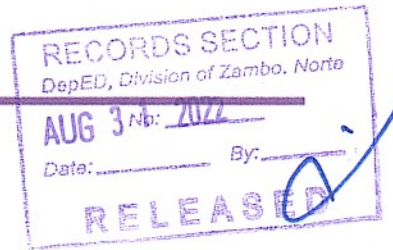




Republic of the Philippines
 Department of Education
 Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



Office Memorandum
 No. 328s. 2022

To: Secondary School Principals/Heads Concerned
 This Division

From: **VIRGILIO P. BATAN JR., CESO VI**
 Schools Division Superintendent

Subject: Participation in the Conduct of Data Gathering for the “Change the Current 2: Education for Climate Action”

Date: August 30, 2022

1. The Department thru the Disaster Risk Reduction and Management Service (DRRMS) and with the support of Save Philippines Seas and United Nations International Children’s Emergency Fund UNICEF will Conduct Data Gathering for the Change the Current 2: Education for Climate Action to improve training design and modules for integrating climate change in the basic education through a virtual interview and online focus group discussion via zoom.
2. In this line, the DRRMS has chosen the Schools Division of Zamboanga del Norte as one of the six (6) Schools Division Offices to help develop the Training Design for Climate Action for Adolescents.
3. The identified School Heads and Teachers for the Data Gathering for Key Informant Interview and Focus Group Discussion are the following:

KEY INFORMANT INTERVIEW	
<i>Name of Participants</i>	<i>Name of School</i>
1.Roldan B. Calapiz	Sindangan National Agricultural School
2.Marissa A. Canastra	Dumalogdog National High School
FOCUS GROUP DISCUSSION	
<i>Name of Participants</i>	<i>Name of School</i>
1. Alex G. Palomares	Sergio Osmena National High School
2. Janet P. Plazos	Katipunan National High School
3. Nelia S. Lim	Sergio Osmena National High School
4. Arlene T. Ordeniza	Sindangan National Agricultural School
5. Siegfred F. Tagupa	Sindangan National High School
6. Rai J. Andus	Sindangan National High School
7. Shiela J. Galit	Sindangan National Agricultural School
8. Ludmila B. Azero	Paranglumba Elementary School
9. Jean T. Jebone	Dohinob National High School
10. James Russel Moran	President Manuel Roxas National High School
11. John Mark P. Lomoljo	Liloy National High School
12. Queenah J. Gutierrez	Gutalac National High School





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4. The participants of the Conduct of the Data Gathering will provide insights, viz:
 - a.) To gain a better understanding of the state of climate change education (CCE) in the Philippines on the national and local levels;
 - b.) Identify the strengths and opportunities in CCE, the available gaps between national and local guidelines, and the resources available to the formal educators in teaching climate change-related competencies; and
 - c.) Inform the creation of Change the Current 2: Education for Climate Action modules for educators and gather valuable insights that will guide the development of a white paper on CCE in the Philippines.
5. Further, participants are required to answer the attached consent and confirmation Form and submit it at <https://bit.ly/Confirmation-ConsentForm> on or before August 31, 2022.
6. Please see the attached **Concept Notes of the Change the Current 2: Education for Climate Action** and the **Consent and Confirmation Form**. Schedules of the conduct of the activity will be on November 2022, dates will be announced later.
7. For concerns and clarifications on this activity, kindly contact the Division DRRM Coordinator through eunice.janolino@deped.gov.ph and 09778560352.
8. For information, guidance and reference.

