

Learning Framework for IUCN's work on EbA (Ecosystem Based Adaptation) – Short Version

(Edmund Barrow, Alex Moiseev, Ali Raza, June 2013)

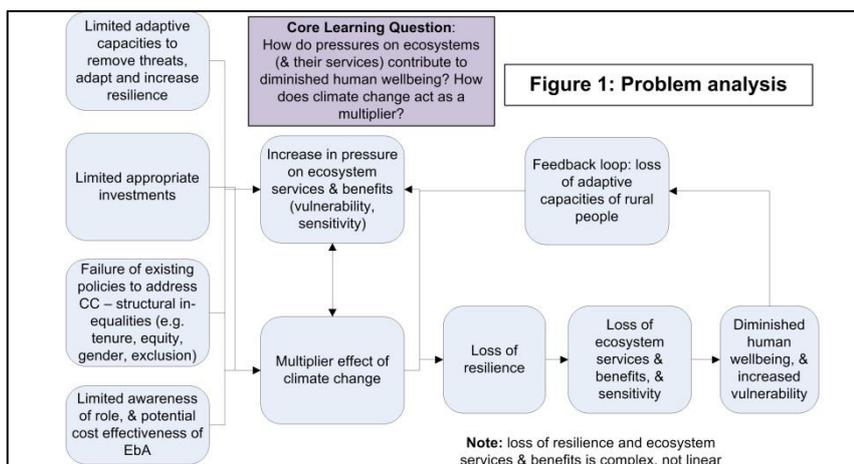
This document summarizes a more detailed version of a learning framework and set of core learning questions for Union-wide learning on EbA. We hope that this framework will be useful at all levels of IUCN. Further there are opportunities to generate new science, insights, and policy messages to influence the policy and practice of EbA globally. The aim of such a learning framework is to promote EbA approaches that add up to a coherent set of scientific, practise, and policy messages.

Box 1: The Three Core Learning Questions

1. How do pressures on ecosystems and their services contribute to diminished human well-being and *vice-versa*, and how does climate change act as a multiplier?
2. How did ecosystem functions and benefits return (and what were the costs – environmental, social, economic and at what scale), and how were the effects of climate change mitigated?
3. How cost effective (in terms of social, economic and environmental costs and benefits) is EbA related to other types of interventions?

IUCN is extensively involved in supporting climate change adaptation, with a specific focus on EbA. As a Union, IUCN has not yet fully defined its approach to adaptation (and especially EbA) precisely, and how it will contribute to the development of learning, experience and guidance for the future; nor does IUCN have a coordinated means to learn across scale, scope and amongst different sectors.

Establishing and agreeing on a set of key learning questions will focus us on some the key areas that can guide IUCN's work with respect to EbA. Stating some priority learning questions would not limit us, as EbA is also very much "learning by doing process", but would provide a basic minimum from which to work in both implementing existing



activities, and in proposal development. We expect all of IUCN's projects, programmes and activities relating to EbA to address the **three core questions** (Box 1). With time and experience projects and offices may want to work with the other learning questions as detailed out in the longer version of this paper (Barrow, Moiseev and Annie, 2013).

Learning can provide us with the information and experience

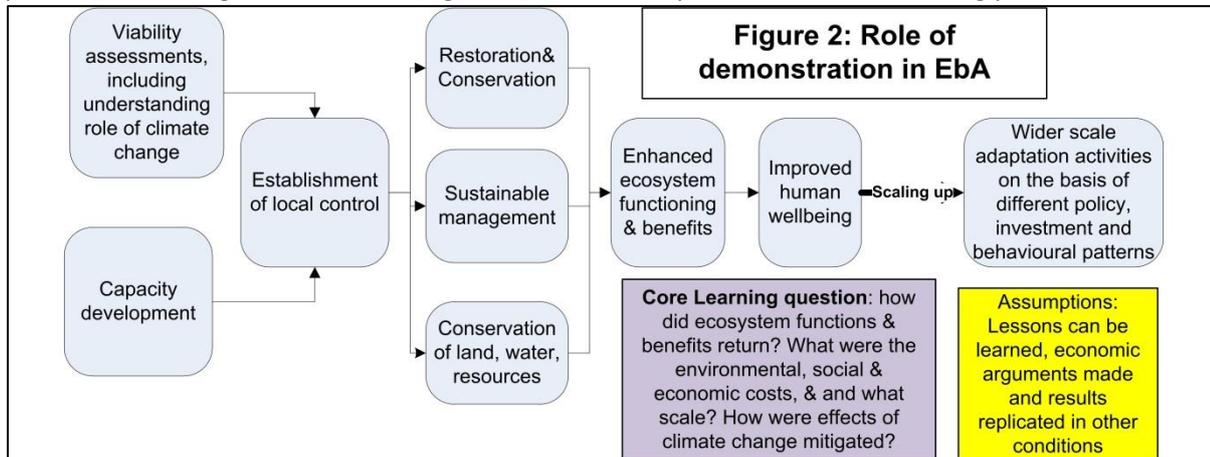
needed for a number of different audiences, including

