, a statement of key findings is given, followed by a set of recommendations for that category, followed by supporting information based largely on the extensive consultations undertaken in each country.

The use of different data collection tools and engaging with different stakeholders provided important insights and perspectives on project impacts. Appendix 3 contains the questions that were used to guide the semi-structured interviews, focus group discussions and questionnaire.

Table 3 is an overview of the 294 (199 female and 95 male) stakeholders consulted during the site visits. The complete list of names and positions is in Appendix 4.

3. Also referred to as “Key Informant” Interviews

Table 3. Stakeholder groups consulted (disaggregated) and data collection method used

Stakeholder Group	Number of people		Data collection method
	Total	No Females (F) / Males (M)	
Children and youth in primary and secondary schools	168	135F 33M (IDN 91F VNM 18F MMR 26F)	6-question survey questionnaire; focus group discussions; observations of 4CA activities
Adult community members	51	28F 23M (IDN 8F VNM 2F MMR 18F)	Focus group discussions; semi-structured interviews
Teachers and principals	21	15F 6M (IDN 12F VNM 2F MMR 1F)	Focus group discussions; semi-structured interviews
Local government officials	18	4F 14M (IDN 3F VNM 1F MMR 0F)	Semi-structured interviews
Implementation partners	13	7F 6M	Semi-structured interviews
Plan International staff	19	8F 11M (IDN 2F VNM 1F MMR 3F ARO 1F ANO 1F Plan International Germany)	Informal discussions; semi-structured interviews (including 2 via Skype)
International advocacy partners : Red Cross London	2	2F (previous Plan International ARO staff)	Semi-structured interviews (via Skype)
Total	294	199 Female 95 Male	

6.2 LIMITATIONS

Limitations that could possibly affect the study and the efforts to mitigate them are described below.

1. Due to the number of stakeholders, it was decided, in consultation with Plan International staff in each country, to hold concurrent interviews. The high number of interviews meant that we could not rely solely on outside interpreters; Plan International staff were often called on for interpretation. The possibility of biased answers due to the presence of Plan International staff was mitigated by taking care during introductions to assure the respondents that their answers were contributing to making future projects better and helping Plan International to learn from successes and challenges. Respondents were encouraged to be open and honest and reminded that all answers were confidential. In the end, we had a high level of confidence that the presence of Plan International staff had no bearing on the answers.
2. The survey relied on Plan International to determine which schools and communities to visit. In a few cases where 4CA projects (in IDN and MMR) were not as successful as hoped, those communities were not chosen for consultation. We were told that there was a general lack of government leadership and support in those communities.
3. No baseline studies for VNM and MMR existed, making it difficult to assess change over the course of Phase II. We relied on respondents to characterize change over the time period of the project wherever possible.
4. The possibility existed that some students responding to the questionnaire would give the same answer as their friends. We attempted to avoid this by explaining carefully the need for private and individual answers and that all answers would help us learn how to do other projects better.
5. Finally, while we consistently asked questions concerning inclusion of people with disabilities, we had only one opportunity to speak with people with disabilities (VNM).

EVALUATION FINDINGS

7.1 OUTCOME 1 – INCREASED AWARENESS OF CLIMATE CHANGE ADAPTATION

Outcome 1: *Indicator: 60% of children, youth and community members who take part in awareness raising interventions are able to describe the most relevant measures to address community needs in relation to changes in the climate.*

7.1.1 OUTCOME 1 – KEY FINDINGS

CC awareness leading to changing perceptions among children and youth as the next generation of adults is widely regarded by staff and beneficiaries consulted as an effective approach to CCA. The student respondents in eight schools in the three countries demonstrated a good basic understanding of CC, its local impacts, measures that can be taken to avoid risks from climate-related disasters, and some options to adapt to these impacts. Overall, 36% of the students said that they learned a “lot more” and 49% said they learned a “little more” on CC during the 4CA project (Figure 2). Students also acquire CC information from other sources (Figure 3). For example in VNM, important sources are television, parents and friends. These sources are partly attributable to heightened information available to communities on extreme weather events and DRR which often relate to CC issues.

Despite increased awareness among children and youth and some progress at diffusion of knowledge to the larger community, it was found that adults in the community and government officials associated with the 4CA project had a limited understanding of CC drivers and impacts, even among those specifically trained in CVCA and other activities.

Figure 2. Response to question administered to 168 students (80% female) in eight schools: “Do you know more about climate change impacts now that before the start of the 4.1.2 Outcome 1 – Key Recommendations e 4CA project?”

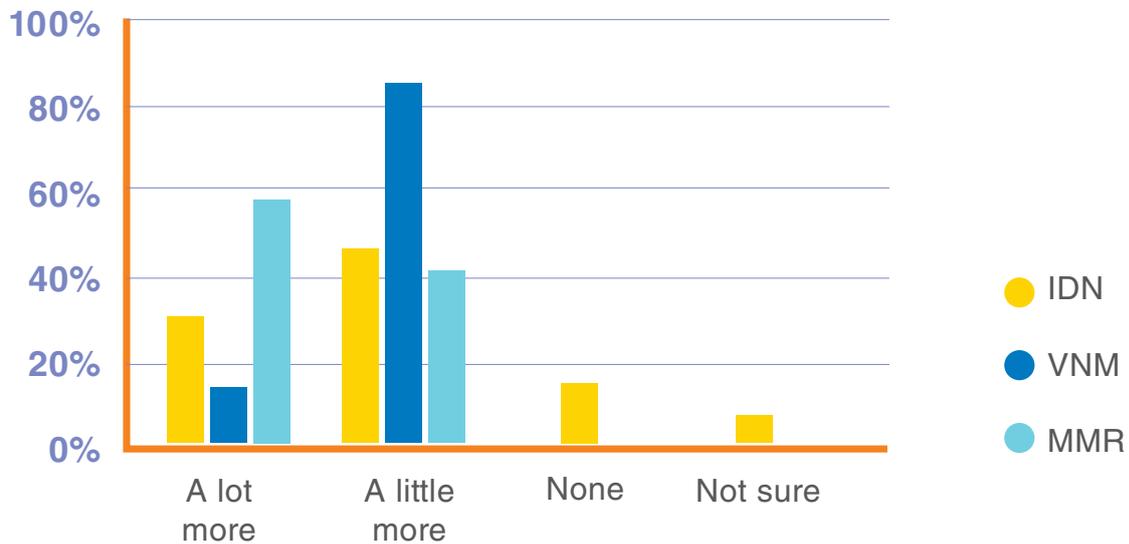
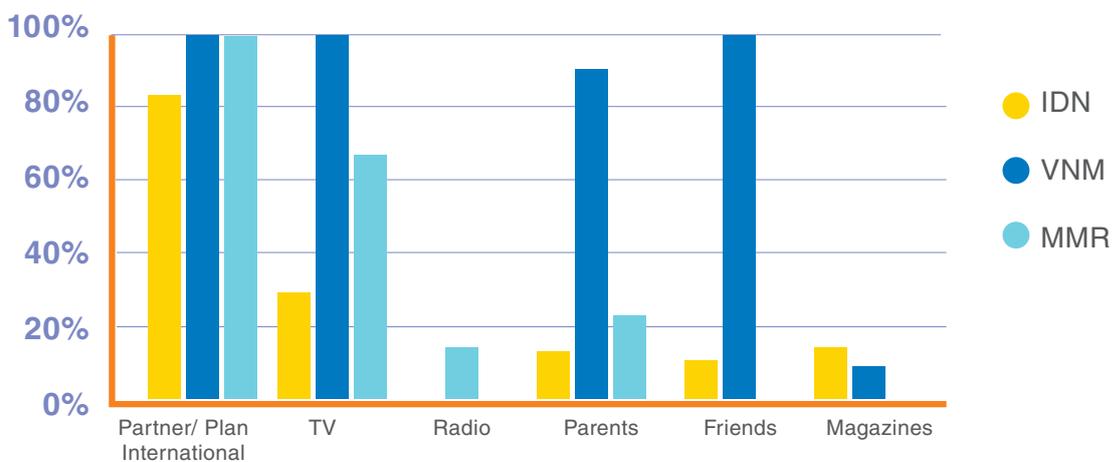


Figure 3. Response to question administered to a total of 144 students in seven schools, “Where do you get your information on climate change?”



7.1.2 OUTCOME 1 – KEY RECOMMENDATIONS

1. 4CA training should ensure the inclusion of community members and government officials participating in 4CA to improve their knowledge and engagement in the project. Increased awareness among government officials of project activities may lead to more commitment to sustain those activities.
2. 4CA training should continue to include student-led activities based on the student peer-to-peer education model which has been shown to provide multiple benefits, including improved learning of complicated CCA concepts, increased enthusiasm and engagement of students in learning CC material, confidence building in students and sharing/advocacy of CCA concepts learned.
3. 4CA training should continue inter-school sharing/networking at strategic points in the project such as during the initial identification and selection of CCA activities, sharing CCA activities that have been implemented and at project closure to discuss sustainability of CCA.

7.1.3 OUTCOME 1 – SUPPORTING INFORMATION

Children and Youth

The majority of children and youth interviewed in the eight schools in the three countries were part of a group selected to be involved in 4CA activities (called DRR committee in IDN and SDMC in MMR). These groups were given training in CC awareness and CVCA (in IDN and MMR), and were involved in the selection and implementation of seed grant activities along with self-monitoring of these activities. CC awareness among students was found to be related to the local impacts of CC but in all three countries the global causes of CC were not well understood by students; they attributed CC mainly to local deforestation.

In IDN, CC is taught within the local content course (LCC) (see text box below for further information) in the curriculum at the project schools, whereas in MMR and VNM, 4CA teaching was extra-curricular, held after school or on weekends, and included other community activities such as local campaigns or other events held by Plan International or local authorities/schools to maximise exposure to CC knowledge. The LCC used for integrating CCA into local schools in Nusa Tenggara Timur (NTT) Province IDN has the potential to scale-up and generate wide-scale awareness of CC among students.

CC awareness is also generated through organized discussions with student peer groups, although this activity is less formalized in MMR than in IDN and VNM. Training for teachers has included CC awareness, how to recycle plastics and other materials into handicrafts and how to teach CCA in the LCC (IDN only).

“CCA ISSUES ARE VERY CENTRAL TO THE CHALLENGES THAT COMMUNITIES IN TTU (IDN) ARE FACING AND REACHING CHILDREN MEANS THAT THEY WILL BE IN CHARGE OF THEIR OWN BEHAVIOUR AS ADULTS”

(CCA teacher, IDN)

Community

There was effective training on CC awareness and seed grant activities in IDN and MMR where student disaster risk management committees were trained together with village disaster management committees. In IDN, DRR team members received training through the 4CA project and undertook risk identification and mapping. In MMR, VDMC members were able to report on CC impacts such as flooding; saltwater intrusion to rice fields resulting from a combination of storm surge, sea level rise and cyclone events; periods of extreme temperatures; changes in rainfall patterns, including changes in the timing of the monsoon; and landslides associated with heavy rains. In VNM, CC awareness did not focus on community members and adults were not engaged in DRR/CCA training. However, one of the seed grants for children in Quang Tri involved organizing a campaign on waste management by the children and teachers in the villages to call for people to change their waste disposal behaviour. Also, many youth initiatives aim to improve understanding of CC and environment change in local communities across the country. In VNM, livelihood projects (e.g. improved cattle, pig and chicken rearing) were introduced and readily adopted by communities because of the ongoing good relationship with Plan International. Plan International VNM staff noted the difficulty of teaching people the link between CCA and the livelihoods model initiative;⁴ it was suggested that greater communication between children learning DRR/CCA and adults will help more people to take action on CCA.

The primary means of diffusion of CC knowledge acquired by the students includes i) students sharing their knowledge with their parents (who in many cases acknowledged learning about CC from their children and have been reported to have changed their behaviour by recycling more and littering less); ii) students entering speech competitions on weekends and at special events such as World Environment Day; and iii) at learning events designed to enable students to advocate to government officials (in VNM only).

4. The livelihoods model in VNM is the use of the bio-bed for pigs which uses aerobic bacteria to reduce methane emissions; and confining cattle in byres so their manure can be composted.

Local Content Course in Nusa Tenggara Timur Province, IDN

Plan International worked with school supervisors from the Education Department, with support from teachers and principals, to develop the local content course (LCC), with 70% of the content relating to climate change adaptation. The school supervisors are required to work with the material developed and contextualize it relevant to Timur Tengah Utara (TTU) district issues. Plan International provided all technical advice for the LCC, beginning in Phase I.

The 4CA project tested the LCC in 13 elementary and 4 junior high schools and is working with the government to have it accepted at the district level. In-class testing of the LCC was completed during Phase II of the 4CA project, with three supervisors observing improvements in content and delivery methods.

The LCC has been submitted to National Curriculum Centre of the Ministry of Education in Jakarta and the green contextual school in Bogor for final editing; after which time it would be submitted to the district Governor with a recommendation that the district governing body approve the LCC for district-wide adoption. If the LCC is approved by the Governor it will be part of required curriculum in the district. Of note is that the 2006 National Curriculum now in use specifically supports LCC development; however, the 2013 National Curriculum states that LCC would need to come under “extra-curricular activities.”

There are remaining challenges to having the LCC adopted by the district government and there is a need for ongoing support (including budget) for training materials, further teacher education and information sharing meetings. The future of LCC remains uncertain; more pilot testing may be needed. It would have been advantageous if more schools in the district were included in the pilot program with 4CA. Only 17 of 358 schools (264 elementary, 94 secondary) were involved in 4CA testing.

During the pilot phase, it was found that the LCC could be improved by a better balance between theoretical and practical exercises, with more practical exercises developed. It could also be improved by including more local content using local indigenous knowledge (also recognizing that permission is usually needed to use indigenous knowledge).

Government

Teachers (considered government employees) were trained in DRR/CCA by implementing partners and demonstrated knowledge in

- CC causes (deforestation reducing carbon dioxide uptake, car emissions, factory emissions);
- CC impacts (changing patterns of rainfall, global warming, floods, cyclones, sand storms, drought, water shortages, increased lightning);
- CC mitigation (tree planting to absorb CO₂ emissions); and
- local CC adaptation (hat and appropriate clothing, reduce work in very hot conditions, apply sunscreen/thanaka, drink fluids with electrolytes and plant trees around the school for shade).

Government officials involved in 4CA generally demonstrated a more limited understanding of why the climate is changing (examples given included increasing numbers of factories, deforestation) and the role of CCA. They do understand, however, CC impacts on people, for example unreliable rains affecting rice production, cyclone damage, and floods which affect agricultural land and urban buildings.

7.2 OUTCOME 2 – CLIMATE CHANGE ADAPTATION ACTIONS

Outcome 2:

Indicator 1: 60% of villages/schools have implemented 4CA models;

Indicator 2: 50% of the models can demonstrate increased climate resilience or show potential to do so.

7.2.1 OUTCOME 2 – KEY FINDINGS

The 4CA project has instilled the need to take action on CCA, as evident in the enthusiasm of students, youth groups and their teachers, to participate in a range of 4CA activities. Some community groups formed as part of the 4CA project were also actively engaged in actions related to CC and there were many examples of the engagement of various government departments (education, agriculture, forestry, etc.) in student-led activities. All the schools and communities visited in the three countries were actively implementing 4CA activities, including developing local content on CCA in schools (IDN), growing vegetables and using organic compost in school gardens, recycling plastics into handicrafts, and CC communication and government advocacy (VNM). Seed grant funding of youth-led initiatives in VNM included a wide range of creative CC-related activities such as wind turbines, urban transit, access to information and environmental journalism. Community groups in IDN and MMR focused on tree planting and Plan International VNM focused on improved livelihoods through enhanced animal (cow, pig) rearing (see Table 4 and Figure 4).

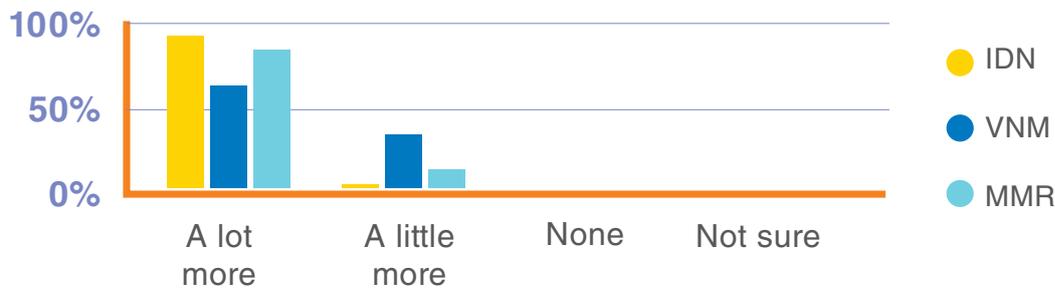
Table 4: CC impacts and adaptation measures identified by students in focus group discussions.

Country	Climate Change Hazards and Impacts	4CA Project Children and Youth Actions
Indonesia	<ul style="list-style-type: none"> • Changing weather, seasons • Forest fires • Drought • Disasters • Failed harvests • Floods • Higher temperatures • Increased diseases • More hunger 	<ul style="list-style-type: none"> • Grow vegetables at school for sale • Make compost for fertilizer • Develop tree nurseries • Recycle plastic for handicrafts • Keep environment clean • Conserve water through infusion techniques • Exercise and keep healthy
Vietnam	<ul style="list-style-type: none"> • Increased disasters • Flooding • More storms • Higher temperatures 	<ul style="list-style-type: none"> • Organize games about CC • Communicate with others about CC • Build playground from recycled materials • Green library • Make drawings about CC from waste materials • Keep environment clean • Seed grant initiatives among urban youth
Myanmar	<ul style="list-style-type: none"> • Drought • Floods (unable to attend school due to floods) • Variable rain • Hot weather in the cold season • More unpredictable rain • Loss of wildlife • Broken bridges and fences • Shortage of drinking water • Village water ponds are drying • More illnesses • Darker skin 	<ul style="list-style-type: none"> • Tree nursery development • Stop tree cutting • Wear hats and thanaka on skin • Make handicrafts with recycled plastics



Child participation in climate vulnerability and capacity assessment in Toungup Township, Myanmar.

Figure 4. Response to question administered to a total of 168 students in eight schools: “Do you think the 4CA project helped your school to be better able to address climate change impacts?”



7.2.2 OUTCOME 2 – KEY RECOMMENDATIONS

1. 4CA project activities that are developed with local input generate highly motivated and engaged participation, leading to good networking and advocacy. 4CA projects should attempt to include such activities as early in the project cycle as possible to capitalize on the resulting motivation and engagement.
2. Plan International should recognize that some project activities may not have a strong, direct link to CCA and may not meet targets set out for Outcome 2. Their value is the resulting motivation, engagement, networking and advocacy that is linked to learning more about CCA through continued involvement in 4CA activities.
3. 4CA activities should continue to support and cultivate the creativity of children and youth in finding novel solutions to CCA.
4. 4CA activities should support conservation agriculture in rural communities to demonstrate to youth there are sustainable economic opportunities in their home communities (i.e. it is not always necessary to look for employment in urban centres).
5. 4CA activities could include components directly related to nutrition (i.e. breakfast program) to assist children who come to school without adequate nutrition and who find it difficult to fully participate in school learning activities. This activity could be linked to Plan International other program areas such as the sponsorship program.
6. 4CA activities should include appropriate technical advice to support actions (e.g. school gardens struggling with issues of livestock invading gardens and impact of drought).
7. 4CA activities in all countries should be expanded to include youth who have left school (also a recommendation from Phase I evaluation); successful home gardening/agriculture can provide a good livelihood encouraging youth to stay in the village for example (such activities could complement the government youth program “Para Para Na” in IDN).
8. 4CA activities should begin to work closely with relevant government departments (forestry, agriculture and education) early in the project cycle to promote engagement, assistance in project activity design, extension training, collaboration with/access to existing programs, and ownership, given that government support may be critical to sustain project activities.

7.2.3 OUTCOME 2 – SUPPORTING INFORMATION

Children and Youth Actions

Most students and youth agreed that 4CA activities changed their behaviour and they feel more confident to speak to their peers and adults about CC. Specific examples of behaviour changes are that students litter less, notice how others litter, are more interested in growing trees and vegetables and recognize the value of cow dung as an organic compost (previously, children in IDN would not touch cow dung). Seed grants to youth journalists in VNM supported projects that enabled youth to address issues in their home town/village, re-connecting them with their rural roots and improving linkages between urban and rural livelihoods.

Despite large-scale acceptance of the 4CA approach and associated activities, some adult respondents wanted more direct involvement in project activities for two main reasons: i) adults have more opportunities to impact more people; and ii) farmers are hardest hit by CC impacts and need immediate assistance in CCA.

Most (over 75%) of the 4CA activities have the potential to lead to increased resilience in communities: the LCC in schools in IDN could lead to widespread CC awareness by reaching large numbers of students over the years through course content; tree planting (done by all communities in MMR and some schools in IDN) can ultimately provide alternative income for schools and communities, as well as carbon dioxide uptake,

erosion control, shade, fuel wood and fruit; and small youth-led projects on resilience can be scaled-up if adopted by local governments and other youth groups.

The seed grants for youth initiatives in VNM have helped several youth groups, assisted in CC awareness, empowered youth, and helped them learn to work with children and people with disabilities, while some initiatives have been incorporated into government plans. Examples of other 4CA activities are shown in the photographs one the next page. Specialized glasses for people with disabilities may increase their resilience to CC by enabling their research on CC; this activity has enabled youth to reach out to people with disabilities, which is seen as part of Plan International's strategy of inclusion. Also, using garbage banks for making handicrafts, while only indirectly related to CCA, heightens environmental awareness which is a part of an adaptive CC strategy and is regarded by Plan International to be a part of the DRR strategy. The school principal can play a big role in how successfully 4CA activities are adopted in schools. For example, the principal at a school in IDN was a “champion” of the 4CA project and had a personal interest in growing vegetables and starting fish ponds for school income. The principal also obtained support from project funds for fencing around water storage ponds which improved water quality.



