



# CBA How-To: Inclusivity

Community-based adaptation projects must reach and include women, youth, elderly, religious and ethnic minorities, persons with disabilities or living with HIV, and any other discriminated groups, because these groups are **disproportionally vulnerable** to climate change, but also because they are **valuable contributors** and act as a primary resource to find pertinent, just and sustainable solutions. They help to reduce and to improve the adaptive capacity of the **whole community**.

## Community-Based Adaptation Pilot Project

### Vulnerability...

Given the hidden power structures that govern relationships within a community, discriminated groups generally tend to be poorer and less educated, with fewer assets, less access to information, restricted rights and no voice in decision-making processes. In addition, they frequently have limited access and control over resources (such as land, livestock, tools, credit). This inequitable distribution of rights, resources and power limits this group's ability to take action. It may also make them highly vulnerable to the effects of climate change. This group also tends to be particularly dependent on natural resources for their livelihoods, resources that are at greatest risk to climate change.

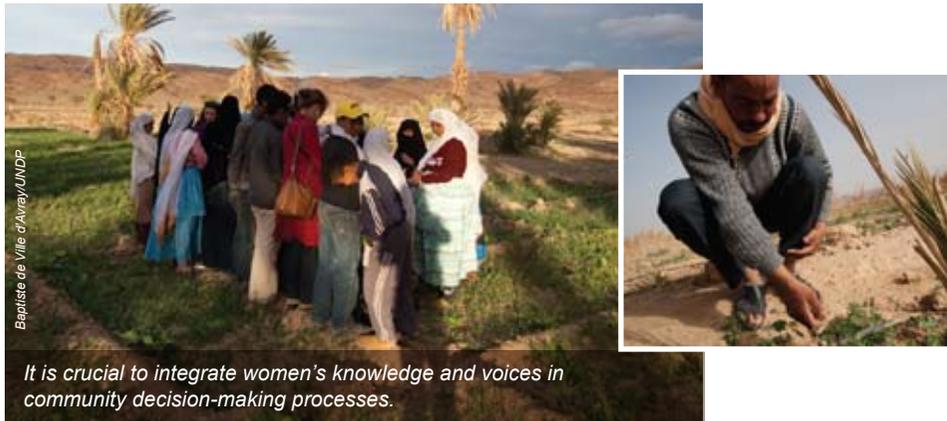
### ... and Capacity

Neglecting the knowledge of all ages, groups and genders leads to the loss of essential information in the development of locally-relevant adaptation measures. Given different roles and responsibilities at household and community levels, people have specific and complementary knowledge and skills to help develop and sustain adaptation strategies (related to climate-sensitive fields such as forestry, farming, fishery, medicinal herbs, water management). Marginalized people may also bring different leadership qualities, and be able to reach various networks for awareness raising, advocacy and people mobilization (such as religious associations, clans, youth groups, disabled-persons' organizations).

Risks associated with climate change threaten to reinforce inequalities and even erode progress that has been made toward equality and poverty alleviation in many developing countries. Due to this existing inequality, specific attention and measures are often necessary to remove barriers to full participation of marginalized groups and their inclusion in all stages of the program (e.g. design, implementation, monitoring and evaluation). Adaptation projects should address specific needs and vulnerabilities of all groups, as well as build on the experience and capacity of all, in order that all benefit equally and inequality is not perpetuated. Applying an inclusive approach to climate change adaptation is not about charity, but about human rights, dignity and moral responsibility. The populations that are affected the most by climate change contribute least to the problem; it is therefore our collective responsibility to support them to adapt.

# 1. Identify the Problem

- Gather contextual information (social, economical, cultural, political): distribution of roles and responsibilities in the community; degree of participation in activities relevant to CBA; access and control over land/resources/benefits, power relations, decision-making processes.
- Assess specific vulnerabilities, needs, barriers and capacities related to climate change of the different groups in the community (disaggregate this background data by groups).
- Communicate explicitly to communities and partners that participation of the entire community is required and valued, especially participation of the traditionally discriminated against and most vulnerable members.
- Use the UNDP Vulnerability Reduction Assessment (VRA) as a tool to determine the community's own perception of its climate risk and adaptive capacity before, during and after project implementation. This ensures inclusive participation and transparency throughout the CBA project cycle.
- Make arrangements, if appropriate, to establish separate focus groups to ensure freedom of speech.
- Speak to discriminated people, without an intermediary, as they are the best resource to give information regarding their specific challenges, needs, aspirations and knowledge.