- a) Informing and influencing National Adaptation Plans (NAPs), different sectors, and different national negotiators (especially for UNFCCC);
- b) Informing and Influencing at the regional levels, where some IUCN regions already have programmes working at this level;
- c) Providing a stronger evidence base case for EbA at the global levels (UNFCCC negotiations, World Bank, GEF, major donor partners in EbA work, the private sector), as well as policy influence at all levels (local to national and global); and
- d) Providing the arguments for those in a position to implement EbA (practice, policy).

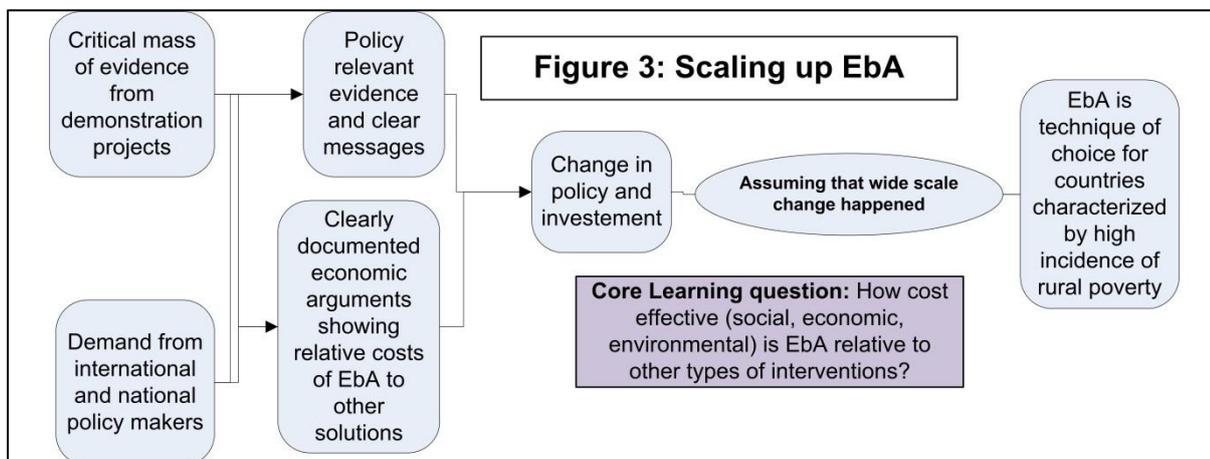
We are framing the learning questions in the context of a broader programmatic approach to EbA, and recognize that much of IUCN's work is projectized – from problem analysis, demonstration and implementation, and scaling up and out. In so far as is possible, this learning framework will try and monitor results and lessons over time, i.e. beyond the confines of projects. While learning over shorter projectized time frames is important, it maybe over the longer term that the benefits can be entrenched and sustained if

they truly do help in adapting to climate change. This is one reason for keeping the framework simple – so that the learning questions can be repeated over time and beyond project cycles.

A robust problem analysis is part of any proposal development process. Figure 1 highlights a conceptual EbA problem analysis that provides guidance on what needs to be considered. It is important to initiate the process of learning from the start (Figure 2). This can as part of an Action Learning process.



IUCN projects should have a strong policy influencing component, to show how results achieved through demonstration and piloting can be used to leverage broader change at the policy level or in terms of geographical scale (Figure 3). Action Learning can be used to incrementally document such learning. However at this level some of the learning (and certainly longer term learning) may occur after a project has ended. This supports the need to have simple means to carry-out such learning, so it can extend beyond the end of the “project” or programme.



EMP (with others) will draft a short document summarizing some of the main terms, their origins, and definitions. In addition, we will provide guidance on how the framework can contribute to the overall global IUCN M&E framework. As the framework has been structured in the form of a project cycle, managers and partners can integrate the learning questions to both on-going and new projects and proposals.

While we are certain this document can be improved, at this point it is important to implement this framework and learn by doing. We want to operationalize this framework by

- a) Developing a simple database (updateable and easily available) of all project and activities that embrace EbA (either as the main objective or as an activity);
- b) Working with regions and project implementers to address (at least, and in the first instance) the core questions, where EMP will work with everyone to develop a simple format to do this; and
- c) Supporting projects who wish to (even at an early) stage address some of the other learning questions, to actually do so.