



*Empowered lives.
Resilient nations.*

Mainstreaming

GENDER, CHILDREN & YOUTH, AND DISABILITY INTO
SGP'S COMMUNITY-BASED ADAPTATION PROJECTS





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List of Acronyms

CBA	Community-based Adaptation
CBO	Community-based Organization
CCBAP	Cambodian Community-based Adaptation Programme
CPMT	Central Programme Management Team
CVCA	Community Vulnerability and Capacity Assessment
DFAT	Department of Foreign Affairs and Trade, Government of Australia
DPO	Disability Persons Organization
GEF	Global Environment Facility
JCI	Junior Chamber International
MAP	Mekong Asia Pacific
NGO	Non-governmental organization
PM&E	Participatory Monitoring and Evaluation
SIDS	Small Island Developing States
SGP	Small Grants Programme
SPA	Strategic Priority on Adaptation
UNFCCC	United Nations Framework Convention on Climate Change
UNDP	United Nations Development Programme
VRA	Vulnerability Reduction Assessment

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About the GEF Small Grants Programme

Introduction to Global Environment Facility Small Grants Programme

Established in 1992, the year of the Rio Earth Summit, the Global Environment Facility (GEF) Small Grants Programme (SGP) embodies the very essence of sustainable development by 'thinking globally acting locally'. By providing financial and technical support to projects that conserve and restore the environment while enhancing people's well-being and livelihoods, SGP demonstrates that community action can maintain the fine balance between human needs and environmental imperatives.

Funded by the GEF as a flagship programme, the SGP is implemented by the United Nations Development Programme (UNDP). It supports activities implemented by non-governmental and community-based organizations in developing countries towards biodiversity conservation, climate change mitigation and adaptation, protection of international waters, reduction of the impact of chemicals and prevention of land degradation, while generating sustainable livelihoods. The SGP has supported over 19,000 community-based projects in over 126 countries.

Introduction to Community-Based Adaptation

The SGP recognizes that environmental degradation, such as the destruction of ecosystems and the species that depend upon them, increasing levels of carbon dioxide and other greenhouse gases in our atmosphere, pollution of international waters, land degradation and the spread of persistent organic pollutants, are life-threatening challenges that endanger us all. However, poor and vulnerable communities are most at risk because they depend on access to natural resources for their livelihoods and often live in fragile ecosystems.

As island nations become more vulnerable to severe weather and natural disasters, which have increased in frequency and strength over the past several decades, work on community-based adaptation has become fundamental. To respond to this need, SGP added Community-Based Adaptation (CBA) as a focal area. In 2008, UNDP implemented a pilot CBA project, funded through the GEF's Strategic Priority on Adaptation (SPA) funding window. With SGP's expertise on local development, it was selected as the SPA CBA project's delivery mechanism in 9 out of its 10 countries!¹ The pilot project's goal was to strengthen the resilience of communities addressing climate change impacts, test the Vulnerability and Resource Assessment (VRA) tools and other community-engagement instruments and methods, and to generate knowledge and lessons for replication and up-scaling?²

In 2009, SGP partnered with the Australian Department of Foreign Affairs and Trade (DFAT) to provide climate resilience funding as a separate thematic area through two complementary programmes: the Mekong Asia Pacific Community-Based Adaptation (MAP CBA) programme and Small Islands Developing States Community-Based Adaptation (SIDS CBA). The goals of these two programmes are threefold: (1) improve



¹ Nine countries (Bolivia, Guatemala, Jamaica, Kazakhstan, Morocco, Namibia, Niger, Samoa and Viet Nam) were delivered through the SGP mechanism. Bangladesh, a non-SGP country, was delivered through the UNDP Country Office.

² For more information, please visit www.undp-alm.org/projects/spa-community-based-adaptation-project



the adaptive capacity of communities, thereby to reduce vulnerability to the adverse effects of climate change risks; (2) provide countries with concrete ground-level experience with local climate change adaptation; and (3) provide clear policy lessons and mainstream with national processes and up scale practices.

Climate change adaptation is about reducing the vulnerability and increasing the resilience of the people who are the most vulnerable to climate change impacts and its variability. The ability to adapt to climate change hazards is directly proportional to an individual's or to a group's vulnerability, rather than the size and intensity of a specific event. This is largely due to the inequitable distribution of rights, resources and power, as well as to repressive cultural rules and norms, which can constrain an individual's ability to act.³

Understanding the social implications posed by gender (the relationship between men and women), age (as it relates to differences in access and awareness issues of the elderly, children & youth and persons with disabilities (physical or mental constraints) is crucial to understanding vulnerability and strengthening resilience. If we understand the different roles, responsibilities and power that men, women and all sectors of society have, we can understand the different ways in which they will experience climate change impacts. Targeting these groups from the onset addresses their varied concerns and needs, and social protection strategies can be developed that incorporate their knowledge and strengths, while building their capacity to adapt to future hazards.

What is Community-Based Adaptation?

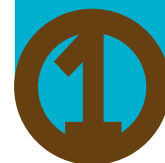
Community-Based Adaptation is a community-led process that is focused on communities' priorities, needs, knowledge and capacities. It aims to empower people to plan for, and to cope and manage, the direct and indirect impacts of climate change on livelihoods.⁴ It refers to an evolving, yet distinct, set of principles and practices that consistently target the most vulnerable populations and focus on activities with the greatest direct impact. The participatory situational analysis and action-planning processes are what distinguishes CBA from development 'business-as-usual' scenarios, which can be top down and do not focus on the most vulnerable.⁵

This report provides guidance for SGP National Coordinators (NCs), National Steering Committee (NSC) members, prospective SGP grantees and other CBA practitioners, on how to mainstream women, children & youth and persons with disabilities into the CBA planning cycle. Chapter 1 outlines the process of mainstreaming and includes key steps on how to mainstream throughout the course of project. Chapter 2 explains how to ensure different groups have been mainstreamed, monitor progress and assess whether mainstreaming is bringing about positive change. Chapter 3 provides three different SGP case studies to illustrate practical mainstreaming experiences in different regions of the world.

³ Koelle, B. and Annecke, W. (n.d.), *Adaptation and Beyond: Community-based Adaptation*, South Africa: Indigo Development and Change. Available from: www.indigo-dc.org

⁴ Reid, H. et al (eds.) (2009), *Community-based Adaptation to Climate Change*, London: IIED.

