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LEARNING ROUTE: “Learning From Climate Change Adaptation Innovative Experiences of Communities and Government Departments at the County Level in ASALs. A Learning Route for Policy Makers”. Kenya, 2nd – 7th of September 2013

1. Why learn from climate change adaptation at the county level in ASALs?

Climate change and variability have become a worldwide concern, increasingly impacting the livelihoods of individuals in both the global North and South. Climate change induced increases in rainfall and temperature variability and extreme weather events are projected to produce a rise in crop failures, pest and disease outbreaks and the degradation of land and water resources. These impacts are likely to hit arid and semi-arid regions in Africa especially hard. The need to develop effective adaptation and mitigation strategies has become crucial to securing livelihoods and community development. Countries in East Africa have climate change response strategies in place and are working on National Adaptation Plans.

A critical element to ensure effectiveness is to learn directly from the grass roots experiences offering new and practical lessons on adaptation practices.

2. The Learning Route “Learning From Climate Change Adaptation Innovative Experiences of Communities and Government Departments at the County Level in ASALs. A Learning Route for Policy Makers”

A Learning Route is a planned journey with learning objectives that are designed based on i) the knowledge needs of development practitioners that are faced with problems associated with rural poverty and, ii) the identification of relevant experiences in which local stakeholders have tackled similar challenges in innovative ways, with successful results and accumulated knowledge which is potentially useful to others.

The Route allows for the experiential encounter between travelers and hosts, both having mutually useful experiences and knowledge. For more information on LRs, visit www.procasur.org

In light of these needs, the *CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS) East Africa*, and the *Adaptation Learning Programme in Africa (ALP)* implemented by CARE International, have joined efforts with PROCASUR to develop a Learning Route on “Climate Change Adaptation Innovative Experiences of Communities and Government Departments at the County Level in ASALs”.

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By bringing together a core group of policy makers, practitioners and researchers from Kenya, Ethiopia, Uganda and Tanzania, this Learning Route will enable the transfer of practical examples, technologies and case studies of climate change adaptation measures from communities and practitioners to policy makers in ASAL areas.

The Learning Route will take place in Kenya where innovative strategies for adaptation activities and current development projects that focus on climate change adaptation and mitigation in ASALs, will be shared in order to influence policy.

3. The Learning Route's objectives

The **main objective** of this learning route is to share experiences and lessons from ongoing activities and current development projects that focus on climate change adaptation and mitigation in arid and semi-arid lands in order to influence policy.

For this purpose, the Learning Route will aim at:

1. Extracting lessons on how innovative community initiatives have developed solutions for climate change adaptation in ASALs at county level;
2. Identifying key elements for the elaboration of innovative strategies at the local administrative level for climate change adaptation in ASALs such as the enhancement of efficient resource allocation and ensurement of local level decision making and

ownership, in order to inspire processes of policy influence and review;

3. Exploring the challenges currently faced at the local level by the different stakeholders in order to develop solutions to adapt to climate change in ASALs and identify how they can better work together to overcome these;
4. Understanding how national to local level planners in government and communities / CSOs can promote improved and more appropriate planning processes for climate change adaptation in ASALs that enhances its sustainability and the ownership of the stakeholders involved.
5. Broker discussions between researchers, practitioners, community members and policy makers on what they are doing to deal with climate change issues, how national policies support/feed into their work, and where the challenges and knowledge gaps lie.

These objectives will be achieved through a face-to-face learning in the field, taking innovative rural development and research initiatives in Kenya as a source of knowledge.

4. Thematic and host cases

The Learning Route will be hosted by the following case studies:

