ADAPTATION FUND

LESSONS LEARNED AND SUCCESSFUL APPROACHES CAPTURED

FROM PORTFOLIO MONITORING MISSIONS

Women growing indigenous multi-use plant species in greenhouses that are tolerant to water-stressed soil conditions and suitable for restoring degraded forest areas. Photo by Mark Sugg., Adaptation Fund portfolio monitoring mission in Cambodia implemented by UN Environment.

Introduction

The Adaptation Fund serves a valuable role within the global climate finance landscape in funding concrete tailored projects to help the most vulnerable countries adapt and build resilience to climate change.

Adaptation Fund Lessons Learned and Best Practices Captured from Portfolio Monitoring Missions (PMMs) are valuable in guiding future implementation of projects on the ground. In many vulnerable places, the Fund's actions are breaking ground in adaptation for the first time. Since experience in adaptation interventions is still very nascent in many countries, these tangible results and experiences gained from the Fund's concrete adaptation actions can help fill this knowledge gap. Based on an earlier idea from the Adaptation Fund Board to conduct 'Learning Missions' to collect, organize and analyze project data and knowledge, PMMs were introduced in 2012 and entail visiting various project sites of AF's work in a given country. They provide valuable information that supports both the projects and implementation of the Fund's Knowledge Management (KM) Strategy, which was approved by the Adaptation Fund Board in October 2016 (B.29/9). The systematization of PMM experiences and further dissemination of their results is expected to provide valuable lessons learned to be shared with partners and beneficiaries. To date, the Adaptation Fund has conducted 13 PMM missions in : Argentina, Cambodia, Colombia, Ecuador, Egypt, Georgia, Honduras, Jamaica, Mongolia, Nicaragua, Senegal, Turkmenistan and Uruguay.

This report offers a summary of key observations gleaned from these 13 PMMs. Many offer practical guidance for implementing entities to enhance project effectiveness. For example, engaging with private sector stakeholders from early on and throughout a project's duration can help sustain support and momentum for adaptation work over the long term. Fostering creation of community groups or associations that promote empowerment of women and other vulnerable groups can help ensure long-term project sustainability, while involving local NGOs from the beginning facilitates cooperation and project effectiveness. Setting achievable targets based in on-the-ground realities, and leveraging communications to disseminate adaptation tools can help make wider change.

The report also found that Adaptation Fund national implementing entities that design and implement country-driven approaches under the Fund's pioneering Direct Access modality not only tailor effective localized adaptation actions that benefit the most vulnerable communities, but often elevate the agenda of adaptation at the institutional and national levels in the process.

While national systems, political climates and capacities differ in countries, lessons learned from project interventions can offer valuable insights into the functioning and interaction among various stakeholders, project scalability, practices to empower vulnerable groups, gender responsive interventions and innovative adaptation approaches. They present a window of opportunity to guide robust interventions by sharing project level experiences and best practices.

One of the strategic priorities of the of the Adaptation Fund Mid Term Strategy (MTS) is to share valuable experiences and best practices from concrete projects and programmes. Learning and Sharing is one of the pillars of the Adaptation Fund's strategic approaches and fosters the acceleration of effective adaptation actions to help address the rising urgency of climate change. Sharing valuable experiences, best practices and innovative solutions of the Fund's projects --such as through the PMMs -- can enhance the potential for project replication or scaling up and help achieve wider benefits for the most vulnerable populations.

ON THE COVER: A stream that was rehabilitated by the project that again nourished the highland pasture. Photo by Adaptation Fund.

Poor households in Tegucigalpa benefiting from flood and landslide control infrastructure. Photo by Adaptation Fund portfolio monitoring Mission in Honduras.

Methodology

The methodology for extracting project lessons included summarizing the lessons learned from the findings of the 13 portfolio monitoring missions (PMM) produced by the Adaptation Fund. For the purpose of this publication, lessons were grouped under eight themes. It should be noted that this is not an exhaustive list and purely for making information manageable to various stakeholders. Lessons related to the identified eight themes that reinforced learning from PMMs were also extracted from available midterm evaluation reports (MTE) and terminal evaluation reports (TE) of the respective projects.

Eight Overarching Themes:

1. **Stakeholder Engagement and Community Ownership**
2. **Transformational Change and Country Ownership Through Direct Access**
3. **Gender Responsive Interventions**
4. **Financial, socio-economic and environmental sustainability**
5. **Robust Risk Management System**
6. **Inter-Institutional Collaboration**
7. **Innovation**
8. **Scalable Solutions**

These are described in the present document along with an example and/or recommendation box to highlight best practices and guide future robust interventions.

1. Project Monitoring Reports are presented to the Adaptation Fund Board on a yearly basis and are publicly available on the Adaptation Fund website under Meeting Documents.
2. MTE and TE reports are available on the various project pages on the Adaptation Fund website.

Stakeholder Engagement and Community Ownership

Adaptation Fund portfolio monitoring mission in Cambodia. Photo by Mark Sugg during the Adaptation Fund portfolio monitoring mission in Cambodia

LESSON 1: To maintain the support and momentum of planned activities, private sector stakeholders should be engaged early enough, comprehensively and continuously with the involvement of local stakeholders from different sectors. This is key to the success of the interventions.