Encl: AS STATED

SGODDRRMedj/Conduct of Data Gathering for the Change the Current 2: Education for Climate Action/ OM-019/08-30-2022





Department of Education

Republic of the Philippines

CONSENT TO PARTICIPATE

DATA GATHERING FOR THE CONDUCT OF DATA GATHERING FOR CHANGE THE CURRENT 2: EDUCATION FOR CLIMATE ACTION

The data gathering activity for the Disaster Risk Reduction and Management Service (DRRMS) program on Climate Change Adaptation and Mitigation (CCAM) aims to: (i) gain better understanding of the state of climate change education (CCE) in the Philippines on a national and local level; (ii) identify the strengths and opportunities in CCE, the available gaps between national and local guidelines, and the resources available to the formal educators in teaching climate change-related competencies; and (iii) inform the creation of Change the Current 2.0 Modules for educators and gather valuable insights that will guide the white paper on CCE in the Philippines.

For questions or clarifications, please don't hesitate to contact Ms. Kia Dyan Louren I. Serrano of DepEd DRRMS through 0915 742 3745 or e-mail at drmo+ccam@deped.gov.ph

I agree to participate in the following activity:

Project title: **Conduct of Data Gathering for Change “The Current 2: Education for Climate Action”**
Platform: **In-Person/Zoom**
Date and Time: **30 August 2022 – Western Samar**
01 September 2022 – Zamboanga City
07 September 2022 – Valenzuela City

Schedule to follow:

Angeles City
Northern Samar
Zamboanga del Norte

TERMS OF REFERENCE

As a participant to the activity, I understand and agree that I will

1. Attend the scheduled activity;
2. I will provide honest insights in line with the objectives of the FGD;
3. I will respect the insights of other representative teachers;
4. I will not share with non-participants and outside the FGD proper everything that has been discussed in the FGD to respect the privacy of all participants and confidentiality of the information shared in the FGD.
5. To my best effort, guarantee that I will have a stable internet connection (for the online FGD/KII sessions); and
6. Participate in any post-activities subject to my availability.

CONSENT:

As a participant, I understand and agree to the following:

- **Recording and Data Gathering.** I grant and convey to Department of Education (DepEd), Save Philippine Seas (SPS), and United Nations Children's Fund (UNICEF) permission to document information shared through note-taking and audio recordings, and to anonymously publish the key insights gathered for the development of co-curricular programs on climate change education.

DepEd Complex, Meralco Avenue, Pasig City, Philippines 1600
Tel: (632) 633-7208 / 633-7228 / 632-1361 • Fax: (632) 735-6167
www.deped.gov.ph

- **Participation.** I volunteer because I understand and support the purpose and objectives of the activity. I believe that my involvement in this activity will be beneficial to the students and will help develop their knowledge and skills;
- **Commitment.** I expect to assume roles that are fit to my interests and capacity specifically those identified in the terms of reference; and I understand that I have the right to withdraw my commitment to the activity, especially if I feel uncomfortable being involved in it;
- **Responsibility.** I promise to be truthful and honest with my insights, and I shall respect the insights of other participants and their rights to privacy and confidentiality;
- **Research.** I understand that my insights will be used to in the development and enhancement of the Climate Change Adaptation and Mitigation programs;
- **Voluntary.** I acknowledge that I am signing this consent freely and voluntarily.

Signature over printed name of Participant

Date Signed

Noted by:

Signature over printed name of Office Head

Date Signed



Photo credit: @UNICEF Philippines, Jeffrey Mamitem, 2012.

Change the Current 2: Education for Climate Action

RATIONALE

Ranked as the fourth country most affected by extreme weather events (2000 -2019) in Germanwatch's Global Climate Risk Index of 2021, the Philippines faces both the impacts of previous typhoons and onslaught of new ones.¹ More recently, UNICEF's Children's Climate Risk Index (CCRI) categorized the Philippines among the 33 countries whose children are at "extremely high risk" from the impacts of climate change.² The geographic location of the Philippines makes it susceptible to climate change impacts. Located in the Typhoon Belt, warmer temperature results in an increased precipitation and higher frequency and intensified typhoons. According to the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAG-ASA), mean temperatures in the country are expected to rise by 0.9 degrees Celsius (C) to 1.1 degrees Celsius by 2020 and by 1.8C to 2.2C in 2050.³ Moreover, rainfall intensity displayed an increasing trend from 1951-2008 as the mean temperature increased. There is no indication of an increasing trend in the frequency of tropical cyclones in the country, however, tropical cyclones with maximum sustained winds greater than 150 kph have been recorded at 5.8 per year from the observed average of 5.5 from 1866-1900.⁴

