



REGREENING COMMUNITIES HANDBOOK

VERSION 1

ACKNOWLEDGEMENTS

We want to express our immense gratitude to the communities, field staff, World Vision offices, donors, and partners whose actions and advocacy inspired the creation of Regreening Communities. We particularly want to thank the global community of FMNR champions. Their work laid the foundation for this new model to build upon.

This handbook is the result of passionate stakeholders working together to make Regreening Communities as inclusive and impactful as it could be. We want to thank the World Vision Australia and World Vision International leadership teams. Their unwavering support throughout the process has made the development of this handbook possible. Also, we would like to thank the amazing authors and reviewers for their commitment and contribution. Their diverse experiences and expertise have created the content that will ensure quality implementation in any context. Lastly, we wanted to state how deeply grateful we are to have coordinated this process. Being able to learn from the various contributors who all made their mark to improve the model has been a joy.

We are excited to see many more communities leading the regreening of their environments, and experiencing all the social, environmental and economic benefits that will flow.

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FOREWORD



Lavenda Ondere: Program Coordinator – Natural Resource Management - World Vision Kenya

As we stand at the crossroads of environmental degradation and societal progress, it is crucial that we focus our efforts on environmental restoration. The health of our planet and the well-being of our communities are inextricably linked, and it is up to us to ensure a sustainable future for generations to come. Through environmental restoration, we have the opportunity to not only heal our damaged ecosystems but also to create new opportunities for economic growth and social advancement. Regreening Communities Project Model provides us an evidence-based approach for doing this.

The benefits of environmental restoration go far beyond simply restoring damaged ecosystems; it has the power to bring about a wide range of positive social, economic, and environmental outcomes – especially for children. It is not just about fixing the past. It is about creating a brighter future and restoring hope for all. It is building resilience against the impacts of climate change to ensure that our communities are better equipped to weather the challenges that lie ahead.

So, I encourage you to embrace the challenge of environmental restoration with a sense of urgency and a spirit of innovation. The road ahead may be difficult, but the rewards are immense. With your passion, commitment, and dedication, we can build a better world for all. It's time to seize this opportunity to make a lasting positive impact on the world and leave a legacy of hope for future generations.

Sieti Banu Immanuel: Livelihood Specialist, World Vision India

Climate change has been the main driver of increased vulnerability to disaster, affecting people's livelihoods and caregivers' ability to provide well for their children. Hence, the climate crisis is also a child rights crisis. People's land use practices and consequent changes in greenscapes are the most significant contributors. Therefore, the simple solution is to restore landscapes and regreen them. There is a wide spectrum of approaches in restoration and regreening efforts. We believe, the approach that Regreening Communities Project Model takes, will help the programs and communities in regreening landscapes as well as their mindscapes.

This handbook provides guidance on implementation of the Regreening Communities Project Model and lays down the basic principles of our restoration efforts. The communities are to steer the process, as they are blessed with direct access to the natural resources and are the users of them. They can sustainably help the land and themselves by stopping wild fires, reducing open grazing, using living fences, making spaces for native vegetation and habitat creation, removing invasive species, conserving soil and moisture, and practising sustainable and climate smart production. I am hopeful that this model will surely impact the minds of practitioners, project staff and people in the community as they endeavor to make a better place of their environs.



Goretti Goncalves Oliveira: FMNR and Agriculture Technical Specialist, World Vision Timor-Leste

The longer we stay on this planet, the more we realise that the environment we live in must be repaired for this planet to survive with the beauty that exists. The health of our planet is the responsibility of all of us, and luckily, we still have a chance to do something about this. By sensibly using what we have and restoring the environment we have damaged, we can create new opportunities for social and economic development and community welfare.

Regreening Communities Project Model can be an entry point for environmental restoration in any community. Environmental regreening is the foundation of all approaches to restoration of degraded lands and damaged ecosystems, and leads to social and economic development. It can be applied anywhere around us. Young people, referred to as “Millennial Beginners” in our context, are an asset and have proven to be effective regreening agents. They successfully transform the habits of their communities to live in more environmentally friendly ways. These young people must be challenged to be innovative in regreening efforts. They can use the latest technology in cultivation, plantation and conservation, and can contribute to the health of our planet.



Marco Albán: Technical Officer for the Alpaca Project, World Vision Ecuador

The impact of climate change is increasingly evident and growing and affects all human activity. In Ecuador, we have witnessed the drastic decrease of water flows in springs, caused by loss of biodiversity in the grasslands and in the moorlands. Damacio Villa, indigenous person from the Puruha people, from the community of 20 de Agosto, Canton Colta, Province of Chimborazo, told us “Twenty years ago, the river was wider, had more water and there was enough for everyone”. The community members are concerned about the impact of climate change. World Vision Ecuador is working closely with the indigenous community members for ecosystem restoration, respecting *Pachamama*, “Mother Earth”. We therefore welcome the initiative of Regreening Communities project model in which World Vision supports the leadership and ownership of the community members to restore our precious environment.



Julian Srodecki, Regional Humanitarian Director and Environmental Lead for Middle East, Eastern Europe and Afghanistan

Natural resource degradation and competition for resources are emerging as key drivers of conflict in many of the world’s fragile contexts. At the same time, the international community is struggling to meet the ever-growing need for humanitarian aid. Therefore, wherever possible, we need to move away from short-term programming to long-term solutions that can help communities to adapt and tackle the root causes of crises, that is, environmental degradation. Development of Regreening Communities handbook is timely and a useful resource to develop integrated programming that can help boost community livelihoods, resilience and environmental sustainability. Also, it is critical that we all help strengthen environmental approaches at the local, national and global levels. It is exciting to have a key resource that equips programmes to do this with local communities and other actors at various levels.

LIST OF ACRONYMS

AP	Area Programme	I-PACS	Integrating Peacebuilding and Conflict Sensitivity
BSL	Building Secure Livelihoods	IPCC	The Intergovernmental Panel on Climate Change
CAY	Children, Adolescents and Youth	KIIs	Key Informant Interviews
CBDRM	Community Based Disaster Risk Management	LVCD	Local Value Chain Development
CBO	Community-Based Organisation	M&E	Monitoring and Evaluation
CEDRIG	Climate, Environment and Disaster Risk Reduction Integration Guidance	MEL	Monitoring, Evaluation and Learning
COP	Community of Practice	MTR	Mid-term Review
COVACA	Community Owned Vulnerability and Capacity Assessment	NO	National Office
CRP	Community Resource Person	NGO	Non-Governmental Organisation
CSA	Climate Smart Agriculture	OPDs	Organisations of People with Disability
CVA	Citizen Voice and Action	PACDR	Participator Assessment of Climate and Disaster Risks
CWB	Child Well-being	PCVA	Participatory Capacity and Vulnerability Analysis
DF	Development Facilitator	PLA	Participatory Learning and Action
DM&E	Design, Monitoring and Evaluation	PM	Project Model
ESCA	Environmental Sustainability and Climate Action	RGC	Regreening Communities
EWV	Empowered Worldview	S4T	Savings for Transformation
FAO	Food and Agriculture Organization (of the United Nations)	SOGIESC	Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics
FGD	Focus Group Discussion	ToC	Theory of Change
FERM	Framework on Ecosystem Restoration Monitoring (of the United Nations)	ToT	Training of Trainers
FMNR	Farmer Managed Natural Regeneration	TP	Technical Programme
GEDSI	Gender Equality, Disability and Social Inclusion	UNFCCC	United Nations Framework Convention on Climate Change
GIS	Geographic Information System	WROs	Women's Rights Organisations
GPS	Geographic Positioning System	WVA	World Vision Australia
HH	Household	WVI	World Vision International
IDPs	Internally Displaced People		



1.OVERVIEW

1.1 Background and introduction

Regreening Communities (RGC) is a community-led environmental restoration project model that will ensure thriving environments for generations of future children. It has strong linkages to World Vision's Environmental Sustainability and Climate Action (ESCA) thematic area as well as our Livelihoods sector. It is an evolution of the existing Farmer Managed Natural Regeneration (FMNR) project model that has been successfully implemented in many countries. The FMNR project model took communities through a planning process, with the end result being the introduction of the technical practice of FMNR to restore tree density and environmental health. The RGC model builds upon this by introducing a broader suite of restoration techniques to address a wider range of environmental concerns – beyond just deforestation.

Land degradation, climate change and unsustainable land and sea management practices have left communities with a depleted natural resource base and increasing risk in the face of future disasters. These communities, and their children, often face severe food insecurity, high poverty levels and high vulnerability to climate related shocks, stressors and disasters. Social instability in the form of conflict, migration and social inequality is increasingly common, due in part to the ever-decreasing natural resource base. The negative impacts of this are felt most acutely by people who are marginalised because of poverty, gender, disability, age, ethnicity, landlessness or any combination of these factors.

RGC address these issues by guiding communities through a participatory environmental restoration process. A tailored set of solutions is selected by each community including scaling-up local and indigenous restoration practices, strengthening government partnerships for restoration, and introducing proven practices like FMNR. Because the environment impacts all members of a community, this model is designed to be inclusive and accessible to all people. This handbook contains specific guidance for working with women, youth, people with disability, faith leaders, local government, Indigenous groups and more.

The outcomes of this model are:

- Target environments are more resilient to climate related shocks and disasters through improved condition of soil, water, vegetation and biodiversity
- Individual, household, and community social resilience is strengthened
- Sustainable improvements in production of local crop, livestock, forest, aquatic or marine products for consumption and sale

The following diagram is a simplified version of the RGC Theory of Change (ToC) and presents the pathways of change for achievement of intended outcomes of this project model. A full version of the ToC is available [here](#).

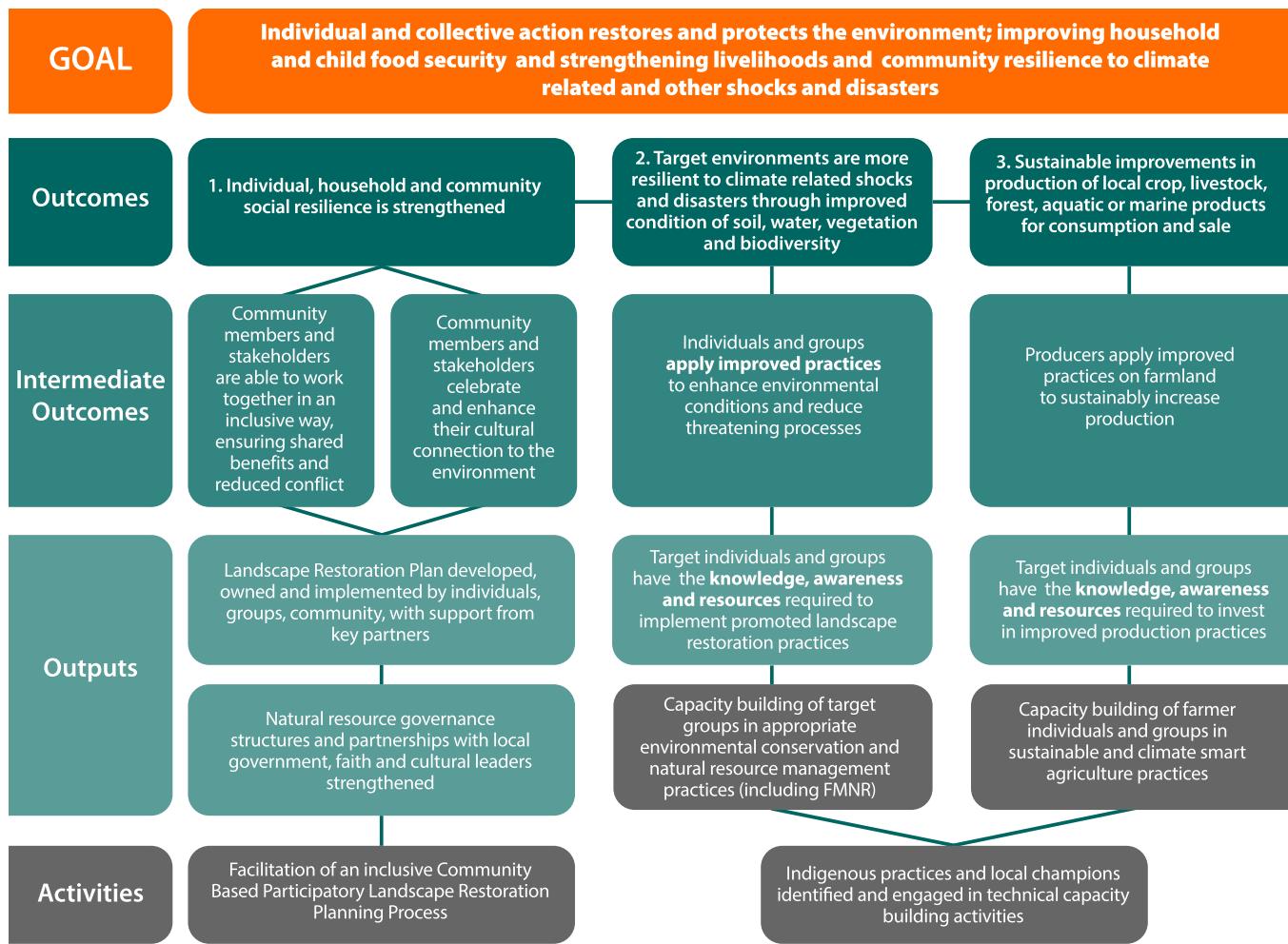


Figure 1: Regreening Communities project model Theory of Change.

1.2 Rationale

A thriving natural environment is foundational to the livelihoods of many communities, especially in rural, farming and agro-pastoral areas where households depend heavily on natural resources (rainfall, soil, water sources, grassland and forests) for their livelihood needs. However, environments are not always managed in sustainable ways, or resources are over-exploited, leading to environmental or land degradation. Land degradation is the decline in condition of the land, caused by direct or indirect human-induced processes – including climate change – and is expressed as a loss of biological productivity, ecological integrity, or value to humans (IPCC, 2019). Land degradation

affects about 30 percent of land area globally and about three billion people reside on degraded lands. This has a substantial impact on livelihoods and economies, with poor people, who heavily depend on natural resources, feeling the impact most severely (FAO, 2022). Similarly, 40 percent of the world's population live within 100km of the coast (CBD, 2022). More than one billion people rely on wetlands for their livelihoods (UN, 2022) and 15 percent of the world's dietary intake of protein is in the form of fish from coastal, wetland and marine ecosystems. These places are critical for providing ecosystem services in climate regulation, biodiversity, water and storm protection. These ecosystems are also under pressure from human impacts. Pollution, over exploitation and land clearing has contributed to losses of up to 50 percent of marine biodiversity, and more than 35 percent of the world's wetlands have also been destroyed (UN, 2022). This severely impacts those whose livelihoods depend on these natural resources.