LESSON 2: An adequate multi-stakeholder forum in coordination with local and national stakeholders is key to ensure that existing initiatives are monitored, supported and discussed at the local level.

LESSON 3: Capacity building with active participation and collaboration between project implementing entity and beneficiaries enables community organizations to form strategic alliances with state institutions, increasing community ownership over the interventions and effectiveness of the planning process.

LESSON 4: Active and sustained engagement of all stakeholders- national, regional, multilateral and international organizations, the public and private sectors and civil society organizations, leads to successful adaptation to climate change.

LESSON 5: When designing a project/ programme, it is crucial to clearly specify the roles of civil society organizations, local governments, local authorities, national institution and local communities regarding their capacities, autonomy, legal mandates and comparative advantage to prevent delays in inception following project approval.

LESSON 6: Involve local NGOs and communities, including women from the onset in project design, to facilitate cooperation among diverse players and enable successful and sustained realization of climate change adaptation objectives.

CASE STUDIES: Honduras, Nicaragua, Egypt and Cambodia

The Adaptation Fund project in Honduras, ***'Addressing Climate Change Risks on Water Resources in Honduras: Increased Systemic Resilience and Reduced Vulnerability of the Urban Poor'*** added a valuable complement to the local community members' participation in the design of the works, by involving the next generation of practitioners - youth/graduate engineering students, in the design and construction of concrete interventions.

The project in Nicaragua, ***'Reduction of Risks and Vulnerability Based on Flooding and Droughts in the Estero Real River Watershed',*** empowered communities to play the role of "protagonists" rather than "beneficiaries" in collecting and analyzing relevant climate change information supported by municipalities and government extension services, enabling empowerment through identification. Furthermore, the effective participation of local community committees allows participants to develop ownership of strategies to guide decisions on the use of water and land resources.

The approach of the project in Egypt, ***'Building Resilient Food Security Systems to benefit the Southern Egypt Region',*** reduced structural weaknesses in certain actors and enhanced community empowerment. Training programs were organized for extension workers and in agricultural cooperatives. Agricultural cooperatives and extension services were then integrated in the execution of some of the project activities. The project relied on agricultural extension workers as trainers after they are trained; cooperated with the NGOs in providing the requirements for production, communicating with the authorities responsible for producing seeds and contributing to marketing some of the crops.

In the project in Cambodia, ***'Enhancing Climate Resilience of Rural Communities Living in Protected Areas of Cambodia',*** a success factor linked to this is the ability of staff to communicate the alternatives to forestry (timber) as a series of Non-Timber Forest Products (NTFP) and new markets for these products. The staff also have the ability and capacity to help locals to draw "maps" to clarify the vision of what the project was seeking to achieve. Project Management Unit (PMU) staff members were always present to help support the various specific training events that have taken place and were purposely present *AFTER* the training.

Transformational Change and Country Ownership Through Direct Access

Submerged berms at project site in Saly, Senegal, to protect people, houses, economic and cultural infrastructure in the region against coastal erosion. Project implemented by Centre de Suivi Ecologique (CSE). Photo by Adaptation Fund

Farmers preparing compost heap. Photo by Planning Institute of Jamaica (PIOJ).

LESSON 1: The **accreditation process** and correspondence with the Accreditation Panel experts allows national implementing entity (NIE) managers to learn how to further **strengthen** some of their **procedures in procurement, transparency and project monitoring areas.**

LESSON 2: **Direct Access fosters smooth communication** among **central** and **extension technical services,** allowing better consideration of previous initiatives to build from and, ensures synergies among existing ones.

LESSON 3: Through direct access, country-driven dynamics of integration of adaptation to climate change in the sectors targeted by the projects have **elevated the agenda of adaptation at the institutional and national levels.**

LESSON 4: The NIE status has gives visibility to the institutions and increases trust from partners. The NIE's partners have benefited from the process, working with them to ensure they get up to its standards in areas such as procurement, records management policies and procedures. Additionally, they are seen as a potential candidate NIE for other financing mechanisms employing direct access.

CASE STUDIES: Argentina, Jamaica, Senegal and Uruguay

In the AF project in **Senegal,** ***'Adaptation to Coastal Erosion in Vulnerable Areas',*** Direct Access played a role in strengthening institutional capacities by enhancing the procedures and profile of the NIE, Centre de Suivi Ecologique (CSE) through the accreditation process.

In **Argentina,** the project, ***'Enhancing the Adaptive Capacity and Increasing Resilience of Small-scale Agriculture Producers of the Northeast of Argentina'*** implemented by the Unidad para el Cambio Rural (UCAR), the NIE for Argentina, the accreditation process had yielded positive changes within the institution, improving the efficiency and effectiveness of some of the institution's procedures and processes. The pioneering aspect of this AF project has also helped in putting a spotlight on the institution and has helped it gaining further recognitions, both within the institution itself, but also nationally and internationally. An illustration of such side benefits at the national level is the on-going collaboration between some UCAR divisions and SAyDS (Secretaría de Ambiente y Desarrollo Sustentable) regarding how can the institutions mainstream the theme of climate change adaptation in their activities.