Students collect vegetable seeds for growing in their school garden and learning the value of compost as organic fertilizers.

Children and Youth
Climate Change Actions





Youth grant recipients raising questions at Vietnam Youth and Sustainable Development Summit 2015 (Hoi An town, Quang Nam province, Vietnam)

Adult Community Member Actions

The 4CA project became a part of the ongoing DRM community meetings for CC awareness in both IDN and in MMR. These two community-based DRM committees are involved in several CCA actions, including tree planting for food production (fruit trees), timber production, watercourse protection (bamboo in IDN, palm in MMR), soil conservation to reduce the risk of landslides, production of organic fertilizer for school gardens by composting (using purchased composting bacteria “EM4”), encouraging “home gardens” among community members, and using “infusion system” watering to aid in plant establishment and to help overcome the challenge of watering home gardens during the long dry season (IDN only). Also in IDN, some of the 4CA activities could be integrated with ongoing traditional community activities. For example, cultural beliefs around sacred water sources prohibit their use. These protected water sources are in line with the goals of 4CA, so there is additional support for 4CA activities by the community cultural leader. In MMR, the VDMCs were responsible for the seed grants in their communities; they divided the kyat 2.4 million (~US\$2,000) seed grant between tree nurseries and deepening water ponds. All ten project communities in MMR chose to start tree nurseries for teak trees (*Tectona grandis*) and Pyinkado (*Xylia xylocarpa*), largely for income generation for the community. The non-agricultural-based income may confer some community resilience, but the popular tree nurseries may not target CC hazards such as landslides and soil erosion, since the trees are planted in more public spaces such as school yards and monasteries instead of the surrounding hillsides where erosion occurs. It was noted during a meeting with the Forestry Department in Toungup MMR that the 4CA project could have worked more closely with that department and its existing community forestry program from the outset, and complement government programs in community tree planting.

Small-scale community-based livelihood options recently initiated in VNM involved confining cattle in byres and using the composted manure for fertilizer are helping the government pursue its policy of sedentarization of farmers and reducing shifting cultivation (“slash and burn”) in the surrounding hills. The pig “bio-bed” project in VNM provided training in how to shift from anaerobic to aerobic manure composting to reduce methane production and the bad smell associated with pig rearing. The 4CA project provided capital to poor households to purchase piglets and building materials for the pens. These CCA actions in VNM were not combined with CC awareness however. The whole community (school, adult community members, government) participation in VNM to make a school playground from recycled materials included excellent CCA advocacy to the larger community.

7.3 OUTCOME 3 – CLIMATE CHANGE ADAPTATION ADVOCACY

Outcome 3:

Indicator: 5 documented cases that demonstrate local or national governments have incorporated 4CA into development planning and/or budgeting.

7.3.1 OUTCOME 3 – KEY FINDINGS

The 4CA project has collaborated effectively with relevant government agencies, leading to their participation in 4CA activities and an ability to advocate the adoption of CCA in longer-term policies and planning. Some government agencies seem willing to learn more about CCA and recognize the urgent need for CCA activities. However, since CCA is a relatively new concept, much more remains to be done to impart greater understanding of CC causes, impacts, risks and adaptation options within government agencies so that they have the information they need to incorporate CC along with other development priorities into planning and budgeting processes.

7.3.2 OUTCOME 3 – KEY RECOMMENDATIONS

1. 4CA should continue to work with existing working groups/committees (such as the DRR, VDMCs) that include government representation. Participation in these groups builds on existing community structures, leads to knowledge sharing and promotes acceptance of CCA, increasing the potential for CCA to inform government programs.
2. 4CA should continue to include student-led events that engage the community and government in public forums (e.g. dramas/plays, music events, writing and drawing competitions, question-and-answer discussions and competitions, and local radio shows) in order to:
 - present student-led activities on CC for awareness raising,
 - develop communication skills and increase confidence of students to share their knowledge,
 - share and test student knowledge and that of others in the community,
 - encourage the engagement of others in CC issues,
 - advocate DRR/CCA, and
 - seek commitments to action from community and government.
3. 4CA should continue to work with government education departments as this has the potential to create widespread advocacy and sustainability of results through the adoption of CCA in school curricula (e.g. LCC in IDN and ABC text in VNM).
4. Where a 4CA project is working with students in schools, it should engage the education department in a lead role in the development and implementation of the 4CA model as this will create the institutional memory in the department and provide sustainability of activities after the project is completed
5. Where CC awareness is low among government officials, 4CA projects should endeavour to engage Plan International staff, partners and beneficiaries in the development of action plans that can be presented to local governments. For example, in MMR Plan International staff working with teachers and the VDMC could prepare an action Plan International for local governments to help guide budget decisions.
6. 4CA projects should strengthen links between community leaders (e.g. village leader) and local government (e.g. the Township Administrative Department in MMR) in order to transfer CCA-related awareness as part of an effective strategic Plan International for advocacy.
7. 4CA projects should link community forestry initiatives by the government (e.g. MMR) with 4CA forestry activities which are often part of related projects (such as 'Building Resilience and Adaptation to Climate Extremes and Disasters' [BRACED] in MMR) to benefit from and advocate government programs related to CCA.
8. 4CA project activities with schools should include an end-of-project workshop with the education department to present the results of the 4CA model activities more widely (e.g. district-wide) to teachers and supervisors to further promote adoption of 4CA model activities after the project is completed.
9. 4CA projects developing CCA-related local curriculum (or extra-curricular activities) in schools should encourage participants to include local/indigenous, or traditional knowledge; noting that sensitivity training is required for the proper use of such knowledge so it is not misappropriated from traditional knowledge holders.

7.3.3 OUTCOME 3 – SUPPORTING INFORMATION

Government Advocacy

Plan International and Plan International partners in IDN and MMR work directly with community members and, by linking with government, are able to bring forward ideas and issues from beneficiaries and link these to existing government programs and/or advocate new government policies and actions. In VNM, Plan International works more directly with government officials than with community members.

In IDN, government advocacy has been a main focus of the 4CA project, with the development of the LCC and the establishment of the district DRR Forum. Development of the LCC involved significant effort by Plan International to work with school supervisors in the Education Department to develop a course (see text box in section 4.1.3) that integrates CCA into the curriculum. On May 28–29, 2016 a workshop was held by Plan International and facilitated by Plan International partner Yayasan Bina Swadaya (YBS) on the LCC; this involved school supervisors, principals and teachers. Workshop participants supported the incorporation of the LCC in all district schools. Adoption of LCC at the district level (if approved) would represent a significant government advocacy success.

**“WE HAVE PEARLS
THAT CANNOT BE
SEEN BY EVERYONE!”**

*(Comment from school supervisor
in regard to 4CA local content course)*

The second main advocacy initiative in IDN was the establishment of the district DRR Forum, initiated by Plan International to help community DRR groups bring issues forward from villages to the district government. Unfortunately, the recently approved budget for the DRR Forum (rupiah 60 million of rupiah 200 million requested) cannot support the continuation of 4CA activities; the budget was passed before 4CA activities were identified for inclusion. The DRR Forum clearly stated that it wanted to maintain a partnership with Plan International both for financial and technical support to maintain regular meetings and activities.

The IDN government recognizes that CC impacts are serious and that the 4CA model approach is an appropriate response which can be implemented in schools. A letter from the government of IDN (dated April 2016) mentions a new national decree to help schools with intensive activities, to try to involve

children in environmental awareness; however, the budget is limited. Despite budget and training challenges, there is good government participation in 4CA initiatives (e.g. learning events organized by Plan International, development of LCC, the DRR Forum), and this is regarded as an indicator of successful government advocacy of the 4CA model.

In VNM, since there are very few civil society and community-based organisations, direct NGO links to government are limited. Instead, the 4CA project works with unions such as the youth, farmers’ and women’s unions. The project works “through the government, with the government as a partner, not directly with the people.” Since it is difficult to influence the government directly, Plan International works through a network that advocates on behalf of children. All 4CA activities in VNM are closely aligned with government priorities; e.g. the cattle rearing initiative is in line with the government’s policy of increasing cattle rearing in communities as a part of its poverty reduction program. The work of Plan International partner in VNM, Live & Learn, is also in line with national planning processes. Live & Learn formed a good relationship with the Department of Education and Training (DoET) during Phase I of 4CA, when capacity was built for teachers nationwide to distribute the 700 school ABC booklets produced during this phase. The training of teachers is important because the DoET allows provinces to localize 20% of the curriculum, thus making the integration of CCA into existing curricula possible. The 4CA children’s groups engage in DRR/CCA advocacy with the Commune People’s Committee (CPC) at public events and two of these events were witnessed during the evaluation (see photo below), which were very creative ways to engage government officials in CC awareness. At these advocacy events, the government representatives listened to the student presentations and provided feedback, encouraging students to continue the work they were doing. The officials also said they were committed to incorporating the issues raised by students in government actions.

Also in VNM, the 4CA project’s DRM and CCA are being integrated into the government’s Social and Economic Development Plan International (SEDP) in communes. For example, in Ta Long, the CPC has adopted the 4CA approach to waste disposal, which is reflected in the environmental planning section of SEDP. The CPC has committed to consider and, where appropriate, incorporate information from the 4CA model (DRR/CCA) in to the annual SEDP in line with a government requirement for CPC to develop DRR action plans. It is more difficult to integrate 4CA activities into provincial SEDP because more training is needed for those government agencies. It was also

suggested that because the 4CA project is the first of its kind in the region, it is important to engage the local partner (the CPC) at the beginning of the project to enhance their awareness. It is not known if the progress made by the 4CA project will continue since awareness among CPC officials remains low.

The VNM government now places CC as a key priority because of the country's vulnerability as a major rice exporter, its dependence on annual monsoons for agriculture and its long coastline. Plan International VNM is a core member of a non-governmental organization (NGO) CC working group which sent a delegation to COP 21 with a Discussion Paper that included 4CA model ideas as a result of Plan International staff's attendance and advocacy at the CC working group meetings. The documentation showcases our youth seed grant as one of the 16 examples by NGOs in VNM on DRR/CCA. The documentation was shared internationally at COP 21 in Paris and nationally through the CC working group's workshops and events (https://www.dropbox.com/sh/sbwej6oq0o5qhky/AABFIOMWCIMrgXmcZ_UcSwA1a?dl=0)

The VNM government considers its Intended Nationally Determined Contributions (INDC) at COP 21 a highly important document and due to the NGOs' advocacy for community-based CCA and more bottom-up action, community-based adaptation was prioritized in the INDC. The advocacy work of Plan International VNM through the 4CA project contributed to this action.

In VNM, the 4CA national youth events have caught the attention of the government at different levels and a 4CA youth project was selected as one of the best in VNM. Seed grant funding initiatives by youth have been integrated into government planning. For example, in Ho Chi Minh, the municipality has integrated the incentive to use public transportation into its transportation strategy; and in Hanoi, the Department of Agriculture has integrated a system of composting rice husks, instead of the common practice of burning them.

In MMR, there was more limited interaction between 4CA activities and government agencies. CC advocacy by students took place at the Township Administrative Department, and Plan International partner, Lanthit, worked with the Department of Education and included them in 4CA events. Department of Education officers in Toungup have been involved as judges in speech competitions and delivered opening and closing speeches at events, but their involvement stops there. There was a clear lack of understanding and awareness of child-centred and participatory approaches by members of the Department of Education, which clearly shows that more advocacy is needed to bring 4CA to the township level.

The VDMCs in MMR did not consider pursuing funds from the government via the village leader to sustain activities; this concept seemed foreign to them. The 4CA project could have encouraged the VDMC and SDMC to showcase their achievements to the government (e.g. on World Environment Day) to generate interest and to share knowledge. The government (village leader) is weak in CC awareness; a package of CC information from the VDMC and teachers on 4CA would have been effective in raising government CC awareness.

The Department of Forestry in MMR is involved in World Environment Day and they distribute trees for community plantations in Toungup, but there is no integration of the 4CA approach or activities in government planning and budgeting processes. This may change once people become accustomed to a democratic government. The Department of Forestry in Toungup discussed the community forestry initiative, spearheaded by the national government since 1995 for "socio-economic development and poverty alleviation." The department manages a plantation of *Xylia xylocarpa* (Pyinkado, a timber tree) for five years before handing it over to the community (for a small tax) for them to manage and gain income. Based on this national initiative, the 4CA project could have worked with the department to establish community forestry. The VDMC in MMR, with assistance from the Department of Forestry, planted two acres of "community forest" which shows the potential to work closely together. Forestry Department officials stated "they were happy to work with NGOs to reduce the barriers to tree planting and to use the NGOs participatory approaches but the problem is to identify public land to plant the trees."

The history of military government in MMR has resulted in a society that does not expect support from government and is unlikely to ask for support (fearful this may be seen as criticism and could be punished). This situation is changing but it will take time for society to change. This situation emphasizes the benefits of encouraging interaction between the community (students and adults) and government to build trust and find opportunities to work together.

Community Advocacy

Examples of community CCA advocacy exist in all three countries. World Environment Day events (essay writing, drawings, and knowledge sharing presentations) provide a significant and suitable forum to readily engage students in advocacy of the 4CA model involving community and government. A short drama prepared by students (script and recording) was presented on local radio in IDN; in addition, 4CA sessions specifically aimed at children (boys and girls) sharing their stories (4CA

work) in front of community members. In VNM, Plan International partner Lanthit ensured that media attended the launch of seed grant funding initiatives (e.g. wind turbines) wherever possible. The wind turbine initiative became very popular on Vietnamese media. Many newspapers and TV shows covered the project in June and July 2016.

In MMR, youth group demonstration plots were placed next to a government office in the village, providing the opportunity for youth to express themselves and potentially influence the wider community. Also in MMR, SDMC members walked around the village presenting environmental information, asking questions and giving respondents t-shirts for correct answers.

In VNM, Lanthit provided training for youth on proposal writing for seed grants and in MMR, Plan International provided similar training to the VDMCs. Seed grant funding was community oriented and included

- a video competition with professional videographers, representing excellent use of contemporary social media;
- environmental journalism, including youth-led events with younger children in a drawing contest (older youth shared their knowledge/advocacy with younger children) (4CA phase I);
- the Green Destination project, advocating local businesses to provide 10% discount to customers using environmentally friendly vehicles (electric, bicycles); and
- street concerts which engaged youth through popular musicians on stage talking about environmental issues, with representatives of WWF and other environmental NGOs present, and an on-stage question-and-answer session with the audience.

These initiatives were excellent ways to attract and engage youth while advocating CCA to the broader public.

7.4 EFFECTIVENESS

7.4.1 INCREASE IN COMMUNITY ADAPTIVE CAPACITY AND RESILIENCE – KEY FINDINGS

Awareness activities through public speeches and training of teachers, students and government officials on the impacts of CC have the potential to confer greater adaptive capacity in communities. Coupled with ongoing community activities around DRR, information on CC can establish a better understanding of vulnerability and adaptation options to reduce the immediate impact of CC. Some actions taken in schools and communities such as school gardens and tree nursery

establishment also had the potential to contribute to community resilience. Government advocacy was effective in IDN, where the government supported the inclusion of CCA in the local curriculum; this can significantly increase adaptive capacity by increasing knowledge and awareness of students who will later be decision makers. Advocacy in VNM and MMR to support enhancement in adaptive capacity was being done. However, integration of CCA into government plans will depend on continued efforts to increase CC knowledge among government agencies.

“PLAN INTERNATIONAL 4CA PROJECT WANTS TO INCREASE RESILIENCE BY ENCOURAGING COMMUNITIES TO ANALYSE ISSUES THEMSELVES AND SEEK SOLUTIONS.”

Plan International staff VNM.

7.4.1.1 Community Adaptive Capacity and Resilience - Key Recommendations

13. Projects based on the 4CA model should continue to build capacity for risk identification to inform the implementation of adaptive actions to address locally-significant impacts.

14. 4CA activities should continue to build on existing government and non-government programs to promote and advocate the initiation of locally relevant, innovative and sustainable CCA actions.

15. 4CA activities should take advantage of the opportunity during training, awareness raising and implementation activities, to incorporate information on the importance of native biodiversity, ecological restoration and nature conservation for improved environmental sustainability and community resilience, particularly where project communities are located in areas of severe environmental degradation.

7.4.1.2 Community Adaptive Capacity and Resilience – Supporting Information

In all three countries, children and their parents are becoming more aware of the hazards of deforestation resulting from a growing population that continues to practice shifting cultivation. Awareness of land degradation coupled with increasing CC hazards will assist communities in making environmentally sustainable decisions

in the future. All 4CA programs involved active engagement in “greening exercises.”

In VNM, the livelihood options implemented with pigs (bio-bedding) and cows (protection from disasters in byres and manure composting) may assist in increasing community resilience through improved animal health and soil fertility in both gardens and rubber plantations, thus improving nutrition and increasing income. However, in VNM these actions were not accompanied with CC awareness training. Given the short time frame of the project, these were recently implemented activities that have been tried and tested elsewhere, so they are likely to work and contribute to resilience and to reduce CC impacts, while aligning with the government decree against shifting agriculture. Confining cattle also has the unintended impact of freeing up children’s time so they can go to school instead of acting as shepherds.

In MMR, the tree nurseries which will eventually be timber plantations in all 10 communities, have the potential to increase community adaptive capacity and resilience through income generation for the community. The plantations may not make a significant contribution to environmental restoration as intended, since they are planted on school grounds or in monasteries and not in the surrounding deforested hills prone to landslides and soil erosion.

7.4.2 PARTICIPATORY METHODS USED – KEY FINDINGS

In all three countries, Phase I included training of trainers on climate vulnerability and capacity assessments (CVCA) to be undertaken in

communities, so that students and communities would be able to decide on what adaptation actions were feasible for them. By the end of Phase II it was difficult to obtain information first hand on how CVCA was done and if it was an effective tool for student and community participation. Other participatory methods used in the 4CA project included students’ taking photos and drawing pictures of CC impacts affecting them. The intention was for the students to self-monitor their 4CA activities; this was reported as successful.

7.4.2.1 Participatory Methods Used – Key Recommendations

1. 4CA projects should continue to promote the use of participatory methods based on “theory-testing-application” which allows children to develop locally appropriate creative innovations to address CC impacts (e.g. bamboo and banana infusion watering).
2. 4CA projects should continue to support and improve the use of participatory teaching methods as an effective means to engage and motivate beneficiaries taking part in CCA activities.
3. 4CA projects should continue to provide training on the use of participatory teaching methods for Plan International staff, implementing partner staff and department of education teacher trainers and teachers.



Primary students learning about the environment – A youth initiative on environmental education.

7.4.2.2 Participatory Methods Used – Supporting Information

In IDN, the teachers and the principal in one secondary school stated that the students wanted to test local knowledge on water conservation for growing plants. The students suggested infusion with banana stems, which proved to be so successful that a paper was published on the subject (“Local practice on infusion system to reduce risk of water scarcity in Timor Tengah Utara (TTU) district: A case study on Child centred Climate Change Adaptation project of Plan International Indonesia”, published by the United Nations International Strategy for Disaster Reduction [UNISDR]). This was considered a participatory approach because the students decided on the best system to use and the discussions that resulted in student input into decision making were effective in building student confidence.

In VNM, participatory methods used included teachers in the math class showing the students how to calculate carbon dioxide emissions, and how to tell a story with pictures (see photo A below). Participatory methods were adopted in all the knowledge and skill training for students including CC awareness, facilitation, M&E, and communication. The tools included games, group exercises and presentations. The teachers said that that these techniques helped them to use more creative teaching methods. They also stated that they would like more training in these methods. Also in VNM, a playground made from recycled materials (see photo B below) was the students’ idea and decided on during the CVCA activities with the help of the community development facilitator (CDF) and the teachers.



Children use recycled materials to weave baskets as part of the waste management training, Myanmar.

7.4.3 CAPACITY BUILDING - KEY FINDINGS

Capacity building was one of the three pillars of the 4CA program logic model. This involved training and capacity building of Plan International country staff, Plan International partner organizations, government staff, community members, teachers, children and youth. There is ample evidence that capacity building of student groups in all three countries was very successful. The youth were trained as leaders, advocates and facilitators, which enabled them to lead participatory processes to develop climate adaptation action plans, to conduct advocacy sessions with government authorities, and assist children's learning. More training for participating government staff and communities would have been beneficial. In addition, training sessions could be repeated to include new staff and/or more advanced training sessions could be run later in the project cycle to enhance the capacity of beneficiaries of 4CA activities.

7.4.3.1 Capacity Building – Key Recommendations

1. 4CA projects should continue to include school-based capacity building based on the enthusiasm and rapid uptake of knowledge shown by children and the potential advocacy and scaling-up outcomes from school-based programs.
2. 4CA projects should seek to expand capacity building through seed grant funding. This initiative engages, validates and builds confidence in youth as active members of society, able to seek funding and manage projects that bring forward creative solutions to their generation's problems.
3. 4CA activities could include an increased focus on CCA awareness training for local community members and government staff and elected officials.
4. 4CA activities could include increased technical capacity building on DRR, CCA and participatory teaching methods as well as provide technical resources (e.g. books) in education departments.
5. As 4CA and other CCA activities increase and as CCA knowledge evolves and increases, there is a need for ongoing training and augmentation of Plan International staff to provide enough well-trained DRM/CCA experts for future projects in this area.

“THERE CAN ALWAYS BE MORE TRAINING FOR THE VDMC AND SDMC AS CC IS A HUGE ISSUE AND WE NEED MORE SPECIALISED KNOWLEDGE”

(VDMC women's group Vietnam)

7.4.3.2 Capacity Building – Supporting Information

Children and Youth

The capacity building for children and youth included

- organizational skill development in group and project management,
- leadership skills developed by student leaders,
- communication skills leading to increased confidence and advocacy,
- financial management in which 4CA school projects earned income (i.e. bank account/ credit union set up at school in IDN),
- skills development in environmental journalism, including writing and videography skills (VNM), and
- skill development in seeking new sources of funding and proposal writing to obtain project funding (VNM seed grants).