⁵ Girot, P., Ehrhart, C. and Ogelthorpe, P. (n.d.), *Integrating Community and Ecosystem-Based Approaches in Climate Change Adaptation Responses*, ELAN, Available from: www.careclimatechange.org/files/adaptation/ELAN_IntegratedApproach_150412.pdf



Understanding the Process of CBA Mainstreaming

1.1 Concepts and Definitions for Mainstreaming Vulnerable Groups into CBA

There is a range of terms to describe mainstreaming, adaptation and the general concepts related to sustainable development, which do not have a universal definition. For clarity, the concepts and definitions used in this report are described below.

Mainstreaming is a process that integrates a cross-cutting issue into the development planning or decision-making processes. The United Nations system has been undergoing a process of mainstreaming human rights through inter-agency coordination at the country level including the rights of persons with disabilities and children & youth. Currently, there is *no officially accepted UN definition for "mainstreaming disability"*⁶ or children & youth. However, the process of gender mainstreaming may provide insight into how to proceed with mainstreaming disability and children & youth in the development agenda.

From a gender perspective, *mainstreaming... is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any given area and at all levels. It is a strategy for making the concerns and experiences of women and men as an integral part of the design, implementation, monitoring and evaluation of policies and programmes in the political, economic and societal spheres. This is so that women and men benefit equally, and that inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.*⁷

Gender refers to the social roles allocated respectively to women and men in particular societies and times. Such roles, and the differences between them, are conditioned by a variety of political, economic, ideological and cultural factors and are characterized in most societies by unequal power relations. Gender is distinguished from sex, which is biologically determined. Gender equity refers to the fair and just distribution of all means of opportunities and resources between women and men.

Children are those between the ages of 0-18 years old, with 18 being the legal age definition. Like other social groups it is clear that children of different age groups, socio-economic backgrounds and health status have different opportunities and life experiences as well as different needs and interests. From the point of view of strategy development and programme design, it is necessary to distinguish different age categories. It is also worth noting that there is an overlap between the age definition of children and youth.

Youth: The United Nations' universal definition is between the age at which a person may leave compulsory education, and at the age in which they find their first employment (15 – 24 years)⁸. The aim of youth development is to ensure that young people and their organizations not only enjoy and contribute to their full potential in the social, economic and political spheres of life, but also recognize and develop their responsibilities to develop a better life for all.

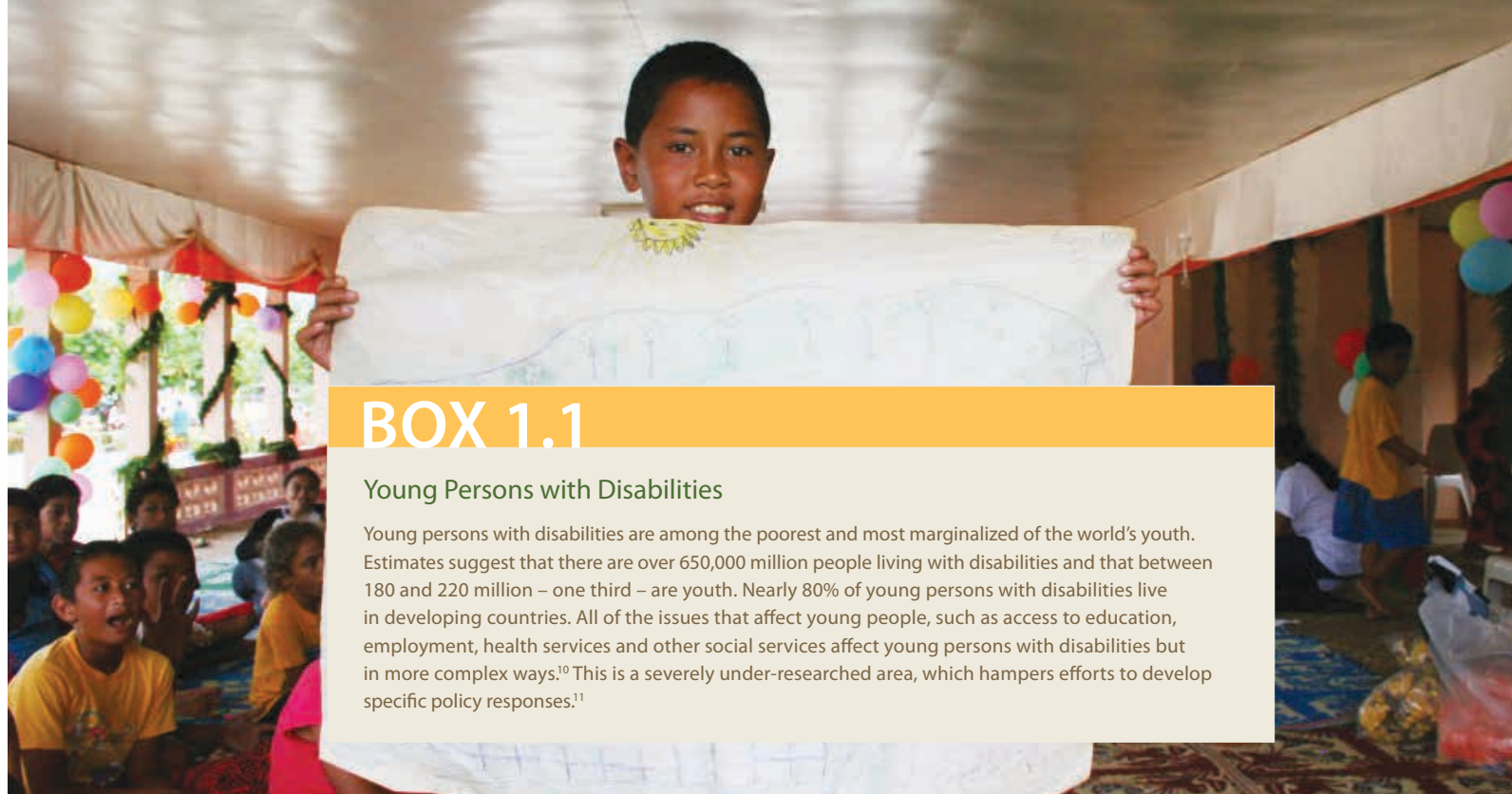
Elderly persons, or older persons, refers to someone who is 60 years of age or older. There is no United Nations standard numerical criterion, but the UN agreed cutoff is 60+ years when referring to the older population.⁹

