Mainstreaming **Ecosystem-based Adaptation (EbA)** into development planning

Training session, 14-15 December 2017 at FAO in Rome

Photo documentation
1. Check-in
Getting to know each other, objective, methodology
To ensure a tailor-made format, the program was adapted according to participants’ responses indicated on the application form. The new learning objective and agenda:

**Check-in: Getting to know each other, objective, methodology**

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<tr>
<td><strong>08:30</strong></td>
<td><strong>Recap day 1</strong></td>
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<tr>
<td>Registration &amp; getting to know each other</td>
<td>Step 3: Identify (ecosystem-based) adaptation options</td>
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<tr>
<td>Introduction</td>
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<td>Coffee break</td>
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<tr>
<td>EbA - a topic at the intersection of climate change and biodiversity conservation</td>
<td>Step 4: Prioritize of adaptation options In parallel: Institutional analysis</td>
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<td>12:30</td>
<td><strong>Lunch break</strong></td>
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<tr>
<td>EbA in a mountain context</td>
<td>Evaluation &amp; next steps</td>
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<tr>
<td>EbA as a mainstreaming issue – Step 1: Apply a climate lense</td>
<td><strong>End of workshop</strong></td>
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<tr>
<td>Coffee break</td>
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<tr>
<td>Step 2: Climate risk assements</td>
<td>17:30 <strong>End of day 1</strong></td>
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The workshop methodology comprises inputs (video, PPT, flipchart), action learning, facilitated discussions, expert interview, case work and guided reflection.
2. Thematic introduction
Climate change and adaptation to CC

(1) **Video** provides orientation about mitigation and adaptation opportunities (available in several languages on www.adaptationcommunity.net).

(2) **Discussion on key topics** from the film, and clarifying of what will be discussed further in this workshop.
Biodiversity, ecosystems and ecosystem services

(3) **Input presentation** on key terms and concepts
(see separate file)

(4) **Interactive exercise** on retrieving ecosystem services in a landscape

(5) **Reflection** (see next page)
Discussion on exercise "putting with ecosystem services"

- Connectivity: a supporting service
- Micro-climate regulation
- Mountains: key for water provision
- Climate regulation: focus on provisioning
- Water regulation is a key factor in global life

(provisioning) services more observed in the lowlands - why is it difficult to notice them in higher areas?

Cultural connection important to entice protection
- Accessibility
- Spatial & temporal disconnect
- Gravitation towards human fingerprint ("nature" less easy to spot)
- Observation requires specialists
- Perspective e.g. soil microorganisms

Need more advocacy among policy makers & "average people"

The great change started with the Industrial revolution. We believe the "green stuff" we see is the natural pristine situation.

- Have a longer perspective on the massive changes in natural landscapes through human activities
- Climate change threatens provisioning (e.g. glaciers) and cultural services in mountain areas
- Ecology is about processes - difficult to grasp in specifics, especially due to complexity
- Different stakeholders have different values (e.g. indigenous people vs. company interests)
- Service trade-offs supports changes from natural to production landscape (added value)
Ecosystem-based adaptation to climate change

**Presentation** of key definitions and examples (see separate file)

**The concept of EbA**

"Ecosystem-based Adaptation is the use of biodiversity and ecosystem services as part of an overall adaptation strategy to help people to adapt to the adverse effects of climate change." (CBD 2009)

Source: GIZ 2012

Ecosystem-based adaptation (EbA) in the context of an overall adaptation strategy

- **Ecosystem-based options**: e.g. mangrove rehabilitation
- **EbA hybrid options**: e.g. mangrove rehabilitation & bamboo fences
- **Infrastructure-based options**: e.g. construction of dykes, dams, shore protection
- **Political and social options**: e.g. development planning, early warning systems, land use planning

Underestimated & neglected
Literature recommendation on EbA effectiveness (FEBA 2017)

20 Quality standards (only 5 illustrated here as examples)

- **Quality standards**
  - 1.1 Use of climate information
  - 2.1 Quantity & quality of societal benefits compared to other adaptation options
  - 3.1 Appropriate scale of management
  - 4.2 Multi-sectorial & multi-sector engagement (communities, civil society, private sector)
  - 5.3 Status of indigenous and local knowledge and institutions