Additional training during the 4CA project was provided by Plan International and partners for the school-based DRR groups in IDN and the SDMCs in MMR, which contributed to their relatively high level of awareness of CC impacts and links to disaster risk. In VNM, leadership training for students was highly successful, with CCA game training for students, training on facilitation and advocacy skills, and training on recycling and the importance of trees. Also in VNM, the partner Live & Learn held training in participatory M&E in conjunction with the youth-led seed grant activities, although this was late in the project (November 2015).

Adult Community Members

Capacity building occurred in the community-based DRR and VDMC teams in IDN and MMR, the DRR Forum in IDN, and among teachers in all three countries who received training on CCA simulation games and how to recycle garbage into handicrafts. In MMR, the VDMCs (women respondents) received a lot of training from Lanthit on CCA, bookkeeping and tree planting. They especially liked the child-centred approach and that the trainings were conducted together with the SDMC students. Learning by engagement in 4CA activities such as planting trees, composting and the water infusion system was considered capacity building among members of DRR team (IDN). The 4CA project collaborated with the Vietnam government commune veterinary/livestock animal husbandry extension worker to provide veterinary training for improved cow and pig rearing and chicken and goose raising.

There were consistent requests for more capacity building in a variety of areas:

- climate-smart sustainable agriculture
- treatment and re-use of household water (grey water)
- livestock management and crop improvement (IDN)
- improved networking to connect with government offices, other villages and/or further afield to be able to learn from others' experiences.

Despite the high level of training in the early stages of Phase II, there were several shortcomings. In IDN, the DRR Forum members felt that there was insufficient capacity building for members and other stakeholders. One of the Indonesian community facilitators who used the CVCA tool after receiving a one-week training session from a Plan International specialist felt the training was inadequate as the tool is difficult to use.

In VNM, training in Phase II shifted to the “peer training” approach and it was stated that more could have been done to continue to build capacity of the different 4CA actors during this phase, in which there was little capacity building for local government in the project design except that the DoET attended training for teachers.



Farmer experimenting on climate smart sustainable agriculture practices to adapt to frequent drought events.

Student Evaluation of 4CA Training

My name is Aye and I am 14 years old. I am attending Grade 9, Toungup Township in Myanmar. My parents are U Nyunt Win and Daw Hla Kyi. I have one younger brother. I live in Nat Maw village. One day, our village leader invited me to attend the Child-Centered Climate Change Adaptation meeting at our village. After attending meeting I am very interested about Climate Change adaptation. So I participated in all trainings delivered by project.

Among the trainings, I loved a lot the leadership training, because I could learn about: what are good characteristics of a leader and what abilities should a leader have? To build a strong communities and organizations we should have not only good leader but also good followers so that we can do community development activities successfully.

Before I attended the leadership training, I was afraid to be a leader in my class so I always refused. However, after leadership training, I had self-confidence to be a leader so that I started to take action in my class. Now I am a leader in a sub group (Kyan Sit Thar team) that was formed by our class. I am also taking a leading role with my classmates in school awards ceremonies, events celebrations, sports activities and now I can do tasks better, quicker and more systematically than before. I changed my behaviour because I applied training knowledge and skills in practical life.

I ALSO SHARE INFORMATION AND TRAINING KNOWLEDGE TO MY FRIENDS. I ALSO HAVE A GOOD IDEA TO PLANT TREES TO REDUCE GLOBAL WARMING AND FOR OUR COMMUNITY.



Aye, 14 years old from Myanmar.

To implement this action we need the support of village leader and adults so that I mobilized and negotiated with them for their participation. My dream is to becoming an engineer, therefore, I will try to be a good engineer with qualified leadership skills. The project benefits the community and also to children as well because children will become adult and they have responsibility to maintain world environment so children need to have awareness and knowledge. If the project did not provide training, I and my friends, my community and family will not have knowledge about climate change and environmental conservation. Now we are doing nursery plantations with the support of the project.

7.4.4 TRAINING OF PLAN INTERNATIONAL AND IMPLEMENTING PARTNERS – KEY FINDINGS

Training and capacity building played a key role in the 4CA project, particularly because CC and CCA are new and evolving areas of knowledge for Plan International and partner staff as well as for beneficiaries. There were mixed responses with regard to the amount of training provided by 4CA for Plan International staff in country offices and partner staff. While capacity building and technical support were provided in CCA (including training specific to the 4CA seed grant activities), child protection, gender and disabilities, there was a clearly identified need for more comprehensive training, refresher training and training for new staff members to ensure continuity of knowledge.

7.4.4.1 Training of Plan International and Implementing Partners – Key Recommendations

1. All technical training of Plan International and partner staff should be increased and, where possible, enhanced.
2. As CCA knowledge continues to increase and evolve based on testing new approaches to CCA, benefits exist for ongoing networking programs that promote sharing and learning both within and between countries.
3. 4CA must consider the implications of an increased demand for training as the predicted impacts of CC increase. 4CA projects should be prepared to address an increased urgency to provide technical training to assist beneficiaries in CCA.

7.4.4.2 Training of Plan International and Implementing Partners – Supporting Information

Participants at the annual Asia regional learning meetings, attended by all project countries working on 4CA projects, were unanimous that these meetings were very important and useful learning and sharing events. All Plan International and partner staff, including the community development facilitators, had access to online training courses provided by Plan International, which have been shown to be valuable. In all three countries, direct support for Plan International in the regional offices comes from the national project staff in the country offices. The ARO has also facilitated learning among each country office through regular communication via Skype. Plan International ARO/ANO also helped Plan International staff and partners to participate in local training opportunities organized by other NGOs that focus on capacity building.

Several respondents mentioned the need for additional training. Some Plan International IDN staff identified the need for more staff and partner training on gender issues and that a gender checklist should be used for every project. According to Plan International partner in VNM, Phase II was not able to continue with the training that started in Phase I due to lack of budget. It was stated that Phase II could have been improved if there were more funds for training. Further, while technical support from ANO/ARO was adequate in general, more support on financial management would have been useful.

7.4.5 REPLICATION AND SCALING-UP OF THE 4CA MODEL – KEY FINDINGS

The success of the Phase II 4CA project is clearly evident in the number of new projects and new donors that are continuing to implement child-centred CCA in several countries, including the International Climate Initiative (IKI) in IDN and the BRACED project in MMR.

7.4.5.1 Replication and Scaling-up – Key Recommendations

1. 4CA projects should recognize that scaling-up usually requires funding beyond the initial project budget; the best opportunities for scaling-up should be identified as early as possible during project implementation by hosting collaborative meetings for this purpose with stakeholders.
2. Successful scaling-up of project activities may occur after project completion and yet evidence of scaling-up is an important indicator of project success. Plan International should put in place informal follow-up monitoring where scaling-up is most evident, in order to provide important lessons on successful scaling-up for other project activities.
3. A “recycling materials exhibition” would expand the 4CA concept of making goods from recycled materials to the wider community and contribute to financial sustainability of 4CA.

7.4.5.2 Replication and Scaling-up – Supporting Information

In both IDN and MMR, the 4CA approach is being continued in new projects. In IDN, 4CA activities are being scaled-up through the German-funded IKI of the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB), implemented through Plan International Germany. The IKI project to be carried out in Thailand and the Philippines in addition to IDN, has similar objectives to the 4CA project and aims to “tackle the negative impact of climate change... by enhancing the

ability of children and young people... to adapt. By integrating these topics into the education systems, local development planning processes and national and sub-national adaptation strategies, the project seeks to assist children and young people with adapting to the consequences of climate change in their everyday lives.”

(<https://www.international-climate-initiative.com/en/projects/projects/details/451/>).

In VNM, 4CA activities have been scaled-up beyond the four communities in Quang Tri, with a Department of Foreign Affairs and Trade/Australian NGO Cooperation Program (ANCP) project which started in January 2016. In MMR, 4CA activities are being scaled-up through the BRACED project, funded by the UK Department of International Development (DFID). This project will use some of the same strategies as the 4CA and will continue to build on results in the 10 4CA project communities; the project is using the posters, pamphlets and game board produced during the 4CA project, and the resilience training for government officials will be used, while the water wells and pumps will continue to be supported.

Educational materials produced by 4CA are also being scaled-up:

- In VNM, the ABC booklet produced at the end of Phase I was widely produced and used in Phase II in VNM and other countries, showing another clear example of scaling-up. The booklet is now used in other VNM projects similar in scope to 4CA in Quang Binh Province.
- In IND, the LCC curriculum developed represents an opportunity to scale-up the 4CA model to all schools at the district level if approved. The Governor of TTU district is committed to apply the CCA education module

in all elementary and secondary schools and the district government will allocate a budget for CCA in their strategic development Plan International.

- Other examples where scaling-up 4CA activities is evident are:
- In MMR, some villages outside the 4CA target communities have adopted the fuel-efficient stove, which demonstrates its utility.
- In VNM, the CPC has purchased a loudspeaker for disseminating DRR information and is considering more DRR/CCA capacity building for villagers and CPC staff as well as DRR emergency team training at the village level.
- The youth-led seed grant funded projects in VNM have developed new technologies that have the potential for profit and thus scaling-up, as demonstrated by some seed grant recipients actively seeking commercial/business partner(s) for their project ideas (wind turbine, computer glasses); through innovation, they have attracted the attention of government as demonstrated by the transit survey conducted in Ho Chi Minh City which is being adopted (scaled-up) by the local transit authority, and the rice chaff compost initiative in Hanoi which the local agriculture extension office is putting in their planning initiatives.

In VNM, One person's view was that the livelihood model which confines cattle in byres and composts the manure might be difficult to scale-up. The model was successful in some communities due to an established trust with Plan International, but in a new community, it would be hard to get farmers to adopt the new methods. Nonetheless, at least one community is working with the CPC to expand the livelihood model project activities (cow, pig, chicken) and is asking for support from the district government.



7.5 EFFICIENCY – KEY FINDINGS

Phase II of the 4CA project was efficiently conducted during the short time period of two years with a relatively small budget. Project M&E systems were considered easy to use; however, reporting frequency was considered too high, causing additional workload. Overall, it was recognized by those involved in 4CA project implementation that the budget was small and the objectives were wide reaching. Despite this, there were significant achievements in using funds efficiently, particularly by increasing project impacts through training of trainers, enhancing ownership through participatory methods, engaging youth to work with children and depending on project champions dedicated to the project.

7.5.1 EFFICIENCY – KEY RECOMMENDATIONS

1. Plan International should continue to provide a financial monitoring framework and associated financial training to help to ensure Plan International budgets are used efficiently.
2. Regular communication should be in place within Plan International and between Plan International and implementing partners to track project progress and monitor efficiency.
3. 4CA activities should continue to engage beneficiaries in participatory monitoring to build capacity and enhance the success of project activities by observing ongoing project progress and developing action plans to address issues as they arise.
4. Plan International should look for ways to reduce the frequency of written reports and provide report templates to make reporting easier.
5. Funding of training-of-trainers programs should be encouraged, given the widespread results that can be achieved with limited resources.
6. Funding seed grants requires relatively small financial resources and can yield relatively large benefits, including scaling-up and advocacy.



A youth initiative grantee from Hoi An sharing her experience on how to effectively win and manage a grant, Vietnam Youth.

7.5.2 EFFICIENCY – SUPPORTING INFORMATION

Project Financial Monitoring

Financial records from Phase II were not provided. However, it was determined that the financial monitoring for 4CA was done monthly, enabling managers to keep track of finances for all activities. In IDN, there were challenges for the implementing partners to keep up with work plans and spend the associated budget. More frequent meetings which focus on budget and spending issues would help to address this. Also in IDN, the project was reported to have met Plan International target of 20% of budget spent on salaries. In VNM, Plan International partner Lanthit said there was good financial management based on the clear and careful financial management structure provided by Plan International.

Project Monitoring and Evaluation

Regular monthly meetings were held between Plan International and the implementing partner, which provided ongoing project monitoring/sharing; quarterly and annual reports were prepared and in some cases an “annual reflection” meeting and planning meetings were held with Plan International and partner staff. In all three countries, it was reported that the frequency of monitoring and reporting was too high, creating a difficult work load for local Plan International offices and their partners.

In IDN, high reporting frequency in some cases compromised completing project activities on time. Contributing to the challenge of monthly reporting in IDN is the fact that in some 4CA communities, communication remains difficult, so it was not always possible to obtain the information needed to complete and submit reports on time.

In VNM, the M&E system was considered by the Plan International partner to be quite comprehensive, requiring a lot of work to manage the monitoring of 40 youth-led seed grant projects for monthly reporting to Plan International. In VNM, it was also stated that there was useful informal monitoring between Plan International and Live & Learn through a simple exchange of ideas by email.

In MMR, a Plan International staff member considered the overall frequency of project reporting too high given the fact that staff often work on several projects, with each project requiring regular individual reporting requirements.

The majority of interviews with Plan International staff, partner staff and beneficiaries did not provide evidence of formal M&E of individual project activities, suggesting the need for greater emphasis on M&E training, including monitoring program

design, implementation and evaluation by project staff and beneficiaries.

In MMR, it was reported that the 4CA activity of planting trees requires monitoring for a minimum of three years during the early growth of tree seedlings to ensure successful establishment. Embarking on a long-term initiative such as tree planting in a short-term (two year) 4CA project has implications for measuring the success of project activities.

Child-led Monitoring

There are instances of child/youth-led monitoring in all three countries, in keeping with the child-centred approach. Participatory M&E was conducted in some cases, with children developing the list of questions to be asked and with children developing follow-up action plans for improvement of a project activity based on the results of monitoring.

In IDN, the 4CA project provided opportunities for student-led monitoring of garden watering and maintenance. In VNM, recipients of the youth seed grant funding received M&E training and were required to develop and use an M&E framework for their individual projects. In MMR, 4CA used a storytelling video created by children as an innovative form of monitoring and reporting.

Allocation of Project Budget

With a small budget, there is often little room to reallocate funds, despite the fact that at project initiation it is often difficult to accurately predict the amounts that will be needed for the project activities planned. For this reason, some staff (IDN) suggested that there should be more flexible funding, with some allowance to obtain additional funds or re-direct funds after the memorandum of understanding (MOU) is signed between Plan International and the partner organization. Some Plan International staff also felt that the requirements of working on multiple projects—4CA being one of many projects—creates an untenable workload and high level of responsibility. For implementing partners, Plan International does not set staff salaries and with a very low operational budget, the partners suggested there is a need for additional overhead in the budget to be able to continue their work.

The portion of the 4CA budget used for the training of teachers and implementing partner facilitators is considered an efficient use of the budget as this training will lead to sharing knowledge beyond the 4CA project.

The budget for VNM project activities decreased in year two, from fiscal year 2015 (USD \$171,000) to fiscal year 2016 (USD \$101,740), when there were more activities to complete. Live & Learn could

not hire an assistant in the second year, which increased the workload for their project staff. It was also felt 4CA Phase II would have benefitted if a higher budget were available for networking, training and capacity building so the youth could develop their own initiatives; instead, Live & Learn had the responsibility of finding projects for them. Live & Learn also had to guide the youth involved in the seed grants to assist them in managing their finances, including such issues as taxable expenditures, which was an unexpected additional task requiring staff time.

In VNM, use of the budget funds for youth-led seed grant projects was considered very efficient, given the significant outcomes and level of effort by student participants and teachers. In relation to the relatively small capital value of each seed grant, the seed grant activities reached a large number of people, had wide geographic scope, resulted in some significant CCA actions, included some immediate scaling-up, advocated government action and demonstrated sustainability. Conversely, use of budget funds in VNM for the livelihood model activities was considered inefficient, due to relatively large initial costs (Plan International and partner staff time, research required to identify CCA actions, organization and payment of trainers, capital expenditures for materials/animals, etc.) for a relatively small number of beneficiaries, each with a relatively small benefit. Nonetheless, the livelihood model activities were successful and could realize improved cost efficiencies if this project component took advantage of economies of scale.

In MMR, it was stated that with a budget of US\$300,000 over three years, the project was effective; however, only 10% of the salary for the 4CA project manager was covered by 4CA funds even though the manager may allocate 80% to the project during certain times of the year.

7.6 RELEVANCE

7.6.1 RELEVANCE TO OTHER PLAN INTERNATIONAL PROJECTS AND PROGRAMS – KEY FINDINGS

The 4CA project supports Plan International Child-Centred Community Development (CCCD) through the promotion of training for children and youth as the primary agents of change. Children and youth were engaged in choosing their own project activities to implement and learning to develop and monitor these projects; also, they were empowered to advocate CC awareness among their peers and adults. This places children and youth at the centre of CC programming, which is an important element of CCCD. There was also evidence that 4CA activities supported and were enhanced by linkages to existing DRR/DRM, WASH, and secure livelihood and sponsorship programs.

7.6.1.1 Relevance to Other Plan International Projects and Programs – Key Recommendations

36. Plan International should continue to recognize CCA as a cross-cutting issue, whereby 4CA model projects can and should be integrated into existing Plan International projects and programs.

37. Plan International should consider using the 4CA model as a core element of all Plan International projects and programs given the cross-cutting theme of CCA and the urgent need for children and youth of the next generation to understand that they are growing up in an environment of increasing impacts and threats posed by CC that will challenge them to adapt to a new climate.

7.6.1.2 Relevance to Other Plan International Projects and Programs – Supporting Information

The 4CA approach is relevant to other Plan International projects and programs as demonstrated by an enhancement of children's awareness of their rights; increased capacity building in children, particularly as demonstrated by their ability to advocate CCA; increased child protection, particularly from DRR strategies developed (e.g. safe location for flood, avoiding lightning in storms); and in some cases through CCA actions that provide increased food security and economic well-being of communities (e.g. tree planting and school gardens for food/income). Elements of 4CA contributed to WASH programs, including water conservation, rainwater catchment, water quality improvement, waste reduction and recycling. The 4CA approach also contributed to health sector programs through inclusion of "healthy and clean" lifestyles and for health and safety against disasters/CC impacts; and the project was able to both support and benefit from the Plan International sponsorship program where it is active.

7.6.2 RELEVANCE TO GOVERNMENT POLICIES AND PROGRAMS – KEY FINDINGS

In all three countries, national commitments exist to address CCA, but local government policies and programs are just beginning to understand how their various departments can contribute to developing and implementing CCA strategies for local communities. In all three countries, there was a willingness of district/township and local governments to participate and learn from the 4CA project. In some cases, there was a high degree of relevance of 4CA to existing government programs such as the District Disaster Management Agency (BPBD) at the district level in NTT (IDN), agricultural programs aimed at reducing shifting cultivation (IDN,

VNM, MMR), and community forestry programs (MMR). The development of locally relevant CCA education materials (local content course in IDN, ABC book in VNM, extra-curricular activities in MMR) by the 4CA project fit very well within the existing education frameworks that promote the development of locally relevant teaching materials. The challenge is how to embed 4CA model priorities permanently into district/township and village policies and programs to ensure funding is available to sustain 4CA activities.

7.6.2.1 Relevance to Government Policies and Programs – Key Recommendations

1. 4CA projects should continue to actively engage government departments (education, agriculture, veterinary, forestry, etc.) in training events for communities so they can assist government in developing the knowledge needed to Plan International and budget for CCA activities and actively participate in local implementation of the 4CA model.
2. 4CA projects should continue to develop ongoing collaborative relationships with government to better understand existing policies and programs and to find opportunities for mutually beneficial working relationships that support 4CA model activities.
3. Where government funding is available for villages, 4CA beneficiaries should receive appropriate training to identify CCA actions and develop proposals to seek local sources of funding, as was the case in IDN, VNM and MMR.
4. 4CA projects should consider where there are opportunities in existing education department curricula to develop, incorporate and scale-up elements of the 4CA model as relevant, local content curriculum (extra-curricular or core curriculum) This has been shown
 - in IDN, where there is the opportunity to develop LCC which may be adopted at the district level and in which the national curriculum centre has shown interest;
 - in VNM, where up to 20% of the curriculum can be localized and there has been widespread adoption of the ABC book developed by Plan International which may be brought in to national curriculum; and
 - in MMR, where the project has developed extra-curricular activities for use by teachers with student groups.

7.6.2.2 Relevance to Government Policies and Programs – Supporting Information

There are efforts in IDN and MMR to link village activities with government decision making at higher levels. For example, in IDN, there is an attempt to link the community DRM committee with the District Disaster Risk Management Agency (BPBD). The partner YBS is trying to ensure that village efforts are heard at the district level by being involved in meetings at all levels and networking with other NGOs to help strengthen the case to make sure that local projects are on the government agenda. How successful this is also depends on the political situation, while, despite these efforts, no budget from the government agency yet exists to assist with planning and making the links. In IDN, rupiah 1 billion per year are given directly by the national government to villages. Thirty percent of these funds are for human resources development which, according to the partner, would provide the funds for CCA training in the villages.

In VNM, Plan International is a core member and a focal point of the national Climate Change Working Group along with other international NGOs. The NGO delegation to COP 21 included documents related to 4CA. The 4CA project in VNM also supported the government policy related to the “Climate Change Response in the Education Sector” by working with teachers who are developing relevant CC extra-curricular activities in their schools. The 4CA livelihood model actions were directly relevant to VNM government programs that had identified cattle rearing as a priority and policies that restrict shifting cultivation by farmers.

7.6.3 RELEVANCE TO COMMUNITY/ BENEFICIARY NEEDS – KEY FINDINGS

CC impacts are significant in all three countries and communities are realizing the imminent need to address these impacts which are affecting their livelihoods on an unprecedented level. There is an awareness of climate variation caused by El Niño, an additional factor that has impacted their livelihoods. CC is a realization that was expressed in all communities visited during field consultations. Communities in the three countries have DRM committees that have a history in the community of developing preparedness plans for natural disasters. Plan International strategy has been to piggyback CCA to these village DRM committees. Training in CC awareness alongside DRM is highly relevant to community needs since CC hazards exacerbate other “natural” disasters. Drought and flooding, for example, have long occurred in many communities and there is a degree of resilience to the impacts of these hazards; however, with CC, these hazards can become more intense, more frequent and more unpredictable. The child-centred approach was

regarded by the vast majority of people consulted as the most effective strategy for CCA since children are eager to learn, there is an opportunity to change behaviours, they are creative and innovative and they represent the next generation of decision makers, who need the skills to take action on CC issues.