⁶ *Mainstreaming disability in the development agenda*. note by the Secretariat, Commission for Social Development, E/CN.5/2008/6, (23 November 2007), p.3, available from www.un.org/disabilities/documents

⁷ Ibid

⁸ Available from www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/

⁹ Definition taken from WHO (2013), Definition of an older or elderly person, available from: www.who.int/healthinfo/survey/ageingdefolder/en/



BOX 1.1

Young Persons with Disabilities

Young persons with disabilities are among the poorest and most marginalized of the world's youth. Estimates suggest that there are over 650,000 million people living with disabilities and that between 180 and 220 million – one third – are youth. Nearly 80% of young persons with disabilities live in developing countries. All of the issues that affect young people, such as access to education, employment, health services and other social services affect young persons with disabilities but in more complex ways.¹⁰ This is a severely under-researched area, which hampers efforts to develop specific policy responses.¹¹

Disability is the result of a dynamic interaction between personal factors (functional status) and environmental factors (obstacles) that restrict a person's quality of life and standard of living. *People are not identified as having a disability based upon a medical condition.*¹² Disabilities can also range from mild to severe. Persons with disabilities are equal citizens and should, therefore, enjoy equal rights and responsibilities.¹³ Persons with disabilities continue to be largely absent from international development efforts, and there is an urgent need for existing and future partnerships for development to include them in all activities.¹⁴

One of the issues to consider is that these groups are themselves 'crosscutting'. For example, there are young women with disabilities, boys with disabilities and who are HIV positive, elderly people who become increasingly disabled,

and women who are in the latter stages of pregnancy and/or early childbirth and are temporarily 'less able.' These examples verify that these marginalized groups are not homogenous, have multiple disadvantages and therefore require differentiated responses.

Integrating disability, children & youth or any other vulnerable social group requires context-specific strategies. The Small Grants Programme can provide evidence-based practices at the community level that respond to on-the-ground needs and possibly go on to inform policy formulation and allocation of resources. Within this framework, SGP is well placed to ensure that the interests of marginalized groups are protected and that they have the same access to 'well-being' as other members of their communities through CBA development planning frameworks.

¹⁰ Panel discussion on Mainstreaming youth and adolescents with disabilities in the international development agenda. Side event to the 45th session of the UN Commission on Population and Development, 27 April 2012, Conference Room 5, 1.15 to 2.30 p.m., United Nations Headquarters, New York. Available from www.un.org/disabilities/default.asp?id=1599

¹¹ Definition taken from UNESCO, available from: www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/

¹² Braithwaite, J. and Mont, D. (2008). *Disability and Poverty: A Survey of World Bank Poverty Assessments and Implications*, Discussion paper, No. 0805, February 2008, Washington, DC: World Bank. Available from: <http://siteresources.worldbank.org/DISABILITY/Resources/280658-1172608138489/WBPovertyAssessments.pdf>

¹³ Definitions taken from *Towards people-centred development: A review of local government efforts to mainstream cross-cutting issues (gender, youth development, children's rights, the rights of the Elderly, disability and HIV/AIDS)* Isandla Institute, October 2007.

¹⁴ *Mainstreaming disability in the development agenda: note by the Secretariat, Commission for Social Development, E/CN.5/2008/6, (23 November 2007), p.3, available from www.un.org/disabilities/documents*

1.2 Legal Framework and Rationale for CBA

The global community recognizes that it has a *collective responsibility to help the most vulnerable developing countries to adapt to climate change. The international policy framework responsible for addressing climate change, the United Nations Framework Convention on Climate Change (UNFCCC), recognizes adaptation as being key [to tackling climate change].*¹⁵ Through the CBA projects, SGP can help to strengthen the resilience of communities and the ecosystems on which they rely in the face of the harmful effects of climate change.

The SGP has taken into consideration the various legal instruments and commitments made at international and regional levels such as the Convention on the Elimination of All Forms of Discrimination Against Women adopted in 1979 by the UN General Assembly, the Beijing Platform for Action adopted in 1995, the UN Convention on the Rights of the Child adopted in 1989, the UN Convention on the Rights of Persons with Disabilities adopted in 2006 and the Copenhagen Declaration on Social Development. The Copenhagen Declaration recognizes the significance of social development and human well-being for all and it is aligned with the UNDP Millennium Development Goals that promote human development as the key to sustaining social and economic development.

1.3 What Makes a Group Vulnerable?

Certain biophysical and social factors contribute to 'vulnerability'.¹⁶ These factors apply to all social groups such as women, men, the elderly, children & youth, indigenous people, minority ethnic groups and persons with disabilities. Understanding the dynamics of these factors makes it possible to look at how they could be addressed or mainstreamed within a CBA project. Mainstreaming these groups means ensuring that they can effectively participate in adaptation or development initiatives, develop the skills to gain access to, and control over, resources, and take responsibility in their decisions and actions to enable them to cope with climate change impacts. There are numerous factors that can make a group vulnerable.

There are also strong bi-directional links between poverty and disability through malnutrition, poor health care and dangerous living conditions. Disabilities can lead to poverty by preventing the full participation of persons with disability in the economic and social life of their communities.¹⁷ Women with disabilities experience double the discrimination, and children with disabilities in poor developing countries often have little to no access to health care and education. Issues of environmental sustainability are particularly relevant to persons with disabilities who may have less capacity to adapt to environmental changes in their surroundings.¹⁸

Factors that can make a group vulnerable:

- **Limited mobility:** Women who are responsible for the care of children, persons with disabilities, the elderly, children and/or any individual not in a position to migrate and improve their situation).
- **Limited roles in decision-making:** Women, children and persons with disabilities are less likely to be the decision makers at home or in the community.
- **Discriminatory social and cultural norms** that lead to intimidation, harassment and violence.
- **Lack of education and access to information or markets:** Women are often more likely to be pulled out of school or do not attend school; and persons with disabilities are less likely to attend school which limits future access to higher education and income-generating opportunities.
- **Limited access to resources** such as credit, cash, land, livestock and tools.
- **Dependence on natural resources and the sexual division of labour:** e.g. fetching water and fuel.¹⁹

¹⁵ UNDP (2010), *Gender Climate Change and CBA*, UNDP, New York.

¹⁶ SGP Cambodia – CCBAAP April 2011, *Gender Action Plan 2011 – 2013*.

¹⁷ *Mainstreaming disability in the development agenda: note by the Secretariat, Commission for Social Development, E/CN.5/2008/6*, (23 November 2007), p.3, available from www.un.org/disabilities/documents

¹⁸ Ibid

¹⁹ Key headings taken from UNDP (2010), *Gender Climate Change and CBA*, UNDP, New York.