The Intergovernmental Panel on Climate Change (IPCC) estimates an increase in the country's sea level of around 30 to 60 cm if global warming is limited to below 2 degrees Celsius. However, at current projection, there is an expected 60- to 110-cm sea level rise due to uncurbed greenhouse gas emissions.⁵ Climate Central's 2019 mapping predicts that a huge portion of the country's coastal area will be submerged in 30 years, threatening the lives of around 6.8 million Filipinos.⁶ The warming of the ocean also impacts the livelihood of 1.5 million Filipinos involved in fisheries⁷. It should be noted that activities related to tourism and commerce have not been accounted for yet, but as it stands, data

¹ Eckstein, David, Kunzel Vera, and Laura Schafer. "Global Climate Risk Index 2021." Bonn: Germanwatch, 2021.

² UNICEF, 2021. The Climate Crisis is a Child Rights Crisis: Introducing the Children's Climate Risk Index.

<https://www.unicef.org/reports/climate-crisis-child-rights-crisis>

The Children's Climate Risk Index (CCRI) provides the first comprehensive view of children's exposure and vulnerability to the impacts of climate change. It ranks countries based on children's exposure to climate and environmental shocks, such as cyclones and heatwaves, as well as their vulnerability to those shocks, based on their access to essential services.

³ PAG-ASA (n.d). Climate Change in the Philippines, Retrieved from <http://bagong.pagasa.dost.gov.ph/information/climate-change-in-the-philippines>

⁴ Villarín, J. T., Algo, J. L., Cinco, T. A., Cruz, F. T., de Guzman, R. G., Hilario, F. D., Narisma, G. T., Ortiz, A. M., Siringan, F. P., Tibig, L. V. (2016). 2016 Philippine Climate Change Assessment (PhilCCA): The Physical Science Basis. The Oscar M. Lopez Center for Climate Change Adaptation and Disaster Risk Management Foundation Inc. and Climate Change Commission.

⁵ IPCC, 2019. Summary for Policymakers. In: IPCC Special Report on the Ocean and Cryosphere in a Changing Climate [H.-O. Pörtner, D.C. Roberts, V. Masson-Delmotte, P. Zhai, M. Tignor, E. Poloczanska, K. Mintenbeck, M. Nicolai, A. Okem, J. Petzold, B. Rama, N. Weyer (eds.)]. In press.

⁶ Kulp, Scott and Benjamin Strauss. "New elevation data triple estimates of global vulnerability to sea-level rise and coastal flooding." *Nature Commun* 10, 4844 (2019). <https://doi.org/10.1038/s41467-019-12808-z>

⁷ Food and Agriculture Organization (FAO). "Country Profile: Philippines." FAO, May 2014. <http://www.fao.org/fishery/facp/PHL/en>

projections are already alarming as a huge number of the country's major cities and around 50% of municipalities are in coastal areas. In addition, a study from the University of Leeds suggests that volcanoes are expected to be more active because of climate change, by correlating a decrease in ice mass to an increase in volcanic activity in Iceland.⁸ Being in the Pacific Ring of Fire with 24 active volcanoes scattered all over the country, the Philippines would need to prepare for the possibility of frequent volcanic eruptions, along with their corresponding multifaceted effects.

Data from the Department of Education's (DepEd) Enhanced Basic Education Information System (EBEIS) from school year (SY) 2009-2010 to SY 2017-2018 show that 43,810 of the almost 47,000 public schools in the country experienced natural hazards at least once in eight (8) years – where 39,738 schools had been affected by tropical cyclones; 25,191 had been inundated by flood waters; 5,824 had faced coastal area concerns; and 977 had endured volcanic eruptions.