7.6.3.1 Relevance to Community Needs – Key Recommendations

1. 4CA projects need to be prepared to address CCA issues related to agriculture, given the direct link between the well-being of children and youth and the impact of CC on food security and livelihoods.
2. 4CA projects should be prepared to undertake the research necessary and/or engage relevant technical experts to provide sound, locally appropriate technical advice to address CCA issues identified by the community.
3. 4CA projects should continue investing in children as the agents of change for communities and as the next generation which will face the greatest challenges of CCA.

7.6.3.2 Relevance to Community Needs – Supporting Information

The evaluation revealed that most community members do not have a good understanding of CC, its causes, relationship to the impacts and threats that are occurring, the predicted increase in CC impacts and the importance of “adaptation” as a means to address it. Some information is reaching parents and other community members from the students who are actively learning from 4CA training and activities, but the process is only beginning. From the point of view of Plan International and partner staff and evaluators, almost all 4CA activities are highly relevant to community needs for CCA.

Shifting cultivation is a common agricultural practice in all three countries and it is a practice recognized by governments as unsustainable and environmentally destructive, contributing to CC (carbon dioxide emissions from burning and reduced forest cover resulting in reduced carbon sequestration) and increasing the risk of disaster (lack of vegetation and exposed soils result in an increased risk of landslides and flooding, as well as increased threats associated with CC). There is also recognition that it is difficult to change attitudes/habits of the current generation of adult farmers (even with advocacy of students speaking to parents about 4CA knowledge) and it is difficult for children to tell parents what to do/what not to do. Respondents noted that 4CA provides the potential opportunity for a new generation of youth to “break

the cycle,” in that parents will not change but the next generation can change, and in this way children can have an impact in the long term.

All communities identified issues related to water quality and quantity and 4CA actions related to water. In IDN, the water infusion system for dry season agriculture was used; and seed grant funding for the project “Tree on the Sand” resulted in the development of a water filter to improve drinking water quality. In MMR, 4CA activities involved the construction of water storage ponds, fencing existing water ponds, and installation of a well and pump at a school. Because of the impact of drought on farmers and food security, it was suggested by several respondents there that farmers should be targeted at the same time as children/youth and that more tangible options should be made available to farmers who are in great need of assistance at this time.

Issues of flooding were identified in all three countries. In IDN and MMR, tree planting programs (palms, bamboo, mangroves along watercourses and slopes) were intended to reduce the risk of flooding and landslides. In VNM, seed grant funding for the “Float in a Flood” project distributed floatation backpacks and created floating gardens.

Renewable energy was addressed in VNM through the seed grant funding of wind turbines powering 9-watt LED lights for impoverished river dwellers. Tree planting in IDN and MMR was intended to provide a more sustainable wood supply for cooking and construction; and in MMR, energy-efficient stoves for cooking were introduced in two of the ten communities.

Food security was addressed by 4CA activities in IDN and in VNM through improved livestock rearing, as it was noted that growing fodder for cows provides a more stable food supply during periods of prolonged cold. In IDN and VNM, composting activities contributed to soil fertility and food harvests.



Ta Rut Secondary School student playing Act to Adapt game in Huong Hoa district, Quang Tri province, Vietnam

7.7 IMPACT – KEY FINDINGS

The most significant impact of the 4CA project is increased awareness of CC impacts among children and youth involved in the project and their increased confidence, ability and enthusiasm to take action and to advocate action among their peers, government officials and other adults.

There has also been significant empowerment of children as seen through their advocacy work in disseminating knowledge to the wider community. In IDN and MMR, students shared 4CA knowledge with their parents and the parents changed their behaviour by planting trees and recycling plastics. In VNM, there was more progress through students who shared their knowledge in the public sphere, with some youth-led seed grant initiatives being showcased in urban areas and with student advocacy on CC issues in rural areas. A powerful demonstration of their newly acquired skills and confidence was provided in Dakrong District (VNM) where students in Thuan Commune engaged in CCA communication with community members and government officials through student-led presentations, games and knowledge sharing; and in Ta Long commune, where students led activities associated with the inauguration of a new playground made of recycled materials, the green library, pictures with CC messages and items made with recycled materials. Most people, including the teachers consulted, have observed that the children and youth involved in 4CA have increased confidence, awareness and a true interest and commitment to their school-based CCA activities.

Despite progress in using the child-centred approach to CCA, there is still more that can be done in terms of providing opportunities for students to improve and implement their new skill set and to share what they know with others. There is a recognized need, as stated by many of the students, to have more formal opportunities for knowledge sharing with their peers and others in the community.

7.7.1 IMPACT – KEY RECOMMENDATIONS

1. 4CA projects should continue to include and expand student-led activities that involve information sharing and advocacy, within and among schools, local community, at public events, with government institutions and more widely where possible at district, national and international levels.
2. 4CA projects should continue to develop communication skills (writing, journalism, drawing, public speaking, drama, videography, radio show production, music, etc.) as these skills have been shown to be an important contributing factor to the success of engaging children and youth, building confidence, empowerment and advocacy.

7.7.2 Impact – Supporting Information

Teachers interviewed in all three countries indicated that children have gained the confidence to participate more in school and to express themselves; formerly, they were very reluctant to speak: “they are promoting things and parents are listening” (teacher in IDN). In addition, children are more disciplined and know when to study/work, “now after lunch they don’t go home, but tend to stay at school to tend to their plants instead of skipping class” (Principal in IDN). The evaluators witnessed an example during the playground inauguration event in VNM, where a young female student confidently led the presentations, speaking about CC through a microphone to a group of adults who included teachers and CPC members. Speech competitions facilitated by Plan International partners at schools have helped students gain the confidence to speak publically about CC. These competitions also help them monitor how much they are learning. Some students are selected to enter competitions at the district level. In MMR, the students were preparing for World Environment Day, during which a few select students enter speech competitions about CC and the promotion of environmental awareness. The event involves the Department of Forestry, which delivers a message and distributes trees for plantations, and the DoET which may provide judges and give opening remarks. In IDN, the accreditation for one of the schools visited went up from a C to a B due to the students 4CA activities that involved cleaning up the school environment.

Evidence for diffusion of knowledge from children and youth to their parents is variable. In IDN, there is evidence that children and youth have been able to share their knowledge with their parents, who now “grow more plants and trees at home, they litter less and give garbage to their children to recycle.” Some students (IDN secondary school) feel that “they are being listened to more now, by their parents and grandparents,” and “sometimes friends listen to her because she has more knowledge now.” The CDF in IDN feels that “parents are really listening to the children and the kids are proud to show their recycled handicrafts, and parents are planting more trees.” However, in some schools in IDN and MMR, students felt that there was not a lot of opportunity to share their knowledge beyond speaking to their parents. In Ado i commune in VNM, it was apparent that children are not really speaking to their parents about CC, as children generally do not speak up and say what they are thinking. One parent indicated that their level of education was not high enough to understand and support their children at school. In MMR, where environmental degradation in Toungup town is severe due to over-cutting of trees on slopes, it was stated that “Parents are listening to the children to some extent, but the children cannot stop them from cutting trees.” Members of the DRR Forum in IDN all took turns expressing their opinion on the child-centred CC approach and there was consensus that this approach was effective.



Primary school students preparing for World Environment Day event.

7.8 CROSS-CUTTING ISSUES – KEY FINDINGS

The 4CA project has made very good progress in being child centred and child- and youth-driven, using an approach that encourages children and youth to make decisions about CC-related activities and to promote these through actions and awareness raising among their peers, the community and government officials in public settings. There is more work to be done to ensure continued learning among a broader spectrum of children and youth, reaching beyond those who directly participate in the school-based groups, to include school leavers and those who cannot attend school, youth who have finished school and remain in the community, and children who live in more remote communities. There appear to be no intentional efforts to target ethnic minority groups except in VNM, where two minority groups were targeted by the 4CA project in Quang Tri Province. Gender equality did not appear to be an issue in the 4CA project communities; in all schools, both female and male youth and children were equally involved and equally vocal during discussions. In most cases, there were a higher number of girls than boys on school DRR committees. In MMR, there was an identified need to separate adult women from men for focus group discussions, an indication of entrenched gender norms that influence who has a voice and how decisions are made. Such norms can affect 4CA projects; the present project could have promoted women in positions of greater authority in village committees in all three countries, especially MMR.

7.8.1 Cross-cutting Issues – Key Recommendations

1. 4CA projects should continue with the core principle of the 4CA model of an inclusive, child-centred approach.
2. 4CA projects should continue to ensure gender balance in project work and strive to achieve equal numbers of women and men in positions of authority (e.g. committee leaders).
3. 4CA projects should consider how groups such as ethnic minorities in more remote areas or people with disabilities who may not attend school, may be engaged in project activities.
4. 4CA M&E should make a greater efforts to consult and engage people with disabilities during the evaluation process.

7.8.2 Cross-cutting Issues – Supporting Information

Children and Youth

It is the view of Plan International and partner staff that the involvement of children is important since children and youth have a “different point of view and see risk differently than adults do,” so their inputs and unique messages are important to disseminate to the broader community. According to one Plan International staff member, many other NGOs do not effectively work with or target children.

Concepts of “inclusion” and “non-discrimination” are part of Plan International 4CA model approach. This was confirmed by staff working with children and demonstrated in the diverse groups of children participating in 4CA project activities. All 4CA activities targeted children and youth, and made and strengthened linkages between children/youth and the broader community. In IDN, the village DRM Forum includes girls and women and is linked to the school CCA-DRR team. Youth are part of existing, active community youth groups called “Karang Taruna,” which were also involved in 4CA. In VNM, it was found that the youth-led seed grant initiatives provided opportunities for youth to engage with local communities and to work with children.

There are cases where children may be excluded from 4CA. Some live in villages or communities outside normal school zones and do not have the same opportunities to participate in 4CA activities (e.g. in “satellite schools” in VNM, students may not attend school due the remote location of their community). Other examples in the three countries were: very young children in pre-school or in lower school grades (e.g. kindergarten and grades 1–2); older children in the upper grades of a high school located outside the village where the 4CA project was focused; and youth no longer attending school.

"WHAT YOU LEARN WHEN YOU ARE YOUNG WILL CARRY FORWARD TO ADULT ACTIONS"

DRR team member IDN.



Secondary school students campaigning against littering, a fun way of learning how the climate is changing and what humans are doing to make that happen.

Gender

Gender equality among students in schools appears to be well entrenched in 4CA activities, but more efforts could be made at the broader community level. All encounters with children and youth in primary and secondary schools in the three countries showed that girls and boys were equally vocal when answering questions. There were no apparent differences in how boys and girls were treated by partner staff or teachers and it was evident that equal opportunities to participate were promoted in 4CA activities. Groups created for school activities (e.g. DRR-CCA team in IDN, SDMC in MMR, school competitions) at both primary and secondary levels ensured gender balance.

One Plan International staff member indicated that Plan International staff and implementing partners require more training in gender issues at the initiation of a 4CA project. A staff member in IDN felt there should be a “gender checklist” developed by a gender specialist to be applied to all programming. Also, although 4CA project monitoring data were collected to permit assessment of gender, it was difficult to measure changes from “gender awareness” to “gender transformation.”

Women

In all three countries, there were more men than women in positions of authority, particularly in village committees. The 4CA community groups (e.g. VDMC in MMR, DRR Team in IDN) were established to ensure equal representation of women and men, but the positions of authority (e.g. chair) were held by men only. Some other positions such as treasurer and accountant were held by women.

Only in MMR was it suggested that the project evaluation interview women and men members of the VDMC separately, to increase their level of

comfort by speaking as one group away from men. Plan International and partner staff in IDN and VNM suggested there was no need to hold separate interviews and, as a result, there was equal participation of women and men during discussions. The 4CA project also integrated gender equality in the hiring of men and women as community facilitators.

Ethnic Minorities

Ethnic minorities are present in all three countries evaluated, often living in more remote areas, difficult to access and with little support from government and NGOs. Only in VNM were ethnic minorities targeted as participating communities in the 4CA project, with the Pa Ko and the Van Kieu communities selected. Half of the population of these ethnic groups live below the poverty line of dong 300,000 (US\$14) per person per month and they are engaged primarily in shifting cultivation for their livelihoods.

In all three countries, local languages and dialects were also spoken in the 4CA project areas (languages other than the national language, i.e. Bahasa Indonesia in IDN, Burmese in MMR, and Vietnamese in VNM). Facilitators working with community members spoke in local languages and in some cases assisted with interpretation during project evaluation.

Children and Youth with Disabilities

People with disabilities were welcome in 4CA project activities, but activities may not have always been accessible. Unfortunately, no person with disabilities was interviewed during the evaluation. In IDN, at the secondary school Smp Negeri2, there was one person with a disability at the school (now graduated) who was very active in 4CA activities. In VNM, the youth-led seed grant initiative made a

special effort to reach out to people with disabilities. This initiative supported a project to develop a hands-free computer system using specialized glasses to enable cursor movement to be controlled with eye movement, enabling increased access to information on CC for example, for people with disabilities. This was Plan International VNM's way of engaging and reaching more persons with a disability, a group that is normally hard to reach. In MMR, Plan International staff said that people with disabilities were intentionally included in tree planting awareness sessions and that Plan International focuses on inclusion.

It was observed that students with disabilities may not attend school where schools do not have resources to include them or where parents prefer their child to remain at home. Future 4CA project activities could make efforts to reach such children in their communities.

Child Protection

The 4CA project strictly follows Plan International's Code of Conduct/Code of Ethics for Child Protection (CP). This includes a comprehensive risk assessment framework for CP which identifies roles and responsibilities, potential issues and mitigation strategies. CP training has been conducted for Plan International and partner staff in each of the three countries and Plan International staff and implementing partners demonstrated an excellent understanding and implementation of child protection. High staff turnover during the 4CA project was reported by all countries evaluated and it was unclear if all new staff were given the same level of comprehensive CP training as that provided at the initiation of the project.

An important part of Plan International's approach to CP is empowering children to speak out and express themselves on CP issues. In IDN, CP was shown to be effective in an incident where children suffered from motion sickness due to the driving style of bus driver on twisty roads. The problem was reported collectively by children to staff and Plan International assisted in rectifying the problem. In VNM, in addition to training for Live & Learn and youth groups on CP, the program unit reports on CP in all projects and there is an independent hotline which children, youth and staff can use to report CP issues.

"RECOGNIZE THAT CHILDREN HAVE RIGHTS AND IT IS PARENTS' OBLIGATION TO LISTEN TO CHILDREN"

DRR team member IDN.

7.9 SUSTAINABILITY – KEY FINDINGS

Many 4CA project activities are likely to be sustained beyond the duration of the funded portion of the project. The reasons for sustainability include such factors as i) a willingness by government to adopt activities they regard as relevant to their programs and beneficial to people; ii) activities designed to generate self-sustaining income; iii) the presence of "champions of the cause" who inspire a strong commitment that sustains activities; and iv) substantial benefits of an activity to individual or community livelihoods that lead to general adoption by others. Examples of sustainable results include the government efforts to adopt the LCC course as required school curriculum in a district in IDN; widespread use of the ABC resource book for the VNM environmental curriculum; school gardens run by students and teachers in IDN which generate income; composting (as opposed to burning) of rice straw, providing useful fertilizer for farmers in the Hanoi area; the establishment of tree nurseries and tree planting in MMR, providing environmental and economic benefits; and the enthusiasm of students and teachers for the 4CA activities and their stated intention to sustain them as extra-curricular activities.

In some cases in MMR, the 4CA project results will be sustained because of a new funding opportunity (BRACED) being implemented in the same communities. This is not the case in IDN or VMN where Plan International or partner staff do not have new projects or funding to sustain 4CA activities in project communities. There are, however, examples of replication; new projects based the 4CA model approach are being initiated in IDN (IKI).

Some 4CA activities may not be sustained without ongoing support. For example, the DRR Forum at the district level in TTU IDN may not have the organizational strength to continue to host meetings without finance and organizational support; the community VDMCs in MMR may not be sustainable if they do not have financing for more projects to focus on; and despite the many successful youth-led seed grant initiatives in VNM, the results may not be sustained without continued financial resources.

7.9.1 SUSTAINABILITY – KEY RECOMMENDATIONS

1. 4CA activities should support and engage government in activities directly related to existing government policies, programs and available budget resources, as these have been shown to have the greatest chance to be sustained by government.
2. 4CA activities should be those most relevant to community needs and priorities, as these are the most likely to be sustained and scaled-up within and among communities. Priority activities should show tangible benefits in terms of income, reduction of work effort, increased food security, disaster risk reduction or substantial environmental benefits.
3. 4CA activities should attempt to inspire and support creative and innovative solutions, as these activities are most likely to be adopted by others and lead to scaling-up and sustainability of CCA activities.
4. 4CA activities should include the knowledge (training) and experience that will allow community members (children, youth and adults) to source funding for new DRR and CCA activities. This includes networking skills to source potential funding sources, ability to prepare proposals to access funding that may support DRR and CCA initiatives, and project management skills (financial management, project monitoring, communication, etc.).

7.9.2 SUSTAINABILITY – SUPPORTING INFORMATION

Financial Sustainability

The 4CA project did not include a framework to ensure financial sustainability for the continuation of some project activities or the sustainability of committees established during the project. Nonetheless, in IDN, the sale of school garden produce and recycled material items was considered sufficient to sustain 4CA project activities in the future. Similarly in MMR, the VDMCs intend to sell seedlings from the tree nurseries, to fill the need for ongoing funding to maintain and expand the nursery. In some cases, components of the 4CA project can also be sustained by Plan International ongoing Sponsorship Program.

In IDN, the DRR/CCA village teams reported selling compost to sustain their activities and they see the longer-term economic rewards associated with coconut trees planted as part of the 4CA project. While there is a commitment by DRR/CCA team members to continue bamboo planting to prevent erosion/landslides, conserve water resources and provide fodder for livestock, the team has no budget to sustain these activities.

The DRR/CCA village teams also learned through the 4CA project about the potential to develop proposals and advocate CCA spending (where justification is strong) in their communities. Villages receive an annual budget of one billion rupiah (~US\$80,000) intended to meet basic needs of community members and groups such as DRR/CCA or farmers' groups which may seek funding with support of the village leader. However, the DRR/CCA village team does not have a formal "legal" designation to be able to request/access these funds. An interim solution proposed was for the team to work through the village farmers' group to access village funds. There was evidence of district funds targeting DRR/CCA activities in villages through water conservation programs.

In VNM, youth involved in seed-grant funded projects have learned to seek and apply for funding (e.g. DFAT/ANCP) for their own initiatives. The livelihood projects there with cow and pig rearing were designed to return a portion of the profits generated by sales for future projects. Farmers were expected to pay in kind for the assistance received, so there was an investment by the beneficiary instead of a handout.

“EVEN IF THE CCA LCC IS NOT ADOPTED AT THE DISTRICT LEVEL, THE SCHOOLS WILL CONTINUE THE 4CA ACTIVITIES, SINCE THE 4CA PROGRAM ACTUALLY GIVES MORE MONEY TO THE SCHOOL THROUGH THE SALES OF VEGETABLES AND HANDICRAFTS”

School principal, IDN

Knowledge and Skills Sustainability of Partner staff

The capacity building of Plan International and partner staff by the 4CA project makes an important contribution to the sustainability of the 4CA model concepts in future project work. To some, it is not clear if partner staff have the resources to continue to monitor and sustain 4CA results, especially in communities in IDN, where scaled-up new projects for IKI will work with a different partner, in different

schools. In the 4CA communities in IDN, there are similar programs to 4CA (based on farming systems) so the partner may have some opportunity to continue CCA activities. Also, facilitators are given money from the village fund which will help sustain their work. The LCC course (if approved) in IDN represents a potential method to sustain and replicate the 4CA model approach of CCA knowledge transfer through the education system.

In VNM, the partner is considered to have limited capacity to continue to work with 4CA activities due to lack of budget. Sustainability can only be assured if the knowledge gained in the 4CA project is reflected in the daily operations of the organization. One activity that is highly desired in the schools in VNM is radio broadcasting on CC issues initiated as part of the 4CA project, and there is the potential that this can be a sustained activity since it can be done within the existing activities of the school.

The BRACED project in MMR will be working in the same 10 communities as 4CA, sustaining and building on the knowledge and activities from the 4CA project.

Sustainability of 4CA Project Organizations and Activities

There appears to be more work needed to ensure sustainability of some 4CA-related organizations. In IDN, there is an identified need to strengthen community DRR/CCA committees so they become legalized and supported by the government. The district DRR Forum in IDN needs more assistance for capacity building to ensure sustainability. The DRR Forum needs both technical and human resources support and would like Plan International to be both a member and a donor. Only the district Disaster Risk Management Agency (BPRB) has some budget to maintain this forum. The BPRB organized two meetings in sub-districts that are not Plan International areas; thus, the government agency is trying to carry it forward even without a budget. In VNM, Plan International and Live & Learn will continue their joint work with the national DoET based on the good relationships established over the course of the 4CA project. The VDMCs in MMR stated that sustainability of their organization is based on the “good attitudes” developed and their ongoing role to maintain the tree seedlings (and later plantations) as well as the restored water ponds. However, it is unclear if the organization will remain strong once the trees have been planted and there is no funding for more projects.

4CA activities intended to be sustained need a clear hand-over process. For example, the LCC in IDN requires ongoing support from the Department of Education to have it adopted and implemented district-wide in IDN. In MMR, the 4CA project will

be handed over to the township government at the end of the project. However, the government does not know the project well and does not have the capacity to sustain project activities, suggesting the need for a higher level of government involvement from project inception. Sustaining project activities such as school gardening in IDN may rely on “champions” such as the principal and/or lead 4CA teacher who take a personal interest in the activities. However, when “champions” leave, project activities will need a hand-over to someone equally committed.