In **Uruguay,** the project, ***'Helping Small Farmers Adapt to Climate Change'*** implemented by the Agencia nacional de Investigacion e innovacion (ANII), the NIE for Uruguay, there is a synergy of actions at the government and local levels, to ensure that the adaptation priorities will be addressed under the national climate change strategic framework and the sectoral policies, particularly the national livestock management policy and strategy, and the local rural development platforms. Furthermore, The executing entity, Ministry of Agriculture, Livestock, and Fisheries (MGAP) has demonstrated ownership of the process, taking the lead in the execution of the project, with its full integration in the national strategy for family livestock and the impact monitoring framework being developed at the Ministry.

The Planning Institute of **Jamaica** (PIOJ) which is the NIE for the programme, ***'Enhancing the Resilience of the Agricultural Sector and Coastal Areas to Protect Livelihoods and Improve Food Security'***, has strengthened its fiduciary and accountability systems, which are now more stringent, due to the accreditation process. Specific areas which have been strengthened include its business processes, risk management system and transparency. By its mandate at the national level, PIOJ has acquired a culture of project cycle management. This has helped the NIE in the development of the programme and its role of coordination with the executing entities.

From a stakeholder's perspective, working with PIOJ as the implementing entity of the programme increases the ability of the NIE to leverage synergies across projects. In addition, the entity has a better reading of the national context and working relationship with the relevant government branches. All of this increases the prospect for sustainability of the programme outcomes.

Gender Responsive Interventions

This photo and right: Gender sensitive agricultural production practices implemented to contribute to food security and income generations and promoting gender equality in the Adaptation Fund project in Colombia. Photo by United Nations Development Programme (UNDP).

LESSON 1: To promote gender empowerment, it is important to **ensure that gender considerations are explicitly spelled out** in the project document where women are active members of the project with well-defined livelihood opportunities and roles.

LESSON 2: To ensure meaningful participation and encourage empowerment, **a project can benefit from tailoring activities to the economic needs of women,** involving them in all committees, improving their skills in business planning and designing assessments to understand how women view themselves in intra-household gender relationships.

LESSON 3: Gender sensitization and empowerment is one of the key added values of a project and must be better mainstreamed at all levels- from the implementing entity level to the beneficiaries. **Projects benefit from having crosscutting and sectoral integration with gender as an expected result.**

LESSON 4: It is recommended to have **focal points in each of the levels of work** – international (MIE/ RIE), national (NIE and at the execution partner/(s)), local (provincial, district and municipal) and beneficiary levels (local champions of women). Additionally, wherever it is possible, gender commitments in the project/programme design should be translated by the IE into budgetary commitments in the form of adequate budget allocations to address men's and women's differentiated adaptation needs.

LESSON 5: A success factor linked to the success of interventions is the **ability** of Project Management Unit (PMU) staff **to communicate effectively to partners,** in turn **improving executing partners' capacity to clarify the vision that the project seeks to achieve** to local communities.

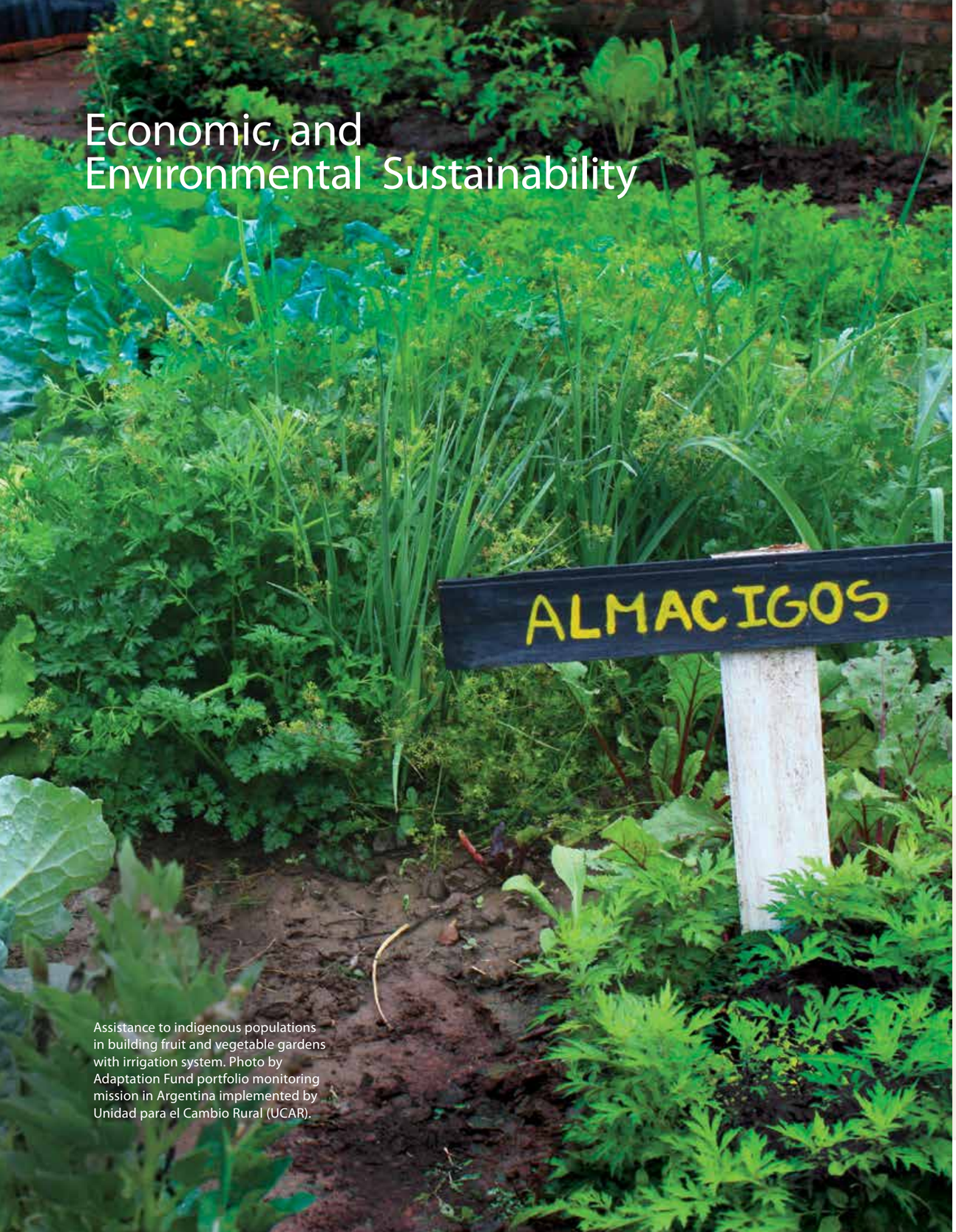
LESSON 6: Fostering the creation of community groups/associations among the project beneficiaries can ensure long term sustainability. People will assume clear roles that could make them engaged in their community adaptation process.