The drivers of environmental degradation are numerous, complex and interrelated. Globally, agriculture and clearing of land for food and wood products have been the main drivers of land degradation for millennia (IPCC, 2019). While the loss of landscape function – at face value – is soil erosion, this is driven by unsustainable land management practices (deforestation, forest burning, over-grazing by livestock) and the expansion of agriculture. In coastal and marine ecosystems, soil erosion leads to siltation and pollution of water, and loss of habitats and biodiversity. Unsustainable fisheries practices also further degrade these environments.



Underlying drivers are those social, economic and institutional factors that contribute to unsustainable natural resource management. This includes poverty, population density, lack of land tenure, weak regulatory environment and institutions, and poor rural infrastructure (Mirzabaev et al., 2016). Climate change, land and seascape degradation, and resource use are linked together in a complex web of causality. One impact of climate change on landscape degradation is that increasing global temperatures result in more intense rainfall, which in turn exacerbates soil erosion and leads to more intense weather events affecting coastlines. Climate change leaves dryland areas especially prone to landscape degradation due to the drying and warming effects, with human activities leaving bare soil at higher risk of erosion (IPCC, 2019). Simultaneously, ongoing population growth – especially in sub-Saharan Africa, the Middle East and other drought-prone areas – is putting the natural environment under increasing stress. Increasing demand for food production and water consumption is putting already stressed environments under intense pressure and leading to deforestation, over-fishing, unsustainable water extraction and loss of biodiversity. In the context of climate change and ever-increasing demand for food production, it is even more crucial for communities to adopt and scale up sustainable landscape management and productivity enhancement practices, such as through Regreening Communities.

We must also remember that children are directly impacted by degraded environments. When landscapes and seascapes are degraded, families cannot sufficiently grow food, collect water, access firewood or create sustainable livelihoods, such as through farming or fishing. In these contexts, children are directly affected by the decreased availability and quality of natural resources. The effects they feel are often influenced by social factors like gender. For example, many girls (alongside women) are responsible for collecting firewood and water. Boys (and men) in many places are responsible for collecting water and fodder for animals. Decreased availability of resources requires them to spend more time on these activities. However, women and girls also face increased risk of gender-based violence while doing these tasks. In addition, climate change is a threat multiplier in that it amplifies people's existing challenges. The most vulnerable children are also disproportionately impacted, though they are the least responsible for climate change. Approximately one billion children – nearly half the world's 2.2 billion children – live in areas classified as "extremely high-risk" (UNICEF, 2021). The risks and hazards include coastal and riverine flooding, cyclones, vector borne diseases, pollution, heat waves, water scarcity and many others. As the risks increase, there will be forced displacement of entire families and communities due to extreme weather events and massive crop losses. Groups that are marginalised due to poverty, gender, disability, age and/or ethnicity face heightened protection risks and barriers. They are also likely to have specific, additional needs. If these needs are unmet, this will leave many left behind to struggle in degraded environments. Displaced communities will experience more cascading effects that further exacerbate climate change's effects on access to food, health care, sanitation, livelihood and education. These compounding effects make it impossible for the parents or caregivers to provide well for their children.

Further, cities worldwide are facing resilience challenges as climate risks interact with rapid urbanisation, loss of biodiversity and ecosystem services, poverty, and rising socioeconomic inequality. Extreme precipitation events, flooding, heatwaves and droughts are causing economic losses and social insecurity. They're also affecting well-being, especially for the most vulnerable children living in informal urban settlements. Over time, urban resilience challenges are expected to grow, driven by processes such as rapid urbanisation, unsustainable land use and climate change.



World Vision believes that responding to climate change is a justice issue. Climate justice represents the interdependence of human rights, development and climate action. The Regreening Communities approach will ensure children and their families have a more sustainable natural resource base that supports their access to the natural resources they need to build thriving livelihoods and sustainable futures.

This project model provides an opportunity for communities to map, prioritise and actively restore and protect their environment. Each community selects their own tailored set of environmental restoration solutions, which will include scaling up indigenous restoration practices, improving governance systems, and introducing proven technical restoration practices like Farmer Managed Natural Regeneration (FMNR) as needed.

The outcomes of this approach include greater community cohesion, a thriving and climate-resilient landscape and seascape, and greater quantity and quality of crops, livestock, forest and aquatic or marine products and natural resources for households to consume and sell. This will contribute to the food security, household income, resilience, and hope for many generations of children to come.



1.3 Strategic relevance

World Vision recognises that environmental degradation and climate change are key accelerators of extreme child vulnerability. We, therefore, believe that integrating environmental stewardship and climate action into all our work is critical to achieving our strategy.

As a Christian organisation, we are compelled to follow the mandate of Jesus Christ, who calls us to care for the “least of these” (Matthew 25:40) – for example, the vulnerable children who are disproportionately impacted by climate change. Our response to the degradation of the environment is not motivated by political expediency or funding but because we are called to steward God’s creation (Genesis 1:28). We are also guided by the belief that God put the man in the Garden to “take care of it” (Genesis 2:15) and therefore we ought to tend (care) and watch over (protect) the land and its vegetation. Further details on World Vision’s theological understanding on environmental stewardship can be found [here](#).

RGC and faith

Working with faith leaders and organisations is a key part of Regreening Communities. This is not limited to Christian faith only. Further details about working with various faith communities and a link to resources can be found in Chapter 3, Section 3.1.

This project model has a strong cross-sectoral approach, contributing to various outcomes for Environmental Sustainability and Climate Adaptation (ESCA), Livelihoods, WASH and Health. The RGC project model, therefore, contributes directly to WV's strategy.

Regreening Communities will help ensure ecosystems are thriving and able to support communities to live in safe and comfortable conditions, where they are able to grow, harvest or collect diverse foods and products to support their families. In doing so, Regreening Communities will contribute to the following global impact framework outcomes and child well-being outcomes.

Global impact framework outcomes:

- By 2030, all children and their families have access to safe and nutritious food all year around.
- By 2030, all forms of child malnutrition are eliminated.
- People are more resilient and their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters is reduced.

Child well-being outcomes:

- **Children value and care for others and their environment.** The project model includes community workshops focused on creating linkages between environmental health, climate resilience and community/child well-being. These workshops will be highly inclusive of children and young people so that they can become agents of positive change in their environment, taking part in restoration activities in school settings and home. This participation also relates to **children being cared for in a safe environment** and **children being decision makers**.
- **Children have hope and vision for their future.** A [recent study](#) by the University of Bath of 10,000 children across 10 countries from Nigeria to the Philippines found that nearly 60 percent of young people approached said they felt very worried or extremely worried about climate change. Three quarters of them said they thought the future was frightening due to climate change (Marks & Hickman et al. 2021). Through this project model, communities will be supported to foster a more climate resilient environment for future generations. It is anticipated that this will also increase hope for the future among all community members. This will be measured as one of the project indicators.
- **Children are well nourished.** Restoration of land and seascapes will benefit crops and improve animal production and thrive fisheries. This will contribute to children being better nourished. Communities may also choose nutrition sensitive agriculture practices as part of this model, which would directly impact the nutrition of children and their families.
- **Parents and caregivers are able to provide well for their children.** Having more resilient and productive soils, vegetation, waterways, and coastal and marine areas directly benefits families and communities that rely on the environment for income, food, medicine and risk mitigation. Parents and caregivers that are able to access sufficient and diverse food from primary production, and profitable livelihood opportunities from the environment, are able to provide well for the children in their care.

1.4 Principles



The following principles should guide RGC programming. All staff implementing RGC should adhere to these principles to ensure quality implementation. Three key quality dimensions based on scope, design and implementation define these RGC principles:

- **Systems focused:** thinking about the multiple social, economic, government and health systems that might influence environmental protection and restoration, and including strategies and interventions to leverage opportunities and fill critical gaps.
- **Community-led:** bottom-up participatory planning and implementation in order to maximise ownership; prioritising scale up of local/indigenous practices, community monitoring, reflection and learning.
- **Inclusive and accessible:** engaging all stakeholder groups, especially the most vulnerable and particularly those who face marginalisation due to gender, age, disability, poverty and other relevant social statuses.
- **Policy alignment/integration:** aligning with government policies to leverage government bodies supportive of landscape restoration, to encourage broad engagement and sustainability, tap funding sources and deepen learning.
- **Building partnerships:** with local organisations and the government. It should include both building their capacity but also using their local knowledge (for example, organisations of people with disability, indigenous rights organisations, women's rights organisations, youth-led organisations) and leverage resources where possible.
- **Working holistically:** implementing both on-farm and off-farm restoration and productivity enhancement practices sequenced carefully to maximise impact.
- **Value multiple sources of knowledge:** for example, indigenous (including women's knowledge) and scientific knowledge. Also, valuing the community's traditional, cultural and/or spiritual connection to land, sea and "country" is of critical importance to RGC.
- **Contextually appropriate and scalable:** ensuring new technologies and practices are locally appropriate and can be adopted, mainstreamed and scaled up by communities without reliance on continued external inputs. For example, ensuring that spare parts for equipment – and the knowledge to maintain and repair it – are available locally.
- **Sustainable:** ensuring the systems are in place to allow the community to continue to lead the restoration of their environment into the future.



1.5 Who is this model for?

This project model is designed to target communities which live, or rely on, areas where the environment has been damaged through changing climatic conditions and human activities. It is for communities which are suffering from the results of land or seascape degradation or those which want to prevent further degradation from happening. These areas may have lost indigenous biodiversity or have reduced soil and water quality, which reduces the ecosystem services that communities rely on. The model would be promoted to restore the functioning of the environment in these areas. Therefore, this model is widely applicable in most rural settings. For the model to work in peri-urban settings there must be enough sections of the community which rely on the natural environment, otherwise there will not be enough buy in. This model can also be used in urban settings, if adapted carefully¹ to suit urban realities.

Farming and pastoral families will likely be the primary participants. The model works well where farmer-to-farmer or community-to-community learning is well coordinated. Also, the model will likely be easier to implement in areas where there is already a high degree of trust, social cohesion or social capital. If there are extremely high levels of conflict within a community, it may impede the likelihood that the community can unite over an environmental restoration plan. However, if the conflict is natural resource based (for example, farmers and pastoralists clashing over land usage) then this model may be well suited. In these cases, there should be a greater emphasis on Outcome 1 (refer to ToC diagram on page 2) and the community may also benefit from complementary peacebuilding activities – to work through the causes of this issue.²

This model is easily adaptable if there is low or high capacity of partners, governments or local institutions. If there is high capacity in any of these areas, World Vision is simply supporting the existing structures and acting as a facilitator between the community and these institutions to unite around an environmental/landscape restoration plan. On the other hand, where these are weak, the project may take a greater focus on work under Outcome 1, sub-outcome 1.3 (refer to ToC diagram on page 2) to strengthen governance of natural resources, whether through formal (state) or informal (indigenous, customary or traditional systems) institutions. For example, the project could support communities to advocate with local duty bearers for strengthened implementation of an environmental policy, or work with customary leaders to encourage them to protect widows' right to access and sell forest products. Whether or not this institutional systems-strengthening approach is prioritised, it is essential for project teams to understand how natural resources are governed in the target location (both "de jure" and "de facto"), especially around land ownership and land user rights, in order to inform subsequent roll out.

1.6 How long will it take to implement?

Implementation duration of the Regreening Communities project model will depend on the need – that is, the nature and severity of environmental degradation. The implementation period may range between three to fifteen years. A **five to ten year** duration is recommended based on the experience with similar environmental restoration interventions.

¹ Preliminary supplementary guidance to adapt this model to urban setting has been developed. A link is available in Section 2.1.1.

² If working in contexts with very weak formal governance capacity and/or high levels of local conflict – whether natural resource based or otherwise – project teams should consult the supplementary guidance for implementing RGC in fragile contexts.



1.7 How to use this manual

The manual provides guidance on things that should be considered before deciding on the use of this project model, as well as requirements for design and planning. It also provides guidance on implementation and monitoring and evaluation that Technical Programme (TP) managers, sector programme managers (Area Programme (AP) manager, Chief of Party/programme manager) and sector and Design, Monitoring and Evaluation (DM&E) specialists would need to lead the process. After an orientation to the project model, they can utilise the manual throughout the RGC PM implementation process. Adaptation notes have been added where needed and references to additional sources have been embedded within the document.

While the manual provides tools and guidance for each step of RGC PM implementation, this should not be considered a "how to" guide for development facilitators (DF). Ideally, every staff member engaged in implementation of RGC should be trained, using this handbook, before embarking on implementation. It is a must for development facilitators, even with relevant qualifications and experience, to receive a training and be supported by technical experts throughout the life of the programme/project.

Also, this manual should be used as an overall guidance and for each stage – including design, implementation, and monitoring and evaluation – context-specific adaptation will need to be done. It is highly recommended that staff, even with relevant qualification and experiences, be oriented on the RGC process. Also, while using this guide, keep in mind that this is only initial guidance and the WV RGC page will continually be updated with more guidance on various aspects of the project model.

1.8 Glossary of terms

Biodiversity: The variety of micro-organism, plant and animal life globally or in a specific place. It also includes genetic diversity and ecosystem diversity – that is, the different interactions between organisms, air, water and soil. High biodiversity means a healthy environment.

Bylaw: A rule or law developed by the local authority or community to regulate the actions of that community. For example, the local authority responsible for the management of an area of communal land may develop bylaws to govern the use of communal resources. Alternatively, a farmer group may have bylaws regarding the membership process of the group.