*In the Iguiwaz oasis in Morocco, roles and responsibilities are clearly and traditionally defined. Men mainly deal with heavy physical and technical work (e.g. climbing palm trees, pollination) and commerce in markets (so they have access to hard currency). Women deal with farming, natural resource management (e.g. fetching water and wood), and are also developing expertise in medicinal and aromatic plants—an indigenous knowledge transmitted from mother to daughter. Women play a key role in adaptation capacities given their deep understanding of the environment they rely on for their livelihoods and how to manage the oasis ecosystem, which is often threatened by increasingly frequent droughts.*



*Nezha Grmat is a 30 year old person with disability living in Sidi Majbeur. This mountain community in Morocco is affected by severe rainstorms, leading to increased erosion and land degradation. Community-Based Adaptation project pilots planting 'vetiver'—a natural innovation to help regenerate soils—are helping to combat erosion and diversity income. During the community project's mapping exercise, women and girls were asked to define resources, places, and people in order to identify assets to tackle adaptation and vulnerabilities to climate change. Nezha, a local woman, noted that women were afraid to speak out and break the silence. When Nezha spoke out, she provided critical information that helped to delineate areas of high traffic, identify location of community wells and forest sources, and brought up local infrastructure issues. The CBA project was able to build on her strong will to learn new information, mobilize the community, and generate solidarity within the community.*

*"I opened discussion with women on the needs of community members and their possible solutions. It helped to capture women's point of view during project formulation. I am very enthusiastic about this project and even if I am not able to lend a hand during work days, I am attending all the activities and I do my best to help at every stage of the project," says Nezha.*

# 2. Formulate a Project

Ensure that the project's objectives, goals, outcomes, outputs, indicators and baselines are sensitive to marginalized groups:

- Explain how current and projected climate risks affect groups differently, and how respective roles and responsibilities impact their abilities to cope.
- Demonstrate how the project addresses specific needs to ensure that it benefits all, does not maintain existing inequalities and stereotypes, or have potential negative impacts on particular groups.
- Detail active participation of different groups in formulating, implementing and phasing-out project (welcome all volunteers' contributions and explore innovative ways to foster integration and dialogue).
- Ensure partner's experience and sensitivity to an inclusive and human-rights approach; if required, plan budget training session.

### 3. Make an Appraisal

Criteria for appraisal should be inclusive:

- Determine if discriminated individuals and related associations were consulted equally during project identification, formulation and appraisal.
- Identify if background data is disaggregated according to marginalized groups.
- Assess whether the project impact on different groups was identified.



Participative video proved to be very effective to mobilize young people attracted by the technology and to share elderly's precious knowledge about the impact of climate change on their ecosystem livelihoods.

Several women expressed the limitations they faced to participate in project implementation in Morocco. Their husbands viewed their association with suspicion and did not want them to leave their houses. As a solution, meetings have been organized in a culturally acceptable place such as one of the women's houses. Husbands were often proud of hosting the meetings and started providing support as women proved their professionalism by respecting rules such as informing authorities to the benefit of the whole community. The mayor of the village promoted their work and helped to raise funds. To break down traditional roles, creative activities are a good, non-threatening, entry point, such as conducting a participatory video, that generates intergenerational dialogue and allows equal contribution of everybody to share their experience in a fun atmosphere.

### 4. Implement

- Ensure that 'inclusion' considerations raised during the early stages are translated into action.
- Appoint one team member as the inclusion focal point.
- Ensure that the project team is committed to inclusive and human rights-based approaches and has excellent interpersonal skills to deal with power-relation problems; consider training.
- Closely monitor planning and time management because time is scarce for certain groups given their multiple roles and responsibilities (e.g. women's heavily loaded daily calendar).
- Demonstrate sensitivity to minority issues, including representation in projects, and self-monitor to ensure equality in recruitment, decision-making processes, budget allocation, etc.
- Reach all groups in a culturally appropriate way (gendered team balance, location etc.); strengthen confidence, build capacity and accommodate the specificities of different groups with flexibility.
- Identify community leaders (senior, religious, youth, female etc.), raise their awareness of benefits of inclusion for their whole community, and make them your champions to further promote it!
- Identify positive role models within discriminated groups.

### 5. Monitor & Evaluate

- Check if indicators related to inclusion are effectively used and assessed.
- Collect disaggregated data throughout project implementation to show level of participation (in community meetings, management committees, trainings, project governance statistics etc.).
- Monitor whether the objectives related to inclusion are on track, or if remedial steps should be taken.
- Evaluate whether the project had a positive impact on community groups, etc.
- Assess how knowledge and expertise from marginalized groups contributed to the project.
- Report on expected/unexpected effects on equality (positive/negative) and evolution of roles.
- Ensure that the terms of reference (TOR) for evaluators require experience with issues of inclusion.
- Gather data in culturally appropriate way to enable feedback from all team members (team balance, schedule, location etc.) and on a participative way (e.g. mobilization of a youth reporting group).
- Document **lessons learned and good practices** on inclusive adaptation that can be scaled up.



Inclusive participatory meetings lead to understanding of specific challenges, mutual respect, holistic adaptation plans benefitting all vulnerable groups, and finally, sustainable action for natural resources management.