1.4 Checklist for Mainstreaming Vulnerable Groups into the SGP SIDS CBA Programme

Ensuring women, children & youth and persons with disabilities are included in the planning process can take more time and entail more financial support, but if these groups are excluded, the most vulnerable will not benefit from projects and will continue to suffer the greatest losses and hardships as climate change pressures increase. There are numerous ways to facilitate social inclusion at both programme and project level.

Programme level

- Ensure that the Country Programme Strategy (CPS) clearly identifies the vulnerable social groups and has a strategy for targeting them within the CBA programme.
- Identify gaps in policy and plans, such as omissions to mainstream their interests or information gaps in CPS so that CBA projects can address them, strengthen the national knowledge base, and produce case studies on how to engage and empower disadvantaged groups.
- Partner with umbrella disability persons organizations (DPOs), youth groups, education, health, women's groups or other, to provide advice on how to mainstream their interests into CBA projects.
- Invite umbrella interest groups to present their programmes and ideas on how to partner with SGP at National Steering Committee meetings, or facilitate their participation in SGP launches or other awareness raising forums to help raise their profiles.
- Ensure representation of target social groups on National Steering Committees or ask groups to screen proposals to ensure social inclusion.

- Develop knowledge management products for SGP grantees to help raise their awareness and give them the tools to address disability issues, women's issues, engaging youth within their projects.
- Support a disability, youth and women's champion to work at the programme and project level to raise awareness and advocate.
- Provide capacity building grants to an umbrella DPO, women's, youth, education or other organization to raise awareness on CBA within their networks or provide training and produce training materials.
- Proactively encourage projects that are focused on disability, gender issues, engaging children, the youth or elderly by weighting social inclusion in SGP project selection criteria.
- Facilitate the inclusion of persons with disabilities, women, children & youth rights in national development agendas and planning processes.

Project level

- Look at CBA planning through a disability/youth/gender lens. For example, if the grantee or partner for the project is through an NGO, such as the Red Cross, Live and Learn or other, train them to engage with a disability lens, and then train the village/community so that everyone is informed and working towards the same goal.
- Incorporate disability, youth, gender, age and other target group interests into project concept questions, VRAs, monitoring frameworks and project proposals.
- Include disability, women, children & youth, elderly, etc. in baseline surveys and situational analyses to ensure that they are captured throughout the project monitoring cycle.

- Disaggregate data to include the numbers of persons with disabilities as well as children, women, or other groups who may need special attention to ensure participation.
- Identify local champions within each project.
- Utilize skilled and experienced persons with disabilities and ensure women, men, and children & youth are able to participate in all activities throughout the project cycle.
- Ensure projects include an awareness component (disability and other human rights awareness is low in many countries).
- Include infrastructure guidelines in the project proposal to ensure access for persons with disabilities.
- Co-finance projects with women's groups or DPOs for baseline assessments or other vulnerability reducing activities.
- Share mainstreaming outcomes and lessons learned with other communities and agencies, and within national planning and policy forums, through knowledge management products and other knowledge-sharing tools.



1.5 Checklist for Mainstreaming Vulnerable Groups into the SGP SIDS CBA Planning Cycle

To ensure that potentially vulnerable social groups are included in the CBA planning process, the mainstreaming of vulnerable groups checklist identifies entry points to include the interests of any target social group within the CBA project cycle.

Project Concept Phase

STEP	ACTIVITY
1	Support projects that fit the identified geographical climate hotspot or thematic adaptation focus, and identify the communities with the greatest vulnerability within the area. This should be based on guidance from the CBA Country Programme Strategy.
2	Identify possible social groups within the community/s that will be particularly vulnerable to the identified climate risks and note how their interests will be addressed through an appropriate participatory planning process such as VRA, CARE Climate Vulnerability and Capacity Analysis (CVCA), hazard-assessments, community-based disaster risk management, or another participatory approach. This should be done from initial engagement with identified groups. <div style="border: 1px solid black; padding: 5px;"><p>In most instances, this will mean applying the baseline data gathering approach to targeted groups. For example, undertaking the planning and data gathering workshops/meetings with separate groups such as young boys, young girls, elderly men, elderly women, unemployed men, persons with disabilities, the elderly, land-owners, squatters, boat-owners, minority ethnic women and so on, depending on the context of the project. The rationale behind the selection of vulnerable groups for a project and site should be clearly explained in the project rationale. It is normally useful to begin this process with a community meeting so that the community generally understands the need to target certain sectors of society and have the opportunity to determine their own processes. The dynamics of this meeting can often highlight any preclusion towards favoring certain sectors of society.</p></div>
3	Outline in the project description how the project will benefit different groups, and if there are specific needs to reduce a certain group's vulnerability to climate change.
4	Explain project partner(s) mandate and history of supporting vulnerable group's interests, noting any project-specific experience.
5	Ensure indicative budget lines for each phase of the project include support for different groups including adequate consultation.

Project Proposal Writing Phase

STEP	ACTIVITY
1	Identify the baseline climate risks and projected climate risks in the project rationale and explain how they affect women, men, children & youth and persons with disabilities. Note whether there will be similarities or differences, and if so, what they will be. Include information on how their respective roles and responsibilities affect their abilities to adapt to climate change.
2	Review previous studies and background information on laws, policies and institutions that govern different group's rights and note which ones are relevant. Use relevant subsequent project outcomes to provide recommendations and to support the argument for improved support networks that can feed lessons into national policy processes. Specify whether it is appropriate to have any specific outcomes related to up-scaling lessons and supporting national mainstreaming.
3	Clarify community composition and dynamics and articulate any issues this may raise for the project. Ensure that recommended actions and outputs directly address these issues, while building community members' confidence and self-esteem.
4	Include equitable community participation as a main outcome of the project. Vulnerable Groups should be represented at all levels of community participation such as key decision makers (committees, budget over-sight, staff, etc.), leaders and implementers.
5	Review the capacity of proponents and partners , such as government, non-governmental organizations (NGOs), community-based organizations (CBOs) or the private sector, and identify whether they have adequate awareness, knowledge and experience mainstreaming the interests of vulnerable groups within CBA projects. Conduct a 'stakeholder needs' analysis and include targeted capacity building activities in the project design to raise awareness of the issues and to provide further guidance.
6	Ensure that the project proposal captures equitable outcomes , i.e. shows how the project description and objectives, as well as the logical framework, benefit vulnerable groups; indicate how the needs of vulnerable groups are met in the outcomes and the correlating outputs; identify risks and outline risk management actions; includes logical frameworks that capture socially disaggregated data and ensure that quarterly progress reports measure the desired outcomes for the target groups.
7	Devise a budget that includes resources to meet the needs of vulnerable groups including meaningful participation. ²⁰ It should also allocate funds that specifically focus on the capacity-building needs of marginalized groups to capture the process and develop targeted knowledge-management products at various milestones. The funding limit for CBA projects is US\$50,000, the same as any SGP project. Co-financing should reflect different groups contributions whether they be cash, services or in-kind.
8	Develop the Participatory Monitoring and Evaluation (PM&E) framework with indicators that are appropriate for analyzing social differences and change over time. Ensure that the team conducting and engaging in monitoring activities is representative of the community and includes vulnerable social groups.