These data provide strong evidence that young people all over the country are experiencing the impacts of climate change and remain to be the one of the most vulnerable sectors to climate change because of their physical, cognitive, and physiological immaturity. Moreover, intensified weather conditions such as typhoons and droughts, together with adverse environmental conditions impose risk to young people's physical, mental, social, and emotional development.⁹ UNICEF reported that "climate change exacerbates the many threats to children's wellbeing, survival and access to services in the Philippines, including education, water and sanitation, nutrition and health".¹⁰

Filipino young people in climate action

Currently, an upward trend of young people concerned about the effects of Climate Change can be observed as they are driven with the idea that their generation will witness the worst impacts of Climate Change. Globally, 64% of young people are now cutting back the use of single-use plastic, 40% of them eat less fish and meat, and more than half are taking more public transportation pre-COVID.¹¹ From community mass movement and personal routine changes young people are now considered modern-day influencers and "social activists". Recently, The Youth Strike 4 Climate Philippines released the Youth Declaration for Climate Justice which involves divestment from coal and fossil fuel, just transition to sustainable society, protection of vulnerable groups such as indigenous people, environment and human rights defense, and young people, and increased implementation of environmental education.¹² More Filipino young people are also jumping into the solution space by raising awareness, building coalitions, and even policy lobbying.¹³ More recently, with support from UNICEF and taking guidance from national plans and frameworks on climate change such as the National Climate Change Action Plan and the National Framework Strategy on Climate Change, the Philippine Communication for Development Strategy for Children and Youth in Climate Action (YICA) was developed to strengthen young people's engagement in climate change and environmental sustainability. The strategy had been officially endorsed by a multi-sectoral government body composed of the Climate Change Commission (CCC), Department of Environment and Natural Resources (DENR), Department of Education (DepEd), National Youth Commission (NYC), and Office of Civil Defense (OCD).

CHANGE THE CURRENT: ENHANCING CLIMATE EDUCATION THROUGH CO-CURRICULAR ACTIVITIES

The need for intensive climate education integrated into compulsory education is underscored in the United Nations Conference of Parties (COP), the highest decision-making body of the United Nations Framework Convention on Climate Change (UNFCCC). The Philippines had long responded to the call for climate education, pursuant to Republic Act No. 9729 or the Climate Change Act of 2009. The Enhanced Basic Education Act of 2013 or the K-12 Act strengthened curriculum integration of key climate change concepts across grade levels. Disaster Risk Reduction and Mitigation (DRRM) and Climate Change Adaptation and Mitigation (CCAM) concepts are integrated from kindergarten to junior high school subject areas such as Health, Science, Araling Panlipunan, and Edukasyon sa Pagpapakatao. For senior high school, a special subject in DRRM is offered as part of the General Academic Strand (GAS). In addition, climate change competencies can be found in Earth Science and Earth and Life Science.

⁸ Graeme T. Swindles, Elizabeth J. Watson, Ivan P. Savov, Ian T. Lawson, Anja Schmidt, Andrew Hooper, Claire L. Cooper, Charles B. Connor, Manuel Gloor, Jonathan L. Carrivick; Climatic control on Icelandic volcanic activity during the mid-Holocene. *Geology* ; 46 (1): 47–50. doi: <https://doi.org/10.1130/G39633.1>

⁹ UNICEF Innocenti Research Centre (2008, November). *Climate Change and Children: A Human Security Challenge*. UNICEF

¹⁰ Ortega, J. and Klauth, C. (2017, July). *Climate Landscape Analysis for Children in the Philippines*. UNICEF Philippines.

¹¹ Deloitte. (2020). *The Deloitte Global Millennial Survey 2020*. Retrieved from <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>

¹² Youth Strike 4 Climate Philippines (2020), *Youth Declaration for Climate Justice*.