The ABC booklet produced in VNM is used in the school curriculum country-wide which confers a continuation of CCA, while the annual competition in schools established by the project is intended to continue without project funding. In order to ensure that knowledge gained is not lost, the youth-led seed grant initiatives in VNM will be documented in a book for internal learning for future projects. The livelihood model used in VNM has attracted the interest of other community members due to improved animal health, reduced smell from pig rearing and production of compost for gardens, suggesting there may be some sustainability and replicability of these 4CA project activities. In MMR, partner staff requested more training in order to sustain the DRR and CCA knowledge introduced during the 4CA project.

Evaluating the sustainability of tree planting projects in IDN and MMR is difficult due to the long-term nature of this activity. There is a need for ongoing maintenance over a period of years in plantation management (e.g. clearing around young trees, watering during dry/drought periods, pruning) to ensure sustainable establishment of useful trees. There is also a need to ensure planting of new trees occurs when trees are harvested. While village teams did show a commitment to ongoing management of tree planting projects, it will be several years before it is known if these activities are sustainable.



Child raises awareness for the campaign against plastic bag littering during the traditional Tao God day.

7.10 THE ROLE OF THE ASIA REGIONAL OFFICE IN THE 4CA PROJECT – KEY FINDINGS

The ARO played a significant supporting role contributing to the success of the 4CA project through vital contributions, including design, inception, implementation, M&E and hand-over. The ARO provided essential technical support and training at project start-up and throughout the project. The ARO ensured continuity among 4CA country programs and facilitated the sharing and support of project initiatives among Plan International and partner staff. The ARO has contributed to project sustainability through the development of new Plan International projects which will continue to implement lessons learned from the 4CA project.

7.10.1 Role of the ARO in the 4CA Project – Key recommendations

1. The proximity of ARO to projects in the region, the in-house technical expertise and its position as a centre of coordination give the ARO an important role in ensuring that multi-country projects like 4CA achieve results.
2. A booklet should be produced that is appropriate for youth/children and their communities so they have a practitioners' guide with key findings and lessons learned from the 4CA project. This could be an extension of the guide underway at ARO.
3. Plan International CC working group should be re-established so that its CC work remains current and Plan International work on 4CA can be shared.
4. ARO should work with partners to monitor downloads or select some other measure of uptake of information, education and communication (IEC) materials promoting 4CA that they have co-developed.

7.10.2 Role of the ARO in the 4CA Project – Supporting Information

ARO Involvement in 4CA

ARO's role in the 4CA project uses 8% (US\$200,000) of the overall budget. The responsibility of the ARO is to play a key role in i) project coordination, ii) implementation, iii) technical support, iv) scheduling, v) ensuring quality reports, vi) production of publications, vii) developing partnerships beyond Plan International, viii) regional and global advocacy, and ix) scaling-up 4CA results. The ARO also wanted to develop a standardized approach to 4CA to avoid a situation where the

country offices were doing their own programming with little knowledge sharing and technical support. Technical support was generally devolved from ANO to the ARO; county offices generally received two visits per year from ARO in addition to visits to address specific needs (a start-up workshop in IND, review and planning workshop in MMR, disability inclusion training in MMR and advice on a baseline study on renewable energy and energy efficiency in VNM). ARO technical support was also available through regional networking meetings outside the official 4CA project. ARO's regional advisor developed training modules and prepared an overview manual on climate-centred resilience initiatives to ensure awareness and understanding of CC DRR and 4CA among members of the BRACED consortium led by Plan International MMR. Evidence collected during field consultations and Skype interviews indicated that the technical support provided during Phase II by ARO and ANO was good, but more was needed. The perception also exists that delays in production of valued knowledge products (case studies resulting from the April 2016 workshop, translation of the Energy Story) are at least partly attributable to staff turnover in ARO.

ARO Advocacy

Some 4CA funds were used for advocacy of the 4CA approach, including participation in several high-profile events. These included: i) "Children in a changing climate coalition" (an ad hoc advocacy group including the Institute of Development Studies (IDS), World Vision, Save the Children, UNICEF) during a regional launch event with UNISDR; ii) the Asia ministerial DRR conferences (a regional conference that feeds into a global conference on DRR); iii) a side event and expert meeting on CC education at the UNESCO World Conference for Education for Sustainable Development in Nagoya in 2014; iv) presentation at a regional consultation meeting of the Southeast Asia Ministers of Education Regional Center for Educational Innovation and Technology in Quezon City in 2014; v) a session at the Asian Development Bank's Green Skills Forum in Manila in 2014; vi) co-facilitation of the Youth Forum at the 4th Environmental Ministers Meeting of the Greater Mekong Subregion Program in Nay Pyi Taw (MMR) in 2015; vii) a session at the Children and Youth Forum at the UN World Conference for Disaster Risk Reduction in Sendai in 2015 which brought youth from Cambodia; viii) COP 21; and ix) the annual International Conference on Community Based Adaptation.

ARO invested in creating knowledge resources to support advocacy efforts and broaden application of 4CA concepts. The main outputs were:

- 4CA brochure, including new case studies and highlighting lessons learned and findings from the Phase I evaluation;
- four-minute film showcasing the 4CA approach in the region, entitled “How Children and Communities are Participating in Climate Action Across the Asia Pacific Region;”
- continuously updated 4CA project webpage on WeADAPT, including latest project outputs. WeADAPT is a collaborative platform on climate adaptation issues for researchers, practitioners and policymakers. Both the brochure and film are available through WeADAPT (<https://www.weadapt.org/knowledge-base/global-initiative-on-community-based-adaptation-gicba/act-to-adapt>). Plan International 4CA outputs are also available via Preventionweb [here](#);
- CC board game called “Act to Adapt” that supports critical thinking and solution finding, and inspires action on climate adaptation by children and youth (aged 12–17 years) (<http://climatecentre.org/resources-games/act-to-adapt>). The game was developed by the Red Cross/Red Crescent Climate Centre and is available for download as part of their selection of favourite games; and
- guidebook to be published by ARO (funded by DFAT) that will be a practitioners’ manual on how to implement 4CA. There has not been a lot of documentation of the 4CA project, so it is considered essential to capture essential elements in the guide.

ARO Support of 4CA Scaling-up

Plan International visibility in key events may have increased but ARO’s regional and global advocacy efforts have not yet led to the incorporation of 4CA in planning and/or budgeting of national governments. Because of its size (Euro 2.8 million over 3 years) and inclusion of national CC authorities and education ministries as implementation partners, the regional 4CA project funded by the German Federal Ministry for the Environment, managed by Plan International GNO and implemented in IDN (as well as Thailand and VNM), is promising in this regard, as is the multi-partner BRACED project in MMR. ARO contributed to scaling-up of 4CA in the region via these two major projects.

As part of networks of civil society organizations working on CC and DRR, Plan International ARO has been actively engaged in advancing integration of CCA in national education curricula. Plan

International receives requests and generates opportunities to present the 4CA concept and results, often engaging youth, at events related to Sustainable Development Goals (SDGs), DRR and CCA policy agendas. Despite some evidence of visibility and an increased interest in the 4CA approach, little evidence exists of its integration into national policy and budgeting, beyond CC integration in school curricula. A brief content analysis on relevant policy and financial documents for IDN, MMR and VNM (recent Hyogo Framework for Action country report, official statement at the 3rd world conference on DRR, Intended Nationally Determined Contributions [INDCs], and Green Climate Fund and Adaptation Fund project documents) suggests that target countries do not yet explicitly see children and youth as part of the solution to climate action. At most, they identify children and youth as vulnerable populations. MMR is perhaps the most progressive in recognizing the role of children and youth, at least as reflected in policy documents. MMR’s INDC mentions the empowerment of groups (such as children and youth) at risk from short- and long-term CC impacts as an emerging theme for attention. MMR’s INDC references the BRACED project specifically.

In the case of the new 4CA regional project funded by the German government and Plan International GNO, donor interest might be an opportunity to ensure that 4CA concepts and results are embedded into national planning and budgeting. The donor’s strategic interest on the topic of CCA is support to national adaptation planning and ecosystem-based adaptation.

ARO Partnerships

Plan International ARO successfully used strategic partnerships to expand the reach and relevance of the IEC materials initially created to meet the needs of direct beneficiaries of the 4CA project, thereby enhancing the potential for many more children and youth in the region and beyond to understand CC impacts and take action to address them.

The design, development and testing process involved in creating, with the Red Cross/Red Crescent Climate Centre, the interactive “Act to Adapt” game, was inclusive and viewed as effective for both parties. According to the Climate Centre, “we created something that is very simple and replicable in a lot of countries around the world.” Such is the success of this partnership and the perceived relevance of 4CA by the Climate Centre, that plans are underway to create an engagement game, based on Act to Adapt, with a target of youth aged 14–17 years. As envisioned, it would be a gamified version of CVCA and adaptation planning. The partnership emerged because Plan International recognized a gap in the CC games

available for children and youth; they mostly focused on climate science and related hazards and impacts. Plan International recognized the desire and need to focus on action and approached the Climate Centre to collaborate on filling this gap after seeing some of their methodologies at a community-based adaptation conference.

Led by the Food and Agriculture Organization (FAO) of the United Nations and the World Scout Movement, Plan International was one of eight collaborators in the development of a CC challenge badge (<http://www.fao.org/yunga/resources/challenge-badges/climate-change/en/>). This guide, launched at COP 21, serves to raise awareness, educate and motivate youth to change their behaviour and be active agents of change in their local communities, with teachers and youth leaders as target audiences. It includes activities and challenges that help deliver on at least two of the 17 SDGs. The FAO website also includes a link to the 4CA project under 'Other climate change resources.'

In partnership with the Asia Society for Social Improvement and Sustainable Transformation (ASSIST), ARO developed a child-friendly booklet on the benefits of renewable energy and energy efficiency for sustainable development and climate adaptation (<https://Plan-.org/energy-story>). Dissemination of the "The Energy Story" was through an electronic social media launch that reached over 18,000 people. ASSIST profiled the booklet in their newsletter, also increasing its reach.

Currently available in English, plans are underway to translate the publication to several Asian languages. ARO initially envisioned ASSIST's role as a service provider on a contract basis to develop the booklet. ASSIST saw mutual benefits in co-production of this resource and offered to perform the service on a partnership basis (representing cost savings for Plan International of USD \$5,000).

7.11 RELEVANCE OF THE 4CA PROJECT TO PLAN INTERNATIONAL POLICIES, STRATEGIES AND PRIORITIES AND INTERNATIONAL CCA POLICY – KEY FINDINGS

Acceptance of children and youth as agents of change for CCA and CC mitigation is gaining ground among CC practitioners (e.g. International NGOs not focused on child rights) and some donors. Among those interviewed, agreement exists that the 4CA project provides a strong platform for engaging children and youth, with direct (knowledgeable children and youth) and indirect (mobilizing community support) benefits flowing as a result.

7.11.1 RELEVANCE OF THE 4CA PROJECT TO PLAN INTERNATIONAL POLICIES – KEY RECOMMENDATIONS

Plan International 4CA model approach should be continued as a highly relevant, successful child-centred approach which combines programs that include CC education and CCA actions to improve the present and future livelihoods of children and youth and instill greater self-reliance and advocacy.



Students play the climate problem and solution cards as teachers look on.



Students campaigning to raise awareness on recycling and reduced carbon footprint.

7.11.2 Relevance of the 4CA Project to Plan International Policies – Supporting information

The project aligns with Plan International’s global DRM strategy, Plan International Asia Sub-strategy on DRM, and Plan International global CC and resilience position papers (Regional 4CA biannual report, March 2016).

Plan International 4CA project which integrates CCA and a child focus is working toward curriculum development in IDN, which is aligned with the “Lima Ministerial Declaration on Education and Awareness-raising,” adopted at the COP in Dec 2014 as well as the “Global Action Program for ESD (Education for Sustainable Development)” launched in Nagoya in October 2014.

Plan International working group on CC is considered to be in hiatus, but it previously had a role to play in linking Plan International CCA strategies with international CCA strategies, including COP 21, the SDGs, the Sendai Framework for DRR and the Asia Ministerial Conference for DRR.

According to the Red Cross/Red Crescent Climate Centre, “*Children and youth are an interesting target group to work with because they will bear the bigger brunt of changes that are happening – scenarios that are unfolding. They are going to have to live in this reality so the earlier on in getting them to engage and find ways to deal with what is happening, the better (both in GHG mitigation and adaptation).*”

The availability of global climate finance is an opportunity to scale-up 4CA. Development cooperation in CC projects rarely targets children and youth, but interest (or at least openness) among donors exists. Plan International GNO’s IKI 4CA

initiative started in 2015 and Plan International has applied for two more projects to start in 2017 (target countries: Cambodia and VNM; and Peru, Colombia, and Ecuador in the Latin America and Caribbean region, respectively). Children and youth are an underrepresented target group in CC development programming and Plan International can add value by working with children and youth and not only for them. Of over 400 climate change projects, the IKI 4CA project is the first one focused on children and youth; it is seen as innovative. In Germany, GIZ is a big funder of CCA development projects and is studying whether to include CC projects involving children and youth. Part of the appeal, aside from a group traditionally included within vulnerable populations, is the forward-looking nature of working with children and youth.

The perception exists that the 4CA project has some overlap with other community-based adaptation (CBA) projects; internationally, CBA is regarded as an integral response to preparing for CC impacts by way of identifying and learning from solutions from the bottom-up. Plan International key differentiator is the focus on children and youth. The integration of education, awareness, action, and advocacy is also a strength that other CBA projects might not include. Further, the combination of regional reach (and therefore potential for accelerating learning) with an under-represented target group plus strong organizational capability (Plan International) is seen as valuable. However, 4CA approaches on their own are insufficient to address CCA and greenhouse gas mitigation needs. The fit between child-centred approaches and tools (e.g. child-centred CVCA) and broader local and national adaptation is not always evident and communicating this fit can be challenging. National decision makers, for example, have broad mandates and need to consider the needs and priorities of a range of constituents.

7.12 ENABLERS AND BARRIERS TO PROJECT IMPLEMENTATION: LESSONS LEARNED

Many lessons were learned from the 4CA project, ranging from what worked the best to what could be improved. This section is based solely on the opinions of the stakeholders consulted during the evaluation, and not of the evaluation consultants.

7.12.1 Key Successes of the 4CA Project

**“FOR SUCH A SMALL PROJECT,
THE ACHIEVEMENTS WERE BIG.”**

Trong Thu Houg, Plan International Vietnam.

The biggest success in all three countries was the increase in knowledge of CC and the level of enthusiasm for 4CA among the children and youth involved.

- Enabling the schools and/or communities to make money from 4CA activities ensures sustainability of the project results. Successes in this regard were the schools growing vegetables for sale in IDN and selling some of the trees in the nurseries in MMR.
- The main success in IDN was the CCA LCC:
- The 4CA project in IDN is working toward integrating the CCA LCC into schools district-wide. Integrating CCA into the local curriculum ensures that all students and teachers will continue to learn and act on CC causes and impacts.
- The teachers found that CCA-LCC helped them to be more focused on teaching due to the instructions and guidelines in the model.
- The adaptation measures implemented with seed grants in schools in all three countries were highly successful, partly because they were identified by the students and community themselves.
- Engaging students in fun activities such as the learning games and concrete and tangible activities such as gardens, recycling garbage, cleaning school grounds, tree planting and the host of other youth-led seed grant initiatives has meant that students are very enthusiastic about conducting such activities, which will help them remain committed to these activities. The students directly involved in 4CA feel as though they are “role models for other students, all school activities are beneficial against CC impacts and 4CA is also fun.” At the Aotila primary school in IDN, all the students yelled “samua” (“all is good!”) in unison: There was nothing they did not like.
- Participatory approaches which help students to make their own decisions about what activity to implement in their school confers ownership of the project and means there will be more engagement and dedication, which in turn ensures sustainability for the project.
- The youth-led seed grant initiatives in Hanoi were highly successful as they were led by youth; they were an efficient use of funds, relying on youth volunteers; and they taught youth how to work with children, people with disabilities and others in their communities. According to Live & Learn, the main successes of 4CA are that “people now realize that youth are capable of doing many things – and the community knows they can benefit from youth involvement, so that more organizations are working with youth and children and there are more programs for youth.” Also due to the seed grant money, more youth are aware of CC and how they will be affected in the future.

7.12.2 Key Challenges of the 4CA Project

**“SINCE CC IS NEW TO OUR COUNTRY AND NEW
TO PLAN, IT IS HARD FOR PROGRAM UNIT STAFF
AND CDFS TO ABSORB IT ALL.”**

A lack of capacity on CCA exists which was expressed by stakeholders on many levels:

- One of the biggest challenges is for Plan International and partner staff to understand the 4CA model of adaptation and to explain adaptation concepts to children, youth and their communities. Staff lack capacity and it is difficult to find DRR and CCA experience.
- Project officers at Plan International face competing demands on their time which limits opportunities to deepen CCA knowledge and become more proficient in technical backstopping.
- The biggest challenge for the DRR Forum in IDN was lack of training for forum members; most, especially the private sector, do not understand DRR or CCA and they all need a lot of capacity building. For example, if the DRR Forum wants to submit a proposal related to CCA to a local bank and the bank does not understand CCA, it will not fund the project. Plan International focused on establishing the forum but has not followed up with assistance. Meetings are supported by the BPBD.
- More capacity is needed for adults. In Ta Long commune in VNM, the importance of awareness raising among parents and the need for more concrete results were emphasized: “Community exposure to CC knowledge is needed before doing anything; CCA is a difficult concept to explain to the communities and is a difficult concept for the students as well so there has to be a better translation of what is happening around them. Since parents are the closest contact with children, they should be more involved.”

Similarly, several respondents felt that the broader community should participate, not just the children.

- More CCA awareness is needed at the provincial level for real progress, but is not possible given the limited budgets available (VNM and MMR).
- The program is very suitable for farmers in IDN, who are suffering from CC impacts.
- More awareness of the benefits of children's advocacy is needed for the CPC in VNM.

Stakeholders had specific comments on various aspects of project activities:

- Growing garden plants and maintaining tree nurseries (IDN and MMR) during the long, hot dry season is difficult, as is keeping the plants protected from animals. However, despite the hard work, which is done on a Saturday, the children still enjoy the activity.
- Some teachers in IDN have suggested incorporating nutrition training into 4CA

activities, as malnutrition prevents children from learning effectively.

- Introducing livelihood strategies in VNM was done at the end of the project without prior CC awareness training. The CDF working with one commune stated that CC is a new concept, and the livelihood models have specific technical requirements. The challenges are the extra work collecting elephant grass and bringing it to the cow enclosure (instead of letting cows roam), cleaning the enclosure and making the compost. Due to this extra work there might be resistance and it might not be sustainable. The CDF would approach the problem differently, starting with the local authorities to understand CC, then generating CC awareness for local people, and organizing local visits to see other livelihood models. Done in this way, adoption of the model would be more sustainable.
- In Thuan commune, VNM, the negative aspect identified was the additional workload from the extra-curricular activities; also, some students live far from the school and have difficulty to attend events.

Comments related to management of the 4CA project include the following:

- Plan International decides what activities need to be done; two partners indicated that this diminishes their decision-making role and is disempowering because it seems that Plan International thinks they do not have enough capacity to decide for themselves. Also, they have to wait for approval from Plan International for every activity, which causes delays.
- One Plan International partner would have liked to modify the project, but there was not much opportunity for this because Plan International is strict in implementation and all decisions and modifications have to be approved by Plan International.
- The delay of three months in signing the MOU in MMR delayed planting the trees by one year to ensure timing of planting with the monsoons.

There are high expectations of Plan International and partner staff in cases when they have to travel far from home for long periods.

- The scaling-up of 4CA principles into new projects will be challenged by a new model of adaptation, as well as a different partner (IDN) in different schools. These changes will be confusing to the communities.
- It was unanimous among those consulted that the project time frame was too short and hence could not reach everyone.



Children mapping out hazards and shelters in their school grounds and village.

8. CONCLUSIONS AND RECOMMENDATIONS

Based on the evaluation findings after consultations with almost 300 stakeholders (children, youth, community groups, government officials, teachers and principals, Plan International and partner staff) in IDN, VNM and MMR, it is clear that the 4CA project objectives have largely been met. In addition, some of the recommendations made after the evaluation of Phase I of the 4CA pilot project in four countries (IDN, Lao People's Democratic Republic, Thailand and VNM), have been followed-up.

The 4CA project largely satisfied the project objectives within its short time frame and with a small budget. It was innovative in generating awareness of CC among children and youth using games; it conferred interest and ownership in CCA by involving users in deciding which activities to implement; it was creative in methods used to encourage children and youth to advocate CC in public forums and with government officials, and it showed some success in developing sustainability strategies to ensure continuation of some 4CA results.

8.1 PROJECT OBJECTIVES

Objective 1: to increase the awareness and capacity of children, youth and communities of climate change and related disasters, so that they can facilitate child-centred climate change adaptation (4CA) processes, was met through the training on CCA using CVCA tools, games and training in leadership skills for students. There were challenges, however, in the diffusion of information beyond the classroom to the larger community and many people consulted felt that adult community members and government officials would have benefitted from more CC awareness training. Some behaviour changes in the larger community (parents of students) were documented but were not widespread. The children and youth themselves often stated that they would like more opportunities to share their knowledge with their peers. Generating awareness and knowledge of complex issues around CCA takes time, resources and much training. The activities undertaken during Phase II of 4CA were a positive start toward achieving this objective.

Objective 2, to develop and implement locally appropriate climate-smart solutions that incorporate and demonstrate the 4CA model, was achieved, with participatory methods (CVCA) conducted

in two countries (IDN and MMR) to determine how seed grant funding would be implemented in schools and the community. Examples include school gardens, restoration of water supply ponds, making organic compost for gardens, creating handicrafts from recycled materials, several youth-led initiatives that involved youth working with children and other community members on environmental and DRR activities, and tree nursery establishment. The majority of actions taken were child and youth centred, selected by students themselves; this empowered them and gave them increased confidence to share their knowledge of CCA and the 4CA seed grant activities. The methods employed to develop 4CA actions provided the foundation for Objective 3 (advocacy). Some seed grants were used at the community level and did not target students, such as the implementation of the livelihood model in VNM (cattle byres and bio-beds for pigs). These projects were based on discussions with the local communities during surveys conducted by a consultant.