CAY (children, adolescents and youth): A commonly used acronym by World Vision programmes to include children 18 years and under. World Vision works with youth over the age of 18 in certain circumstances (for example, if they are caregivers of children under 18), but focuses most of its adolescent programming on people aged 18 years and under.

Coastal erosion: The loss or displacement of land, or the long-term removal of sediment and rocks along the coastline due to the action of waves, currents, tides, wind-driven water, waterborne ice, or other impacts of storms.

Climate change: A global change in weather patterns over a long period of time. This can cause weather extremes such as flooding, droughts or exacerbate other issues such as land degradation and desertification.

Climate smart agriculture (CSA): CSA is an approach to help the people who manage agricultural systems, respond effectively to climate change. The CSA approach pursues the triple objectives of sustainably increasing productivity and incomes, adapting to climate change, and reducing greenhouse gas emissions where possible. It is not a set of practices that can be universally applied, but rather an approach that involves different elements embedded in local contexts. According to the United Nation Food and Agriculture Organization (FAO, 2017), landscape restoration, for example, is a CSA systems approach, while FMNR is a CSA practice.

Citizen Voice and Action (CVA): CVA is a community-based methodology for engaging with government. Although the initial aims of CVA were policy enforcement rather than policy change, the methodology is effective for most forms of engagement that seek to improve the policy environment of a community. More information on CVA is available at: wvi.org/local-advocacy/publication/citizen-voice-and-action-project-mode

Community: When used in this model, it refers to a social unit with commonality such as norms, religion, values, customs or identity. Communities may also share a sense of place situated in a given geographical area, and as defined by [Urban Ministry Model](#), be [urban, peri-urban or rural](#).

Conservation: The act of preserving, guarding, protecting and sustainably using the environment, including for biodiversity and maintaining natural resources and ecosystem health.

Disability: Episodic or long-term physical, psychosocial, cognitive, neurological or sensory impairments. As practitioners, we need to be aware of the attitudinal, institutional and environmental barriers that hinder people with a disability having full and effective participation in society on an equal basis with others.

Ecosystem: The complex network of biological components, including communities of living organisms (plants, animals, birds, fish, micro-organisms), and how they interact with each other and with their physical environment – including air, water, sunlight and soil.

Environment: The area or surroundings where organisms live. This refers to those physical, chemical and natural components such as land, water, soil and atmosphere.

Farmer Managed Natural Regeneration (FMNR): FMNR is a low-cost land restoration technique that involves protecting and managing regrowth sprouting from root systems and seeds on farmland. This helps restore soil structure and fertility, inhibit erosion and soil moisture evaporation, rehabilitate the water table and increase biodiversity. It is used to combat poverty and hunger amongst poor subsistence farmers, and others in land-based livelihoods, by increasing food and timber production and resilience to climate extremes.³

Free rider: A term from economics that is useful when discussing cooperation in restoring natural resources. A free rider is an actor who takes a benefit from a communal resource but does not pay for it or contribute to its upkeep – often because it is difficult, for some reason, to enforce that they do so. For example, a community member who did not put any work into any of the FMNR activities (clearing undesired plants, shaping desired trees or building fences) but harvests fruit and timber from the plot when it is mature is a free rider. While people tend to cooperate with one another by default, if they observe free riders acting with impunity, their willingness to cooperate (for example, in following bylaws and participating in restoration plans) will deteriorate. This, in turn, increases the number of free riders.

Geographic Information System (GIS): A computer system that captures, stores, manipulates, analyses, manages and presents spatial and geographical data. GIS helps to interpret data to understand relationships, patterns and trends.⁴

Geographical Positioning System (GPS): This is a global satellite navigation system that provides precise locational and time information, including latitude, longitude, and elevation. This information assists with delineating boundaries, undertaking long-term monitoring and making comparisons.

Indigenous: Originally or naturally occurring in one particular place. In reference to plants and animals, it is where they have evolved and grown naturally with minimal human intervention. In reference to humans, it means having a distinct cultural and historical relation to an area.

Landscape: The natural and physical attributes of land, together with air and water. Landscape is an integrative concept which is applied to a group of resources (soils, vegetation, waterways, wetlands, biodiversity and so on) within a spatial area. It also incorporates the associated human values (for example, communities, infrastructure and governance). The extent of the spatial area may be defined by biophysical and/or perceptual/associative characteristics, but often relates to “catchments” or locations/areas/units that share particular landscape attributes.⁵

Land degradation: Land degradation is the decline in condition of the land, caused by direct or indirect human-induced processes, including climate change, and is expressed as a loss of biological productivity, ecological integrity, or value to humans (IPCC, 2019).

Livelihood/livelihoods: All of the means – assets, work, abilities and actions – that go into making a living or meeting one's basic needs. [The Sustainable Livelihood Approach/ Framework](#) helps to flesh out what is necessary to secure livelihoods for the long term.

³ See [youtube.com/watch?v=wP0wITNLXKgo&t=292s](https://www.youtube.com/watch?v=wP0wITNLXKgo&t=292s) for more information.

⁴ See esri.com/what-is-gis/howgisworks for more information.

⁵ For more information, see <https://education.nationalgeographic.org/resource/landscape>

Participatory planning: This is a process by which a community identifies a development issue that they want to work on, diagnose its root causes, explore possible solutions and agree on a course of action to resolve that problem. Experts are needed, but only as facilitators

Resilience: The capacity of an individual, household, population group or system to anticipate, absorb, and recover from hazards and/or the effects of climate change and other shocks and stresses without compromising (and potentially enhancing) its long-term prospects.

Regeneration: Regeneration is a part of restoration but with focus on regreening through living tree stumps (underground forest).

Regenerative agriculture: Any system of crop and/or livestock production that, through natural complexity and based on its context and capacity, increases the quality of the product and the availability of the resources agriculture depends upon, being soil, water, biota, renewable energy and human endeavor (O'Donoghue, Minasny and McBratney, 2022).

Restoration: The process of returning something to its former good condition or position. Ecosystem or environmental restoration is the process of reversing the degradation of ecosystems to improve their productivity and capacity to meet the needs of society.

Seascape: Seascapes refer to coastal and marine or ocean areas shaped by dynamic and interconnected patterns and processes operating across a range of spatial and temporal scales (Steele 1989, Levin 1992). Seascapes include ecosystems and environments such as mangroves, estuaries and intertidal zones (rocks, beach and cliff), as well as coral reefs, seagrass, and oceanic areas. Seascapes can stretch across millions of square kilometres spanning the jurisdictions of multiple countries and island nations (Price, 2021), or can be defined by the community as the area of coastal and marine environment that they interact with and have the capacity to protect or restore.

Soil erosion: A naturally occurring process where small particles of soil, when subjected to the physical force or impact of raindrops, water or wind, become dislodged and wash or wear away. Soil erosion is exacerbated by physical features (such as increasing steepness, slope length, soil erodibility, or intensity and pattern of rainfall and wind) and by human activities (such as reduced vegetative cover, tillage practices, and lack of supportive practices like terracing or hedgerows).

Soil fertility: The ability of soil to sustain plant life and crops by supplying the nutrients and water needed for their growth. This includes good drainage, soil depth for root growth, absence of toxins, balanced acidity, adequate amounts of nutrients, and the presence of biodiversity, such as soil bacteria, fungi and worms

Sustainable/sustainability: The ability to sustain and support over the long term. Sustainable development means meeting the needs of today without compromising the needs of the future. Environmental sustainability is the ability to use natural resources without adversely affecting ecological health and maintaining productivity for the future. In agriculture this involves the conservation of soil, vegetation and water to ensure food supplies and continued productivity and profitability for farmers, herders and other agriculturalists.

Watershed or catchment: A watershed, also called a catchment, refers to an area of land that surrounds and contains a unique drainage basin, separating waters flowing to different rivers or basins.



2. ASSESSMENT AND DESIGN

This chapter provides overall guidance for an Area Programme (AP) or a grant-funded RGC project design. The first section offers some guidance for users to decide if the model is right for their communities and if they would need to adapt it to their context. In the same section, there is also an overview of recommended approaches to decide the implementation area and guidance on how to integrate RGC with other project models. The second section provides guidance on context analyses and various studies that should be undertaken to understand the context and select the most relevant and cost-effective interventions. The third and final section of this chapter includes guidance on various aspects of programming, including staffing, budgeting and partnerships.

2.1 How can Regreening Communities be adapted to your community?

2.1.1 Contexts where it will and won't work, and contexts where it will need to be adapted

As described in Section 1.5, this model is suitable for most rural and peri-urban settings. However, for its implementation in certain contexts, such as fragile context, urban settings or transitioning economies, certain factors would need to be considered carefully.

Fragile contexts: FMNR has been successfully implemented, with powerful impacts for communities, in a range of fragile contexts – including Somalia, South Sudan, Afghanistan, Mali, Niger, and Democratic Republic of the Congo. Indeed, with its particular focus on restoring degraded landscapes and healing local resource conflicts, Regreening Communities is particularly relevant for fragile contexts that struggle with these challenges. However, it will need adaptation. Please see the supplementary guidance for suggested adaptations to Regreening Communities for fragile contexts, which takes into account common contextual characteristics like higher poverty rates and food insecurity, the presence of large-scale humanitarian action and higher rates of conflict.

Regreening Communities will not be feasible in communities where extremely high rates of violent conflict have brought agricultural activities to a long-term stop. Intermittent episodes of violence can be worked around by postponing or relocating activities. Similarly, as Regreening Communities' impact is tied to a particular geographic location, and takes years to reach its fullest effect, contexts with high rates of population out-migration will probably not be appropriate.

Urban context: Urban areas occupy less than one percent of the Earth's land surface but house more than half of its people. Despite their steel and concrete, crowds and traffic, cities and towns are still ecosystems whose condition profoundly marks the quality of our lives. Functioning urban ecosystems help clean our air and water, cool urban heat islands and support our well-being. They can also host a surprising amount of biodiversity. Poor planning seals soil, which enhances risks of flash floods and leaves little space for vegetation amid the houses, roads and factories. Waste and emissions from industry, traffic and homes pollute waterways, soil and the air. Unchecked urban sprawl gobbles up more and more natural habitat and fertile farmland.

With around 70 percent of the global population projected to be living in cities by 2050 (United Nations, 2018), there is a need to combat the above-mentioned challenges of urban contexts. Urban areas need to be reimagined as contributors to biodiversity conservation and habitat provision. Also, recognition need to be given to the multiple co-benefits that biodiversity and nature in metropolitan spaces can bring to climate change, human health and well-being, and sustainable development (Bulkeley, 2021; San Gil León *et al*, 2020). Regreening Communities has the potential to offer solutions, but it has to be adapted to the urban context and needs. Restoring urban ecosystems requires awareness and commitment from both citizens and decision makers in order to put green spaces at the heart of urban planning and to promote green ecosystems in cities. Civic groups and municipal authorities can clean up waterways, plant trees and create urban woodland and other wildlife habitats in parks, schools and other public spaces. Permeable sidewalks and urban wetlands can protect against flooding and pollution. Contaminated industrial areas can be rehabilitated and turned into urban nature reserves and places for recreation and relaxation. The [supplementary guidance](#) of this model provides information on benefits, possible interventions and specific adaptations in alignment to World Vision's Urban Ministry Model.

Transitioning economies: The key adaptation Regreening Communities will need to consider in transitioning economies is whether this community will be moving from farming/pastoral economies to drastically different value chains or businesses. If the community profile is relatively unchanged, then minimal adaptations will be needed. However, if there is a strong shift in the economic profile of the community then this should be integrated into how the community maps what it needs from the environment now, and into the future, to support these needs. This could include new businesses or value chains. Supplementary guidance on adaptation of RGC for transitioning economies is being developed and will soon be available at the WV Central.

2.1.2 Defining/deciding the environmental restoration area for an AP or a grant-funded project

To support the decision on which landscape area is to be covered through Regreening efforts, three approaches can be used to define (or delineate) the target area boundary:

- i. watershed approach;
- ii. administrative boundaries (for example, village or local government area); or
- iii. community defined (for example, a local forest area or an urban green space).

i. Watershed approach

In this approach, the watershed – or hydrologically-defined geographic areas (also referred to as the hydrological unit) – is used to define the landscape area. A watershed is a geographic area in which rain or irrigation water is collected, forming streams and tributaries, and draining through a common point or outlet. Water flow, or hydrology, links the top of the watershed with the bottom, where the stream reaches a larger stream or river. The ridge line separates one watershed from another; rain falling on one side of this line flows into one watershed, while rain falling on the other side flows into an adjacent watershed. The ridge line forms a hydrological boundary around the watershed and can easily be identified using a topographic map. Watersheds can be of different sizes/scale. Large scale watersheds are composed of several smaller hydrological units called sub-watersheds that merge together as the tributaries form larger streams or rivers. Based on the size of watershed, more than one community can be part of a watershed. Often, watershed boundaries ignore political boundaries or administrative units — for example, woreda, sub-county or district. The AP or project team can engage relevant government officials to decide on the watershed/sub-watersheds to be intervened and agree on boundaries of intervention areas using a topographic map if the whole water/sub-watershed is not to be covered.

Environmental restoration area identification – watershed approach

In the Drylands Development Programme in Ethiopia, initially the whole watershed was to be put under restoration practices. However, given that most of the restoration interventions needed to maximize impact were resource-intensive, the project team consulted with the relevant stakeholders – including the communities – and agreed to work in a sub-unit of each selected watershed called a sub-watershed. Sub-watershed boundaries were defined and consensus was reached on which interventions would be used, and where, to achieve sub-watershed restoration.





Environmental restoration area identification in islands

In Marau Sound, Solomon Islands, communities live in a series of islands ranging in size and population. In 2022, these communities began the Regreening Communities process. For the larger islands, community members chose to map the entire island and its respective social groups and livelihoods. However, for smaller islands with more interdependent communities, they chose to map multiple islands on one map to capture factors such as one island containing the market and another island containing the local school. Each island had its own issues including soil erosion, loss of biodiversity, decreasing fish stocks, low crop yields and more. As a result, they came up with action plans that related to the specific needs of each island. However, all the islands in Marau Sound were impacted by illegal logging and mangrove degradation, so this became an opportunity for all islands to work together on some common issues (Photo from Sarah McKenzie to be added).

ii. Administrative boundaries approach

In this approach, the administrative boundary is used to define the area for restoration. This delineation may incorporate one or multiple watersheds, or even incorporate disconnected sub-watersheds. Administrative boundaries could be based on local units, such as a district, woreda, sub-county or a commune. For a small-scale project, this could be a sub-section of an administrative unit or the smallest administrative unit, for example a union council, a kebele, village cluster or a colline that a community decides to focus on. Administrative maps can help in delineating the boundaries.