CASE STUDY: Honduras

In the Adaptation Fund project in **Honduras, *'Addressing Climate Change Risks on Water Resources in Honduras: Increased Systemic Resilience and Reduced Vulnerability of the Urban Poor',*** strong working and coordination relationships built with central level institutions and local level communities and entities, including the full and active participation of the private sector along with effective management of knowledge helped sustained engagement of all relevant stakeholders.

Development of participatory processes with special attention to women and involving them in the design of interventions is important to analyze vulnerability and demonstrate concrete ways that women can be effectively integrated into decision making structures.

Economic, and Environmental Sustainability



Assistance to indigenous populations in building fruit and vegetable gardens with irrigation system. Photo by Adaptation Fund portfolio monitoring mission in Argentina implemented by Unidad para el Cambio Rural (UCAR).

LESSON 1: To ensure the long-term sustainability of project assets (equipment/ infrastructure), **it is recommended to establish a financial support system** for the maintenance of assets in the longer term.

LESSON 2: Active engagement with relevant stakeholders at the national and local level is important to identify funding opportunities to support repair efforts in the case of extreme weather events or major causes of degradation.

LESSON 3: In addition to interventions seeking to demonstrate pilot solutions with immediate benefits for highly vulnerable communities, **attention must subsequently focus on ensuring the financial sustainability of interventions and scalability to other vulnerable communities** with additional financial resources.

LESSON 4: It is recommended to **involve additional stakeholders (public or private) as financial partners** to support the implementation of local or national government plans and community investments. E.g. small and large-scale infrastructure, offer of credit, climate risk insurance, water fees, payment of watershed services or other innovative financial solutions should be encouraged.

LESSON 5: Revolving funds can help in the maintenance of water retention infrastructures and other rural development investments. This should be accompanied with **climate-related decision-making tools, continuing technical assistance and adequate awareness raising on projected climate risks.**

LESSON 6: **Formal commitments with the Government** could be leveraged to demonstrate the government's commitment to ensuring the replication of the project measures in communities that the project cannot reach.

LESSON 7: The **establishment of village savings and loans schemes** (VLS), is an interesting financially sustainable "model" to evaluate for future replication. New tools and approaches (through savings groups, revolving funds), encourages families to become more savvy and adaptive towards being climate resilient.

LESSON 8: Efforts that are focused on diversification of the local economy and where suitable, encouraging ecotourism helps ensure environmental sustainability. Additionally, it is recommended that more focus be placed on restoration ecology as a concept within future project designs to ensure environmental sustainability.

LESSON 9: **Strengthening information bases** – community resources centers for training, learning and sharing increase the chances of sustainable operations.

CASE STUDIES: Argentina, Cambodia and Uruguay

The AF project in **Argentina,** helped ensure financial sustainability through micro-credit programs, agricultural risk insurance by the agricultural risk office and weather based index insurances.

In the project in **Uruguay,** is ensuring financial sustainability through Revolving funds, where producers agree to set aside part of the funding they received through the project for supporting pastures improvement, development of wells, improvement of livestock techniques etc. The project is also using index-based drought insurance including in the livestock sector besides the agricultural and horticultural sectors as an effective way to insure financial sustainability. In this project, a pilot group of 16 producers has been organized as a group and signed the policy, with the partner identified by the Ministry- the State Insurance Bank.