Objective 3, to advocate the incorporation of good practices and learning from the 4CA program approach in local, district and/or national government processes, was well achieved in IDN and VNM and partially achieved in MMR. This is likely the most difficult objective to satisfy in the short time frame of the project. Advocating to government officials on CC issues was central to 4CA activities in VNM at the provincial level and many students in the 4CA communities had acquired skills to speak to adults on CC issues in a public forum. This was done, to a lesser extent in MMR, where students met township officials. In IDN, a central focus was integrating CCA through the LCC into all schools in the district and efforts are ongoing in that process. More needs to be done to generate deeper knowledge and awareness of CC among government officials at all levels. Students expressed the need for more opportunities to share their learning with their peers.

8.2 PHASE I EVALUATION RECOMMENDATIONS FOLLOW-UP

For the Phase I evaluation, 20 recommendations were made: 15 to increase the effectiveness and impact of 4CA activities and 5 to scale-up child-centred CCA and resilience programming. Those directly addressed in the 4CA evaluation implementation Plan International are discussed below.

1. Set minimum standards for children and youth participation in 4CA activities and monitor performance. The target for increased capacity for CC awareness was set at 60% (4CA log frame). This target was exceeded as indicated by the questionnaire administered to the students in eight schools that indicated 87% learned “a lot more” or “a little more” about CC during the 4CA project.
2. Consider using the five core elements of the 4CA approach to monitor social change within target communities. There was little evidence that this was done, as monitoring did not appear to be based on the five core elements but instead according to the log frame based on the three key outcomes. No baseline studies were conducted in VNM or MMR; also, during field consultations, we did not ask to see score cards being used for M&E. Baseline studies were not conducted in MMR because CCA is so new to the area, it was felt that there was no prior knowledge of CC. In VNM, there was no baseline because it was felt that the baseline conducted for the KAP (knowledge, attitudes and practices) study would suffice to indicate existing understanding of impacts of climate variability and change. However, the KAP study—used in the Vietnam Child-centred Climate Resilience Project (Plan International and Save the Children)—did not work in the same communities as the 4CA project, so the data would not be useful as a baseline.
3. Work with both villages and schools, to ensure community processes factor in the implications of climate change on children’s rights as well as recognizing the roles of children in building community resilience. This has been done in most cases, where there is community outreach via public forums (such as World Environment Day), making the links through common training programs for the village DRR and VDMCs and the school DRR and SDMC groups in IDN and MMR. In VNM and MMR, there was direct advocacy by students to government officials.
4. Improve quality of local 4CA climate-smart actions through capacity building and peer-to-peer learning for staff and beneficiaries and forming stronger technical and strategic partnerships. It was evident that this recommendation was only partially followed. Teacher and staff training on several subjects took place but there was a lack of training for new teachers and staff and given the high turnover rate for both, the project lacked strong institutional memory.
5. With support from Plan International internal advocacy staff, develop advocacy strategies for each target province to connect activities and desired impact to government programs and policy goals. Advocacy strategies are being implemented at several levels, including efforts by Plan International and partners in IDN for uptake of the LCC in district policy and linking the district DRR Forum with village DRR committees. Also, youth-led initiatives in VNM were being integrated into district and commune planning.

6. Replicate climate change curriculum development and roll-out as this resulted in the greatest successes in advocacy and institutional change. Advocacy in IDN was directed at approval of the LCC at the district level because national policy allows for local content in the curriculum. This is not the case in VNM and MMR, where all 4CA activities are extra-curricular. Evidence of 'communities of practice' for teachers, educators and other facilitators at sub-national levels in partnership with the Ministry of Education was only seen in IDN, where there were exchange visits for teachers and principals between schools.
7. Establish strategic partnerships with NGOs experienced in working with people living with disabilities to extend the reach of Plan International 4CA activities to this group. In VNM, when soliciting for seed grant projects, there was successful outreach to a group working with people with disabilities. There did not appear to be similar intentional outreach to people with disabilities in IDN and MMR.
8. To increase reach to out-of-school children and children transitioning from schools to communities. A connection was made in IDN between 4CA activities and a youth group in the communities called "Karangtaruna." In VNM, some 4CA activities involved the Youth Union. However, the evaluation did not look for strategic partnerships related to empowering youth in economic development programs.
9. Exploit mass media and information and communications technologies (ICTs) to broaden the project's reach, with thorough review of appropriate format and relevance for target groups. Evidence shows that all the youth-led initiatives in VNM took advantage of local media and social networking, although more could have been done in regard to this recommendation.
10. Synthesize, publish and share lessons learned on children's participation in 4CA, highlighting successes in influencing the policy process. Significant sharing of information took place in the annual learning forums involving the 4CA project country offices, including testimonials from involved students. Video documentaries were made in VNM and MMR in 4CA activities, which will likely be useful for national and regional advocacy on integration of child-centred approaches in CCA.
11. By adapting existing climate-risk screening tools, Plan International should assess how sensitive current development programming results are to changes in climate and weather pattern. CVCA is a tool used in IDN and MMR to assess climate vulnerability in order to assist

children/youth and their communities to choose CCA activities. The use of these tools does help to ensure that CC considerations will be included in other development interventions, but more work needs to be done on general awareness of CC; the CVCA tools were the first step in this process.

12. Disseminate and encourage integration of Plan International existing research and advocacy messages on gender vulnerabilities and capacities in 4CA work in villages and schools. No direct evidence of advocacy on gender was found in the evaluation. Plan International provided gender training for Plan International and partner staff and there was equal gender representation in schools and at events, but based on the finding that men are the main decision makers in most community-based organizations (DRR teams and VDMCs), gender advocacy messages would help women and men realize the gender inequalities in their communities.

8.3 PHASE II RECOMMENDATIONS

In total, 67 recommendations (see Appendix 6) are provided throughout the report based on the 4CA program evaluation. Ten key recommendations are:

1. 1. Plan International should consider using the 4CA model as a core element of all Plan International projects and programs, given the cross-cutting theme of CCA and the urgent need for children and youth of the next generation to understand they are growing up in an environment of increasing impacts and threats posed by CC that will challenge them to adapt to a new climate.
2. 2. 4CA-based projects should continue to include and increase student-led events that engage the community and government in public forums (e.g. dramas/plays, music events, writing and drawing competitions, question-and-answer discussions and competitions and local radio shows) in order to:
 - [present student-led activities on CC for awareness raising,](#)
 - [develop communication skills and increase confidence of students to share their knowledge,](#)
 - [share and test their knowledge and that of others in the community,](#)
 - [encourage the engagement of others in CC issues,](#)
 - [advocate DRR/CCA, and](#)
 - [seek commitments to action from community and government.](#)

3. 4CA projects should continue to work closely with government education departments because of the potential to create widespread advocacy and sustainability of results through the adoption of CCA in school curricula (e.g. local content course in IDN and ABC text in VNM). It would be beneficial for Plan International to host an end-of-project workshop with education departments to present the results of 4CA model activities district-wide to teachers and supervisors to further promote adoption and sustainability of 4CA model activities after the project is completed.
4. 4CA projects should continue to actively engage government departments (education, agriculture, veterinary, forestry, etc.) in 4CA training events for the community to assist government in developing the knowledge needed to Plan International and budget for CCA activities and actively participate in local implementation the 4CA model.
5. 4CA projects should include an increased focus on CCA awareness training for local community members, government staff and elected officials.
6. 4CA projects should expand capacity building for seed grant funding which engages, validates and builds confidence in youth as active members of society, able to seek funding and manage projects toward creative solutions to problems faced by their generation. Funding seed grants requires relatively small financial resources and can yield relatively large benefits, including scaling-up and advocacy.
7. 4CA projects should consider how certain groups such as ethnic minorities living in remote areas and people with disabilities who may not attend school, may be more engaged and targeted in 4CA project activities. Reaching out to people with disabilities in VNM through the specialized glasses project is an example of Plan International strategy of inclusion.
8. 4CA activities most likely to be sustained and scaled-up in and among communities are those most relevant to community needs and priorities and which can demonstrate tangible benefits in terms of income, reduction of work effort, increased food security, DRR or substantial environmental benefits.
9. Project evaluation should include activities that were not as successful as expected; it should also include more people with disabilities in order to increase the learning on challenges and on meeting the needs of vulnerable groups.
10. Plan International 4CA model approach should be continued as a highly relevant, successful child-centred approach which combines programs that include CC education and CCA actions to improve the present and future livelihoods of children and youth and instill greater self-reliance and advocacy.



Dakrong Secondary School climate change club (Dakrong district, Quang Tri province, Vietnam)

APPENDIX 1: TERMS OF REFERENCE

Final Project Evaluation of Plan International International's Child-centred Climate Change Adaptation Project (4CA) –South East Asia Region

SUMMARY:

Plan International seeks an independent consultant/consultant team to carry out a final evaluation of the Australian Aid funded Child Centred Climate Change adaptation (4CA) project in South East Asia. The evaluation, including in-country evaluation in Indonesia, Myanmar, and Vietnam as well as regionally, is expected to be carried out between March and June 2016.

I. PROJECT BACKGROUND

Plan International is one of the world's largest children's International NGOs, working with children and poor communities in 50 developing countries across Africa, Asia and the Americas to promote child rights, mainly in the areas of education, child protection and participation, health, water and sanitation and disaster risk management. Plan International has no religious or political affiliations.

Plan International International's Child-Centred Climate Change Adaptation (4CA) program is a two year project (2014-2016), being implemented in three countries in South East Asia. It was an expansion of a previous three year pilot project (2011-2014). It aims to build the awareness of children and their communities about climate change and to empower them to be active participants in adaptation efforts with the overall goal of achieving: 'Safe and resilient communities in which children and young people contribute to managing and reducing the risks associated with changes in the climate'.

The project has the following objectives: 1) To increase the awareness and capacity of children, youth and communities of climate change and related disasters, so that they can facilitate child-centred climate change adaptation (4CA) processes; 2) To develop and implement locally appropriate climate smart solutions that incorporate and demonstrate the 4CA model; and 3) To advocate for the incorporation of good practices and learning from the 4CA program approach in local, district and/or national government processes.

In South East Asia, the project has been implemented in the last two years in Indonesia, Myanmar, and

Vietnam, targeting 3347 direct beneficiaries from 34 schools and 23 villages, with a total budget of USD \$860k. The project is funded by the Australian government through the Australian Aid NGO Cooperation

Program (ANCP) as well as Plan International Australia (PIA) and Plan International Spain. II. Objective of the Evaluation

The key objective of the final evaluation is to assess the results and impacts of the 4CA project against the project goal and objectives in South East Asia, specifically in Indonesia, Myanmar, and Vietnam and at Asia regional level. In addition, the evaluation will look to capture the lessons learnt to increase the understanding of the implementing organizations and partners and make recommendations for future planning.

In particular, the evaluation aims to:

1) ASSESS THE PROJECT RESULT AREAS IN RELATION TO THE FOLLOWING EVALUATION CRITERIA:

- Relevance of the project activities in addressing the needs of the target groups and in delivering the results and objectives of the project with regards to strengthening a child-centred approach to climate change adaptation. Key questions to answer include:
 - Was the theory of change of the investment realistic, appropriate and relevant?
 - To what extent were the project objectives and approaches relevant and consistent with beneficiary needs and priorities, relevant Government policies and the overall operating environment?
 - To what extent were the project objectives and approaches relevant and consistent with Plan International International's relevant Country and Regional Strategies, Plan International DRM strategy, as well as relevant international targets (such as the SDGs, HFA II, and UNFCCC agreements)?
 - How consistent is the program with Plan International's Child Centred Community Development (CCCD) approach?
 - Was the approach undertaken the best option for achieving planned results?
 - What is the relevance of the completed project to progress on the broader climate change adaptation and mitigation objectives of the communities in which it occurred?
 - To what extent is the project design relevant to the broader child-centred CCA agenda internationally? How does it align and compare with best practice in the sector?

Effectiveness of project implementation in relation to expected results and current levels and capacities of staffing and other resources. Key questions to answer include:

To what extent have the objectives and outcomes of the project been achieved?

- Did the program make the difference that was expected at the end of the investment? To what extent were adaptive capacity and resilience built - at individual (child and adult), community and local government levels?
- What unexpected outcomes or changes were brought about as a result of project activities?
- What activities have been expanded, replicated and scaled-up across the implementation sites, and what are the contributing factors to this replication and expansion?
- What participatory methodologies and processes were used by the program, which ones were found to be successful, and why? How did these methods or processes contribute to both expected and unexpected outcomes?
- How have the communities and partners involved in the Program defined success
- - and what evidence is there of achieving their visions of success?

Efficiency of the implementation in terms of efficient and economical use of resources and within appropriate time frame and budget. Key questions to answer include:

- Were the activities cost-efficient? If not, why?
- How did the project financial management processes and procedures affect project implementation?
- Were the project's own monitoring systems adequate and appropriate?
- Is the project mode of delivery still considered to be the most efficient method of using staff and funding to achieve the expected development outcomes?
- Was the size of the project appropriate to achieve the intended outcomes?
- What are the strengths, weaknesses, opportunities and threats of the project's implementation process?

Impact of the project in the lives of the beneficiaries, in particular in terms of realizing children's' rights and promotion better climate change adaptation and resilience. Key questions to answer include:

- What has happened as a result of the CC-CBA project? What real difference has the activity made to the beneficiaries?
- How many people (disaggregated by sex, age and disability) have benefitted from the program (targeted and non-targeted)?
- Once Plan International has left, how will the beneficiaries (disaggregated by sex, age and disability) continue to benefit from the project?
- How have the roles of the different actors (right holders, duty bearers, intermediaries and Pian) changed over time?
- Is Plan International improving local capacity and actively involving beneficiaries in implementation?

Sustainability in terms of prospects for continuity and long-term benefits of the project outcomes as well as the ownership and partnerships by local and national stakeholders. Key questions to answer include:

- How sustainable are the results of the project and the systems and models developed? What measures have been put in place or evolved through the project that will contribute to this sustainability?
- What is the capacity of local partners to take forward the work? How has the project contributed to strengthening this capacity?
- What needs to be further put in place to sustain the benefits of the project? Is there evidence of the resourcing and commitment needed being made available by partners/ government?
- Over the coming years, what benefits can realistically be expected to continue as a result of the Program and 2 years (5 in total) of implementation?

Cross-cutting issues to what extend the project activities have been designed and implemented to be considerate of child-centeredness, inclusion, ethnicity, gender, disability and accountability. Key questions to answer include:

- To what extent were the most vulnerable populations, including, but not limited to, people with a disability, ethnic and linguistic minorities, rural and remote communities and any other excluded groups, reached through the project? What approaches were utilised to ensure these cohorts were included?
- Did the project ensure the appropriate safeguarding of children through its activities?
- Did the project contribute to achieving equitable outcomes for women and men, boys and girls?
- How did the project benefit men, women, boys and girls differently in the context of their locally ascribed gender roles?
- To what extent were the project activities genuinely child-centered?:
- How have children benefitted from activities, including the livelihood models and participatory planning?
- How were children involved in the design and monitoring of activities?
- To what extent did children take on a role as agents of change? To what extent have they come to be considered climate change champions across their schools/communities?
- How did the level and nature of children's involvement in activities impact on the success of the project?

2) Identify the project's key challenges during implementation, and lessons learnt to inform both Plan International's future programming in this area and for the others working in this field;

3) Generate concrete conclusions and recommendations that can feed into decision making processes regarding up-scaling child-centered climate change adaptation/ resilience programming in the region and beyond.

III. Target Readers/ Utilization of the assessment

The evaluation report should provide Plan International management as well as the Australian government with an accurate and reliable assessment of the results produced by the 4CA project in the lives of beneficiaries and its impact and sustainability. Moreover, it should provide an analysis about the benefits of a child-centered approach to climate change adaption to provide recommendations for future programming and policy advocacy.

The findings will be primary used by parties involved in the action: (a) Australian government I DFAT; (b) Plan International staff in Country Offices, Asia Regional Office, National Offices and (c) project partners, including government at all levels.

IV. Scope and Methodology

Scope of the Evaluation:

The regional evaluation should assess the result of the 4CA project in Indonesia, Myanmar, and Vietnam and at Asia regional level against the targets set out in the original project documents. The evaluation will cover East Nusa Tenggara Province in Indonesia, Rakhine in Myanmar, and Hanoi and Quang Tri Provinces in Vietnam. The evaluation should aim to cover at least 3 communities/schools per country, covering a representative sample of the project target areas. The study will explore the project related information for the full Phase 2 project period (July 2014- June 2016), taking also into account the cumulative outcomes from Phase 1 (2011-2014).

Methodology

In consultation with Plan International International, the recruited consultants will be expected to propose a detailed methodology (based on the information given in these ToR) suggesting adjustments to the methodology recommended below and to the available tools as necessary to meet the objectives of the evaluation above detailed.

Representatives from Plan International will work with the consultant to identify key documents for review, agree the list of key respondents and stakeholders for interviews and participatory discussions, and provide input on the proposed tools and approaches including survey, interview and participatory tools to be administered.

It is expected that the methodology will include both qualitative and quantitative data collection methods and will consider both primary and secondary data sources.

The consultant will be expected to review project documentation, interview project management and field staff, partner organizations and government counterparts, as well as representatives of the children and villagers in the target communities in the four countries. He/ she would obtain the views of project beneficiaries in a participative manner through focus group discussions and key informant interviews.

The methodology for this evaluation will include:

Desk review of Program level documentation including Program design documents (including DFAT Adplans), baseline and endline KAP surveys, monitoring and evaluation data, the Phase

1 evaluation ToR and final report, narrative and financial progress reports (including annual ANCP Performance reports), research studies and case studies, training materials and other resources developed by the project. Evaluation tools utilised for evaluations of other Plan International climate change projects will also be made available;

- Interviews and discussions with Plan International staff at national and provincial levels, as well as staff from project partners and government agencies at national, provincial, district and village levels;
- Meetings and interviews with relevant key stakeholders at national, provincial, district and village levels;
- Site visits to selected districts and communities in each of the target countries to conduct meetings and participatory exercises with community members, including children.
- A presentation of the draft report and recommendations with relevant staff from Plan International will conclude the field visit, enabling a joint discussion and feedback on initial findings and recommendations found during the provincial site visits.

V. Expected outputs

- Research design (inception report) including gender sensitive and child friendly methodology
- A draft report with preliminary findings and key recommendations
- 1 presentation (power point) of the draft report and recommendations via Skype for validation and discussion with Plan International Asia Regional Office (ARO), Country Offices (Cos) and Plan International Australia National Office (ANO) by end of May 2016

- Final report of no more than 30 pages (excluding annexes), including executive summary, introduction, background, evaluation objectives, scope and limitations, approach, key findings and recommendations by 15 June 2016
- An inventory of all background materials reviewed during the study
- Any data gathered and analysed during the study (including survey results and notes from interviews).

VI. Task, Time frame and deliverables

The final evaluation has to be carried out between March and mid June 2016; the contract is expected to start in March, in-country research to take place from mid-April to mid-May, and the finalized report and all deliverables will have to be submitted by mid-June 2016. In all, it is estimated that the work will take 40-50 consultant work days, not including time for Plan International to provide comments and feedback on draft reports etc.

The dates and timing below are approximate and will be reviewed upon inception of the consultancy. However all work has to be completed and payments made before the end of project on 30th June 2016.

No	Activities	Outputs	Responsible	Duration	Indicative timing
1	Advertise TOR for consultancy		Plan International ARO		7 March
2	Inception discussion with Regional Climate Change Coordinator for review of research proposal, including budget	Contract signature upon agreement on TOR	Consultant Plan International ARO		End March
3	Review of key project documents and existing data collection tools.		Consultant	3 day	Early April
4	Production of detailed inception report including detailed draft methodology, work Plan International, staffing, and data collection tools.	Draft Evaluation Inception report submitted for approval to Plan International ARO and ANO	Consultant	5 days	Mid April
5	Conduct in-country consultation and data collection (Indonesia)	Qualitative and quantitative data collection completed.	Consultant and Plan International Indonesia and ARO	7-10 days (incl. days for travel)	1S1week May
6	Conduct in-country consultation and data collection (Vietnam)	Qualitative and quantitative data collection completed.	Consultant and Plan International Vietnam	7-10 days (incl. 1 days for travel)	Mid May
7	Conduct in-country consultation and data collection (Myanmar)	Qualitative and quantitative data collection completed.	Consultant and Plan International Myanmar and ARO	7-10 days (incl.days for travel)}	End May
8	Presentation of the preliminary findings to Plan International staff for validation	Findings presented to Plan International CO teams via skype (or equivalent)	Consultant	1-2 days	Early June
9	Conduct analysis and drafting of evaluation report	Raw quantitative and qualitative data files consolidated; first draft report submitted for review to Plan International	Consultant	5 days	Mid June
10	Finalization of the evaluation report on the basis of feedback from Project Staff and Plan International ARO and ANO.	Final report submitted	Consultant	5 days	End June
	Total Consultant Work/Days ·				40-50 days

VII. Management:

The research will be carried out by a consultant/consultant team. Overall, the project will be managed by Plan International International' Regional Climate Change Coordinator. In-country arrangements for meetings, field visits, and logistics will be organized by the relevant Plan International Country office. However, the consultant team will be responsible to hiring in-country research assistants as required (support in identifying local candidates can be provided by Plan International country office upon request).

At least one in-country staff member from Plan International will accompany the consultant for the duration of the field work in Indonesia, Myanmar and Vietnam. Local staff from Plan International will function as translators as needed. The Regional Climate Change Coordinator will also form part of the evaluation team, and may join some of the field work. It is expected that the team will jointly participate in the field review activities, including discussion and analysis of findings throughout the field review. Review and inputs will also be provided by the Climate Change Adaptation Program Manager based at the Plan International Australia National Office (ANO), as well as the Programs MEL Advisors/Managers based within ANO, ARO and the relevant COs.