Experience	Description	Lessons
<p>The community of Balich and the Adaptation Learning Programme (ALP) in Garissa</p>	<p>In Garissa County, the impacts of climate change are already being felt by communities, who are seeking ways to adapt to the changes and to build resilient livelihoods. The ALP is working to increase the capacity of vulnerable households to adapt to climate change and variability. As part of its community-based adaptation process, ALP conducted participatory research and analysis on climate change vulnerability and adaptive capacity with six communities in Garissa County in 2011.</p> <p>Based on this analysis, ALP has been working in partnership with the local communities to support the development and implementation of their own responses to climate change and adaptation strategies.</p>	<ul style="list-style-type: none"> • Risk and vulnerability analysis, spreading risk and managing uncertainty, use of climate communications in planning and decision making, strengthened, more collaborative and strategic local level planning which strengthens the adaptive capacity, including community level institutions, strengthened partnerships (with government, CSOs, ALP, journalists, among others); • Using climate communication in planning and decision-making and what are some of the benefits/challenges of this; • Livelihoods strategies – such as diversification from pure pastoralism to agro pastoralism; diversification of the animals kept; inclusion of ‘software’ activities such as group savings and loans and capacity building on business development skills; • DRR/resilience - increased interaction and planning among government and communities; • Strengthened capacity in farming skills, GS&L and business development
<p>CCAFS and Dryland agriculture in Wote, Makueni</p>	<p>Communities in ASALs remain the most chronically food insecure groups in the country, experiencing consistently high malnutrition rates that are habitually above international emergency thresholds. This is partly due to the fact that ASALs are ecologically marginal areas, with low and erratic rainfall, which varies greatly in space and time and droughts are common semi-arid areas (GoK, 2008).</p>	<p>The site focuses on dry land agriculture and it offers interesting opportunities for learning. CCAFS research work in East Africa revolves around the following key themes: long-term adaptation, managing climate risk, low emissions agriculture and linking knowledge with action and policy analysis. Research activities also incorporate gender and equity dimensions. Guided by these themes, policy makers and researchers will attempt to answer the following questions during the site visit:</p>

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Experience	Description	Lessons
<p>CCAFS and Dryland agriculture in Wote, Makueni</p>	<p>In order to understand the interactions, synergies and trade-offs between climate change and agriculture in ASAL areas, CCAFS has established a learning site in Wote in Makueni County.</p> <p>The site is characterized by high variability in annual and seasonal rainfall that amounts to 520 mm per year. It lies in the Arid and Semi-Arid zone in Eastern Kenya and is classified into agro-ecological zones (AEZ); IV, V and VI.</p> <p>According to a household baseline survey undertaken by Mwangangi et al (2012), the main farming systems in the CCAFS site comprise a blend of crop-livestock systems, growing food crops such as maize, cowpea and pigeon pea. The farmers largely rely on rain fed agriculture which is unpredictable leading to uncertainty and risks associated with climate change.</p> <p>This situation has been aggravated by weak government extension services.</p>	<ol style="list-style-type: none"> 1. How can farming communities (crop and livestock) in ASAL regions adapt to climate change to ensure food security? 2. What are the benefits of on-farm soil and water conservation? 3. How can early warning systems and climate forecasts be used in rural communities and how can we enable farmers to access the information? 4. What policy interventions exist or need to be developed to enable climate change adaptation in the agricultural and livestock sectors in ASALs?
<p>The Resource Advocacy Programme (RAP)</p>	<p>In 2009 Kenya's Ministry of State for Development of Northern Kenya and Other Arid Lands (MSDNKOAL) invited International Institute for Environment and Development (IIED) to design and test an approach to planning (the Climate Adaptation Fund, or CAF) that would use the challenge of climate change to address the poor communication government planners and local people, as well as inflexibility of the government's uniform budget and planning cycle,</p>	

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Experience	Description	Lessons
<p>The Resource Advocacy Programme (RAP)</p>	<p>the poor coordination between stakeholders to respond to evolving local conditions, and the poor use of climate information. These issues embodied ‘participation, equity and inclusivity’ — the principles underpinning the country’s new constitution.</p> <p>In partnership with the ASAL Secretariat, the Kenya Meteorological Department, the Ministry of Planning, National Development and Vision 2030, and the Resource Advocacy Programme (RAP), IIED has been piloting the CAF approach to integrating climate change firmly into mainstream planning in Isiolo County.</p> <p>Under the new constitution, county governments have authority and responsibility for developing the social and economic aspects of their county according to local priorities. The devolved Climate Adaptation Fund (CAF) mechanism furthers this objective by building capacity among local people and county government actors to identify, prioritise and fund plans at ward, county and cross-county level for public good-type investments that promote climate resilient growth and adaptive livelihoods.</p> <p>(IIED Briefing, June 2013)</p>	<ul style="list-style-type: none"> • A process of ‘shared learning dialogue’ in which a range of stakeholders are brought together on an equal footing to discuss and analyse specific development issues. In addition to building knowledge around climate change, this has fostered a greater appreciation among government staff for the value of community knowledge and for the rationale behind key pastoral management strategies, as well as built local people’s capacity to articulate these issues to other stakeholders, and to understand the challenges faced by government staff. • Share understanding on key issues between local people and government staff is needed for coherent development planning based on the priorities and knowledge of local people. Achieving this comes about only through sustained dialogue over considerable periods of time with a range of stakeholders. • Planning for adaptation needs to occur at appropriate scales rather than being restricted to administrative boundaries. • Linking policy with practice County government staff report that participating in the CAF process has helped them collate evidence on successful local innovations and adaptations. This can provide new opportunities to track and learn from adaptive strategies and to share successes both horizontally (among other ASAL communities) and vertically (furnishing government planners with firm evidence for use when formulating County Development Plans).