¹³ Bueno, A. (2019, May 24). *Meet 12 Young Filipinos Fighting Against Climate Change*. CNN Philippines.

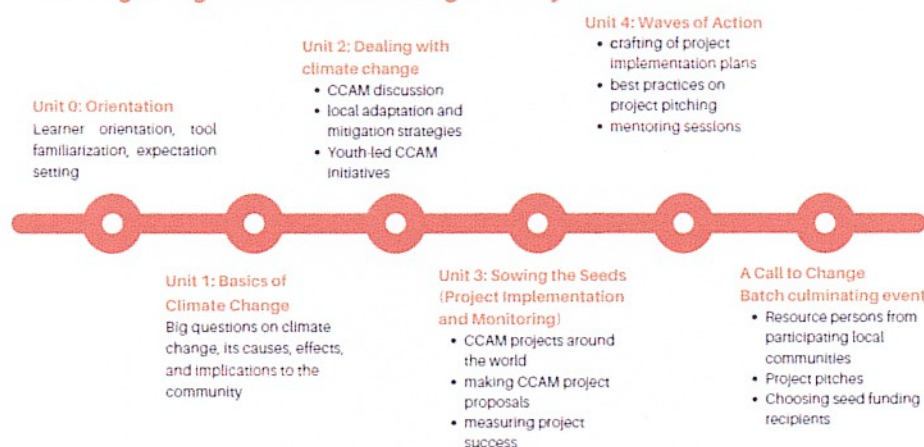
While these measures are in place, much is needed to enhance and anchor these initiatives to an integrated climate change education. Climate science content needs to be updated. Materials developed for the local context and capacity building activities are still needed. Furthermore, there is a clear need to reinforce climate change education by providing guidance in translating student learning in CCAM to real-life applications, such as shifting to a more climate-responsive and resilient lifestyles as well as participating or organizing projects to increase community resilience. Supplementing curricular integration with co-curricular activities help in reinforcing climate change education. Co-curricular activities are effective tools in complementing the curriculum to improve academic performance as it further develops the learners' 21st century skills such as leadership, communication, collaboration, critical thinking, creativity, and adaptability among others.¹⁴ Furthermore, co-curricular engagements help shape learners' self-efficacy, personality, and coping strategies as they establish their identity in these formative years.¹⁵

Change the Current Phase 1

It is in this vein that the project **Change the Current (CTC)** was conceptualized. It aimed to maximize the suitability and flexibility of co-curricular interventions to advocate for CCAM-focused learning and behavioral change. CTC was implemented to facilitate adolescent empowerment and civic engagement through participatory and meaningful community-based climate action. Co-designed and co-managed by UNICEF, DepEd, and Save Philippine Seas, CTC was an innovative co-curricular online training programme that was developed based on a qualitative gap analysis of climate education in the country.¹⁶ Specifically, CTC was able to:

- (i) enhance the knowledge of participants on CCAM strategies, by establishing deeper connections and clearer links between concepts and practical applications in their daily lives;
- (ii) hone the skills of adolescents in advocating for CCAM strategies in their communities, by giving adolescent teams opportunities to pitch project proposals and get seed funding for implementation;
- (iii) model a co-curricular approach in CCAM Education, by using a blended-learning approach that incorporates values formation, 21st-century skills development, and adolescent participation.