- **Continuum of EbA quality**
  - Very high
  - Strong
  - Weak
  - Very weak

- **Example indicators**
  - Extent of information about future climate change used
  - Quality of climate data sources
  - Quantity of monetary & non-monetary benefits provided
  - Quantity & quality of providing ecosystem services
  - Extent of physical asset damage or destruction avoided
  - Extent of avoided deaths and injuries
  - Size of the area (e.g., in ha) under management
  - Level of participation
  - Level of influence
  - N of people participating in activities

- **Additional notes**
  - Available on www.adaptationcommunity.net
(7) Interview with Erin Gleeson, The Mountain Institute on specific challenges of biodiversity conservation and ecosystem-based adaptation to climate change in mountain areas
3. Mainstreaming (Ecosystem-based) adaptation
Finding entry points

A generic policy cycle, combined with the adaptation mainstreaming cycle
Step 1: Apply a climate and ecosystem lens

(1) Case work: discuss a selected development goal and define related ecosystem services, discuss how the development goal and/or the ecosystem services are influenced by climate change.

(2) Presentation and reflection
Step 2: Assess vulnerability/ climate risk

(1) Action learning of the climate risk assessment factors that need to be taken into account in order to determine the need for action as well as starting points for action. (For detailed definitions see glossary.)

(2) Recap through the Peruvian case of Miraflores (see next page)
Example: Risk assessment with respect to a selected area, target group and for a specific development objective (based on information by TMI)
Step 3: Identify adaptation options

(1) Identification of entry points for adaptation (reduce sensitivity, increase adaptive capacity, reduce hazards), **definition of categories of options** (technical measures (grey and green), policy, capacity development, research)

(2) **Case work**: brainstorming on adaptation options for a selected climate change impact

(3) **Presentation and reflection**
Step 4A (parallel): Select adaptation measures

(1) **Case work**: from the brainstorming in step 3: cluster comparable adaptation measures, agree on selection criteria and carry out a multi criteria analysis

(2) **Presentation and reflection** (see next page)

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<th>Matrix: Multi-criteria Analysis</th>
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<tr>
<td>Adaptation option</td>
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<tr>
<td>1. Pasture rotation</td>
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<td>2. Diversification of income</td>
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<td>3. Traditional knowledge-based monitoring to contribute to early warning systems</td>
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Reflection on Multi-Criteria Analysis

- Agree on most important factors
- Cluster in order to combine activities that are provide synergies, that allow for comparison
- Agree on definition/measurement of a criterion
- Discuss on cultural values e.g. for co-benefits
- Be aware of unique scale
- Useful when developing project proposals (e.g. where is money best invested)
- In Bolivia: first rate without looking at budget → PCA helps bringing things together OR being more creative!
Step 4B (parallel): Consider institutional aspects

(1) Case work: carry out an actor mapping – who is key to making adaptation work in this specific situation, who are other stakeholders, who is possibly a veto player – what are the relationships between actors – what are good entry points for change?

(2) Presentation and reflection (see next page)

Special thanks to Andrew Taber (The Mountain Institute) who was interviewed as a resource person.
Reflection on actor mapping

- Using a rainbow format with key stakeholders in the center
- Have medium stakeholders outside
- Select priority stakeholders across relationships
- Political arrangements need to be considered
- Easy-to-use tool
- Effective tool when starting and in the middle of the project
- Consider what values you need to take into account
- Useful, effective tool, stimulates discussion
- Check if you have a good understanding of actors.
4. Check-out:
Thematic wrap-up, resources, planning of next steps, farewell
Good arguments and key messages for EbA in your work context

- Cost-effective option compared to "grey" options when people's livelihood depend highly on ES
- Community-friendly, using "traditional" techniques, creative resilience at local level
- Relatively simple "technology"
- Approach promotes understanding on ES, biodiversity, and linkages to climate change
- Co-benefits, e.g. for mitigation, social ones
- No climate change?!
- Low-regret option: do no harm
- "Fashionable" on the international agenda
- Participatory, emancipatory approach
- Strengthening local institutions
Key resources for EbA

www.adaptationcommunity.net

On GIZ’s online platform for climate change adaptation, longstanding experiences and useful resources such as webinar recordings, studies, guidebooks, policy briefs are available.