The project in **Cambodia,** has been ensuring financial sustainability within the AF Community Protected Areas (CPA), through the introduction of village savings and loans schemes (VLSs). For the VLSs, each group receives US$1,000 as a loan to the group to support home garden creation etc. Should one member from the group want to make use of the money, then that person has to pay the interest on the loan. Villagers are granted a loan that they pay back with low interest after six months.

Robust Risk Management System

Adaptation Fund project in Colombia. Photo by United Nations Development Programme (UNDP)

LESSON 1: A comprehensive environmental impact assessment (EIA) should be complemented by a robust social impact assessment (SIA) to frame interventions, to consider the complex nature and internal dynamics of communities.

LESSON 2: To manage risks associated with personnel changes, it is recommended to develop a succession plan as this ensures a flexible and efficient risk management system in place. It also ensures that there are qualified and motivated employees who can assume programme/project responsibilities at short notice when individuals affiliated with the programme/ project separate from the respective partner organization.

LESSON 3: Direct supervisory relationships is a more efficient option than a layered approach to ensure an effective and efficient management structure with robust technical capacity and ability to lead. For e.g., in programme design, the executing entity signing a memorandum of understanding with the NIE should be technically competent, have credibility with stakeholders and capable of assuming management responsibility for implementation.

LESSON 4: It is recommended to prioritize awareness raising and education activities earlier on in the project implementation period, by focusing on technical information related to specific adaptation measures and socioeconomic impacts, costs and benefits to build stakeholder buy-in and awareness of adaptation measures.

LESSON 5: Assessments and baseline studies that are realistic, achievable and based on ground realities rather than subjective assessments, help set realistic targets and avoid overestimation of lifetime targets. This also avoids the necessitation of revisions at a later stage.

LESSON 6: Specific analysis of the availability of land, including an assessment of land tenure rights and the costs associated with non-structural measures at the project design stage is crucial for the assessment of feasibility.

LESSON 7: It is recommended to include climate change considerations into structural designs to ensure that climate change adaptation (CCA) approaches are embedded into the organization and to avoid the risk of going back to old practices.

LESSON 8: Analyses to inform the selection and prioritization of measures should be done at the project design stage as opposed to deferring prioritization to inception of the project to avoid delays and diversion of funds to non-concrete measures.

LESSON 9: It is recommended to have a robust risk management system with the involvement of key partners, stakeholder and especially beneficiaries in the target location to lessen risks in data collection arising from a high turnover in the implementing entity project management staff.

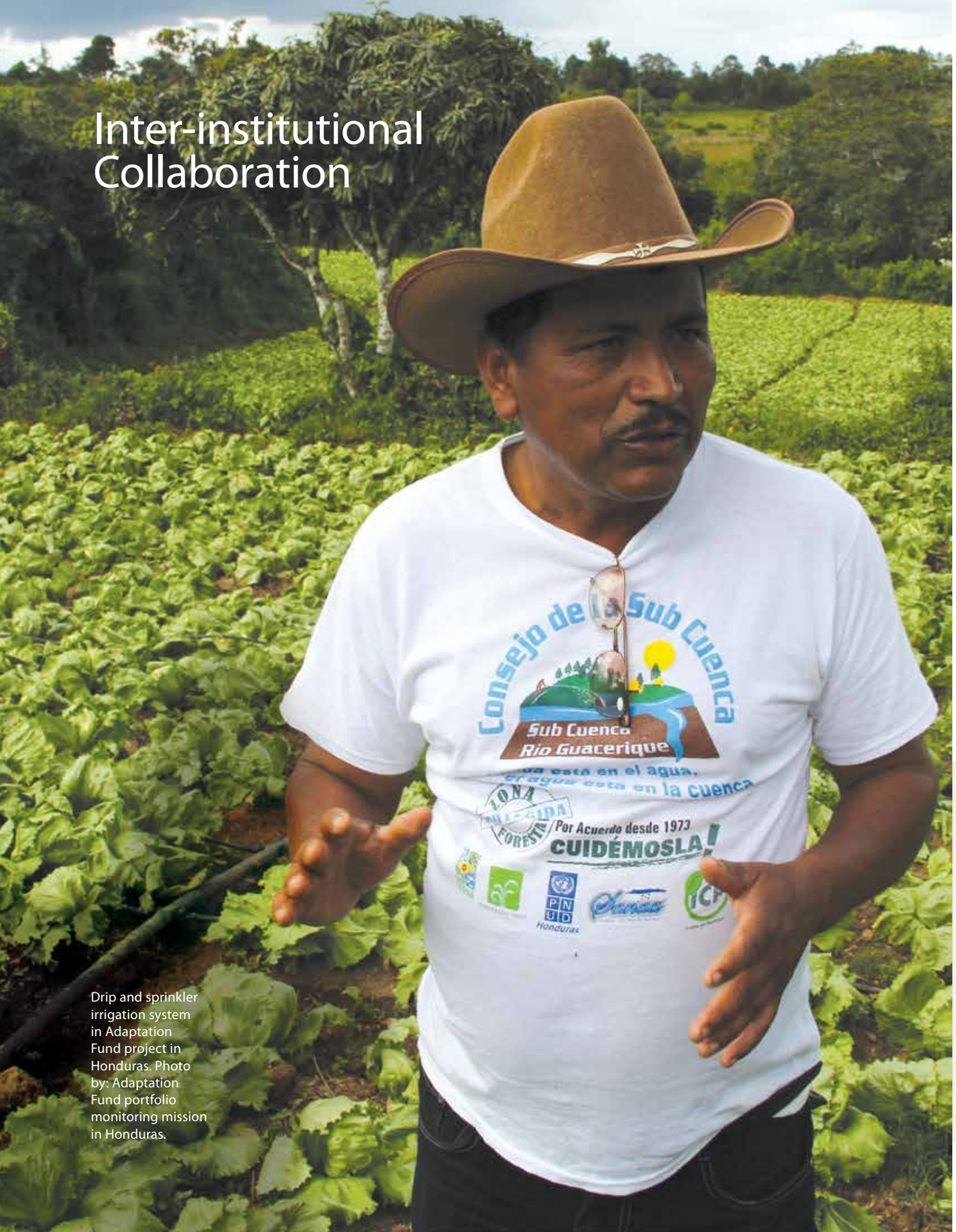
LESSON 10: The success of any approach is often linked to the PMU team (national and local) having a good understanding of the local area and of the technical topic. Among factors affecting success are the PMU staff's pre-project experience in dealing with rural community projects (e.g., in agriculture, forestry and animal husbandry).