Environmental restoration area identification – administrative boundaries approach

In the Drylands Development Programme in Kenya, a watershed approach was to be used to define areas for landscape restoration. However, local governance structures that gave a platform to mobilise the community were tied to administrative boundaries; consequently, the project team found it more practical to define their restoration areas according to administrative boundaries. A list of sub-locations (the lowest administrative unit) identified as hotspots was developed using certain criteria and out of that, specific intervention sites were prioritised and restoration plans were developed and implemented.

iii. Community approach

In the community approach, the community becomes the reference group to guide the decision-making that defines the target areas. However, care should be taken in defining who is the “community”, ensuring all groups with customary or traditional “user rights” for a particular area are involved. For example, nomadic or pastoral groups may have traditional grazing rights or dry-season water access points within the target area; their input must be accommodated when delineating the target areas and selecting interventions. By emphasising community-based engagement, the community approach anticipates that various multiple local communities, or “user groups”, who rely on natural resources from the area, are best placed to define their customary user rights and to identify traditional boundaries. The community approach also recognises that the final agreement on landscape/seascape area selection will be ratified by the relevant local-level government/relevant authorities. Chapter 3 provides a detailed guidance on how to identify RGC implementation sites/area through community consultation.

Environmental restoration area identification – community approach

The Humbo Assisted Natural Regeneration Project, managed by World Vision in south-west Ethiopia, was established to address poverty by facilitating landscape restoration through FMNR and forestry tree planting. A community approach was used to delineate the target area – defined by the project as communal land in adjoining upland slopes or rangelands that exhibited long-term (more than 10 years) degradation. Stakeholder consultations were held with representatives of kebeles (or villages) surrounding the proposed area who had customary or traditional user rights for agriculture or natural resource development activities. Consultations included charcoal makers and herders – groups who would potentially be locked out of the recovering area and unable to sustain their livelihood. Common agreement was needed to define the size, to agree on the boundary and delineate user sub-zones within the target area for any adjoining kebeles (or villages), giving them a geographically limited area for their restoration efforts. Approvals for the project boundaries were obtained at the zonal, regional and national levels. With these approvals in place, alongside commitments by the seven community forestry cooperatives, Humbo became the first large-scale forestry project in Africa to be registered to generate carbon credits.⁶

Whichever approach (or combination of approaches) you decide to use to define the project boundary, consider factors such as duration (a three-year versus a five-year project) and available resources (human and financial) in deciding on the scale/geographic area. While the need might be greater, the AP/project would need to carefully consider what is feasible. In addition, regardless of the approach taken, both resident (communities residing in the landscape area who rely on the landscape area for agriculture and natural resources) and non-resident stakeholders (for example, pastoralists who only spend part of the year there, or downstream water users) must be consulted. Also, while planning, keep in mind that ideally the work should start from the ridge and move towards the valley and correct sequencing of appropriate interventions will be critical in achieving the intended outcomes.

2.1.3 Sequencing and integrating other project models

The Regreening Communities model can be integrated with many models in a way that mutually enhances each model's outcomes. This is for two reasons:

1. Environmental health strongly influences the outcomes many other sectors are trying to achieve. Farming, fishing and pastoral communities need a fertile environment to support their **livelihoods**. Similarly, the **health** of families relies on healthy food and water sources. **WASH** projects also require a clean and sustainable water source.

⁶ See https://www.bond.org.uk/wp-content/uploads/2022/03/bond_nbs_case_studies_v4.pdf

2. All World Vision models rely on strong community engagement and Regreening Communities provides a model that will unite community members, given they are all impacted and invested in the future of their environment. This cohesion, in turn, means that additional models and projects will be able to leverage this social capital.

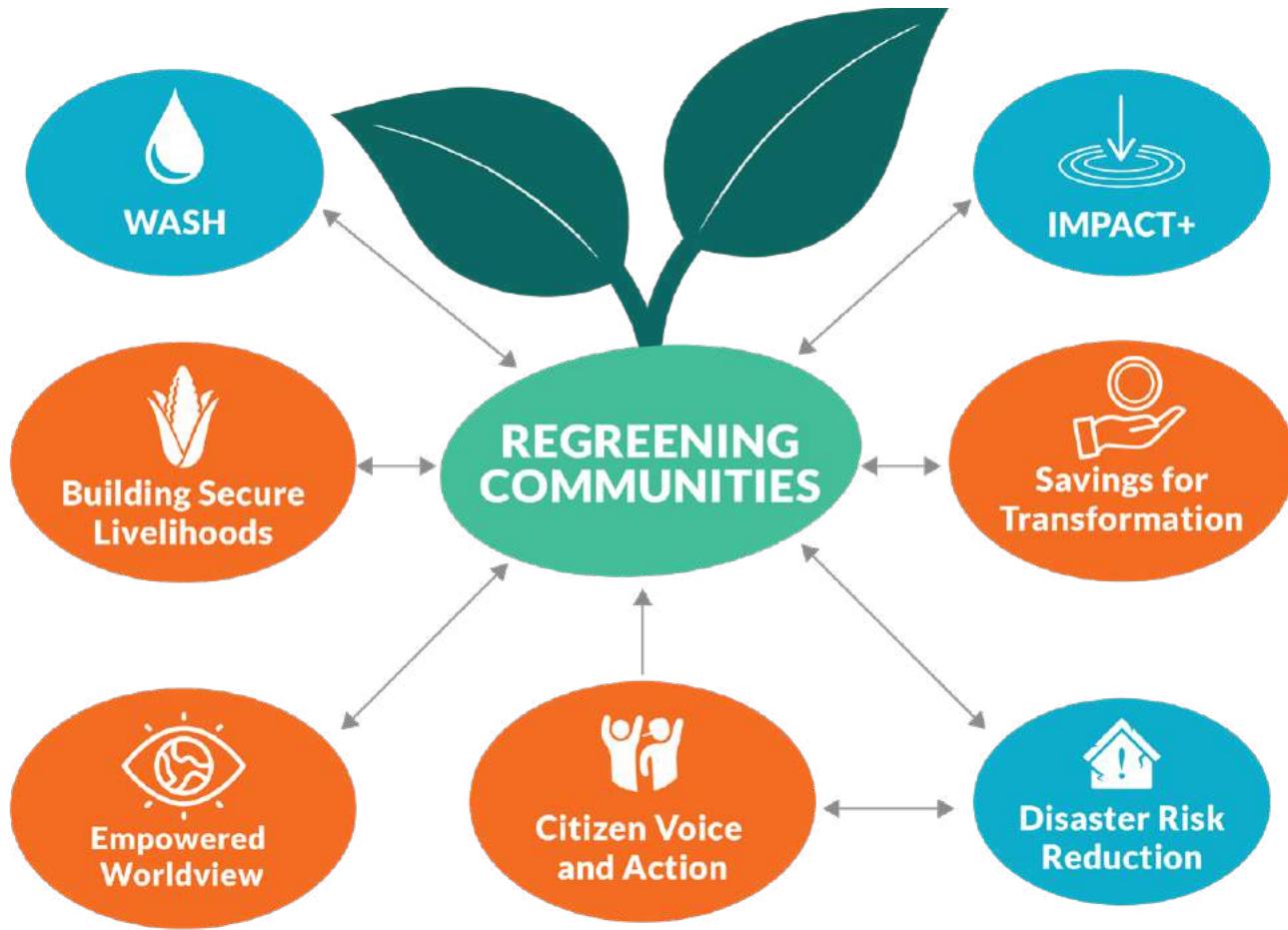


Figure 2: Integrating RGC with other project models

More specifically, RGC project model can be integrated with the following evidence-based project models and approaches of WV.

Empowered Worldview: The model can be programmed in conjunction with Empowered Worldview (EWV) – particularly with the overlaps around Regreening Communities supporting individuals to have more hope and a sense of agency over the restoration of their environment and their sense of hope for the future. Empowered Worldview can also act as a good foundational model for Regreening Communities by providing a contextual, faith-based approach to understanding the role of the natural environment in providing a secure livelihood, and the inherent value of local environments and ecosystems in many faith and cultural traditions. There may be the need to revise EWV to add more specific environmental content but engaging communities in looking at issues of environmental responsibility and regreening from their own cultural and faith traditions will potentially produce stronger community support and “buy in” for the project.

Citizen Voice and Action and other social accountability and advocacy approaches: The Regreening Communities model can work, and should be combined, with social accountability and other advocacy approaches in cases where improved government services or effectiveness is a particular focus for the community or where advocacy is identified as a particular need in the Regreening plan. For instance, when one of the following is an important consideration: land rights, restoration of sites of historical or spiritual significance, government commitments to restoring degraded land, or private sector social responsibility to the environment. Indeed, accountability is a central principle for good governance, including environmental governance for ecological restoration; serving to prevent, mitigate or address negative social and environmental impacts. Social accountability refers to 'citizen voice and action efforts to improve public sector performance, often institutionalised into two-way interfaces' (Fox, 2022, p53) and citizens are placed at the heart of accountability processes. WV promotes the utilisation of social accountability approaches, primarily [Citizen Voices and Action \(CVA\)](#), to bring local communities alongside duty bearers and other actors for evidence-based constructive dialogue and collective action towards significantly improved delivery of Regreening commitments. There are also CVA adaptations for child and adolescent inclusion, which can ensure the voices of young people are included in climate advocacy. For more information, see [CVA for Environmental Management](#) guide.

Livelihoods and climate action project model: This model, and the restoration of the natural environment, is foundational to all World Vision livelihoods and climate action project models. It can be integrated within a **Building Secure Livelihoods** Programme as a way of providing more robust options to the community beyond just Climate Smart Agriculture and FMNR. It is highly recommended that this model is integrated with economic development approaches and models such as **Savings 4 Transformation (S4T), Local Value Chain Development (LVCD) or Inclusive Market Systems Development (iMSD)** to ensure the community fully experience the economic benefits that can be unleashed from a thriving environment. This could be sequenced by engaging community members in Savings Groups through the S4T model to increase access to finance and to provide a base for community engagement around issues of environmental degradation. Once S4T groups are well established, Regreening activities can begin, alongside LVCD/iMSD activities to increase incomes and secure livelihoods, while also ensuring that ecosystems are restored and sustainably managed. The project model might not work with Ultra Poor Graduation (UPG) model, however, as the UPG works with specific households and not the whole community. However, once UPG households have graduated out of extreme poverty, they will likely be excellent candidates to join a Regreening Community approach.

Community Based Disaster Risk Management (CBDRM): The Regreening Communities project can be combined with the Community Based Disaster Risk Management (CBDRM) model to build more comprehensive community resilience. Many of the activities included in a Regreening Communities project are likely to assist in reducing disaster risks, such as additional tree cover, restored pasture and improved soil quality. Therefore, over time, the project model should contribute to increasing resilience to disasters.

Water, Sanitation and Health (WASH): The model can also be implemented in conjunction with WASH programming – particularly around natural water source availability and cleanliness. For communities already undertaking Nutrition Sensitive Agriculture or Climate Smart Agriculture, the Regreening Communities model would be a natural graduation for them to begin thinking about off-farm factors for growing food (for example, water availability, soil fertility and erosion) and WASH related needs.

IMPACT+: Adolescents (12-18 years) can be key partners in community action for Regreening Communities. The IMPACT+ project model is an integrated life skills approach to adolescent engagement that addresses key sectoral issues facing adolescents, in a holistic way. Using an experiential learning cycle, IMPACT+ clubs engage adolescents in learning knowledge and skills and then support them to apply those skills in service-learning projects in their communities. Regreening Communities groups can collaborate with IMPACT+ clubs to engage adolescents in developing their appreciation for, and skills on, restoring their environment and clubs can then participate in RGC restorative activities through their service-learning projects. The model is designed to increase adolescents' self-efficacy, developmental assets, civic engagement and meaningful participation; when integrated with another model, IMPACT+ can enable the achievement of outcomes across sectors.



Adolescents and environmental stewardship:

There is a forthcoming life skills module on environmental stewardship for adolescent life skills clubs. The goal of this curriculum is to support adolescents to develop their knowledge about the risks of disasters and climate change, as well as an appreciation of the natural environment and the importance of protecting it; to deepen their relationship with nature alongside relationship with themselves, the divine (God), and others; and to develop their skills and habits as restorative agents of change who sustain life and mitigate climate change. The content will be adaptable and will include knowledge and skills on creation care and indigenous wisdom, ecosystems and human impact on the environment, and taking action on climate change – including restorative activities. It will also include disaster preparedness and information about engaging in advocacy.

Other approaches and tools: Even implemented in isolation, Regreening Communities works to reduce conflict over natural resources. However, in contexts experiencing more serious conflict, the model can integrate well with a broader **peacebuilding approach**. For example, projects can integrate Empowering **Children as Peacebuilders** or the **Peace Road** curriculum to strengthen children's voices in calling for peaceful resolution of resource conflicts, or work with faith leaders to build foundational trust between groups that would enable an environmental restoration plan to be developed. Projects being implemented in contexts with active conflict over natural resources should not fail to carry out a robust conflict sensitivity analysis using **World Vision's Integrating Peacebuilding and Conflict Sensitivity (IPACS)** tool.

Finally, the **Strengthening a Community Reporting and Referral Mechanism** tool (under CPA project model, and a child protection minimum requirement in sponsorship-funded APs) can be effectively combined with this model. This will ensure there is functional and accessible reporting and a referral mechanism is in place for children with different vulnerabilities who can be referred to proper services during crisis caused by climate change.