Additionally, you are welcome to join the international EbA Community of Practice (for doing so, contact alexandra.koengeter@giz.de)


On this website, you can source so-called „solutions“, which are best practices with inspiring and potentially replicable „building blocks“ on EbA, protected areas, coastal and marine ecosystems and agrivulture & biodiversity.
Preparing the next steps

(1) **Preparation** of an individual plan, and peer consultation

(2) **Presentation of one element** at the „boarder crossing“ (see next page)

(3) **Certificate** and farewell

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### Planning-ahead

**Your task:**
- Think of your current situation – what could be done differently?
- Think of your future situation – what is your wish, your longing, your hope?
- Develop a set of activities through which you can make use of the new insights taken from this workshop as to change a current situation or take steps towards a desired future (use your notes: *My lessons learnt*: E.g.: like table below)
  - Think of activities that you can do more or less without external resources
  - Think of activities that you can start within the next days
- Discuss your plan with a fellow participant, adapt the plan if appropriate
- Select one activity you want to share in plenary (1-2 sentences)

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### Sample plan of activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>By when</th>
<th>Whom do I need to involve</th>
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5. The group

Learning in the cheerful company of people from 12 countries around the globe.
## Participants list

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<tr>
<th></th>
<th>Name</th>
<th>Organization/Institution</th>
<th>Country</th>
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<tbody>
<tr>
<td>1</td>
<td>Claudia Parra Paitán</td>
<td>Research Centre in Arid Zones</td>
<td>Peru</td>
</tr>
<tr>
<td>2</td>
<td>Nuchunu Justice Sama</td>
<td>Foundation for Environment and Development (FEDEV)</td>
<td>Cameroon</td>
</tr>
<tr>
<td>3</td>
<td>Munir Ahmed</td>
<td>Development Communications Network (Devcom – Pakistan)</td>
<td>Pakistan</td>
</tr>
<tr>
<td>3</td>
<td>Timur Idrisov</td>
<td>“Little Earth” Environmental Organization</td>
<td>Tajikistan</td>
</tr>
<tr>
<td>4</td>
<td>Jorge Luis Choquehuanca Zeballos</td>
<td>Instituto Boliviano de la Montana</td>
<td>Bolivia</td>
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<tr>
<td>5</td>
<td>Leonel Lara Estrada</td>
<td>Hamburg University</td>
<td>Germany</td>
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<tr>
<td>6</td>
<td>Ahmad Mahdavi</td>
<td>University of Teheran</td>
<td>Iran</td>
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<tr>
<td>7</td>
<td>Rob Marchant</td>
<td>University of York</td>
<td>Great Britain</td>
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<td>8</td>
<td>Ang Tshering</td>
<td>Climate Alliance for Himalayan Communities</td>
<td>Nepal</td>
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<td>9</td>
<td>Alberto Pascual</td>
<td>Fundación Comunidad</td>
<td>Panama</td>
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<td>10</td>
<td>Stella Joy</td>
<td>Active Remedy</td>
<td>Great Britain</td>
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<tr>
<td>11</td>
<td>Tara Joy</td>
<td>Active Remedy</td>
<td>Great Britain</td>
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<tr>
<td>12</td>
<td>Susan Braatz</td>
<td>The Mountain Partnership</td>
<td>Italy</td>
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<tr>
<td>13</td>
<td>Sara Manvelli</td>
<td>FAO</td>
<td>Italy</td>
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<tr>
<td>14</td>
<td>Lisa Kirtz</td>
<td>Consultant</td>
<td>Germany</td>
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<tr>
<td>15</td>
<td>Erin Gleeson</td>
<td>The Mountain Institute</td>
<td>USA</td>
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<tr>
<td>16</td>
<td>Andrew Taber</td>
<td>The Mountain Institute</td>
<td>USA</td>
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<tr>
<td>17</td>
<td>Barbara Fröde-Thierfelder (trainer)</td>
<td>Eco-Consult</td>
<td>Germany</td>
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<tr>
<td>18</td>
<td>Alexandra Köngeter (trainer)</td>
<td>GIZ</td>
<td>Germany</td>
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</table>
Your trainer team wishes you all the best for the next steps in implementing what you learned!

Special thanks for their support to
- our resource person and mountain specialist Erin Gleeson (The Mountain Institute) and
- our seminar assistant Lisa Kirtz.

The Mainstreaming EbA project implemented by GIZ and the Mountain EbA project implemented by TMI and IUCN are part of the International Climate Initiative (IKI). The Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB) supports this initiative on the basis of a decision adopted by the German Bundestag.