As a result of climate change, the dry season in the Ardo-Choro region of Niger now lasts nine months. Permanent and semi-permanent ponds are dried up. Increasingly frequent droughts and water scarcity are creating tensions between groups (ethnic and occupation) as farmers and pastoralists now depend on the same natural resources for their livelihoods. However, through the CBA meetings, which are participatory in nature, solidarity is being forged between a farmer and a Fulani pastoralist, who had never spoken before, yet lived on the same land. They 'became friends' (as the farmer said) because they regularly sat together to think about their common future and adaptation measures: "We need to find alternatives together with the pastoralists in order to share the remaining land," said 66 year-old Saley Tanko (Haoussa, left), while a community member stood up during the participative mid-term evaluation to say the project was successful because everybody could recognize him/herself in it and benefit from it.

## Keep in mind

- Promote **equal rights, joint responsibility and equitable redistribution**, taking into account all community members' vulnerabilities, views and capacities related to climate change.
- Be aware of the **cultural context** and the **different barriers** that may undermine equal participation (attitudinal, physical, information and communication). A community might be inclusive and protective of its members, but it might also be socially controlling, making it difficult for some groups to express their opinions and claim their rights.
- Designate one team member as the **focal point for inclusion**, hire a **team representative** from different groups, and strengthen their **skills** in inclusive and human rights approaches.
- **Set targets** for participation of discriminated groups and **affirm specific action** (empowerment with development of self-esteem, specific skills, access to information etc.).
- Ensure **effective participation** of discriminated groups during the entire project life cycle. This refers to the possibility of **speaking, being listened to and valued**, rather than simple numerical presence.
- **Speak directly** to discriminated people: they know their situation better than anybody else. Essentials are often only expressed in **informal talks**, so continue talks beyond meetings.
- Be **reflexive and open** to adapting plans and activities based on information that emerges from community members as the project implementation unfolds.

## Field-based tips

- Be aware of community members' daily and yearly calendars. Whenever organizing an activity, take into account **specific time constraints** (activities cannot be established during cropping season in rural populations; avoid evening meetings as women may feel unsecured, etc.). Improper project timing may result in conflict and ultimately in difficulty monitoring potential project biases and under-representation of some groups.
- Keep in mind that some **locations** may undermine participation because they are not culturally appropriate (some people may not be allowed to attend meetings in religious places, may feel threatened in political buildings, or embarrassed in public places and unfamiliar environments).
- Build the trust of **power-holders** (through actions and results, with sensitivity and respect for culture) to help promote inclusion during and beyond the project. Without this trust, there is a risk that power-holders will fear loss of power, resources, and rights as a result of inclusion.
- Explain the message patiently and in **accessible language** as discriminated groups may not have had access to education or may have visual, hearing or physical impairment. Information can be disseminated via oral announcements in community picture-based texts, theater, etc.
- Welcome volunteers because, by **volunteering** in project activities, discriminated people are valued and move away from being passive victims of climate impacts towards becoming engaged actors in adapting their lives. Volunteerism is a powerful means to engage ordinary people in tackling development challenges by offering opportunities for all to participate. It empowers people, makes important contributions, builds a more cohesive society, fosters ownership and project sustainability.



Women in Tamalolo, Niger. Migration is the main coping mechanism used to deal with the extending dry season that threatens crops and livestock. Men often leave their villages to find work and resources. Rural women are generally not allowed to move outside the village and have to take care of the youth and the elderly, leaving them highly vulnerable as they remain where climate change hits hard and generates an additional workload. They are therefore not well positioned to adapt to various situations. However, in this difficult context, women learn solidarity and develop strong social cooperation networks—equally valuable to adapt to climate change. CBA projects could build on women's social and organizational skills to reconstitute small animal husbandry adapted to harsher conditions (goat breeding), with common and rotary funds. Small-scale livestock producing milk enable women to meet a number of family needs and help reducing malnutrition rates.

### What is the Community-Based Adaptation Pilot Project?

Resource-dependent communities in developing countries are the most severely affected by climate change impacts, but the least equipped to cope and adapt. The CBA Project was set up to increase communities' resilience to climate change impacts by supporting community-driven projects that pilot a range of climate risk management practices in Bangladesh, Bolivia, Guatemala, Jamaica, Kazakhstan, Morocco, Namibia, Niger, Samoa, and Viet Nam. CBA promotes global learning by sharing lessons, and seeks to encourage systemic change in national adaptation-related policy through evidence-based results from its projects portfolio.

The Community-Based Adaptation Pilot Project is a five-year United Nations Development Programme (UNDP) global initiative funded by the Global Environmental Facility (GEF). The Small Grants Programme (SGP) is the delivery mechanism. The UN Volunteers partners to enhance community mobilization, recognize volunteers' contribution, ensure inclusive participation and facilitate capacity building of partners NGO/CBO. In addition, funding is provided by the Governments of Japan and Switzerland, as well as AusAID.

### Contact information:

[cba@undp.org](mailto:cba@undp.org)

<http://www.undp-adaptation.org/project/cba>

<http://www.adaptationlearning.net/> (Adaptation Learning Mechanism)