2.2 How to understand the context to inform RGC design?

To plan RGC implementation in any context, an in-depth understanding of environmental and socio-economic conditions will be needed. To develop such an understanding, a number of assessments would need to be undertaken, including biophysical, governance, livelihoods, gender equality, disability and social inclusion (GEDSI), conflict, and disaster risk analysis. One key aim across multiple assessments is the identification of sub-groups among users of the environment – that is, groups of users who use the defined target area in different ways, or whose access to landscape resources is shaped by their membership in that group. Context analyses will start only when the landscape/seascape area has been defined for RGC implementation.

Ideally, all these studies should be conducted by experts. However, if resources do not allow, use local expertise or secondary data to conduct a simple analysis. Or use a combination of both approaches. To save the communities from research fatigue, for each study first explore and carefully assess what data and information exists and what still needs to be collected. If RGC is being integrated with other project models – for example, BSL – carefully assess the information needs for both and combine the assessments required for these PMs. Preferably, the studies should be completed before entering into the planning process with communities. Findings from all these studies should be presented to the project team and other stakeholders – for example, government extension offices and NGOs – and facilitated discussions should help them combine findings and develop an in-depth understanding of the context. The results of these studies can be used as an input into discussions with the community during the consultation phase, in conjunction with their own knowledge. These results should also inform the design of the WV project team activities. Some guidance is being provided here on what to cover within each study.

Community engagement in research and at the planning stage

Some of these studies will need to engage communities for primary data collection. This engagement should not be confused with the community engagement at the planning stage. For context analysis studies, the community engagement is for research and may follow a different method of choosing who participates – for example, random or purposive sampling. However, at the planning stage, the wider community is informed and their representatives are then facilitated to lead the analysis and planning process. Findings of the context analysis studies should be used to validate community analysis and facilitate the community planning process.

2.2.1 Governance analysis

Attention to the governance of natural resources in the targeted context is essential to scaling up and to the sustainability of the impact. A governance analysis asks questions like: What powerful actors have an interest in the landscape this project will target? Who has the power to encourage some behaviors and to punish others? What rights do ordinary people have, and how are these different if they are male or female, young or old, a member of one group or another, or if they have a disability? And what are the available pathways to change these rules and power dynamics?

All projects need to have a basic understanding of the relevant legal and institutional environment before beginning implementation. Key questions may include:

- How do land tenure and land user rights work in this context?
- If the project will target communal resources, do these have formal status in this context? What are the relevant laws governing communal resources? Are there informal laws/systems governing the use of communal resources (for example, traditional/chiefly leaders)? Are these two sets of laws aligned?

- What are the relevant line ministries for resources to be targeted or otherwise influenced by the project (for example, ministry of water, ministry of forestry)? Does the government have any major policies relating to environmental restoration?
- Do different sub-groups (men/women, indigenous groups, farmers or ethnic groups) have different rights to land or resources under this system, either formally or in practice?
- Who are the people with connection or history in this land (for example, indigenous people)? Are there sites of cultural heritage and significance to indigenous people in the area? How are these managed? How are indigenous people's rights to self-determination, their land and culture ensured? Are there any issues with displacement and resettlement in the area? How are these managed?⁷
- Are any high-value commodities produced or harvested in the targeted landscape (for example, oil, minerals, teak)? Who are the major actors (sub-group) benefitting from this production? Is anyone being harmed by this production?

Depending on the context, the answers to the above questions can be gathered through desk review, through key informant interviews and/or through the community mapping process. The information gathered will inform the design and impact the day-to-day operations of the project and have a major bearing on communities' willingness and interest in participating.

Tropenbos International provides guidelines for [assessing landscape governance](#), which can be used to undertake a thorough landscape governance assessment through a participatory workshop with community representatives and relevant stakeholders. If influencing governance systems is a focus of the project, this assessment could also be repeated to evaluate the impacts of the project on selected indicators that were being addressed.

Projects seeking to take a more in-depth advocacy focus in the project should conduct an Applied Political Economy Analysis ([APEA](#)) to inform their strategy.

2.2.2 Biophysical analysis

Understanding, defining and appreciating the biophysical resources within an environment (whether landscape or seascape) supports community development in two ways. Firstly, communities that recognise the multi-faceted ways in which natural environments provide for and support humans will be motivated to protect and safeguard their environment. Secondly, communities that recognise their impact on their environment, and how unsustainable practices contribute towards landscape degradation over time, will be motivated to support structures that manage resource use. A biophysical analysis need not be exhaustive, but it should serve to create a platform for dialogue with community groups and members.

The specific content of a biophysical analysis will depend on the landscape/seascape or target area defined. Some of the themes that might be included are shown below. Consider both the current status, as well as the trend or how it is changing over time. Some different types of information that might be relevant under each theme are given as examples but select and tailor these to your project as relevant.

⁷ Refer to Principle 4 in this [document](#) for a detailed tool and guidance on how to assess this aspect of governance if it is a focus in your project

Table 1: Example themes to consider within a biophysical analysis

Theme	Types of information to consider	
Location	Topography	
	Land cover	For example: forest, farm, grassland, bare land and settlement areas.
	Infrastructure	Location of roads, villages, towns and urban centres, and key infrastructure locations.
	Land use areas	How is the land used – for cropping, grazing, agroforestry, woodlots, conservation areas, or as common land?
	Ownership	Which areas of land are private owned, communal, government owned, conservation or protected areas?
Soils	Type	
	Fertility	Consider less fertile and more fertile areas for agriculture; areas of high risk, such as acid sulfate soils or salinity; current and potential soil carbon; and moisture content.
	Structure	Areas of erosion risk or instability.
Vegetation	Current coverage and density	Current areas of vegetation - cover and type – for example, forest, grasslands, mangroves and wetlands.
	Potential vegetation areas	Areas that were forested in the past or have potential to increase vegetation cover.
	Ecosystem diversity	How many different types of ecosystems are present in the area and what are these?
Biodiversity	Species Diversity	Areas of high and low species diversity.
	Food & products diversity	Areas important as food and natural resource product sources.
	Key indicator species	Areas where key species of interest are present.
Water	Water bodies	Like rivers, streams, wetlands, dams, steams, springs and ground water extraction locations.
	Quality	Areas of water quality concern or protection.
	Quantity	Areas of water scarcity or high flood risk (including flash flooding, river flooding or coastal inundation).

Maps with information about many of these biophysical attributes can be found on platforms such as Framework for Ecosystem Restoration Monitoring (FERM) (fao.org) or [Restor](#). Google Earth is an online free imagery platform that gives a satellite view of a defined area and can also show landscape or seascape features and even changes over time through historic imagery (see below). Maps created on these platforms, or from other tools, can be used as a basis for discussion and interpretation with the community during consultation and landscape mapping activities as outlined in Section 3.1.2.

Observations of changes in biophysical attributes over time (10+ years), such as in land use, or the extent of forest cover, are crucial in understanding the drivers causing environmental degradation. Google Earth has a facility to compare historical imagery, back to early 2000s, with current imagery, although check the imagery covers your area and has sufficient resolution to display features in your landscape. Otherwise, community members can help explain the changes in their landscape during the consultation phase. This assessment should include an expert opinion on the potential of low cost and easy-to-implement interventions to address the environmental challenges in the target context.

Use what exists or done at a previous step

If biophysical or resource maps are created by the communities during biophysical analysis, DO NOT repeat this exercise at the planning stage. Use these already created maps. You can present them to the community to refresh their memories and get them validated.

2.2.3 Livelihoods analysis

For RGC design, it is important to understand the main livelihoods options, challenges and opportunities in the programme target sites, especially those connected to the natural resources. If a livelihoods analysis is planned as part of the AP assessments, the two should be combined. Similarly, if RGC is to be implemented in conjunction with other PMs – for example, BSL or iMSD – even in a project setting, the requirements for such an analysis will be quite similar and therefore should be combined into one assessment.

For RGC, the livelihoods analysis will be a participatory assessment and will focus on identifying and understanding:

- The local livelihoods system – which refers to the main livelihoods strategies and activities and related physical, human, financial, social and natural capital for various sub-groups. These sub-groups should include men and women, different age groups (including youth), and different livelihood approaches – like farmers, agro-pastoralists and pastoralists. Be sure to include sub-group that may not live year-round in the targeted landscape but rely on natural resources for their livelihood regardless, such as nomadic pastoralists, new IDPs, or downstream water users.
- Consider the impact of these livelihood options on natural resources from the immediate vicinity, or on those found within (or nearby) the target watershed or landscape/seascape. Describe the way/s that these livelihoods options, and the current production systems, are affecting these natural resources in the past, in the present, or into the future. Also consider whether these livelihood pressures on the natural resources have changed over time and if this has contributed towards emerging degradation.
- Natural hazards and environmental risks may also be well known within the target area by various communities. How might these shocks or stresses affect these livelihoods? How do these differ for people of different genders, including women, men, girls and boys? Will climate change potentially exacerbate any of these environmental risks, or possibly create new ones for the communities?
- A rapid appraisal of potential value chains could be considered to ascertain, in general terms, the level of income generated in contrast to their impact on natural resources (irrigation use, crop type, fertiliser or pesticide use, production system practised) or potential for climate-smart agricultural options.
- Consider whether existing policies, formal laws or traditional customary law, institutions, private sector actors and market players (local, regional, international) are driving or impacting these livelihoods and in turn, affecting the pressure placed on the environment.

In conclusion, consider which livelihood options should be prioritised/promoted given their potential for the market and health of the environment. Trade-offs will be inevitable, since project investments may be insufficient to truly transform the agricultural systems. However, RGC encourages communities to seriously consider – in light of the increasing effects of climate change and the potential for worsening degradation by maintaining the status quo – which livelihood options are supportive of restoration pathways. And similarly, the community will consider which restoration options are supportive of livelihood pathways.



2.2.4 Gender equality, disability and social inclusion analysis

There are disparities in individuals' and groups' access to resources and services, aspirations, decision-making, participation, opportunity structures, and overall well-being due to a variety of social factors such as gender, age, poverty, disability, ethnicity and religion. These disparities are reinforced by formal systems (like governance structures and policies), informal systems (like social norms), environmental factors (like physical and communication accessibility) and power relations. If these disparities and the social structures that reinforce them are not well understood when programs are designed, then inequality and exclusion will perpetuate and may increase by default.



A gender equality, disability and social inclusion (GEDSI) analysis is an important tool to make sure World Vision's work addresses key factors and systems that drive extreme child vulnerability. It is an analytical approach that helps identify, understand and explain the dynamics and disparities between people based on their background or personal characteristics, and think about how they intersect with the multiple identities people hold.

A GEDSI analysis can:

- 1) Identify different needs, priorities, vulnerabilities and barriers faced by people due to gender, disability, or other social factors.
- 2) Understand roles and responsibilities – who does what, why (or why not), and when?
- 3) Understand who has access, control and decision-making powers.
- 4) Identify the root causes upholding negative gender and social norms and practices (like social relations, institutions and structures).
- 5) Uncover potential positive and negative consequences of program activities on men, women, boys and girls with and without disability, and other vulnerable groups.
- 6) Explore the risks of gender-based violence and backlash to changing social norms around gendered roles in order to "do no harm".

There are many ways to approach GEDSI analysis. World Vision has included one approach in Section 2 of its Gender Equality and Social Inclusion [DME toolkit](#).

This assessment should equip the AP/project team with insights on GEDSI related issues that they should keep in mind while facilitating the community-level analysis and planning process (detailed in Chapter 3). This will culminate in a GEDSI action plan and that will inform programme design and help project/AP team choose appropriate activities that empower vulnerable populations and don't increase disparities between people.

2.2.5 Conflict analysis

People around the world rely on natural resources for their livelihood and even for their basic survival. But when these resources are degraded, there is not enough for everyone – causing stress, tensions, and disagreement that can often lead to violent conflict. **Even if conflict is not yet occurring**, it is important for project teams to identify sub-groups with competing uses or competing claims to landscape resources and understand exactly where this competition is playing out. This is why a conflict analysis is required for any implementation of Regreening Communities, not just in fragile and highly conflict-affected contexts.

During the implementation of Regreening Communities, patterns of resource use will be changed, new resources will be created, and new bylaws will be enforced. These are all things that can create winners and losers and can cause “latent conflict” to become active conflict. Worsening climate change and environmental degradation can also lead to violent natural resource conflict in a community’s future, even if the conflict is not yet active.

Preventing violent conflict in a community is a worthy aim in itself, but ensuring you consider competition and conflict also supports the sustainability of natural regeneration plans. If one sub-group feels cheated by the plan, and that their needs are not being considered, they are not likely to follow the rules for sustainable use of the resource, or may even actively sabotage the work.

By understanding the dynamics of competition and conflict between sub-groups in a community, whether the conflict is active now or still a potential threat in the future, AP/project teams can ensure that environmental restoration plans are conflict sensitive (as in, they do not make local active or latent conflicts worse). They may even find opportunities for environmental restoration plans to reduce previously existing conflict and equip local actors with the tools and knowledge to prevent and resolve future conflicts – building peace and social cohesion at the same time that they restore landscapes.

Larger projects, and projects being implemented in areas experiencing any degree of violent conflict, must carry out a conflict analysis using WV’s Integrating Peacebuilding and Conflict Sensitivity (IPACS) tool. IPACS is a highly participatory and inclusive assessment methodology that uses FGDs, Klls, and Participatory Learning and Action (PLA) tools to:

1. Integrate conflict sensitivity, which means designing and implementing relief, development and advocacy programmes with an awareness of underlying conflict issues, existing tensions between various actor-groups, and the risk of unintended harmful consequences that could result from specific project, programme, or staff activities.
2. Integrate peacebuilding, which refers to programmes, activities and sustained process which are relevant to every context and steadily build or restore networks of interpersonal relationship, address underlying causes of conflict and past grievances, contribute toward just systems, and continually work with the interaction of truth and mercy, justice and peace.
3. Identify opportunities for larger-scale strategic peacebuilding initiatives in the conflict context.

In some cases, conflict may be within a given community and between similar people – for example, farmers in a village competing for water access. But in other cases, it may be between groups with different lifestyles and livelihoods, such as between agriculturalists and pastoralists, or between farmers and people who primarily rely on hunting and foraging wild plants and animals. This is why project teams should look broadly when conducting Klls and FGDs for IPACS – essential insights and perspectives may only be gained by talking to people outside the project area, like downstream water users or herders who only use local pastures once a year.