CASE STUDIES: Cambodia and Uruguay

In **Uruguay,** smallholder farmer beneficiaries are a heterogeneous group, differing in several factors - property size, assets owned, access to government programs, basic services such as water and sanitation, to markets and climate information, thus necessitating a need for targeted support for distinct categories within the group.

In the project in **Cambodia,** the baseline study (Tye et al 2014), identified increased risk of land clearance within Community Protected Areas (CPAs) resulting in less communally owned areas of degraded forests available for restoration. The project restoration interventions had thus been adjusted to focus on agricultural land within Community Protected Areas (CPA), in addition to the degraded forest areas which were initially targeted by the project. In project in Cambodia, it also proved beneficial that PMU staff had sound technical backgrounds and leadership skills. This, coupled with the existing connections and employment via the MoE on rural agricultural and forestry projects prior to the project commencement provided a solid foundation for smooth implementation.

Inter-institutional Collaboration



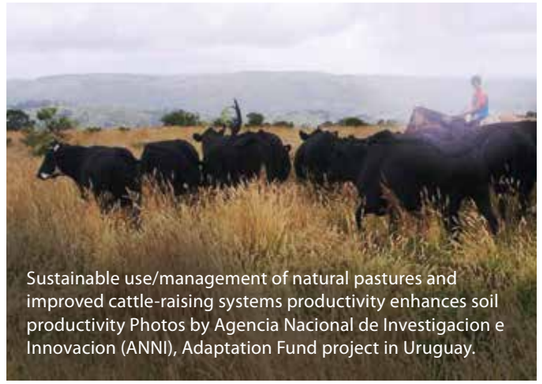
Drip and sprinkler irrigation system in Adaptation Fund project in Honduras. Photo by: Adaptation Fund portfolio monitoring mission in Honduras.

LESSON 1: It is **recommended that projects pay attention to both vertical and horizontal levels of collaboration** when responding to the multiple risks posed by climate change. Implementing entities in such projects would benefit from bringing together the perspectives, knowledge and expertise of different stakeholders through an iterative process of consultation and planning.

LESSON 2: A **multi-sectoral approach to planning is recommended for sectors such as the water management sector** that is beyond the reach of a single institution.

LESSON 3: The **involvement of civil society,** in water management through River Basin Authorities (RBAs) and inter-institutional collaborative efforts helps foster **multi-disciplinary and cross-sectoral dialogues under the umbrella of climate change adaptation** in the country.

LESSON 4: Catalyzing cooperation between agencies may open opportunities for interdisciplinary and innovative work among or between institutions.



Sustainable use/management of natural pastures and improved cattle-raising systems productivity enhances soil productivity Photos by Agencia Nacional de Investigacion e Innovacion (ANNI), Adaptation Fund project in Uruguay.

CASE STUDIES: Columbia, Honduras and Uruguay

In **Honduras,** the project helped increase ownership of stakeholders in the implementation of the project through a multi-sectoral approach and; enabled a direct relationship with institutions, producers, cooperation agencies, water boards, mayors, universities and the National Drought Expert Committee which helped enhance collaborative mechanisms. Furthermore, the integration of inter-institutional and interdisciplinary teams on topics such as the Central Forest Corridor (CFC), territorial planning and information systems, helped strengthened capacities; generated greater appropriation by local governments and improved relations between institutions on concrete measures related to improving water collection and distribution systems and forest protection. It also facilitated future scaling up of water management pilot activities.

In the project in **Uruguay,** inter-institutional collaboration with the involvement of the scientific community allowed the project to build bridges between technological and socio- economic and ecological aspects of ecosystem based adaptation (EBA) management.

The project in **Colombia** ***"Reducing Risk and Vulnerability to Climate Change in the Region of La Depresión Momposina in Colombia"*** highly benefitted from having an inter-institutional arrangement in the project directive committee, as some institutions are key in generating information and action implementation, whereas others have a key role in the public policy sector.