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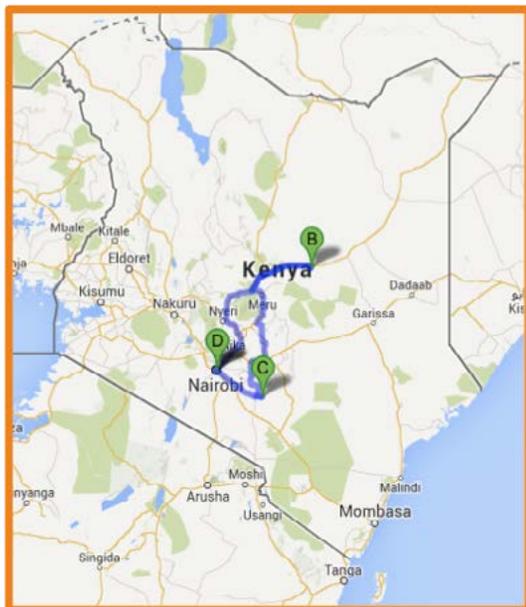


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5. Dates and locations

The Learning Route will be carried out between the 2nd and the 7th of September 2013 traveling across various districts in Kenya.

For detailed information on the Learning Route's journey, please contact dpuyo@procasur.org / vlikhanga@procasur.org.



6. Participants' profile

The participation of Policy makers from National, Regional and Local Government level mainly from Kenya and Ethiopia, and also from Uganda and Tanzania is

strongly encouraged.

Stakeholders involved in climate change adaptation such as CSO members, donor agencies representatives, research institutions, academic sector and private sector, working in these countries are also invited to apply.

7. Conditions and Services

The training fee is \$ 2200 USD (two thousand two hundred American dollars) per participant, which includes all the technical and operational services required during the Learning Route. The organizers have established a Scholarship Fund that can partially cover the fee of those who cannot afford the full fees. Those interested in a scholarship are invited to provide proper justification and apply accordingly.

In order to join the Learning Route, **each participant and/ or its sponsoring organization/institution will have to:**

- Submit to PROCASUR a dully filled in application form and the organization's endorsement letter.
- Cover her/his travel expenses from her/his own place of origin to Nairobi and return from Nairobi to her/his place of origin;
- Obtain entry Visa to Kenya, if required, and cover the costs associated. The Learning Route's organizers will provide assistance (invitation letter, others) if requested.

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PROCASUR will provide technical and operational services as follows:

- Technical and operational assistance before, during and after the Learning Route;
- Payment of experts, trainers and translators; simultaneous translation and training materials in English (if necessary);
- Single accommodation in hotels as well as in the local communities and three daily meals and snacks (no-alcoholic beverages);
- Internal transportation in Kenya during the Learning Route.

The language used during the Learning Route will be English; simultaneous interpretation from local languages will be provided

Basic English comprehension is required.

8. Application

Potential candidates for this Learning Route are welcome to submit their application forms and endorsement letters before the 10th of August 2013, to dpuyo@procasur.org and vlikhanga@procasur.org. Early applications are encouraged.

We will be happy to provide you with more information on the Learning Route and guide you in the application process.

9. Inscription and Queries

Early application is encouraged; deadline is the **10th of August 2013.**

For more information please e-mail or call us

- Diana Puyo: dpuyo@procasur.org
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- Phone: + 254202716036
- Web: africa.procasur.org

We will be pleased to assist you!