²⁰ UNIFEM has a comprehensive website (www.gender-budgets.org) to assist in gender responsive budgeting which can also be applied to the needs of other social groups such as children & youth and persons with disabilities.

Mid-term Evaluation

STEP	ACTIVITY
1	Convene a mid-stream participatory monitoring activity , such as a stakeholder evaluative workshop, to evaluate progress against climate change risks and assess the impacts on vulnerable social groups.
2	Re-conduct the VRA or hazard/social assessment , including questions on target groups, and compare the outcomes to the baseline stage.
3	Organize an end-of-project final assessment , which will provide another set of data (three in total), to validate progress.

End of Project Evaluation

STEP	ACTIVITY
1	Conduct an end of project evaluation, with a focus on broader outcomes rather than a detailed monitoring of each activity, to allow for a more objective review of the project outcomes.
2	Hire an external specialist to conduct the evaluation and ensure that the terms of reference for the evaluation include an analysis of the progress and impacts on gender, children & youth and persons with disabilities. The exact questions to be asked during an evaluation depend on the project's context but could take into consideration the following points: <ul style="list-style-type: none">• Did the project bring about adaptation and reduce the vulnerability to climate change of men, women, children & youth and persons with disabilities? What mechanisms ensured this?• Has inclusion of vulnerable sectors improved the overall results of the CBA project? If so, how do we know this and what were the improvements? What is the community's perception?• Are there lessons that can be mainstreamed sub/nationally to inform policy processes, governance, UNDP or other strategic planning forums?• Recommendations.

How to Tell if Women, Children & Youth and Persons with Disabilities Were Successfully Mainstreamed into CBA Projects

2.1 How to Ensure Target Social Groups are Involved and Benefiting from CBA

There are two primary ways to ensure that different target social groups are involved and benefit from community-based adaptation. The first is through some type of participatory social sector analysis conducted at the beginning of the project, and the second is by regular reporting on agreed social indicators.

Participatory social sector analysis. There are numerous evaluation tools available to help conduct this analysis. Many MAP and CBA projects have used the VRA approach, which engages different social sectors in communities and can be adapted to target specified groups. Other approaches such as Gender Analysis, CARE CVCA,²¹ poverty mapping and participatory rural appraisal, may also be applied. Regardless of the approach, it is critical to include specific questions or assessment of target social groups.²² The reason for targeting different groups is to value traditional knowledge systems, to build capacity, to decrease inequality and to empower those who are often not considered. All these groups can contribute to the resilience of households and communities.²³

For example, the CARE CVCA, Gender Analysis and VRA approaches do not specifically target persons with disabilities. Planners need to ensure that they adapt their approaches to include local social contexts. In Cambodia, Sri Lanka, Jamaica and Vanuatu, the CBA programme has actively targeted the inclusion of women and children & youth. The Pacific region has now started engaging with umbrella DPOs.

Regular reporting on agreed social indicators. Regular monitoring will help to identify which groups are engaged in the project and who is receiving the desired results and benefits of the CBA initiatives. A critical component to extending the benefits of the CBA activities beyond the project is to ensure that the CBA projects empower women/men and other social groups to actively and effectively engage in decision-making relating to climate change adaptation. This will result in greater equality and long lasting benefits.

Climate Change Indicator Frameworks

UNDP has an established monitoring process, UNDP Climate Change Adaptation Indicators Framework,²⁴ and the SGP has established indicator frameworks and is also developing an Impact Assessment System (IAS).²⁵ These tools provide a clear guidance on how to design, track and monitor system-wide resilience.

The following sections help focus CBA planners on how to ensure that interventions are targeting and benefitting the most vulnerable groups within society has now started engaging with umbrella DPOs.



²¹ Available from: www.careclimatechange.org/cvca/CARE_CVCAHandbook.pdf

²² Available from: www.careclimatechange.org/cvca/CARE_CVCAHandbook.pdf, or http://betterevaluation.org/sites/default/files/Attachment_CBA_VRA_Guide_Dec_08.pdf, or UNDP (2010), *Gender Climate Change and CBA*, UNDP, New York.

²³ No SGP MAP or SIDS CBA projects have targeted persons with disabilities at this time.

²⁴ Available from: www.un.org/esa/sustdev/natlinfo/indicators/15Oct_2008/presentations_pdf/Bo%20Lim.pdf

²⁵ Available from: <http://sgp.undp.org/Home/Projects/Impact>



2.2 Participatory Monitoring and Evaluation for CBA

Participatory Monitoring and Evaluation (PM&E) is a useful tool to ensure positive project outcomes for target social groups are delivered. It is an inclusive process that helps to ensure that project funds are efficiently allocated and project objectives are met. It engages communities to help them develop their own targets, indicators and priorities, which in turn, builds their capacities and empowers them to make decisions about future activities and direction of the project. The process supports reflection, learning and improvement and focuses on a joint learning process, and should include vulnerable groups such as women, children & youth and persons with disabilities.

PARTICIPATORY MONITORING AND EVALUATION

Principles and Actions

- Use project participants to monitor project at agreed regular intervals.
- Take into account people's values, priorities and judgments.
- Define role of evaluator: Listen to the beneficiaries, facilitate dialogue between the different stakeholders, develop some consensus about the project's impact, and indicate areas where there is no agreement.
- Include PM&E in the project design.
- Ensure community ownership of the project, indicators and monitoring process.
- Clarify what and how should be monitored and measured.
- Develop SMART (specific, measurable, appropriate, relevant and time bound) indicators.
- Create space for reflection and adjust processes if needed.
- Establish (pre-project) in a participatory way to ensure more meaningful monitoring, and include, a baseline from which improvements, shifts and changes can be measured or observed.
- Jointly develop the baseline to establish indicators, which can be revised if necessary.
- Keep the focus on learning rather than targets or policing.
- Conduct evaluations in a participatory manner every two and half to five years to allow enough time to assess progress. Ensure vulnerable groups and the most marginalized are given a voice.