Smaller projects and projects being implemented in contexts not experiencing violent conflict should ensure that they ask the recommended conflict-related questions during the community mapping exercise (Section 3.1.2). In both cases, the Regreening Committee of the RGC should conduct ongoing context/conflict monitoring throughout the life of the project, and project staff should aggregate this data across implementation areas. Reduced violent conflict can be celebrated as a win and taken as a sign that projects are on the right track; increased conflict is a critical signal for project staff that an approach needs to be adjusted or strengthened.

2.2.6 Disaster risk analysis

Degraded and damaged environments and ecosystems are often also associated with increased disaster risks. Droughts and floods, in particular, can contribute to and exacerbate environmental degradation, especially in areas without good water management systems such as rainwater harvesting technologies. Also, in turn, environmental degradation and deforestation can worsen disaster risks by creating greater vulnerabilities and increasing the threats from different hazards. For example, hill sides that have been deforested are far more prone to landslides. In the event of heavy rainfall, deforested hill sides are also more likely to contribute to flooding, as well as soil erosion, given the trees that would have stopped or slowed the flow of water have been removed.

For areas particularly prone to disaster events (and where disasters will increase landscape and ecosystem degradation), it is important that a disaster risk analysis is undertaken to establish hazards, vulnerabilities and risks. For projects of a sufficiently large scale, the Regreening Communities project can be combined with the Community Based Disaster Risk Management (CBDRM) model and should use the guidance provided in [CBDRM](#) PM to fully assess disaster risks and then plan accordingly. For projects where integration with the CBDRM is not possible, Regreening Communities project still needs to assess disaster risks. Environmental safeguard and disaster risk assessments are helpful to identify existing natural hazards and avoid climate impacts; various tools are available for such an assessment – for example, [CEDRIG](#), [COVACA](#), [PCVA](#), or [PACDR](#). COVACA was developed by World Vision and is recommended by the CBDRM project model. Following such an assessment, the project design should be adjusted to include plans and activities to mitigate and prevent risks where possible, and reduce and prepare for risks that remain. This can be incorporated into the Regreening Communities project design to try to ensure that disaster events do not undermine the aims of the project in the early stages, recognising that the regreening activities in the project model will in themselves contribute greatly to reducing disaster risks, but especially if these risks are understood and factored into the specific project design.

At the completion of these studies, findings of all these studies should be shared with project/AP team, relevant national office staff and any other stakeholders. At the completion of all studies, findings of all studies should be consolidated to make sure the project/AP team have a comprehensive understanding of the context and are ready to start working with the communities.

2.3 What to consider when programming RGC?

Regreening Communities allow the communities to choose their environmental restoration priorities, the preferred restoration techniques, and the way they want to implement their environmental restoration via their Regreening plans. Regreening Communities is a highly adaptable model, which follows this basic methodology:

1. Community consultation and participatory landscape mapping based on environmental, social, and economic factors.
2. Support or set up inclusive community structures that can address the needs of the community, including the needs of the most vulnerable. These structures will strengthen community connection to the environment and facilitate the sharing of benefits and decision-making processes to manage conflicting needs.
3. Support community to prioritise needs and identify achievable solutions in a Regreening plan.
4. Community implements environmental restoration/Regreening plan to protect (minimise threats) and restore their environment through:
 - scale up of indigenous and local practices that work;
 - building capacity in a customised toolbox of approaches – including FMNR; and
 - strengthening local government and creating an enabling environment for environmental restoration.
5. Monitor changes in landscape, share successes and celebrate champions.

REGREENING COMMUNITIES

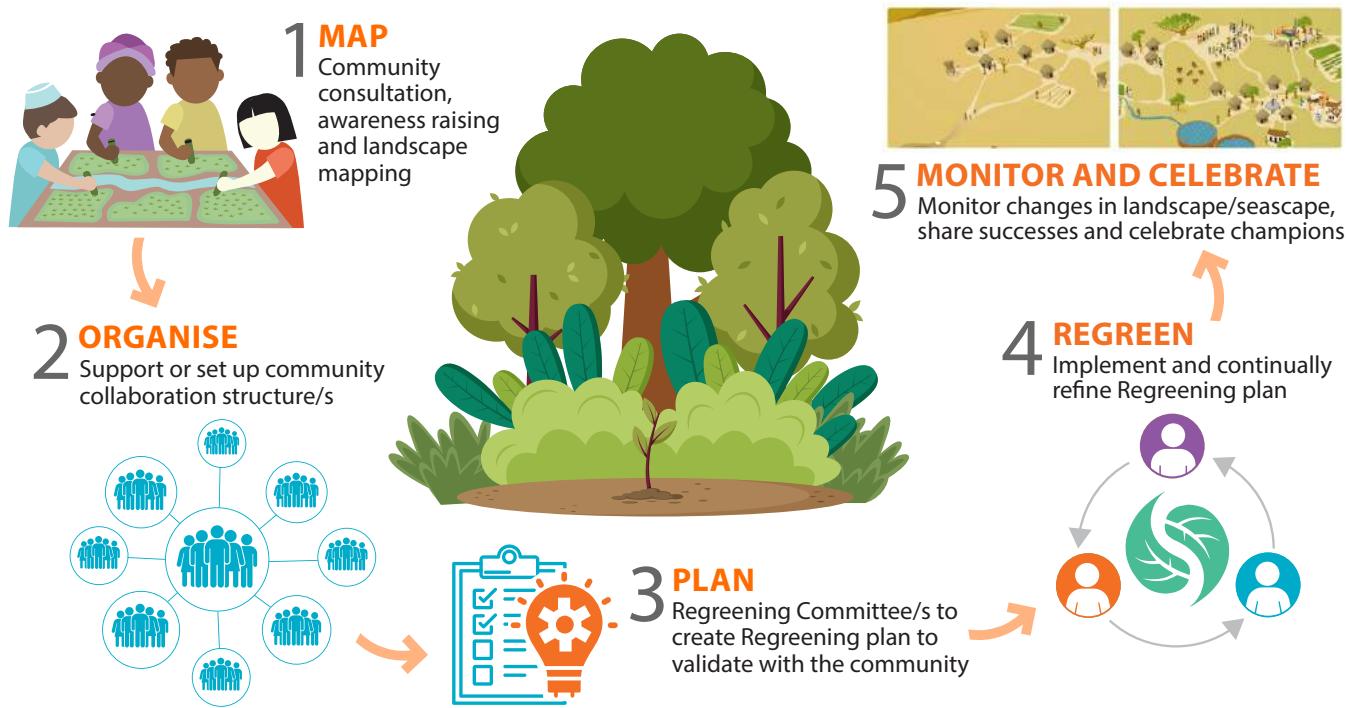


Figure3: Regreening Communities process

While a detailed account of how to implement each step is provided in the next chapter, for design and planning purposes, consider the following:

2.3.1 Key differences in RGC programming in AP and a grant-funded project

The key differences between AP and grant programming are timeframe, existing engagement with the community, flexibility in choosing implementation sites and available resources. Please consider the following when working in a grant versus AP setting.

Area Programme:

- Will almost certainly be a longer timeframe (10-15 years). This allows more time for all stages of RGC and allows for the possibility of longer or larger scale restoration initiatives – for example, dams, largescale reforestation and ongoing government advocacy.
- The above might be constrained by the fact that APs generally have limited human and financial resources and RGC implementation might be constrained by the availability of resources. The APs, therefore, should look for additional resources – for example, a grant or collaborating with existing government or NGO programmes to take full advantage of the longer implementation duration available and to ensure the implementation adequately addresses restoration needs.
- There will likely be existing community analysis and/or activities that have already been done. If so, these should be leveraged where possible. For example, if a GEDSI analysis has recently been done for this AP, there is no need to do it again as part of RGC. Similarly, if there is an existing Building Secure Livelihoods model in place then RGC could leverage some of the mapping that has been done around community livelihoods and their plans, and add this layer onto the RGC mapping process.

- Already established APs will have to choose the Regreening sites within their implementation area even though these might not be the most in need within the broader country context. Nevertheless, an AP team should make sure the sites selected for RGC are the ones that the community believes are most in need for restoration.

Grant funded:

- Will most likely be a shorter timeframe (3-5 years). It is recommended that the facilitators encourage the community to select regeneration approaches which will provide quicker wins (for example, FMNR or using crop residue as a soil and water management strategy). This does not mean the community cannot opt for longer-term restoration goals, but the team needs to be realistic about which ones the community can do without project support.
- Some grants may be in APs where existing relationships exist, however there may be some grants that are starting anew with a community. In those cases, more time may need to be given to understanding the community and to the mapping stage, so the project staff have a deep sense of appreciation for this community's challenges and vision. A short timeframe may mean it is tempting to fast-track this stage, but it is important that adequate time is given to build relationships and trust.
- For grant-funded projects, the implementation team will have the freedom to choose the implementation region and then can select sites with community consultation which are either in most need or are located on a critical geographic position, leading to maximum impact.

2.3.2 Staff and staff capacities/competencies

The key staff required for this model at various levels includes:

- At the national office level:
 - Ensure the presence and services of technical lead with an interdisciplinary team of specialists on faith and development, natural resource management, agriculture and GEDSI. They should be familiar with the Regreening Communities project model to be able to facilitate design and implementation.
- At the AP level:
 - A champion of regreening approaches, and a natural resource management and resilience point person – both who have more than 70 percent of their time to give to the project.
 - A champion on Empowered Worldview and Citizen Voices and Action (if any of these project models are included in the design).
 - Support from the AP manager, as well as key finance staff will be required. A project can have a designated staff.
 - DM&E technical support for participatory M&E, mapping and reporting. A project must have a designated M&E staff.
 - GEDSI technical support or designated focal point.
- At the field level:
 - Development facilitators (DF) will be the key staff who will facilitate the development and oversee the implementation of Regreening plans. The DF should at least have a diploma in environment/NRM/forestry/agroforestry or other related fields. The number of DFs should be considered carefully as the workloads may vary depending on the number and type of interventions a project/programme intends to implement, spread of the target population and support available through the extension system of the country. Wherever possible, gender balance be maintained within the DFs.



Management staff should have the usual leadership and team performance integrated Competency Development Competencies referred to as ICDs. DM&E staff should have the respective DM&E competencies. Financial staff should have relevant financial competencies.

Development facilitators for this model should have the following competencies:

- be a good facilitator
- inclusive
- encouraging
- good problem-solver
- able to build and maintain relationships
- flexible/adaptive

A full set of competencies for DFs is under development and will soon be available at the Regreening Communities page within WV Central.

The AP/project manager should have attended Regreening Communities online training before starting implementation of the model. Development facilitators should have prior experience of facilitating community consultation and planning and should be able to use the guidance provided in Chapter 3 or be trained on RC planning and implementation processes before starting to contact communities. Attending an orientation on the RGC PM is a must, even for those who have extensive experience of implementing similar interventions.

2.3.3 Financial planning and budgeting

Typical costs involved in this model will include:

1. Staff costs for the above-mentioned staff.
2. Cost of context analysis studies.
3. Events and meetings at the community level. These may include workshops and meetings with key community members to scope the appropriateness of the model, Regreening Committee meetings to plan and prioritise areas to be restored and to develop action plans, regular review and reflection meetings of the Regreening Committee (quarterly or bi-yearly as planned), and annual celebration and re-forecasting for Regreening plan and community level monitoring.
4. Events and meetings at the project/AP level – for example, meetings with stakeholders and holding learning and sharing events.
5. Compensation/incentives for the government experts/local extension staff and local leaders/trainers, as well as travel allowance/support if required.
6. Capacity building activities – including existing local and indigenous practices, the Regreening Communities toolbox of techniques (including FMNR), and advocacy and/or conflict mediation techniques selected by community members. This will also include capacity building activities for staff.
7. Direct funding for partner implementers to run capacity building or support for existing restoration groups.
8. Provision of tools or resources for certain restoration techniques – for example, water harvesting or nursery equipment. The assistance for restoration options provided to a community can be tailored based on the budget of the AP/project.
9. Education and/or engagement activities with children, adolescents and young people.
10. Gender equality, disability and social inclusion budget line for affirmative actions, such as budget for accommodation of people with disability, engagement with women's rights organisations and organisations of people with disability (OPDs), or training on gender-based violence.

11. Typical monitoring and evaluation costs such as baselines, midlines and endlines, and regular monitoring activities. It is anticipated that these will be done in conjunction with the most regular AP household level monitoring. This will also include a small amount for biophysical monitoring that will be conducted on top of the regular M&E activities. Monitoring costs should also include the costs of any tools, like smart phones, tablets or mapping tools, if they are to be used.

2.3.4 Potential partners and other stakeholder groups to engage

As any landscape or seascapes to be restored involves many stakeholders, partnering in the planning and implementation of this PM is essential. Co-creation builds ownership and maximizes the contributions of partners and the likelihood of sustained engagement. Understanding the “set of nested institutions” – those at local, regional/county and national levels – is important to determine which stakeholders will be key because of their ability to influence the success of the project, scale the project and its outcomes, and support the delivery and sustaining of the outcomes in the medium to long-term. Some of these stakeholders may become informal supporters or necessary for coordination or mandate; some may need to be partners with clear agreements.

Key partners are likely to include a diverse range of community organisations and groups, like indigenous people’s groups; local leaders and traditional authorities; schools; faith leaders and organisations; representative organisations – such as women’s rights organisations and organisations of people with disability – as well as local government, and ministries (or departments) of agriculture, environment, water, forests and/or fisheries. Additional partnerships may also include the private sector and research institutions. It is important that partnerships are developed for meaningful collaboration, and the values and goals the community have prioritised for landscape restoration are understood and supported by all. The following table highlights what partnerships in a typical project might look like.

