

Chapter 5

Case Study:

Benchmarking Climate Change Resilience at Organizational, Community, and Sectoral Levels

ABSTRACT

This chapter describes how the benchmarking procedure was applied on three groups at different levels of scale: organizational, community, and sectoral. It presents the climate change responsiveness profiles of three sectors: the academe, the youth, and a national government agency, the Department of Agriculture. Climate change responsiveness is defined as a determinant of resilience, along with risks and resources. Responsiveness has three elements: the amount of knowledge gain (ΔK); the degree of attitude change (ΔA); and the change in action or practice (ΔP). Climate change responsiveness (CCRp) profiling used a scorecard with a five-point scale: 1 as very low, 2 as low, 3 as moderate, 4 as high, and 5 as very high. Data gathering was conducted online through the Survey Monkey. Responses from almost 300 respondents resulted in the following scores: Department of Agriculture - 3.93 (high); the academe - 2.8 (moderate), and the youth sector - 2.59 (moderate).

INTRODUCTION

The following case study provides us with an example on how climate change adaptation benchmarking is done. It was conducted in the third quarter of 2015. The research featured in this chapter is a multisectoral assessment of

DOI: 10.4018/978-1-5225-2767-1.ch005

Case Study

climate change responsiveness. However, it employed the one-shot survey method only sans focus group discussions and key informant interviews because of the differing scale of the respondent groups.

Rationale

Agriculture is considered a key risk driver in climate change. According to the Philippine National Framework Strategy on Climate Change 2010-2022, it generates a fifth (18%) of the Gross Domestic Product, a third of the country's total employment, and is the provider of food for Filipinos. Climate change undermines agriculture and national food security and in consequence, may drive poverty levels up and gravely affect economic development.

The respondents of this study include staff from the Department of Agriculture sampled nationally, 99 faculty and staff members from selected universities, and 93 respondents from the youth sector totaling 293 stakeholders.

Why the Academe?

The academe plays a significant role in advancing climate change adaptation in the Philippines. The academe is well represented at the policy making level, serving as sectoral representatives in the advisory board and extending assistance as technical experts to legislators and national agencies such as the Climate Change Commission. Aside from its part in formulating strategies and policies, the academe plays a prominent role in educating the people on climate change-related issues and topics. From the arts to the sciences, members of the academe have initiated debates, discussion and research on this phenomenon and its effects to society. For the academe, 99 respondents participated composed of professors, graduate students and university researchers coming from academic institutions. As the issue of climate change has greatly engaged the academe, including its threat to agriculture, it was important to know the responsiveness of their constituents towards climate change.

Why the Youth?

The youth is an important stakeholder in climate change adaptation since they are the ones “who will inherit the Earth.” According to UNESCO, youth is the

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/case-study/191157

Related Content

Globalization and Rethinking of Environmental Consumption From a Sustainability Perspective

Luke A. Amadiand Prince Ikechukwu Igwe (2018). *Promoting Global Environmental Sustainability and Cooperation* (pp. 1-30).

www.irma-international.org/chapter/globalization-and-rethinking-of-environmental-consumption-from-a-sustainability-perspective/205730

E-Waste, Chemical Toxicity, and Legislation in India

Prashant Mehta (2019). *Advanced Methodologies and Technologies in Engineering and Environmental Science* (pp. 144-156).

www.irma-international.org/chapter/e-waste-chemical-toxicity-and-legislation-in-india/211869

Climate Change Education through Art and Science Collaborations

Phillip Gough, Kate Dunnand Caitilin de Bérigny (2016). *Promoting Climate Change Awareness through Environmental Education* (pp. 16-36).

www.irma-international.org/chapter/climate-change-education-through-art-and-science-collaborations/138149

The Impact of Climate Change on Small Ruminant Performance in Caribbean Communities

Cicero H. O. Lallo, Sebreña Smalling, Audley Faceyand Martin Hughes (2017). *Environmental Sustainability and Climate Change Adaptation Strategies* (pp. 296-321).

www.irma-international.org/chapter/the-impact-of-climate-change-on-small-ruminant-performance-in-caribbean-communities/170318

Energy Management Strategies to Improve Electrical Networks Using Storage Systems

Juan Aurelio Montero-Sousa, Luis Alfonso Fernández-Serantes, José-Luis Casteleiro-Roca, Xosé Manuel Vilar-Martínezand Jose Luis Calvo-Rolle (2017). *Renewable and Alternative Energy: Concepts, Methodologies, Tools, and Applications* (pp. 1500-1514).

www.irma-international.org/chapter/energy-management-strategies-to-improve-electrical-networks-using-storage-systems/169646