2.3 Social Indicators for CBA Projects

The other key tool for assessing whether different social groups are benefitting from CBA projects is by assessing progress against social indicators. The following lists of indicators can be used in project log frames and monitoring frameworks in order to help CBA planners to assess whether target social groups are benefitting from the CBA project. Indicators or 'targets' relate to the objective of specific project activities and need to be developed in relation to the desired outcomes. These lists are not exhaustive and would be used with a range of ecological and technical indicators.

PROJECT DESIGN AND INPUT INDICATORS

- Ensure vulnerable groups are identified during baseline activities at the concept and project development phases.
- Ensure the constraints to vulnerable groups' productive, economic, and domestic and community management roles are addressed.
- Identify economic and cultural issues affecting vulnerable groups' access to resources and services, and ensure that activities are planned to support equal access.
- Identify capacity gaps of different target groups.
- Identify explicit strategies and any gaps for mainstreaming target groups in sub/national development plans, legislation, and adaptation strategies. Determine if the project can provide information, advocacy or support to address issues.
- Identify if project resources are equally distributed and fostering social equity.
- Assess if the Project Coordinator or lead agency has the capacity or ability, in light of cultural, ethnic, religious or class distinctions, to facilitate the participation of vulnerable social groups such as persons with disabilities, children, the elderly and women in the project. Similarly, the overall institutional structure needs to enable those implementing the project to address the needs of men, women, children & youth and other groups. There may need to be increased gender, disability or cultural sensitisation of staff or they may need appropriate tools to undertake gender analysis, include the interests of persons with disabilities and VRAs.

PROJECT IMPACTS INDICATORS

- Reduced mortality from extreme weather events.
- Reduced time and costs for different target groups accessing fresh water or food.
- Increased access to medicinal plants due to reduced loss of biodiversity.
- Increased income for target social groups.
- Increased number of small business enterprises for target social sectors.
- Reduced incidences of water borne diseases, malnutrition and infectious diseases for target social sectors.
- Improved maternal and child health.
- Reduced physical and mental stress for target social sectors.
- More women, men, children & youth, the elderly or persons with disabilities engaged in agriculture, agro-forestry, aquaculture, livestock rearing or other initiatives to increase food security.
- Development and inclusion of climate change materials and issues in school curricula.
- More women, children & youth, elderly, and persons with disabilities represented on committees, village or project management and other local governance structures such as water use.
- Up-scaled or replicated projects include principles of social equity.

Project Output Indicators

- Note the increase in the number of women, children & youth, the elderly and persons with disabilities selected to participate in project activities.
- An increase in the ratios of target social groups with the ability to adapt to future extreme climate variations. For example, *50% of the target group living above flood zones' or 'Target groups represented as members on local Disaster Committees' or 'Number of community groups (with at least 35% women beneficiaries) that have adopted climate change coping strategies.*
- An increase in the ratio of target social groups with access to alternative employment and income generating activities. For example, *"Livelihood of target groups improved by 15% after years."*
- An increase in the ratios of target social groups with better access to social services or resources. For example, *"100% of target group with access to seed banks or 50% of target groups with increased access to savings."*
- Women, children & youth, elderly and persons with disabilities represented on monitoring teams and engaged in monitoring processes.



2.4 Key Lessons from Successfully Mainstreaming Vulnerable Groups into CBA Projects

Lessons from successfully mainstreaming vulnerable groups into CBA projects can be shared with other SGP projects, neighbouring communities, government, other NGOs, other SGP National Coordinators or a broad range of people in the wider international adaptation community. The product and message to be delivered will depend on the audience. Other ways to capture information could include developing a Project Summary or Thematic Fact Sheet, keeping photo-stories, or taking video-footage and producing short documentaries on the processes, outcomes and experiences of the grantees and other stakeholders. Web-stories, pamphlets, radio programmes, one-on-one meetings, presentations to government and publications in national academic and international research journals are other options which can be explored.

The global SPA CBA programme and Cambodian MAP CBA programme offer key lessons that can help guide others mainstreaming the interests of vulnerable groups into future CBA planning:

- Conduct social sector analysis of vulnerability and adaptation needs at the local level during the project design stages. This will help to mitigate existing inequalities, avoid unintended negative adaptation implications and harness women's ability to act as agents of change.
- Undertake preparatory analysis of community dynamics to address issues effectively. For example, the Jamaican Coordinator began by observing group dynamics within communities without commenting and later looked at gaps and investigated why there were certain social biases.
- Good facilitation is essential to ensure equitable community participation.
- Introduction of new technologies and techniques can help to overcome traditional social barriers.
- Place social considerations within the context of the various power dynamics within communities to determine which marginalized groups are under or not represented.
- Balanced participation is crucial, with equal access to resources, educational opportunities/training and decision-making throughout planning and implementation.
- Identify lack of awareness of gender, children & youth and persons with disabilities in partner organizations and support capacity building to mainstream these groups into partners' processes and activities.
- Assess the value and benefits of accommodating traditional roles and responsibilities within projects.
- Offer training on gender or other vulnerable groups to allow these groups' interests to be effectively mainstreamed.

Lessons learned are gleaned throughout the project cycle. The experiences from SPA and MAP CBA projects highlight the need to document experiences of mainstreaming vulnerable groups along the way in order to capture lessons learned. Once the experiences were documented, it was easier to see the process that took place in mainstreaming the vulnerable groups and how their needs were addressed. This made it possible to develop appropriate knowledge products to capture the importance of mainstreaming and provide evidence-based information on meeting the needs of different stakeholders. There are two viable methods used by these CBA projects to fund these activities: (1) dedicate a budget line within a full CBA project proposal, (2) fund a separate Knowledge Management (10%) and Capacity Building (5%) project from the overall CBA allocation.

Case studies are an effective way to communicate lessons learned from CBA projects. This can be done at the end of the project using the CBA Case Study Template.²⁶ The case study can be used to develop other materials. Chapter 3 provides three case studies from SGP CBA projects that have included mainstreaming of gender and vulnerable social groups. The case studies provide examples of successful approaches to mainstreaming vulnerable groups from Asia, the Caribbean and the Pacific.