Table 2: Key partners and stakeholders for Regreening Communities work

Partner	Scoping and consultation stage	Map, Organise and Plan	Regreening stage	Other	Type of involvement
Community based organisations (CBOs)	X	X	X		CBOs that are already working on environmental restoration should be empowered to continue and lead this work as part of Regreening Communities. CBOs that are focused on other areas such as health, or education may just be consulted at the scoping stage.
Environmental, climate adaptation or conservation organisations	X	X	X		These may be NGOs or linked to the government or private sector, and focus more on biophysical components of the environment and/or production systems. They will likely be able to support many elements of the project, such as contextual analyses, training in NRM or sustainable production practices, monitoring and evaluation, or research; and be important for evidence building, thought leadership and advocacy.
Organisations of people with disabilities (OPDs) and women’s rights	X	X	X		These groups will likely be representative of the GEDSI populations that the project model is trying to reach and thus should be deeply involved to understand the needs of these population groups regarding their landscape/ seascapes. It should be ensured that

organisations (WROs), youth groups, indigenous groups, and women's groups				there are restoration practices selected that are accessible to the diverse people in this group, and that their voices are heard in determining priorities. Funded partnerships should be sought with organisations such as OPDs and WROs to leverage their expertise for design, implementation and monitoring, evaluation and learning.
Faith communities and faith leaders	X	X	X	As with schools, faith communities often have access to a physical location within the environment that can become a demonstration site for a restoration activity, or be able to provide volunteer groups for community actions. Faith leaders can be influential in reaching community members with messaging and should therefore be involved at all stages.
Local leaders and chiefs	X	X	X	In some contexts, traditional/customary leaders like chiefs have "de facto" or even "de jure" authority to resolve natural resource disputes, allocate land ownership and use rights, and marshal communities for collective labor. As such, it is essential to understand their role, deeply consult and work with local leaders throughout the Regreening Communities process to develop buy in and legitimacy, support the activities, and ultimately – the sustainability of the outcomes.
Local government	X	X	X	Local government involvement will be dependent on government capacity. When working with high-capacity governments, it will be crucial to understand current government budget and priorities regarding landscape restoration and to advocate for changes within these government priorities that will support the ongoing protection and restoration of the environment. Also, it is critical to understand and work with the most local governmental institutions, such as village land management commissions or building partnerships, where appropriate.
Government extension agents	X	X	X	Extension agents have been critical partners in almost all FMNR projects. These agents provide training in forestry, agricultural and fisheries practices and therefore have the potential to be powerful agents of change in the project. RGC projects should seek to work with these agents in a co-learning process wherever possible.
National government ministries – for example, agriculture, fisheries and forests	X		X	National government may not be involved directly in the project, but national policies should be scanned for any complementary policies such as reforestation targets or budgets. If appropriate, the project may seek to report against these targets or access funding accordingly. This may be important for donors, for scaling and for sustainability. Some national government ministries may also have key framework agreements that can support how extension staff and other actors work together.
Schools and children, adolescents and youth (CAY) groups	X	X	X	Schools and children's and adolescents' groups can become groups where restoration activities take place and a location for consulting with children and adolescents on how they want to be involved with their landscape restoration. Regreening Communities can also engage with children and adolescents through other approaches, such as child-led research, intergenerational dialogue, linking locally developed life skills curricula with RGC projects, DRR or environmental clubs in schools, and child participation in decision-making.

Research organisations			X	Research organisations can help in selecting the most appropriate restoration practices for the community, in measuring more complex impacts such as soil fertility or carbon capture, or in advising on challenges arising or responding to questions raised by the community. Research organisations that have a strong commitment to incorporating GEDSI actions within restoration practice should be selected.
Local universities (for example, those offering forestry, agriculture, agroforestry or climate adaptation courses)			X	Local universities may have high-capacity students willing to assist with data collection or biophysical measurements, or other local information or support that can help in planning, implementation and measurement. Effort should be made to ensure gender balance in the selection of students to assist.
Private sector	X		X	Private sector organisations should be considered at the scoping stage. They may be an agent of environmental degradation (a logging company) or an agent of positive change (a carbon credits programme). Their role within the landscape must be considered and planned for – especially if there are activities that could prove to be mutually beneficial to the environment, the community and the private sector partners. They may bring helpful practical resources. They are also key in related livelihoods programming.
Market actors			X	Market actors/partners play a role in marketing process. This can also include smaller market actors like micro-entrepreneurs or retailers of agricultural inputs that contribute to the identified solution (for example, direct seeding equipment or tree seedlings) or agricultural services. They will become very important stakeholders and partners in cases where the RGC project is implemented with a LVCD or iMSD component.

At the design stage, an initial stakeholders mapping should be undertaken. An engagement plan should also be developed. Some stakeholders would need to be engaged even before making a contact with communities – like government extension staff. The engagement plan should align with the stakeholders mapping.

Once the assessment and design process is completed, the AP/Project Team can embark on field implementation. The next chapter provides detailed guidance on various stages of implementation.





3.PROGRAMMING

A note before you begin. We recommend the [Managing Natural Resources \(MNR\)](#) guide by CRS, USAID and MEAS as a complementary guide to the Regreening Communities handbook. Where this guide can be used, we have given page numbers to help you.

Additionally, we encourage facilitators to continually look for opportunities to contextually modify this process to make it more appropriate, accessible and inclusive for the specific communities they work with.

In this Chapter, guidance on programming have been organised around the five steps mentioned in Chapter 2, Section 2.3. Each section provides steps to be taken as well as links to relevant resources.

3.1 Map

Community consultation, awareness raising and landscape mapping

This step is about:

- Unifying the community around environmental protection and restoration.
- Gaining a deeper understanding, for all stakeholders, about the social, environmental and economic dimensions of the community.
- Understanding the relevant community strengths and challenges that will relate to environmental protection and restoration.

Process

3.1.1 Identify relevant sub-groups and stakeholders

Regreening Communities draws a distinction between sub-groups and stakeholders: sub-groups are groups of landscape users who use landscape resources in different ways, or whose access to the landscape is shaped by their membership in that group. Stakeholders do not directly use the landscape but are involved or interested in restoration work in some other way. Sub-groups are identified at this stage using information from the assessments, then validated during community consultation. A guide for conducting a stakeholder analysis is given on pages 35-41 of the MNR manual. Even if you are not using those guidelines, consider point a and b below to identify the key sub-group and stakeholders for the Regreening process:

- a. Identifying sub-groups: Because the environment is a resource that relates to everyone, this process should involve all community members who are willing to participate, aiming for a gender balance and meaningful inclusion of people with disability. The process should also identify and deliberately target members of all relevant sub-groups in the landscape. As part of the AP process, there may already be a defined group of beneficiaries that World Vision is working with – be aware that it may be necessary to consult groups beyond this beneficiary list if not all relevant sub-group are represented there. Be sure to consider the following sub-groups (adjust as appropriate for your context):
 - i. men and women;
 - ii. different age groups – for example, youth and the elderly;
 - iii. different circumstances – like, the ultra-poor, people with different types of disability, refugees, IDPs or returnees;
 - iv. different livelihood approaches – for example, farmers of different types of crops, herders, fishers, hunter-gatherers, woodcutters, miners, or eco-tourism groups;
 - v. members of different ethnic or religious groups, or indigenous groups; and
 - vi. special cases. Keep in mind that one type of “sub-group” may be an actor with significantly more power than other community sub-groups. For example, the government may be setting aside land for conservation; a large private sector entity may be operating a mine; or an armed group may be harvesting resources to fund their operations. Engaging with these sub-groups may require specific supplementary guidance – for example, CVA can be used to engage with the government as a sub-group and structure negotiations between them and other sub-groups over resource use. Supplementary guidance on engaging with private sector entities is forthcoming and will be shared at RGC page of WV Central.
- b. If there is already a strong environmental protection or restoration group in the community, engage them from the earliest stage. Ask this group where the community is already at on the Regreening process and seek to strengthen, not duplicate, their existing work.
- c. Other stakeholders who are engaged with the environment should also be identified. Please refer to Section 2.3.4 for a list. These could include, but are not limited to:
 - i. agriculture, forestry, or other relevant government extension agents;
 - ii. local/traditional authorities who may oversee rules related to land, water, and vegetation usage;
 - iii. research organisations or universities;
 - iv. schools and CAY groups;
 - v. private sector organisations (not directly using the landscape);
 - vi. organisations for people with disabilities (OPDs);
 - vii. women’s rights organisations (WROs) and women’s groups; and
 - viii. indigenous organisations.

The list of possible stakeholders that was developed at the design stage should be the starting point and can be validated for each site with local authorities.

- d. Invite community members, with representation from all identified sub-groups and additional stakeholders, to accessible Regreening meetings with clear information that they will be discussing the health of their environment and ways to restore it with the support of World Vision. Information on the benefits of environmental restoration and climate resilience can be found [here](#), but it is likely that many community members will already understand many of the benefits. Ensure these meetings are at a variety of times to accommodate the education, labour and care-giving roles of different community members. Also ensure that the venues are accessible for people with disabilities and any other community needs, offer translation support where needed and ensure opportunities for women's leadership and active participation.

By the end of this stage, you should have:

1. A list of community members and additional stakeholders who are likely to be involved in this process and an understanding of how to make this process inclusive and accessible to all community members.
2. An invitation to a community meeting, with information about the benefits of environmental protection and restoration disseminated to these stakeholders.

3.1.2 Community consultation and awareness raising meeting/s

Note: Depending on the size and spread of your community, there may be one meeting or several. You may want to hold separate meetings with various sub-group identified above to ensure the different knowledge and perspective of each group is captured.



Part One – Consultation and awareness raising

- a. Discuss with the community what their environment includes and what benefits they get from it (currently or in the past). Facilitate the discussion to ensure all parts of the environment are covered. Page 9 of the MNR manual has a potential activity that can be used [here](#).
- b. Broaden out this discussion by encouraging community members to think about the linkages between environmental degradation, climate change, livelihoods, food security, conflict, local governance, GEDSI and child well-being. If prompts are needed, you can use [this](#) resource.

- c. Based on the previous discussions, brainstorm with the community what they define as their collective environment. This will define the geographic scope of Regreening Communities. Please see page 5 of the MNR manual for more information about defining scope. Likely options for this could be:
 - i. the watershed;
 - ii. administrative boundaries (like village or local government area); or
 - iii. an area that's community-defined (for example, a local forest area or an urban green space).

Including children, adolescents and youth (CAY) in consultations

Consultation with CAY can occur within community consultations or in child/youth-specific consultations. If including CAY in community consultation meetings, this may require age-specific support and accommodations to ensure their understanding and meaningful engagement. Conduct targeted consultation with youth if there is a chance that they will not show up in community consultations. You can also identify spaces where CAY meet and socialise as well as civic spaces where CAY are able to influence decision-making, and conduct consultations with CAY separately from adults. If using this approach, ensure there is a mechanism for including their input into the broader consultation process. For more guidance, see the Adolescent Programming Integration in Regreening Communities - Supplementary Notes.



RGC and various faiths of the world

Various Holy books and religious teachings support environmental protection and restoration. For example, in the Christian faith “creation care” is a central tenant for many individuals and communities to contextualise why they must protect and restore the environment that God has entrusted them with. In Muslim contexts there is a similar concept to creation care – “And do no mischief on the earth after it has been set in order: that will be best for you, if ye have Faith” (Surat Al A'raf, “the Heights”, verse 85). Similar concepts can be found in Buddhist and Hindu faiths also. Faith leaders can foster this message in their respective services and ceremonies and can become “leaders” within the community restoration plan – particularly around the change in mindsets that may be part of this Regreening Communities process. ARC’s “Faiths and ecology” (see arcworld.org) provides a detailed account of 12 different faith’s accounts on ecology and can be a useful resource for preparing for a meeting with people from any of these faith groups.

Deciding the scale of restoration

It is very important to get an agreement on the area to work on under RGC. Be realistic in the total area and challenge the community of too little or too much. In Tanzania, WV observed that 100 ha per village is feasible. The number of activities planned and the area that they cover will influence how much change is made to the ecosystem functions (for example, filling up of ground water, an increase in tree cover, or improvement in biodiversity). Small activities spread sparsely over a large area will be less impactful than a more concentrated effort in a smaller area.

Part Two – Mapping

- a. Based on the geographic area defined by the community, work with the community to **create a map** of the area, showing what the condition of their environment is today. The following themes can be included:
 - vegetation
 - soils – areas of erosion or valuable agricultural land
 - water – rivers, lakes, wetlands and coastlines
 - farming and production areas (consider where food is produced and where important products are collected)
 - significant cultural sites
 - homes and community locations – like schools, churches or markets
 - important infrastructure – for example, roads

This could be done on the ground and then copied by the programme staff onto large sheets of paper, or marked directly on large sheets of paper or on a blackboard/whiteboard, or any other suitable medium. If time allows, ask the community to create a past map too and then ask them to compare changes over time. If the area is particularly large, then sub-groups may need to be created to map out sections of the area at a time. If useful maps were generated during the biophysical analysis, these can be printed in large format (A2-A0) if the budget is available. These maps can be used as base maps for the community to draw on, adding their local knowledge and interpretation. Take time to ensure that the data that is presented is explained, and its limitations are known. Local knowledge should be given preference!



- b. Once the map is created, support community members to **identify problems and opportunities** relating to the environment and how they are impacting the community, including the people who are most impacted. A problem could be deforestation of an area used to gather firewood or conflict over use of a watering hole, and an opportunity could be learning from a women's group which has successfully implemented climate-smart agriculture (CSA) in one area. Pages 43-59 of the MNR manual contain more detail on how to support this process.
- c. **Use a visioning exercise** to get community members to create a new map of the area in question that illustrates the future state, or how they want it to be. If time is limited this can be added as a "layer" to the current condition map, using post-it notes or transparent overlays to describe which areas will change and how they will look in the future.
- d. Based on the problems identified, **conduct a root cause analysis** to determine the cause of the respective issues. For example, if low crop yields are an issue, root causes may be lack of water, lack of climate-resilient seeds and stock, and a loss of topsoil. Conflict and overgrazing of a communal pasture could be caused by lack of clear rules for its sustainable use, or lack of user buy-in to these rules. Further guidance on how to conduct a problem tree analysis can be found on pages 60-62 of the MNR manual.
- e. During these meetings, take note of participants who are enthusiastic and committed to environmental restoration as they may be suitable to be part of the leadership group – like the Regreening Committee (see Section 3.2 for further details on the committee).
- f. If you have worked with various sub-group separately, take all the inputs with you, combine them and prepare a summary, highlighting similarities and key differences and present it to the community for validation.
- g. Simultaneously with consolidating the inputs and preparing for validation, explore and decide on the Regreening Committee as described under Section 3.2 points 1-3 and get the wider community's approval of the Regreening Committee members in the same session/gathering.