Training Design: a 6-week Learning Journey



It supplemented existing co-curricular activities such as the establishment of the Youth for Environment in Schools Organization (YES-O) (D.O. 93, s. 2011) and integration of Gulayan Sa Paaralan, Solid Waste Management and Tree

¹⁴ Ritchie, Gail M., "The Impact of Academic Co-Curricular Activity Participation on Academic Achievement: A Study of Catholic High School Students" (2018). Seton Hall University Dissertations and Theses (ETDs). 2494. <https://scholarship.shu.edu/dissertations/2494>

¹⁵ Akar, B. (2016). Developing a monitoring instrument to measure extracurricular and non-formal activities which promote global citizenship education (GCED) and education for sustainable development (ESD). UNESCO 2016 Global Education Monitoring Report. Retrieved from <https://unesdoc.unesco.org/>

¹⁶ Key Findings from the Change the Current (CTC) Qualitative Research (2021): Climate Science and Climate Change, Adaptation, and Mitigation (CCAM) are present in the school curriculum and co-curricular activities and corresponding programs, albeit implemented at varying levels BUT...

- CCAM knowledge and skills gained are mostly not practiced at home --> lack in establishing deeper connections of concepts and their practical application to learners' daily lives
- usually linked to grades thus learning retention and growth are weak among learners (associated with low internal motivation among learners to apply CCAM)
- competency gaps among teachers are not effectively addressed
- most initiatives are teacher-led or school-led

Planting Under the National Greening Program (NGP) (D.O. 5, s. 2014). Facilitating local level collaborations, CTC's approach likewise ensured relevance, efficiency, and sustainability of efforts.

The online training was divided in two age groups (10-14 years old and 15-19 years old) with 30 participants each in the following divisions: Valenzuela City, Albay, Western Samar, and Dipolog City. They were identified based on priority areas of UNICEF Philippines and the Philippine Cabinet Cluster on CCAM-DRR and to maximize the reach of online technologies and foster collaboration among DepEd learners. Using original and localized learning resources and highly interactive teaching/learning strategies, both synchronous and asynchronous, the programme aimed to enhance the participants' competencies in climate science and adaptation and mitigation strategies, and thus hone their skills in improving climate adaptation and mitigation practices in their communities. For them to apply the gained CCAM knowledge and skills, they were also trained on developing evidence-based project designs, presenting project pitches, and communicating effectively with their target audiences, including visual branding and mounting successful webinars. CTC's core set of trainers and the capacitated teacher advisers guided the student participants in crafting their CCAM project proposals to help their respective communities become more climate-resilient.

The programme was successfully piloted in 2021, capacitating 110 students aged 10 to 19 years old (target: 120) as well as 110 teacher advisers (target: 120). Average participation rate was at 92.5%, with 83.2% of participants having increased CCAM knowledge (target: 60%). Nine grant-winning project proposals had been implemented by student groups in late 2021 using seed money from the ING-funded Power For Youth Programme, while an additional 10 projects are currently being implemented using seed money from another donor (target: 15). At least 8,000 additional adolescents from the target communities participated in these adolescent-led projects.

A few of the adolescent-led community-based CCAM projects are described below:

1. Project SABAY Ka – aimed to help solve problems associated with solid waste management, specifically, household practice of improper waste disposal and burning of trash; clean up drives & waste repurposing initiatives, eco-watch campaign, donation of eco-carts and trash segregation bins
2. Climate CHAMPS – a CCAM educational program that aimed to improve climate change literacy and solid waste management in Dipolog City schools, focusing on information drives, tree-planting, and proper waste disposal
3. Project PEDAL - aimed to promote cycling as an eco-friendly mode of transportation to reduce the community's reliance on greenhouse gas-emitting automobiles; activities included advocacy campaigns (i.e. fun bike race, conduct of seminars/webinars), installation of bike racks and providing rental bicycles, tutorials on bike-riding
4. School Greenery - aimed to teach students about how plants mitigate climate change while addressing issues on food security; done through setting up greenery spaces, thus reducing carbon emissions in the city while helping the community who were negatively impacted economically by the pandemic through the community pantry
5. Mangroves Rehabilitation Drive – aimed to improve the community's climate resilience by planting mangroves in strategic areas around the coastal barangay
6. Operation Hiwalayan - A two-part project to promote proper waste segregation and prevent solid waste pollution in creeks and waterways using waste filters
7. Project Sarong Bado - Aims to reuse and repurpose old garments and textiles diverting them away from the landfills.