Innovation

Weather monitoring system. Photo by Adaptation Fund Board Secretariat portfolio monitoring mission in Georgia.

LESSON 1: A critical ingredient for programme success is to introduce an innovative communication programme that disseminates information rapidly and effectively encourages behavior change.

LESSON 2: The **involvement of graduate students, faculty and graduates can be an immense added value to a country's efforts in adaptation** by providing practical training to the next generation of adaptation practitioners. In addition, projects can strengthen the appropriation of institutions at the central and local levels through the creation of innovative knowledge management products.

LESSON 3: The **development of a weather index-based insurance scheme is an innovative tool** at local level as the basis for a flood insurance model.

LESSON 4: Creative solutions such as, **establishment of Water User Associations (WUAs) can have a major impact on the success of interventions** as it helps setting up binding rules for its members and in creates the basis for WUAs' long term sustainability.

LESSON 5: **Collaboration between the scientific community and the tacit knowledge of local farmers** can generate new innovations and applications to be tested.

LESSON 6: **Collaborating across institutions fosters innovation** such as, adapting low-cost water retention and forage management techniques, assembling sophisticated weather stations and developing agro-economic models to support sound agro-ecosystem management, and promote innovative programs targeting the youth to spark interest in farm management.

LESSON 7: NGOs can play a leading role to tackle the issue of scarcity of suppliers in the country and can also play a leading role in coordination.

Water Userd Association "Mesqa". Photo by Adaptation Fund portfolio monitoring mission

CASE STUDIES: Argentina, Egypt, Georgia, Honduras and Jamaica

The project in **Honduras,** relied on a "Tools Notebook"- a product that was developed for a year and a half by a core multi sectoral team that allowed identification of scenarios and the appropriation of knowledge at all levels.

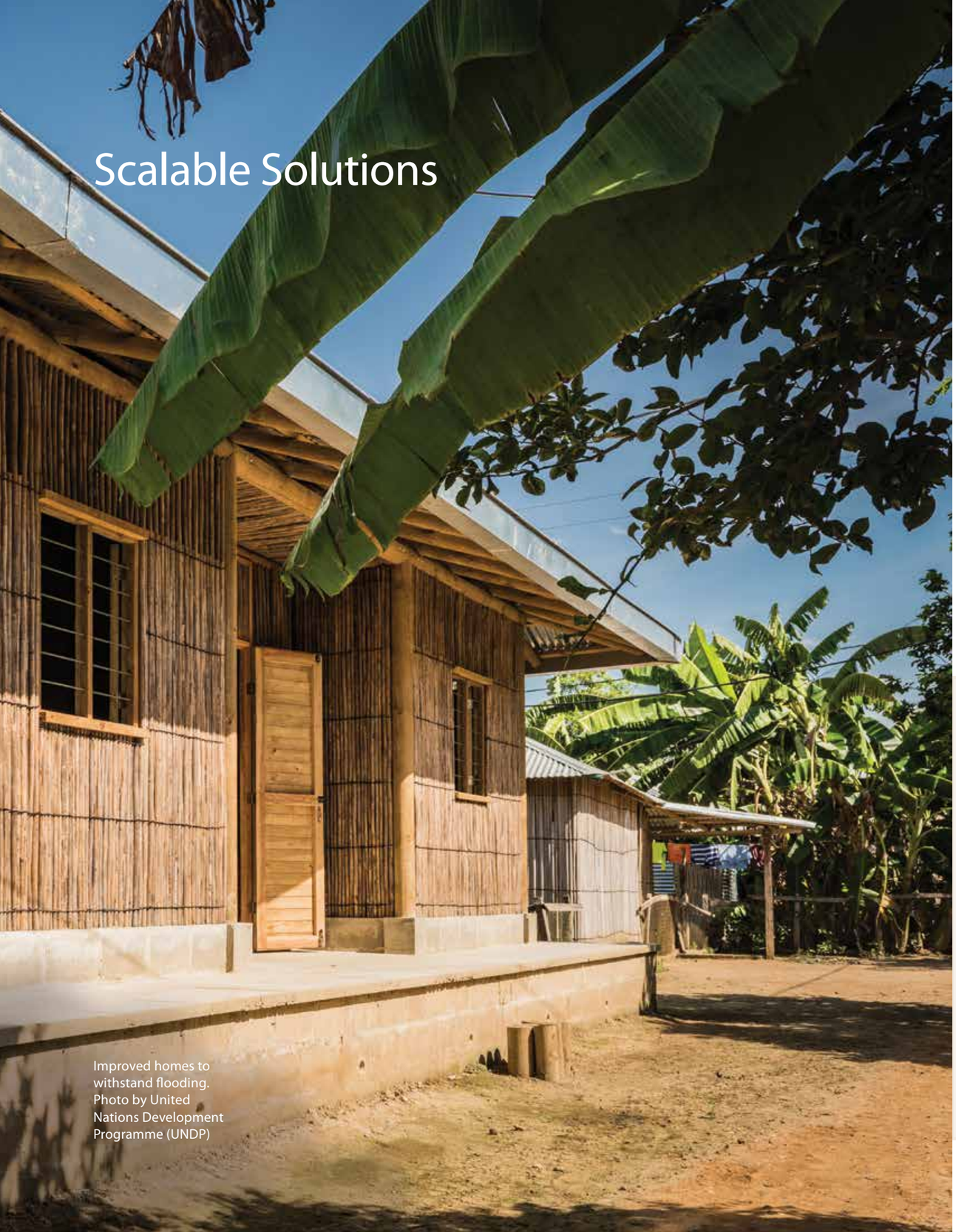
The project in **Georgia,** ***'Developing Climate Resilient Flood and Flash Flood Management Practices to Protect Vulnerable Communities of Georgia',*** used an insurance model based on the principle of 'pooled risk' based on mutually agreed formula for calculation of premiums based on risk zones. It calculated premiums to be paid within each flood insurance zone and the associated payouts for each different magnitude of flood event.