Level of Contact with Children:

Medium level: Some interaction with children in consultations. The consultant must comply with Plan International's child protection policy and standards throughout the research process.

VIII. Consultant specifications

Formal qualifications (required):

Masters level degree (or undergraduate level coupled with appropriate practical experience) in a relevant field, such as climate change, international development, child and human rights, etc.

Practical skills and experience: Required:

- Demonstrable expertise (5 to 10 years) on climate change management issues
- Demonstrable experience (5 to 10 years) in designing and conducting quantitative and qualitative research/evaluation of complex programs and including the development and use of qualitative data collection tools, ability to meet deadlines and respond to requests and feedback appropriately and in a timely manner;

Strong analytical skills;

- Experience in undertaking participatory evaluative methodologies, particularly with children, and community engagement and consultations;
- Excellent and demonstrated understanding of Child Protection and ethical issues in research;

- Excellent report writing skills in English. Preferable:
- Knowledge of South East Asia governance and cultural context would be considered an asset;
- Knowledge of women's and children's rights: previous experience conducting research with children and vulnerable groups would be considered an asset.

IX. Budget

The evaluation cost will be covered by Plan International Asia Regional Office, with the internal travel costs for Plan International staff to be covered by the relevant Country Office (Indonesia, Myanmar, Vietnam).

The consultant is required to propose the detailed budget for the consultancy together with the research proposal, and submit to Plan International ARO for review and approval. The budget should include number of days and daily rate for the lead consultant(s) and any in-country research assistants, in-country accommodation, and other meeting logistics in the field. Logistics in the country will be arranged by the Plan International Country offices.

X. How to apply?

Applicants should prepare and submit an application package by 18 March 2016 via email to Plan International Asia Regional office PlanInternationalasia.jobvacancies@PlanInternational-international.org with Cc to olle.castell@pian-international.org

Kindly submit the following application documents:

- Expression of interest should not exceed four (04) pages, outlining how the Consultant(s) meets the selection criteria and how their research proposal meets these terms of reference and the proposed evaluation methodology
- A proposed activities schedule/work Plan International with time frame
- Copy of CV of the consultant(s) who will undertake the evaluation
- One recent example of similar evaluation report written by the applicant
- Financial proposal detailing consultant(s) itemized fees, data collection and administrative costs
- Declaration of independence and potential bias that might influence the judgements and conclusions
- Details of 3 referees

APPENDIX 2: EVALUATION SCHEDULE

Date	Activity	Location	Participants
Indonesia			
16 May	Travel to Kupang then Kefa. Stay in Kefa	Kefamenanu	
17 May	(morning) Project briefing with Plan International & partners' staffs (afternoon) Discussion with government officials	Kefamenanu	Implementing partners: Yayasan Bina Swadaya (TBS) Yayasan An Feot Ana (YAFA)
18 May	Site visit to North/Central Bikomi sub-district to observe and discuss with beneficiaries at school and community level. Back to Kefa, stay in Kefa	North/Central Bikomi sub-district and Kefa (YAFA)	
19 May	Site visit to Biboki Moenleu sub-district	Biboki Moenleu sub-district (YBS)	
20 May	(morning) Discuss with District DRR/CCA Forum and other stakeholders at district level (afternoon) De-brief with Plan International & partners' staffs Travel to Kupang	Biboki Moenleu sub-district and Kupang	
21 May	Depart Kupang		Kimberly, Ellen, Brent
Vietnam			
22 May	Arrive Hanoi via Singapore t 18:10 hrs		Ellen, Brent
23 May Mon	9:00-12:00 Project debriefing – 4CA in Vietnam	Plan International office in Hanoi	<ul style="list-style-type: none"> Plan International International Live and Learn – national partner Youth groups – beneficiary
	12:00-13:00 Lunch	Hanoi	<ul style="list-style-type: none"> Plan International International Live and Learn Youth groups
	13:00-13:45 Travel to first site	Hanoi	<ul style="list-style-type: none"> Plan International International Live and Learn Implementing group
	13:45-15:30 Visit site – a youth's initiative in Hanoi (environmentally-friendly wind energy turbine for poor households) Discuss with the implementing youth group	Hanoi	<ul style="list-style-type: none"> Plan International International Live and Learn Implementing group

Date	Activity	Location	Participants
23 May Mon	16:00-17:00 Travel to airport	Hanoi	<ul style="list-style-type: none"> Plan International International Live and Learn
24 May Tue	19:00-20:30 Fly Hanoi-Da Nang and hotel check in	Da Nang	
	08:30 – 10:00 Visit site – a youth’s initiative in Da Nang (smart glasses to support People with Disability to look up internet information) Discuss with the implementing group and beneficiaries	Da Nang	<ul style="list-style-type: none"> Plan International International Live and Learn Implementing group
	10:00 – 13:00 Travel Da Nang-Dong Ha (Quang Tri province)		<ul style="list-style-type: none"> Plan International International Live and Learn
	13:00 – 14:30 Lunch	Dong Ha – Quang Tri	
	15:00 – 16:00 Discuss with Quang Tri PU on 4CA implementation	Dong Ha	<ul style="list-style-type: none"> Plan International International Live and Learn
	16:00 – 17:30 Travel Dong Ha – Khe Sanh town, Huong Hoa district Hotel check-in	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn
25 May Wed	08:00 – 09:00 Travel to Thuan commune	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn
	09:00 – 11:30 Visit children’s advocacy in Thuan commune Discuss with teacher and students	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn Students and teachers
	12:00 – 13:30 Lunch	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn
	13:30 – 14:00 Travel to A Doi commune	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn
	13:30 – 15:30 Visit Climate resilient LLH model in A Doi (2-3 households)	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn Local partner Beneficiary HHs
	15:30 – 16:30 Discuss with a representative from a local government in A Doi	Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn Local partner
	16:30 – 17:30 Travel back to hotel	Khe Sanh town, Huong Hoa district	<ul style="list-style-type: none"> Plan International International Live and Learn

Date	Activity	Location	Participants
26 May Thu	07:30 – 08:30 Travel to Ta Long commune – Dakrong district	Dakrong district	<ul style="list-style-type: none"> Plan International International Live and Learn
	08:30 – 11:30 Visit children's seed grant on environmentally-friendly and disaster-safe playground Watch simulation of children's CCA communication (Q&A time included)	Dakrong district	<ul style="list-style-type: none"> Plan International International Live and Learn
	11:30 – 12:30 Lunch	Dakrong district	<ul style="list-style-type: none"> Plan International International Live and Learn
	12:30 – 14:00 Travel Dakrong district-Dong Ha (Wrap-up on the road if needed)		<ul style="list-style-type: none"> Plan International International Live and Learn
	14:00 – 16:00 Travel Dong Ha-Phu Bai airport in Hue		<ul style="list-style-type: none"> Plan International International Live and Learn
	18:20 – 19:30 Fly Hue-Hanoi		<ul style="list-style-type: none"> Plan International International Live and Learn
27 May Fri	10:00 – 11:30 Wrap-up	Plan International Office in Hanoi	<ul style="list-style-type: none"> Plan International International Live and Learn
<i>Quang Tri Department of Education and Training (they are mentioned as a partner in the ANCP ADPlan International 2015-2016 DRM Asia 4CA)</i>			
29 May	Depart Hanoi		Ellen, Brent
Myanmar			
29 May	Arrive Yangon		Kimberly, Ellen, Brent
30 May	Morning - Travel to Toungup PU (45 minutes by flight + 2 driving hours) Afternoon- Project Briefing and preparation	Toungup PU	
31 May	Field visit to 1 or 2 villages	Toungup PU: Kamar village Tayaba village	
1 June	Morning - Field visit to 1 village Afternoon- Interview with authorities (General Administrative Department, Township Education Officer)	Toungup PU: Thalaepyin village	
2 June	Interview with project staffs (Plan International and partner), Collection necessary information, summarizing and wrap-up collected data and feedback	Toungup PU	Lanhit Foundation
3 June	Interview with Department of Education		
4 June	Travel back to Yangon (arrival time is around 3:00 pm)		
5 June	Depart Yangon		Ellen, Brent

APPENDIX 3: GUIDING QUESTIONS FOR THREE DATA COLLECTION METHODS USED IN EVALUATION

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Outcome 1: Indicator 1: 60% of children, youth and community members who take part in awareness raising interventions are able to describe the most relevant measures to address community needs in relation to changes in the climate			
What do you think are the most important measures to take to address CC impacts in your community? (CLF, CLM)	How many of you participated in awareness raising on CC? (Ch, YF, YM, CF, CM, CD)	Do you know more about CC impacts now than before the start of the 4CA project ? (A lot more/a little more/none/not sure) (prompt for examples) CF, CM, YF, YM)	
	Of those of you who participated, what do you think are the most important things for you to do to lessen the impacts of CC in your community? (Ch, YF, YM, CF, CM, CD)	Do you think the 4CA project helped your community to be better able to address CC impacts? (A lot more/a little more/none/not sure) (prompt for examples) (CF, CM, YF, YM)	
Outcome 2: Indicator 1: 60% of villages/ schools have implemented 4CA models			
	What 4CA activities are being implemented in your community/ school – please describe (YF, YM, CF, CM, Ch)		
Indicator 2: 50% of the models can demonstrate increased climate resilience or show potential to do so			
Describe the 4CA model in the school/ community - how do you think it helps to deal with the impacts of CC? (CLF, CLM, P)	Has the 4CA model in your community/school helped the community or made a difference in your life? If yes, how? (YF, YM, CF, CM, CD, Ch)	Do you think that the 4CA model used in your community is the best way to help address the impacts of CC? (A lot/a little/not much/not sure) (CF, CM, YF, YM)	
Do you think that the 4CA model should be used by other communities and other projects? If yes, why. If no, why not? (CLF, CLM, P, PLR)	Has the project had any impacts on the community that you didn't expect? Describe (YF, YM, CF, CM, CD)		
	Specifically, how has the 4CA model helped deal with CC impacts? (YF, YM, CF, CM, CD)		
	Do you think that the 4CA project results will still be helpful to the community in 10 years from now? (YF, YM, CF, CM, CD)		

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Outcome 3: Indicator: 5 documented cases that demonstrate local or national governments have incorporated 4CA into development planning and / or budgeting			
Can you describe the 4CA approach in terms of how it does or will influence government planning and/or government budgeting? Provide examples (G)	Has your community benefitted from the government integrating 4CA into planning/budgeting? If yes, provide examples (CF, CM, CD)		Government planning documents
What more needs to be done to ensure that 4CA is incorporated into government planning processes? (G, PLR, P)	What needs to be done to ensure that the local, provincial, and national governments incorporate 4CA into planning? (CF, CM, CD)		
Has your community benefitted from governments integrating 4CA into planning/budgeting? Provide examples (CLF, CLM)			
Output Indicators			
			All outputs to be measured from secondary data
Relevance			
Do you think that the 4CA Theory of Change was i. Realistic (in terms of addressing the impacts of CC)? ii. Relevant (being consistent with government policies)? Describe why or why not for each (PLR, PLI, G, P)			

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Relevance			
Do you think that the project objectives and approach were relevant to beneficiary needs and priorities? Would you make any changes to what the project aimed to do? If yes, describe (PLR, PLI, G, P, CLF, CLM)			
Is it difficult for governments to include 4CA into planning/ budgeting? Why? Why not? (G, P, PLR)			
How well does the 4CA program work with Plan International's CCCD approach? (PLI, PLR)			
Does the 4CA project fit within broader community objectives and activities on CCA/ mitigation? If yes, how? If no, why not? (CF, CM, PLR, P)	Would you say the 4CA project is important to your community's main priorities for development? If yes, how? If no, why not? (CF, CM, CD, YF, YM)		
Does 4CA fit within the child-centered CCA agenda internationally? How does it compare? (PLI)	Do you think it is important to include children and youth in CC projects? Explain (CF, CM, CD, YF, YM)		Child centred CCA literature (UNICEF and others)

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Effectiveness			
To what extent were “adaptive capacity” and “resilience” improved in communities that participated in the 4CA project. What specific activities contributed to this? (PLR, P, CLF, CLM)	What would you do (if anything) to change how the 4CA project was implemented? (CF, CM, YF, YM)		
Did you observe any unexpected outcomes or changes due to project activities (consider positive or negative outcomes or changes)? (PLR, P, CLF, CLM)			
What 4CA activities have been expanded or replicated (scaled-up). What is the scaling-up (or lack of) attributed to? (PLT, P)			
What participatory methods did the project use? Which ones were found to be the most successful and why do you consider them successful? (PLR, P)			
Was the project M&E system effective in capturing progress? (PLR, P)			

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Efficiency			
Do you think more could have been more done with the project money spent? For example, did you identify any cost inefficiencies? (PLR, P)			
Did you find the project financial monitoring system to be adequate? Would you make any changes and if yes, what? (PLR, P)			
Was project implementation efficient in its use of staff and funding? (PLR, P)			
Has the 4CA project helped children and youth to be better able to express themselves on CC issues in the community? If yes, do you think that girls and boys are expressing themselves/being listened to equally? (PLR, P, CLF, CLM)			
Do you think that the participatory methods used by Plan International in the 4CA project have been effective in involving beneficiaries? If yes, are these methods building local capacity? (PLR, P, CLF, CLM)			
Impact			
Has the 4CA project helped children and youth to be better able to express themselves on CC issues in the community? If yes, do you think that girls and boys are expressing themselves/being listened to equally? (PLR, P, CLF, CLM)	Has the 4CA project had any impact on how children and youth express their opinions – are they being listened to more by adults in the community? If yes, are girls listened to the same as boys? (CF, CM, YF, YM, Ch)	Has the 4CA project specifically benefitted children and youth in the community? (Not much/A little/A lot) (CF, CM, YF, YM) (took this one out for Indonesia)	
Do you think that the participatory methods used by Plan International in the 4CA project have been effective in involving beneficiaries? If yes, are these methods building local capacity? (PLR, P, CLF, CLM)	Do you feel like you were able to actively participate in project activities? If no, why not? (CF, CM, CD, YF, YM, C)		
			How many people have benefitted from the program (disaggregated by sex, age and disability)

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Sustainability			
What measures are in place that will contribute to project sustainability? Is there anything more that could be done? (PLR, P, CLF, CLM)	Over the coming years, will people in your community continue to benefit from the project? If yes, how? If no, why not? (CF, CM, CD, YF, YM)		
What project results are the most sustainable? Describe what ones and what makes them sustainable (PLR, P, CLF, CLM)	What 4CA activities will the community continue to undertake after the 4CA project is finished? Provide examples. (CF, CM, YF, YM)		
What capacity does the local partner have to help sustain the results of 4CA? (PLR, P, CLF, CLM)			
Is there evidence of the government's continued commitment to the 4CA project? Please explain. (PLR, P, CLF, CLM)	Do you think the government is committed to ensuring that the benefits of the 4CA project continue in your community? (CF, CM)		
Cross Cutting			
Did the 4CA project impact vulnerable groups? If yes, which ones: people with disabilities? Women? Girls? Ethnic & linguistic minorities? (PLR, P, CLF, CLM)	Do you think the project targeted gender equally (women and men and female and male youth)? If yes, how? If no, why not? (CF, CM, CD, YF, YM)	Did the 4CA project impact the following: (yes/no/not sure) i. people with disabilities ii) women iii) girls iv) ethnic & linguistic minorities v) rural/remote communities vi) other (write suggestion) (CF, CM, YF, YM)	

Key Knowledge Holder Interview questions	Focus Group Discussion questions	Survey Questionnaire questions	Secondary data sources
Cross Cutting			
Did the project ensure the safeguarding of children throughout? If no, why not? (PLR, P, CLF, CLM)			
In particular, how did the project benefit children? (Prompt: were they involved in participatory activities, project design, as CC champions in their schools/ communities? (PLR, P, CLF, CLM)			
Did the involvement of children contribute to project success? If yes, how? (PLR, P, CLF, CLM)	Did the involvement of children in the project make the project more successful? If yes, how? If no, why? (CF, CM, YF, YM, Ch)		
Benefits of a child centred approach to CCA			
In your view, what are the benefits of a child centred approach to CCA? Where there any unexpected benefits? (PLR, PI, P, CLF, CLM)?			
What aspects of the 4CA approach could and should be scaled-up regionally and nationally? (PLR, P, CLF, CLM)	Are there important aspects of the 4CA project that you would want to make sure that other communities benefit from too? Yes/No/Not sure (CF, CM, YF, YM)		
Lessons Learned			
What do you think were the main successes in the 4CA project (list). (PLR, P, CLF, CLM)	What were the best things about the 4CA project? (CF, CM, YF, YM, Ch)		
What do you think were the biggest challenges in the project (list)? (Prompt: in design, implementation, governance, etc) (PLR, P, CLF, CLM)	What, if anything, was not good about the 4CA project? (CF, CM, YF, YM, Ch)		

APPENDIX 4: RESPONDENTS BY NAME AND POSITION CONSULTED FOR THE 4CA EVALUATION

No.	Name of Respondent/Position	Organization	Date
Indonesia			
Plan International Indonesia			
1	Angel Christy P. Supit - 4CA Project Coordinator	Plan International Indonesia, Jakarta	20 May
1	James Ballo - Program Area Manager (Kefamananu)	Plan International Indonesia, Soe	16 May
5	Albert Amtiran (♂) – CDO Alasius Lake (♂) – CDO Edo Se'u (♂) – CDO Sandy Tonga (♂) – CDO	Plan International Staff Kefamenanu	17 May
	(Berlina (“Lily”) Dasa (♀) – DRM Project Officer)	DRM Project Officer, Plan International Indonesia	20 May
Plan International Partner			
4	Afin Linus Bensasi (♂) - Project Coordinator, + first vice leader of DRR Forum and interim director Dina Kono (♀) – Accountant Edward Soto (♂) - Program Coordinator Erna Taus (♀) – Administator	YAFA YAFA YBS YBS	17 May
2	Ibu Judith (♀) – Facilitator Ibu Ellie (♀) – Facilitator	YAFA Community Development Facilitators	18 May
1	Yaner Amuna (♂)	YBS Community development facilitator	19 May
Community Members & Government Officials			
17	DRR Team (8 ♀, 9 ♂, including 2 ♂ from youth group) YAFA Partner Staff (♂)	DRR Team from Faennake village (where Miamaffo Timur School located)	18 May
1	Yulius Lake (♂) – Village Leader	Faennake village	18 May
46	2 School groups together – primary and secondary 31 ♀; 15 ♂	Miamaffo Timur secondary school and Mutis Primary school (together)	18 May
1	Siri Ngoringo (♂) – Principal	secondary school Miamaffo Timur	18 May
1	Rosa Unab	CCA teacher at secondary school Miamaffo Timur	18 May
28	Secondary school students (17 ♀; 11 ♂) (questionnaire and FGD)	Biboki 2 Secondary school in Oepuah Utara village in Biboki Moenleu	19 May
30	Primary school students (14 ♀; 16 ♂)	Aotilda (Mena) Primary School in Oepuah village in Biboki Moenleu subdistrict	19 May
10	Principal (♀) 4CA Lead Local Content Teacher (♀) Other teachers (7 ♀, 1 ♂)	Principal and Teachers	19 May

No.	Name of Respondent/Position	Organization	Date Interviewed
3	Yohomes Manersary (♂) – Village Leader Agustinos Sion (♂) – DRR Team member Steven Banoet (♂) – DRR Team member	DRR Team Oepuah Utara North Village (30 members in total, 20 male, 10 female, only 3 present for interview)	19 May
2	Lukas Usboko (♂) – Village Leader Edmundus Amfolis (♂) – DRR Team Head	DRR Team	19 May
2	Klotilda Kosat (♀) – school principal Maksima Sako (♀) – Lead Local Content teacher	Mena primary school in Oepuah village in Biboki Moenleu subdistrict	19 May
5	Vinsensius Nurak (♂) - Vice director of YMTM, PRB (DRR) Forum leader Anton Kolo (♂) - Office of Religion, 2nd vice leader of DRR Forum Ibu Yosefina Lake (see above) - DRR Office, secretary of the DRR Forum Ibu Venyaitili - NGO rep, from Tob Amanikat (“Care”), Bookeeper for DRR Forum Yosef Nahakserane (♂) - University lecturer, one of coordinators of the forum	RR Forum, Kefamanenu	20 May
3	Benedictus Saman (♂) Frans Braman (♂) Yosef Tanu (♂)	Head of Division of Management of Environmental Impacts/ Department of the Environment Head of Division of Conservation/Dept of Environment Head of Division of Environmental Monitoring/Dept of Environment	17 May
1	Stefanus Toal (♂)	Stefanus Toal (♂) Department Head Secondary Schools xx District, Department of Education	17 May
3	Jack Nailiu (♂) – Primary School Supervisor Mililehios Sumi (♂) – Junior High Supervisor Yakubus (♂) – Junior High Supervisor	District Education Department (Kefa) School Supervisors	20 May
Vietnam			
Plan International Vietnam			
1	Glenn Gibley (Mr) (♂)- Country Director	Plan International Vietnam, Hanoi	27 May
1	Trang Hoang Thu (Ms) – CCA Specialist and Program Leader	Plan International Vietnam, Hanoi	27 May
1	Hiep (Mr) (♂) - Program Area Manager	Plan International regional (Unit) Office, Quang Tri	24 May
1	Thuc (Mr) (♂) - DRM Specialist	Plan International Regional (Unit) Office, Quant Tri	26 May