²⁶ Contact the SGP Central Programme Management Team (CPMT) Knowledge Management Advisor for a copy of the CBA Case Study template.

SGP SIDS CBA Case Studies

Mainstreaming Gender: CBA Programme Cambodia

The SGP Cambodia CBA Programme (CCBAP) developed a two-year Gender Mainstreaming Strategy in 2011 to ensure that all SGP CBA projects would provide direct benefits to vulnerable groups such as women, indigenous people, persons with disabilities and children. The strategy was prepared as an output of the UNDP-ENERGIA Initiative on Mainstreaming Gender within the Environment and Energy Portfolio of UNDP Cambodia. The CCBAP team developed a draft gender action plan at a workshop on gender mainstreaming and finalized the plan through internal team meetings. CCBAP's expected results was for communities with a greater diversity of options to be able respond to climate change risks and to the particular needs of different social groups — supported by national and sub-national policies which promote adaptation and avoid maladaptation — and thus, would have higher adaptive capacity and reduced vulnerability.²⁷ The final Mainstreaming Strategy aims to achieve five main goals:

1. Allocate sufficient budget lines to ensure that the concerns of women and other vulnerable groups are addressed and that these groups are building adaptive capacity.
2. Provide planning grants to selected local NGOs and CBOs for participatory proposal development, including the training on methodologies (VRA, CARE CVCA, etc) and on other tracking tools (i.e. to collect gender disaggregated data) For the CBA project, local NGOs/CBOs are trained to use the VRA tool and collect gender disaggregated data.
3. Clarify how grantee groups should mainstream gender and vulnerable groups into their SGP full proposal and ensure that there are corresponding activities and outputs in the projects.
4. Mainstream capacity building and Women Saving Groups into all funded projects.
5. Mainstream gender in the SGP Country Programme Strategy, provide strategic direction for funding and ensure that the interests of vulnerable groups are represented in project selection criteria.

FIGURE 1: Presentation of VRA results during the CBA proposal development (2011)



²⁷ For more information on the Strategy and action planning process please contact the Cambodian National Coordinator, Ms. Ngin Navirak (ngin.navirak@undp.org).

FIGURE 2: Presentation of VRA results during the CBA proposal development (2011)



The criteria in Box 3.1 illustrate how the project concept note selection process was adapted to increase consideration of the impacts of the adaptation activities on vulnerable groups.

BOX 3.1

Related to eligible criteria	Clarity of activities, outputs/ impacts and indicators	Community participation and contribution	Project implementing capacity	Innovation	Impact on environment	Impact on livelihoods of Community – women/men, children, youth, disability
Weight	20%	20%	10%	10%	20%	20%

Challenges, lessons learned and key elements for successful gender mainstreaming

The Cambodian National Coordinator notes that over the past two years there have been some challenges when implementing the strategy.

CHALLENGES

- Mainstreaming gender at the SGP project level.
- The capacity of local NGOs and CBOs in mainstreaming to address the needs of vulnerable groups is still limited.
- There has been difficulty in setting gender mainstreaming indicators and a lack of baseline information.
- Current SGP projects do not have gender mainstreaming planning framework, which makes it difficult to mainstream in subsequent monitoring and evaluation frameworks.
- The project implementation period is too short (1-2 years) and should be extended to ensure that initiatives are sustainable.

FIGURE 3: Awareness raising meeting on climate change for communities before conducting VRA in early 2011



Lessons learned

- Total commitment to mainstreaming from management teams is crucial.
- For every consultation, either for project design or project implementation, participatory and socially-segregated processes is required to ensure the identification of differing needs and solutions to address the challenges (e.g. using the VRA for project design).
- To ensure success and sustainability of new income generating initiatives, men need to include women's opinions in creating long-term visions.
- Identifying women as champions is essential for advocating for change within their communities including through networking and exchanging experiences and information.
- To ensure more women are selected as committee members, a proportional representation approach to voting is recommended.

Key elements for successful gender mainstreaming

- The Gender Mainstreaming Strategy and Action Plan Adoption.
- Commitment from the SGP team and National Steering Committee to support the implementation of the Strategy.
- Appropriate tools to collect baseline and monitoring information such as the VRA.
- Capacity building and awareness raising within the SGP team and National Steering Committee, grantees and other partners, as well as targeted capacity building within projects such as training from specialists, applied workshops, mentoring and exchange visits.

CHALLENGES

- Misunderstanding on the role amongst the technical environmental organizations led to delays. Their role was to provide technical guidance and not pedagogical support which falls on the children's book writers. It took a lot of effort to reach an agreement with them regarding their specific role and responsibility.

Empowering Youth Through CBA in Suriname

In Suriname, youth awareness on topics such as climate change, community-based adaptation and disaster management is not strong. Youth & children have not been engaged in dialogue about these issues at a local or national level, nor is there a good grasp of what they can do to build resiliency in their communities. Also, there is no literature for this target group available in the local language (Dutch). Through the SIDS CBA programme, Junior Chamber International Unify (JCI Unify) fills this gap by establishing a 'Green Ambassador' program and providing 'Green Tools' (a range of thematic work books with exercises and board games that link climate change risks and environmental impacts) to raise awareness. This community-led project works within the Suriname Education system and the national organization of Teacher Librarians, and thus, its' approach and practices are mainstreamed into the educational sector. This group will be directly involved in the development and delivery of the educational 'Green Tools'. The board game will link climate change risks to environmental impacts. The player must make choices to reduce risk and 'win' a sustainable scenario. The following table summarizes the key components of the programme:

Lessons learned

- Roles and responsibilities of all parties engaged must be very clear at the onset (project formulation). In areas of responsibilities that may intersect between stakeholders, there should be a clear line of separation to alleviate confusion that may lead to delays.

Key elements for successful youth mainstreaming

- Having a Youth & Children Mainstreaming Strategy and Action Plan
- Having an NGO who works according to the JCI Active Citizens Framework (ACF)²⁸ or a similar framework whose objectives are aligned with SGP and your project such as:
 - Empowering and activating young people to take ownership of their communities.
 - Providing a framework for sustainable action that produces tangible results and measurable societal development.
 - Aligning JCI partners at local, national and global levels in cohesive, strategic format for societal development.