In **Egypt,** the water user associations (WUAs) in some cases acted as contractors for the rehabilitation of Mesqas (third level distribution system) which led to a decrease in costs. Water saving solutions include not only the rehabilitation of Mesqas, but also all practices related to saving water, such as - introducing water saving varieties, raised bed planting, laser leveling of soil, crop consolidation, new scheduling of irrigation, clearing canals of weeds, and strip irrigation are technological innovations that have meet with immense success. In Egypt, farmers may buy seeds from NGOs under an agreement between the Agriculture Research Institute and the NGOs.

In the project in **Argentina,** project beneficiaries have been trained and provided with construction kits on affordable Brazilian technology for the construction of cisterns. The Agriculture Risk Office in Argentina is also developing weather based index insurance for the horticulture sectors and for the first time is targeting small scale farmers through the project.

The project in **Jamaica,** relied on multiple media - interpersonal, print, electronic, etc. with a social media component.

Scalable Solutions



Improved homes to withstand flooding. Photo by United Nations Development Programme (UNDP)

LESSON 1: Incorporating ancient technology e.g. khetarras, mesqas, for rainwater harvesting is not only technically feasible, but can also be adapted to different environmental and social conditions.

LESSON 2: Ecosystem-based adaptation (EbA) methods of climate change adaptation have an advantage over engineering solutions in relatively sparsely populated areas, where structural investments might be prohibitively expensive.

LESSON 3: Regional exchanges among climate change adaptation practitioners e.g. Ecosystems Based Adaptation (EbA) yields learning opportunities from the transfer of knowledge on innovative technologies and practices.

LESSON 4: Projects designed with a holistic and comprehensive focus make it particularly suited for the needs of the country. Additionally, governments might have south-south cooperation processes and could help in disseminating lessons learned and best practices of an initiative, for replicability in other countries.

LESSON 5: The importance of adopting local practices and considering local culture is key to empower NGOs and change the mind-set of farmers thus ensuring long-term sustainability of the project after its finalization.

LESSON 6: To ensure success of projects, it is key to include the provision of economic incentives to communities, to improve livelihoods and increase resilience of communities and ecosystems.

LESSON 7: The potential for replication is likely to be increased by focusing on engaging schools into the activities (to assist with outreach etc.). A "youth environmental awareness forum" approach could be considered for adoption to assist towards replication approaches to other communities. This is because many topics relating to forestry, agriculture, water resources management and EbA techniques can be selected for debate, interpretation and discussion, which can then be used to better communicate specific information and ideas on good practice, behavior, wise decisions, and best practices addressing climate change impacts and good governance.

CASE STUDIES: Cambodia, Colombia, Georgia, Mongolia and Turkmenistan

The project in **Mongolia,** ***'Ecosystem Based Adaptation Approach to Maintaining Water Security in Critical Water Catchments in Mongolia',*** has demonstrated several good and potentially replicable EbA methodologies.

The project in **Georgia** has challenged the traditional paradigm and has brought state of the art, as well as the latest information on flood and flash flood management practices that can be emulated in the country.

The project in **Turkmenistan,** ***'Addressing climate change risks to farming systems in Turkmenistan at national and community level',*** is contributing to change paradigms at local and national level on issues related to climate change through structural prevention measures in the short term and is expected in the long term to change the national systemic approach towards climate change.

The project in **Cambodia** is doing an outstanding job implementing and modeling the eco-agriculture approach giving it a high profile within the Ministry of Environment and, therefore nationally. This high profile is both a cause and result of its successes to date. The support and interest at high levels has been an enabling factor which contributes to effective program management. The project's position within the Ministry gives it an edge and allows it to serve as a springboard to scale up and out. Key players are exploring funding options to do just that.

The project in **Colombia,** generated key information in the first two-three years e.g. all the hydrodynamic modeling for the region. This was done in collaboration with the National Adaptation Fund of Colombia, that was developing a regional adaptation plan. All the information generated facilitated the formulation of a proposal and to scale up this project with GCF resources.

Adaptation Fund project in Turkmenistan. Photo by Adaptation Fund.

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3. Mission Report for Cambodia will be presented at the 32nd AFB meeting and then made available on the Adaptation Fund website.

Project in Colombia is shaping the next generation of climate change leaders. Photo by UNDP, Colombia.

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