No.	Name of Respondent/Position	Organization	Date Interviewed
Plan International Partner			
1	Pham Thi Bich Nga (♀) - Project Manager	Live & Learn, Hanoi	26 May
1	Ho Hiu Hoa (♂) - CDF	Ado i Commune	25 May
1	Tran Thi Hong Van (♀) - CDF	Ta Long Commune	26 May
Community members/Government Officials			
12	Presentation/Meeting Youth (6 ♀, 6 ♂)	Start-up session in Vietnam with overview presentation by Plan International, presentations and question periods with six youth groups that received seed grants,	23 May
2	Youth Seed Grant Recipients: Mr Cuong (♂) Mx. Phuong (♀)	Site visit to wind turbine installation	23 May
4	Youth Seed Grant Recipients: Nguyen Thi Hong (♀) Ho Hong Quang (♂) Danang Disabled Persons Organization Youth Group Leader (♀) Tran Dang Trung (♂)	Da Nang Disabled Persons Organization (to observe and discuss 4CA support of glasses used by disabled person to surf the internet)	24 May
4	Four households where farmers supported by 4CA livelihood model (2 pig and 3 cow) (♂)	Adoi Commune, Huong Hoa district (Site visit and discussion with household members)	25 May
12	Primary & secondary students in advocacy presentation	Thuan Commne, Huong Hoa district	25 May
1	Le Thi Lan Anh (Ms) - Teacher	Thuan School	25 May
14	Students at Ta Long school	Ta Long commune, Dakrong District	26 May
1	Ho Thi Thu Hien (Ms) - Teacher	Ta Long School	26 May
1	Mr Ha (♂)	Department of Education	26 May
1	Ho Thi Hoa (Ms) – Vice Chair	Peoples Commune Committee, Ta Long	26 May

No.	Name of Respondent/Position	Organization	Date Interviewed
Myanmar			
Plan International Myanmar			
	Ayezar Myo Han - Resilience Specialist	Plan International Myanmar, Yangon Office	3 Jun
	Bo Tin Aung (♂) – Resilience Manager	Plan International Myanmar, Toungup	2 Jun
	May Phyo Oo (♀) – Resilience Officer	Plan International Myanmar, Toungup	2 Jun
	Nwe Ni Aye (♀) – Program Unit Officer	Plan International Myanmar, Toungup	2 Jun
Plan International Partner			
	U Kyaw Min (Mr) (♂) – Program Coordinator	Lanthit, Toungup	1 Jun
	Program Coordinator (♂)	Lanthit, Toungup	1 Jun
	Khine Zaw Lin (♂) – Community Facilitator	Lanthit, Toungup	1 Jun
	Khir Htet Lin - Community Facilitator	Lanthit, Toungup	1 Jun
Community Members/ Government Officials			
1	Daw Khin Thein (♀) - teacher	Kamar Village Middle Primary School	31 May
19	Students (7 ♀ ; 12 ♂)	SDMC Kamar village middle Primary school	31 May
5	Women VDMC members	VDMC women Kamar	31 May
21	Students (13 ♀; 8 ♂)	SDMC Tayaba village	31 May
6	Women VDMC members	VDMC women in Tayaba	31 May
1	Winthern (♂)	Ex headmaster of Kamar	31 May
4+1	Five VDMC members (all ♂) including old and new Village Leader	VDMC members Kamar Village	31 May
6	Six VDMC members (♂) no Village Leader present	VDMC members Tayaba Village	1 Jun
10	Students (6 ♀; 4 ♂)	SDMC Thalaepyin village	1 Jun

No.	Name of Respondent/Position	Organization	Date Interviewed
7	Women VDMC members	VDMC Thalaepyin	1 Jun
1	(no name ♂)	VDMC Chair Thalaepyin village	1 Jun
1	U Thein Shwe (♂) – Staff Officer	Dept Forestry Staff Officer	1 Jun
1	Myo Htun (♂) – Range officer	Dept Forestry Range Officer	
1	Aung Myint Soe (♂) – government official	Deputy Township Administrator	2 Jun
1	U Pin Myo Zaw (♂) - government	DTEO (Assistant Township Education Officer)	2 Jun
1	U Sam Myint (♂) - government	ATEO (Township Education Officer)	2 Jun
Plan International ARO and ANO			
	Pia Treichel (♀) – Programme Manager	Plan International ANO	3 Jun
	Kimberly Junmookda (♀) - Regional CC Specialist,	Plan International ARO	3 Jun
	Olle Castell (♂) – DRR Manager	Plan International in Manilla	7 Jun
	Caroline Zastirel	British Red Cross (used to be with Plan International ARO)	12 Jun
	Margot Steenberg (♀) – Program Officer	Red Cross Climate Centre	
	Patrick Frommberg (♂) – Program Officer	Plan International Germany	

APPENDIX 5: PROJECT DOCUMENTS CONSULTED DURING EVALUATION

4CA Facilitation Game Package

4CA Network Meeting and CCA Game Facilitation Training Workshop Report 4-9 May 2015

4CA Southeast Asia Evaluation Management Response (10 October, 2014) for Final project evaluation of Plan International International's

Child Centred Climate Change Adaptation (4CA) Project – Southeast Asia Region prepared 25 July 2014 by ESSA

Technologies Ltd (Jimena Eyzaguirre)

4CA Southeast Asia Evaluation Management Plan International 30 Sept 2014.

A Child Centered Approach to Climate Smart Disaster Risk Management. Plan International 2011

ANCP ADPlan International 2014-2015 DRM Myanmar (Application ANCP34--PRG0057--PRJ534 from Plan International Australia

ANCP ADPlan International 2014-2015 DRM South East Asia (Application ANCP34--PRG0057--PRJ416 from Plan International Australia

ANCP ADPlan International 2015-2016 DRM Myanmar (Application ANCP34--PRG0057--PRJ534 from Plan International Australia

ANCP ADPlan International 2015-2016 DRM South East Asia (Application ANCP34--PRG0057--PRJ416 from Plan International Australia

ANCP Project Annual Performance Report 2014-15 - DRM Myanmar

ANCP Project Annual Performance Report 2014-15 - DRM South East Asia

ANO ANCP 4CA Concept (Indonesia) 2014

ARO 0060 4CA Project Budget FY16 Oct 2015

Baseline Report Plan International Indonesia for 4CA DRM Program 2014

Child Centred Climate Change Adaptation (4CA) - Act to Adapt The next generation leads the way! Plan International Brochure, June, 2015

Child centered Climate Change Adaptation (4CA) Network Meeting & CCA Game Facilitator Training. Workshop Report, 4-9 May 2015, prepared by Plan International

Climate Change Challenge Badge (Second Edition), prepared by FAO, 2015

ESSA ASR 4CA Final Evaluation Phase I Report July 2014

Executive Summary: Green Skills for Rural Youth in South East Asia. The Research Base for Plan International International, 2014.

Guideline for Indepth Interview including Questionnaire for Teachers and Questionnaire for Households (Myanmar) Mid-term review

Humanitarian Partnership Agreement: Child Centred Climate Change Adaptation (4CA) and ASSI Final Report, June 2014.

IKI Logframe Regional Child Centered Climate Change Adaptation_Plan International IKI (no date)

International Climate Change Initiative <https://www.international-climate-initiative.com/en/projects/projects/details/451/>

Mainstreaming children's vulnerabilities and capacities into community-based adaptation to enhance impact. by Paul Mitchell & Caroline Borchard, published in Climate and Development, 6:4, 372-381,2014.

Plan International Myanmar, Case Studies CCA DRR

Plan International Myanmar, Leadership Training Case Study Feb 2016

Plan International Myanmar, Recycle Training Case Study Feb 2016

Plan International Myanmar, Toungup Advocacy Workshop Case Study

Plan International Myanmar, Participatory Program Review 4CA and CC-DRR Mid Term Review Feb 2015

Plan International Myanmar, Final Report of CVCA by Plan International Consultant 2014

Plan International Myanmar, Findings Sharing of CVCA (PowerPoint presentation)

Plan International, HPA-DRR, End of Project Narrative Report

Plan International Vietnam, Case Studies – Youth Participation in Local Decision Making Processes (Plan International, Live & Learn and AusAid) May 2016

Plan International Vietnam and Live & Learn, 4CA Highlights (PowerPoint presentation) May 2016

Plan International Vietnam and Save the Children, Final Evaluation of VNM Child Centred Climate Resilience Project Aug 2015

Plan International Vietnam, 4CA Project Phase 2 Concept Note, Nov 2014

Preventionweb: <http://www.preventionweb.net/english/multimedia/v.php?id=45104>

Regional 4CA Annual Report prepared by Plan International, 14 August 2015
Regional 4CA Bi Annual Report prepared by Plan International International, 2 February 2016

Regional 4CA Bi-Annual Report prepared by Plan International, 1 February 2015

UNISDR (n.d.) Local practice on infusion system to reduce risk of water scarcity in Timur Tengah Utara (TTU) district: A case study on Child Centred Climate Change Adaptation project of Plan International Indonesia weAdapt <https://www.weadapt.org/knowledge-base/global-initiative-on-community-based-adaptation-gicba/act-to-adapt>

APPENDIX 6: 4CA PHASE II FINAL PROJECT EVALUATION RECOMMENDATIONS

OUTCOME 1

1. 4CA training should ensure the inclusion of community members and government officials participating in 4CA to improve their knowledge level and engagement in the project. Increased awareness among government officials of project activities may lead to more commitment to sustain those activities
2. 4CA training should continue to include student-led activities based on the student peer-to-peer education model which has been shown to provide multiple benefits including, improved learning of complicated CCA concepts, increased enthusiasm and engagement of students in learning CC material, confidence building in students, and sharing/advocacy of CCA concepts learned
3. 4CA training should continue inter-school sharing/networking at strategic points in the project such as during the initial identification and selection of CCA activities, the sharing CCA activities that have been implemented and at project closure to discuss sustainability of CCA

OUTCOME 2

4. 4CA project activities that are developed with local input generate highly motivated and engaged participation leading to greater networking and advocacy. As such 4CA should attempt to include some project activities as early in the project cycle as possible to capitalize on the resulting motivation and engagement
5. Plan International should recognize that some project activities may not have a strong, direct link to CCA and may not meet targets as set out for Outcome 2, nonetheless their value will be the resulting motivation, engagement, networking and advocacy that is linked to learning more about CCA through continued involvement in 4CA
6. 4CA should continue to support and cultivate the creativity of children and youth in finding novel solutions to CCA
7. 4CA should support conservation agriculture in rural communities to demonstrate to youth there are sustainable economic opportunities in their home communities (i.e. it is not always necessary to look for employment in urban centres)
8. 4CA could include components directly related to nutrition (i.e. breakfast program) to assist those children who come to school without adequate nutrition and who find it difficult to fully participate in school learning activities. This activity could be linked to Plan International's other program areas such as the sponsorship program
9. 4CA should include appropriate technical advice to support actions (e.g. school gardens struggling with issues of livestock invading gardens and impact of drought)
10. 4CA activities should be expanded to include youth who have left school (also a recommendation from Phase I evaluation) as successful home gardening/agriculture can provide a good livelihood encouraging them to stay in the village as opposed to moving to the city (there is a government youth program "Para Para Na" 4CA could work with)
11. 4CA should continue to work closely with relevant government departments (forestry, agriculture, education) early on in the project cycle to promote engagement, assistance in project activity design, extension training, collaboration with/access to existing programs, and ownership given that government support may be critical to sustain project activities

OUTCOME 3

12. 4CA should continue to work with existing working groups/committees (such as the DRR, VDMCs) that include government representation. Participation in these groups builds on existing community structures, leads to knowledge sharing and promotes acceptance of CCA, increasing the potential for CCA to inform government programs

13. 4CA should continue to include student-led events that engage the community and government in public forums (e.g. dramas/plays, music events, writing and drawing competitions, questions and answer discussions and competitions, local radio shows, etc.) in order to:
 - present student-led activities on CC for awareness raising;
 - develop communication skills and increase confidence of students to share their knowledge;
 - share and test their knowledge and that of others in the community;
 - encourage the engagement of others in CC issues;
 - advocate DRR/CCA; and
 - seek commitments to action from community and government
14. 4CA should continue to work with government education departments as this has the potential to create widespread advocacy and sustainability of results through the adoption of CCA in school curricula (e.g. Local Content Course in IDN and ABC text in VNM).
15. Where a 4CA project is working with students in schools, 4CA projects should engage the education department in a lead role in the development and implementation of the 4CA model as this will create the institutional memory within the department and increase the sustainability of activities after the project is completed
16. Where CC awareness is low among government officials, 4CA projects should endeavour to engage Plan International staff, partners staff and beneficiaries in the development of action plans for which can be presented to local governments. For example in MMR Plan International staff working with teachers and the VDMC could prepare an action Plan International for the Township government to help guide budget decisions
17. 4CA projects should strengthen links between community leaders (e.g. village leader) and local government (e.g. the GAD Township Government in MMR) in order to transfer CCA related awareness as part of an effective strategic Plan International for advocacy
18. 4CA projects should link community forestry initiatives by the government (e.g. MMR) with 4CA forestry activities which are often part of related projects (such as BRACED) to benefit from and advocate for government programs that are related to CCA
19. 4CA projects working with schools should host an end of project workshop with the Education Department to present the results of the 4CA model activities more widely (e.g. district-wide) to teachers and supervisors to further promote adoption of 4CA model activities after the project is completed
20. 4CA projects developing CCA related local curriculum (or extra-curricular activities) in schools, should encourage participants to include local/indigenous, or traditional knowledge but sensitivity training is required for the proper use of IK so knowledge is not appropriated from traditional knowledge holders

COMMUNITY ADAPTIVE CAPACITY AND RESILIENCE

21. Projects based on the 4CA model should continue to build capacity for risk identification to inform the implementation of adaptive actions to address locally-significant impacts
22. 4CA should continue to build on existing government and non-government programs to promote and advocate for the initiation of locally relevant, innovative and sustainable CCA actions
23. 4CA should take advantage of the opportunity during training, awareness raising and implementation activities, to incorporate information on the importance of native biodiversity, ecological restoration and nature conservation for improved environmental sustainability and community resilience, particularly where project communities are located in areas of severe environmental degradation.

PARTICIPATORY METHODS

24. 4CA should continue to promote the use of participatory methods based on “theory-testing-application” which allows children to develop locally appropriate creative innovations to address CC impacts (e.g. bamboo and banana infusion watering)

25. 4CA should continue to support and improve the use of participatory teaching methods as an effective means to engage and motivate beneficiaries taking part in CCA activities
26. 4CA should continue to provide the training needed in the use of participatory teaching methods for Plan International staff, Implementing partner staff as well as department of education teacher trainers and teachers

CAPACITY BUILDING

27. 4CA should continue school-based capacity building programs based on the enthusiasm and rapid uptake of knowledge shown by children and the potential advocacy and scaling-up outcomes that arise from school-based programs
28. 4CA should expand capacity building based on seed grant funding which engages, validates and builds confidence in youth as active members of society who are able to seek funding and manage projects that bring forward creative solutions to their generation's problems
29. 4CA could include an increased focus on CCA awareness training for local community members and government staff and elected officials
30. 4CA could provide increased technical capacity building on DRR, CCA and participatory teaching methods as well as technical resources (e.g. books) within education departments
31. As 4CA and other CCA activities increase and as CCA knowledge evolves and increases there is a need for ongoing training and augmentation of Plan International staff to provide the number of well-trained DRM/CCA experts needed to assist in project implementation

TRAINING OF PLAN INTERNATIONAL STAFF AND IMPLEMENTING PARTNERS

32. All technical training of Plan International and partner staff should be increased and, where possible, enhanced, given the need and demand for CCA training among Plan International staff, Plan International partner staff and beneficiaries
33. As CCA knowledge continues to increase and evolve based on testing new approaches to CCA there are benefits to ongoing networking programs that promote sharing and learning both within countries and between countries
34. 4CA must consider the implications of an increased demand for training as the predicted impacts of CC increase. 4CA projects should be prepared to address an increased urgency for Plan International to provide the technical training needed to assist beneficiaries in CCA

REPLICATION AND SCALING-UP OF THE 4CA MODEL

35. 4CA projects should recognize scaling-up usually requires funding that is outside an initial project budget; as such the best opportunities for scaling-up should be identified as early as possible during project implementation by hosting collaborative meetings with stakeholders to discuss and explore potential options for scaling-up project activities
36. Successful scaling-up of project activities may occur sometime after project completion and yet evidence of scaling-up is an important indicator of project success. Plan International should therefore put in place informal follow-up monitoring where scaling-up is most evident to provide important lessons learned information regarding successful scaling-up of project activities
37. A "recycling materials exhibition" would expand the 4CA concept of making goods from recycled materials to the wider community and contribute to financial sustainability of 4CA

EFFICIENCY

38. Plan International should continue to provide a financial monitoring framework and associated financial training to help to ensure Plan International budgets are used efficiently
39. Regular communication should be in place within Plan International and between Plan International and implementing partners to track project progress and monitor efficiency.
40. 4CA should continue to engage beneficiaries in participatory monitoring to build capacity and enhance the success of project activities by observing ongoing project progress and the development of actions plans to address issues as they arise
41. Plan International should look for ways to reduce the frequency of written reports and should provide report templates to make reporting easier

42. Funding of “training of trainers” programs should be encouraged given the widespread results that can be achieved with limited resources
43. Funding “seed grants” requires relatively small financial resources and can yield relatively large benefits, including scaling-up and advocacy

RELEVANCE TO OTHER PLAN INTERNATIONAL PROJECTS AND PROGRAMS

44. Plan International should continue to recognize CCA as a cross-cutting issue, whereby, 4CA model programs can and should be integrated with existing Plan International projects and programs
45. Plan International should consider using the 4CA model as a core element of all Plan International projects and programs given the cross-cutting theme of CCA and the urgent need for children and youth of the next generation to understand they growing up in an environment of increasing impacts and threats posed by CC that will challenge them to adapt to a new climate world

RELEVANCE TO GOVERNMENT POLICIES AND PROGRAMS

46. 4CA projects should continue to actively engage government departments (education, agriculture, veterinary, forestry, etc.) in 4CA training events for the community to assist government in developing the knowledge needed to Plan International and budget for CCA activities and actively participate in the implementation the 4CA model at the local level
47. 4CA projects should continue to develop ongoing collaborative relationships with government to better understand existing policies and programs and to find opportunities for mutually beneficial working relationships that support 4CA model activities
48. Where government funding is available at the village level, 4CA beneficiaries should receive appropriate training to identify CCA actions and develop proposals to seek local sources of funding, as was the case in IDN, VNM and MMR
49. 4CA projects should consider where there are opportunities in existing education department curricula structures to develop, incorporate and upscale elements of the 4CA model as relevant, local-content curriculum (extra-curricular or core curriculum) as shown by:
 - IDN where there is the opportunity to develop LCC which may be adopted at the district level and which the national curriculum centre has shown an interest in;
 - VNM where up to 20% of curriculum can be “localized and there has been widespread adoption of the ABC book developed by Plan International which may be brought in to national curriculum; and
 - MMR where 4CA has developed extra-curricular activities for use by teachers with student groups.

RELEVANCE TO COMMUNITY/BENEFICIARY NEEDS

50. 4CA model projects need to be prepared to address CCA issues related to agriculture given the direct link between the well-being of children and youth and the impact of CC on food security and livelihoods
51. 4CA model projects should be prepared to undertake the research necessary and/or engage relevant technical experts to provide sound, locally appropriate technical advice needed to address CCA issues identified by the community
52. 4CA model projects should continue investing in children as the “agents of change” for communities and as the next generation which will face the greatest challenges of CCA

IMPACT

53. 4CA model projects should continue to include and expand student-led activities that involve information sharing and advocacy, within and among schools, local community, at public events, with government institutions and more widely where possible at district, national and international levels

54. 4CA should continue to develop communication skills (writing, journalism, drawing, public speaking, drama, videography, radio show production, music, etc.) as it has been shown to be an important contributing factor to the success of engaging children and youth, building confidence, empowerment and advocacy

CROSS CUTTING

55. 4CA should continue with the core principle of the 4CA model of an inclusive “child-centered” approach.
56. 4CA model projects should continue to ensure gender balance in project work and strive to achieve equal numbers of women and men in positions of authority (e.g. committee leaders).
57. 4CA model projects should consider how certain groups such as ethnic minorities living in more remote areas or people with disabilities who may not attend school, may be engaged in 4CA project activities
58. 4CA monitoring and project evaluations should make a greater effort to consult with and engage people with disabilities during the evaluation process

SUSTAINABILITY

59. 4CA model activities should support and engage government in activities directly related to existing government policies, programs and available budget resources as these have been shown to have the greatest chance to be sustained by government
60. 4CA model activities should be those which are most relevant to community needs and priorities as these are the most likely to be sustained and scaled-up within and among communities. Priority activities should show tangible benefits in terms of income, reduction of work effort, increased food security, disaster risk reduction or substantial environmental benefits
61. 4CA model activities should attempt to inspire and support creative and innovative solutions as these activities are most likely to be adopted by others leading to up scaling and sustainability of CCA activities
62. 4CA model activities should include the knowledge (training) and experience that will allow community members (children, youth and adults) to source funding for new DRR and CCA activities. This includes networking skills to source potential funding sources, the ability to prepare proposals to access funding that may support DRR and CCA initiatives and an ability to demonstrate project management skills (financial management, project monitoring, communication, etc.)

THE ROLE OF ARO IN 4CA

63. The proximity of ARO to projects in the region, the in-house technical expertise as well as its position as a centre of coordination gives the ARO an important role in ensuring that multi-country projects like 4CA achieve results
64. A booklet should be produced that is appropriate for youth/children and their communities so they have a practitioners guide with key findings and lessons learned from the 4CA – this could be an extension of the guide underway at ARO
65. Plan International’s CC WG should be re-established so that its CC work remains current and that Plan International’s work on 4CA can be shared
66. ARO should work with partners to track downloads or some other measure of uptake of IEC materials promoting 4CA that they have co-developed

RELEVANCE OF THE 4CA PROJECT TO PLAN INTERNATIONAL POLICIES, STRATEGIES AND PRIORITIES AND INTERNATIONAL CCA POLICY

67. Plan International’s 4CA model approach should be continued as a highly relevant, successful child centred approach which combines programs that include CC education and CCA actions to improve the present and future livelihoods of children and youth and instill greater self-reliance and advocacy.