FIGURE 4: JCI Project Steering Committee presenting the CBA project to the Minister of Education (lhs). (May 2013)



²⁸ The JCI Active Citizens Framework uses the UN Millennium Development Goals as a foundation.

Community-Led Strategies to Address Increasing Flooding in Sri Lanka

Serupitiya Village has approximately 200 households, and is located in the steeply sloping central highlands Sri Lanka. The location has high rates of soil erosion due to steep hills and rainfall pattern. At the start of the project, crop cultivation occurred once a year (October-January) and was dependent on rainfall. The rest of the year was traditionally dry with heavy winds (June-August). However, over the past five years, increasingly erratic rainfall patterns had been observed by the Serupitiyan Farmers. This has been confirmed by analysis of meteorological data, which show that increased climate and rainfall variability have been causing longer dry periods, intense and short spells of rain, unseasonal rainfall and late onset of the north-east monsoon.

During the long, dry months, men migrate out of the village to work in irrigated rice fields downstream, leaving women and children to fend for themselves during the most vulnerable period. Home-based self-employment avenues are very limited in the village, and the lack of water prevented women from undertaking household cottage industries, home gardening or food preparation for sale. The village lies right above Randenigala, a large hydroelectric reservoir; however seasonal drinking water drought is common leading to health and sanitary issues in the village.

During the planning phase of the CBA project, household level socio-economic baseline surveys revealed a number of gender issues. Early marriage (at times, sub-legal) of both men and women were observed due to the lack of educational and employment opportunities. This led to early pregnancy, malnutrition among children, increased poverty and sub-optimal living conditions. More than half the village (52%) consists of parents who had children before the age of 18.

Both men and women carry a heavy load, working in the unforgiving heat and on the steep slopes. However, women carry a heavier burden during times of drought in order to ensure sufficient drinking water for the family. Women are also responsible for securing food, and caring for children and the elderly, while the men were away working. Further, the household survey revealed that women have issues relating to basic sanitation, kitchens were smoke-filled and unclean, home gardens are not maintained, and none of the women have ever owned a savings book or had access to formal savings institutions.



FIGURE 5: Women take part in the vulnerability reduction assessment in Serupitiya



FIGURE 6: Men and women in Serupitiya use leaves and sticks to assemble their village map



The VRA showed that both men and women are equally vulnerable and exposed to climate change and variability. However in questioning, women were more insistent on addressing water and household-level issues including income generating activities for the family. Men were focused directly on livelihood benefits and physical developments such as road, irrigation and electricity.

The CBA project focused on community-led land restoration and alternate livelihood development in order to build resiliency during periods of increasing drought. Women were as much involved in the land restoration activities as the men (measuring, working on bunds, dykes, and live fences). The implementing NGO was represented by female officers, and this led to a number of additional activities focussed on women's participation. Many of these activities were co-financed by the grantee NGO.

FIGURE 7: A local woman displays her first savings book



FIGURE 8: A local woman locates her house on a hand-drawn map during a planning workshop



WOMEN WERE MAINSTREAMED

into the project through the following activities:

- Women-headed households received additional support to hire labour as required within the project. The community also supported women-headed households by providing them with volunteer labour and moral support.
- One of the key income-generating activities within the project was to purchase cows, sell the surplus milk, and form a Milk Farming Society. Half of the newly formed Milk Farming Society are female. Women were also involved with caring for the livestock, and the income from this activity has given a great boost to the village economy. Further, after the gender analysis a home garden activity was included to primarily support women. Nearly half of the 200 households now have a kitchen garden.
- A women's organization was established by the local NGO to encourage saving among women in the village through the savings and credit society.
- Nutrition and health awareness training workshops for women, the family and children's health.
- Training on kitchen management and smoke-free kitchen maintenance.
- Training on establishing and maintaining kitchen gardens.
- Sanitation and efficient water use sessions for village women.





CHALLENGES

- Physical location of the project site, remoteness and the lack of mobilization or collective action within the community.
- Lack of education services, health services and viable alternative employment opportunities for the women and young people of the village.
- Women had not received any formal training on environment-sensitive agriculture or soil conservation.
- Women, elderly and children are left alone in the village for 3-4 months during the lean season while men seek casual labour in towns. This period also coincides with drought in the village and women undergo untold hardship in procuring food, firewood and water to the households.
- Women and men engage in hard manual farm labour, leaving little time or effort to organized collective action to improve social and living conditions in the community.

Lessons learned

- Women were highly engaged in planning the project and implementing activities. Their concerns on household nutrition, health and water were different to the income-centric interventions suggested by the men.
- Women have little control over the natural resources (land and water) that they manage for the household and they use for their livelihood activities.
- Project activities livestock farming and home gardening contributed to enhanced nutrition among the poorer households.
- To determine impact of livelihood related activities on women, better indicators are needed to determine women's social and economic empowerment within a household. e.g. disaggregated data on household income and expenditure.
- Young people were especially interested in diversifying livelihood opportunities within the village. Lack of opportunity, new technology and good income keeps young people out of the village and in towns engaged in precarious labour.

Key elements for successful mainstreaming women

- Have a project coordinator or 'champion' with women's projects and has experience working with women's groups for decades and is a strong advocate of gender mainstreaming especially of rural women was a key factor in motivating the women of the village to participate in all aspects of village activities such as access to water, better seed varieties, children's health among others.
- Project activities, especially those that are income-generating, should be provided close to home so they can be merged with women's household obligations. This would support women's engagement and the formation of a women's savings group in the village.
- Diversify women's farming knowledge and skills so that they carry out other farming methods – not just annual cropping – and venture into livestock and dairy farming.



PHOTO CREDITS

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GEF SMALL GRANTS PROGRAMME

Established in 1992, the GEF Small Grants Programme (SGP) works directly with communities around the world to address environmental issues. With grants of up to US\$ 50,000, SGP has supported over 19,000 community-based projects to address biodiversity conservation, climate change mitigation and adaptation, land degradation, chemical pollutants and protection of international waters, – while generating sustainable livelihoods.

To date, climate change represents 24% of the portfolio with 4,500 projects on climate change mitigation and adaptation. SGP's mitigation portfolio focuses on Renewable Energy, Carbon Storage, Energy Efficiency, Sustainable Transport and Awareness Raising.

To increase resilience of communities to climate change, SGP is working in 42 countries, of which 38 are Small Island Developing States (SIDS), on adaptation measures. This portfolio is funded through a partnership with Australian Aid and focuses on Agriculture, Coastal Zone Management, Land Degradation and Water Resource Management.



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