CHANGE THE CURRENT PHASE 2: EXPANDING THE TRANSFORMATION

Building on the success of the pilot implementation of CTC, the next phase, aptly renamed as “CTC: Education for Climate Action” expands the programme nationwide and targets to benefit more adolescent learners, teachers, and communities in the process. It aims to achieve the following results:

1. Enhanced capacity of DepEd in implementing the Change the Current Programme at the school division-level
2. Heightened self-efficacy among educators and adolescents to co-design and implement climate action activities relevant to their local communities
3. Strengthened Climate Education and Action Community of Practice

Programme Components

To achieve these results, Change the Current Phase 2 will have the following components:

Program output 1: Enhanced capacity of DepEd in implementing the Change the Current Program at the school division-field level

To enable DepEd to effectively roll out the CTC Program, this component will include activities that will (i) enhance the competencies of teachers in implementing the CTC co-curricular programme and (ii) improve access to quality localized CCAM learning resources,.

1.1. Development of training program

Anecdotal evidence shows that the teachers engaged in CTC still have room for growth in fully understanding the science of climate change and the actions needed to address it. The finding is consistent with the result of the monitoring and evaluation activities where 75% of the respondents who believed CTC can better engage educators expressed high intent in having a similar training, specific to educators, to equip them with sufficient knowledge about the subject matter. This is also in line with DepEd's directive requiring school division DRRM Coordinators to run the program in their respective areas, as part of their annual key performance indicators. In this regard, a practice-based capacity-building programme will be developed. The programme will include blended facilitation strategies, experiential learning activities, and competency assessments to capacitate educators on CCAM concepts and how to teach these concepts to adolescents.

1.2. Implementation of training program among educators

The training programme will be implemented in the three major island groups in the Philippines (Luzon, Visayas, and Mindanao), for a total of 150 educators and DepEd DRRM staff (50 from each island group) coming from selected priority areas/School Divisions of UNICEF and the Department of Education (at least three school divisions per island group). The options for school divisions/UNICEF priority areas in Luzon are Angeles, Valenzuela; in Visayas are Western Samar, Northern Samar; and in Mindanao are Zamboanga City, and Zamboanga del Norte. During the selection process for participants, they must indicate their current knowledge and interest in climate education and their potential audience for sharing lessons learned (e.g., demographic and number of current students). At the onset, they will be informed of the expectations and responsibilities of joining the program, which includes (i) active participation in the training program; (ii) teaching at least 40 students about CCAM concepts upon their return to their school divisions within a four-month period; (iii) developing a lesson plan where they can incorporate lessons learned in their current co-curricular or curricular programs; and (vi) developing CCAM project proposals that involve at least 15 adolescents as co-designers and implementers and at least 30 additional adolescent participants during an actual implementation.

At the end of the entire project, SPS will develop and submit a proposal for the DepEd DRMMS Action Plan for Scalability in consultation with educators, DRMM officers, and DepEd-DRRMS staff.

1.3. Development of digital platform

To address the need for more localized and updated content on climate science, the programme team will work closely with the DepEd CCAM-DRR team and selected CCAM practitioners and experts in developing an online platform containing learning resources, available for use in co-curricular, curricular, and community-based learning. Content may come in the form of multimedia learning objects, activity-based or game-based lessons, worksheets/tools, facilitation guides, and assessment instruments, and will be housed in a digital content repository of climate education materials for the Philippine setting. The resources will be a combination of materials generated from CTC, DepEd, and existing materials from other organizations and institutions.

Program output 2: Heightened self-efficacy among educators and adolescents to co-design and implement climate action activities relevant to their local communities.

2.1. Project implementation of educators and adolescents

By the end of the training program held in the different island groups, the trained educators will be expected to roll-out CTC activities to at least 40 students in the course of the CTC Programme timeline, thereby increasing the CCAM knowledge and skills of at least 6,000 students (150 educators x 40 students = 6,000 students). They will develop and submit a localized, co-curricular roll-out plan that includes how many students they intend to share lessons with and which activities they intend to implement, largely based on or inspired by what they learned from the program, to at least 40 students. The training programs they will conduct should be based on their communities' needs and the resources available to the educators.

They are also expected to propose projects involving adolescents in their communities and work towards increasing their engagement levels in co-designing the implementing community-based CCAM projects. At least 15 adolescents will play an active role in co-designing and implementing CCAM community projects and at least 30 additional adolescents will participate in the actual project implementation. The projects should also be aligned, if applicable, to the existing CCAM strategies and key priorities of the local government and DRRM units. Seed funding of PHP15,000 will be provided to 10 winning projects, for a total of 30 projects collectively nationwide (10 per island group). The project selection and the awarding of seed fund will be conducted after the completion of each batch (i.e., after training completion per island group). The projects will be implemented in a span of four months.

Programme Output 3. Strengthened Climate Education and Action Community of Practice

3.1. Development of white paper

A white paper on climate education in the country will be produced, highlighting gaps in climate education from the initial qualitative study in CTC Phase 1 alongside achievements gained from the CTC Programme and additional recommendations to further improve climate education in the country.

3.2. Knowledge exchange activities

Based on the results written in the white paper, knowledge exchange activities will be designed and conducted for programme participants to share experiences and good practices, thereby strengthening a community of practice of climate education Teacher Champions and community supporters who will model participatory community-level CCAM programming. The knowledge exchange activities will be an avenue to share lesson plans, experiences, good practices, and relevant learning resources related to climate change education.

Progress Monitoring & Documentation

Regular progress monitoring activities will be conducted to guide program design review and enhancements. Pre- and post-intervention competency assessments will be administered to measure changes in knowledge and self-efficacy levels in relation to CCAM. Application of skills will be measured through the teacher and student outputs and project proposals. Implementation of community-based projects will also be monitored to assess progress and immediate results through assessments, survey forms, focus group discussions, key informant interviews, and on-site evaluation.

Programme Scalability

CTC hopes to contribute to DepEd's goal in shaping learners and personnel who are climate-literate as well as proactively influencing and leading resilient and sustainable communities. This is in line with DepEd's 10-point agenda from 2016-2022 to prioritize the enrichment of curricula in environmental awareness, disaster preparedness and climate change adaptation and mitigation. It aims to strengthen the co-curricular integration of climate change education by empowering learners with the science of climate change and skills for climate action. It also provides a platform for adolescents to elevate their voice and create solutions for an issue affecting their communities' current and future living conditions, the climate crisis.

The knowledge materials from this programme will assist DepEd in increasing the presence of CCAM in its co-curricular activities, especially for student leaders. All materials will have the Free Culture license under Creative Commons. These materials may be used in future DepEd, UNICEF, and SPS projects, as well as the educators who participated in the program. Programme outputs will be turned over to DepEd-DRRMS to expand the programme further in succeeding years. Programme documentation and communications materials may be used to support DepEd's future campaigns, as needed. Furthermore, the materials produced may also serve as a basis for further localization.

DepEd or its partners may conduct research studies in parallel, exploring if this innovative co-curricular CCAM programme has contributions to increasing students' academic performance, 21st century skills, and civic engagement.

FOR MORE INFORMATION

- Maria Melizza Tan, Adolescent Development Specialist, UNICEF Philippines (mtan@unicef.org)
- Zherluck Shaen Rodriguez, Technical Assistant II, Department of Education Disaster Risk Reduction and Management Service (DRRMS) (zherluck.rodriguez@deped.gov.ph)
- Anna Oposa, Executive Director, Save Philippine Seas (anna@savephilippinseas.org)

You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.

- Jane Goodall