By the end of this stage, you should have:

- A collective understanding of the state of the environment and the various influences over this environment – including social and economic interlinkages.
- Collective understanding of the geographic area now under Regreening Communities.
- Collective understanding of the challenges the community is facing regarding their natural environment.
- Collective understanding of the root causes of these environmental challenges.
- Collective understanding of how the community wants the environment to be in the future, as well as motivation and commitment to taking steps towards this desired state.
- Potential people identified to lead the development of the Regreening plan.

Please note, the above process might not finish in one day. When organising these meetings, consider the feasibility of asking people to attend two consecutive days and plan accordingly.



3.2 Organise

Support or set up community collaboration structure/s

This step is all about identifying or setting up a community collaboration structure to clarify who will be involved in developing and leading the Regreening process – both during the project timeframe and into the future. This includes who will be leading the plan, who will be consulting with the wider community and who will be representing various stakeholder groups. It is critical to ensure that the group is representative of the diversity of the community and ensure meaningful representation of women (50 percent target) and marginalised groups (like cultural, religious, people with disability, children and adolescents, and SOGIESC), including opportunities for their leadership.

Why not have the whole community develop the plan?

If you are working with a typical AP, the community may be up to 5,000 people – which would make it difficult to run meetings and reach consensus. By having a Regreening Committee that represents the diversity of the community, it allows for more efficient decision making.



This community collaboration structure, referred to as a **Regreening Committee** from here on in this document, could be an existing group or organisations or could be a new one formed that represents various sub-group with user rights or livelihood interests in the intervention site.

Community collaboration structure

A community collaboration structure should not be created only for the purpose of RGC if equivalent government or other structures can be used. A Regreening Committee could be an existing village environmental group reporting to the village council or an existing village development committee. Even an existing and vibrant DRR committee can be trained in RGC. It is always preferable to have one village committee than several with too many overlaps. We do not need to have the same person in several committees; that is not efficient. If no government structure and other groups exist or are active, consider the possibility of engaging a child well-being committee. Only create a new structure if all the above options have been found unfeasible.

1. As mentioned, if there is already an effective group that is leading environmental restoration activities in the environment, then the RGC team should look for ways to boost this group and ensure it is accessible, inclusive, and well-structured and supported to sustain into the future.
2. If there is not a suitable group, then the people identified during the consultation phase should be approached with an invitation to lead the Regreening Committee. Make it clear to everyone that:
 - a. this membership of the Regreening Committee is voluntary;
 - b. they will be representing their community; and
 - c. it will require time investment.

The invitation should include a rough estimation of how much time they may need to allocate towards this.

This could include:

- a. initial planning meeting/s (it can take 3-6 days);
 - b. annual plan-refreshes; and
 - c. running/facilitating trainings and other coordination work.
3. Ensure the Regreening Committee has proportionate representation of men and women from various categories identified under Section 3.1.1.
 4. The size of the Regreening Committee may depend on the size of an AP or number and type of restoration initiatives. If an AP/project is implementing RGC on a large area, with multiple villages, it can have a larger Regreening Committee to have all sub-groups from various villages adequately represented, or it can use a two-tier approach. Discuss with the community if they would like to subdivide the programme/intervention sites surrounding each village. In such a case, each village can have a Regreening Committee of its own which will implement and monitor their plans. All these committees can nominate their members to form a coordination committee at the watershed/administrative unit level which will provide an overall oversight and coordination. Please note, Regreening Committee/s can form thematic groups or sub-committees – for example, FMNR or local value chain development. Similarly, they can nominate community members to become champions for various interventions. Also, even if the community adopts a two-tiered coordination approach, an overall plan will be developed as delineated under Section 3.3 and then each Regreening Committee can add further details to their specific plan as needed.
 5. Support the Regreening Committee to define or develop some agreements about how they will work together.
- This should include:
- a. Group roles, including the process for determining leadership roles and duration of that role. World Vision's target is for 30 percent of groups to be led by women and for this to increase over time until 50 percent are women-led. If partnering with schools and/or CAY groups, there should be at least one adolescent representative.
 - b. How, when and where the group will meet and collaborate.
 - c. How disagreements or community grievances will be managed.
 - d. How new members can join.

If a two-tiered approach is employed, bylaws should be developed for both levels and coordination mechanisms for the two tiers be agreed upon.

Ensure that the group is registered formally with any necessary government departments.

By the end of this stage, you should have:

A Regreening Committee with group by-laws.



3.3 Plan

Regreening Committee/s to create environmental restoration/Regreening plan and validate with community

This step is about supporting the Regreening Committee to develop its plan. This plan should be based on the community's priorities and what actions need to be taken to reach the future vision the community has for the environment. This plan will be shared back with the wider community for validation.

The Regreening Committee should be encouraged to think about their own way of developing the plan. Pages 63-73 of the MNR manual have some suggestions for how to manage this process. If additional guidance is needed, please use the below process.

1. Brainstorm which existing practices, laws, policies and government strategies, projects, people and groups are having a positive impact on the environment. Pay particular attention to indigenous, traditional or local practices, including the practices of women and men. File these as a list of potential "solutions" that can be drawn upon during the planning.
2. Use the problem tree analysis done during the community consultation to create a list of all the root causes of environmental issues in the community. Additionally, think about areas in the community that are not currently problematic but may need protection in the future.
3. Begin identifying which problems can be addressed by scaling up or strengthening existing practices or structures. This could include scaling up an indigenous or women's practice, revitalising a traditional natural resource governance system, or advocating for additional training from a government extension agent. The below table can be used to list the prioritised problems and the possible solutions.
4. For problems where there is no solution, or the current solutions are not sufficient, the Regreening Communities toolbox can be used. Facilitators should provide the Regreening Committee with an overview of the practices.
5. During solution selection process, consider principles such as contextually appropriate, low cost, easy to implement, balancing interventions with immediate versus long-term results, and securing results for the most vulnerable members of the community.

Regreening Communities toolbox

A database of proven restoration and productivity enhancement technologies and practices has been developed to support WV field staff. You can access it [here](#). Technical experts should be consulted before suggesting solutions to the Regreening Committees.

Table 3: Identifying problems and agreeing on solutions

Problem	Solution/s	Activities	Resources needed	Priority level (1-5) <i>1 is low importance, low urgency and impacting minimal people 5 is high importance, high urgency and impacting many people</i>
Soil infertility on farmland	Regenerative agriculture practices used by farmer group B.	Sensitisation and trainings.	Facilitator/trainer	5
Conflict between farmers and pastoralists over livestock destruction of crops	<ul style="list-style-type: none"> -Mediation and agreement brokering between farmer and pastoralist community leaders. -Restoration of degraded livestock watering points. 	<ul style="list-style-type: none"> -Meeting facilitation. -Support to development and socialisation of bylaws. -Leader training in nonviolent conflict resolution. -Watering point repairs. 	<ul style="list-style-type: none"> -Facilitator trusted by both groups -Meeting place, refreshments, stationery -Trainer, training materials -Construction materials 	4
Flash flooding causes landslides and crop losses	Improve water holding capacity in soil, stabilise slopes and slow water movement down.	<ul style="list-style-type: none"> -Community mobilisation to build terraces on hill slopes to slow water. -Use FMNR and planting to increase vegetation on hill sides to stabilise soil and increase water infiltration. 	<ul style="list-style-type: none"> -Training from extension officer on terrace construction -Support from local leaders -Refreshments 	4
Sea water inundation of coastal gardens	Regenerate overexploited mangroves to slow waves and storm surges.	Establishment of protected area and restricted use periods to allow mangroves to regenerate.	Community leaders to facilitate local by-laws/use agreements.	

The solutions should fall under one of the three pillars:

- **Scaling up local/indigenous processes and practices that work and amplifying the work of local groups and individuals:**

This includes indigenous and local environmental protection and restoration approaches and practices.

It also includes local social practices and traditional governance around rights to resource usage, arbitrating disputes, and penalising rulebreakers/free riders.

- **Capacity building in a customised toolbox of approaches:** This includes both the natural resource management and sustainable agricultural production – and promoting the practise of new skills/knowledge.
- **Strengthening local government and creating an enabling environment for environmental restoration:**
This includes any work with formal or informal leaders or institutions to mediate and prevent conflict between groups, and/or implement or strengthen the rules and systems around natural resources. For example, consider what are people's rights, what is allowed or not allowed, and what are the options when rights are not fulfilled or bylaws are broken.

The above three should be considered as pillars and be implemented simultaneously as per the need.

Partnering with others

Where WV is working with partners and if some kind of partnership agreement or MoU is established (for example, with one NGO or as a multi-stakeholder agreement with several organisations), then the Partnership Performance and Health Check should be used to support the healthy and effective development of that partnership. It can be used when needed and refreshed at least annually. When working with registered community groups (or groups desiring to be registered) and NGOs, it's important to consider if capacity strengthening would be helpful for them in their growth and in establishing and sustaining outcomes. This should be planned, measured and budgeted.

6. Use action planning process to create a high-level five-year Regreening strategy or plan and a detailed year one Regreening action plan. The WV team will provide resourcing information based on AP/project budget. **Pages 74-75 of the MNR manual provides guidance and a template for action planning** that can be adapted. Another example of the action plan template can be found on **page 152 of the Farmer Managed Natural Regeneration Field Manual**.
7. Along with the Regreening Committee, examine the overall Regreening plan and year one action plan for its alignment with the government priorities and strategies and adequacy for GEDSI, and suggest necessary adjustments.
8. Help the community prepare an exit strategy. This should include milestones and should align with the project/AP exit strategy and timeline.
9. Validate plan with the community.

By the end of this stage, you should have:

A high-level five-year Regreening strategy or plan and a detailed year one Regreening action plan for the implementation area, as well as an exit strategy and plan with milestones.





3.4 Regreen

Implement and continually refine Regreening plan

The community implements its Regreening plan to protect (minimize threats) and restore the environment through simultaneous implementation of the above mentioned three pillars. The Regreening Committee is to lead the process of continually refining the Regreening plan. The committee is to meet at least twice every year to reflect and refine the plans. Information from the monitoring process delineated under section 3.5 (below) can help in identifying areas for improvement.

3.4.1 Scaling up local/indigenous practices that work and amplifying the work of local group and individuals

This includes facilitating existing local experts to promote local/indigenous practices and supporting restoration initiatives within the community as planned above. This also includes local/indigenous practices for allocating rights to resource usage, arbitrating disputes and penalising rulebreakers/free riders. Ideally, the **relevant government line ministries** will be engaged – through advocacy, thought leadership at all levels, and partnership where appropriate – to find ways to learn and scale good indigenous practices through the government structures, such as agriculture extension agents or through local government. Other scaling approaches, such as farmer-to-farmer or farmer field schools, or community grants to accelerate existing local experts and or groups, can be used as appropriate.

3.4.2 Capacity building in a customised toolbox of approaches

Trainings should be organised for a pool of community resource persons (CRPs) or ToTs on the practices included from the toolbox into the Regreening plan. The goal should be for 50 percent representation of women in these roles and meaningful inclusion of marginalised groups as well. The CRPs/ToTs will be the champions and should be proactive in environmental sensitisation and preferably should also be a member of a relevant sub-committee or a thematic group. These trainings could be delivered by the AP/project staff, government extension staff, or by other stakeholders through linkages. Make sure the training is imparted as per the plans, as any capacity gaps and delay in filling them will affect implementation and achievement of results.

At community level, the CRPs/ToTs will then train the community members in selected practices. As a project sustainability measure, these resource people will help scale up the activity across the project area and to other areas, given they will be available locally beyond the project period.



Capacity of land managers to adopt new approaches can also be built in a wide range of ways. Do not be limited by traditional training activities, but instead seek to understand the barriers (knowledge, awareness or other) and design activities to overcome these.

Building capacities of the government extension staff

Depending on their skills and how they've been trained, government extension officers may be trained in conventional agriculture, or reforestation practices with exotic trees that would harm the environment. Wherever possible, it is much better to send extension agents to be trained by environmental stewardship minded NGOs, or research centres with a strong focus on ecological agriculture and agroforestry. In Tanzania, WV sent all FMNR champions to the farmer training centre, Sustainable Agriculture Tanzania as a nominated institution. Without sound knowledge on agricultural improved techniques, one risks copying the traditional harmful practices and high input agriculture that abandons trees from the farmland; the opposite of what RGC aims at.

3.4.3 Strengthening local government and creating an enabling environment for environmental restoration

Strong local systems to govern natural resource use are critical to long-term restoration and protection. Depending on the context, these governance systems may be formal (state/government), informal (for example, clan or customary leaders, or chiefs), or most likely, a combination of both. Regreening Committees can work with these social and/or political systems, encourage cooperative and pro-environment behaviour, discourage destructive behaviour, and mobilise resources long after the project has concluded.

Why strong local governance systems are critical

The natural resource governance systems do not only need to contribute to restoration goals; it is essential that these systems also be viewed as fair and equitable by all sub-groups using the natural resource. If a sub-group feels that they are not getting fair treatment under this governance system – if the rules are unfairly applied to them, if they are excluded from resources needed for their survival, or if they do not get equitable access to resources like training or profits from systems – they will be much less likely to cooperate with that system. They may break bylaws to access the resource they need or may overuse and abuse a resource before another sub-group can take it away from them. They may even be tempted to sabotage restoration work. And once other community members see that these individuals are not following the rules, they may give up on following the rules themselves – also known as the “free-rider problem”. All in all, the result will be slower, or it may even reverse progress towards restoration goals. It could also worsen social cohesion and lead to the threat of violent conflict.

When dealing with formal governance systems, advocacy techniques can be used to demand services, such as climate change adaptation training from agricultural extension agents. This includes social accountability through Citizen Voice and Action to monitor local delivery of government commitments to regreening, as well as advocating for policy shifts that enable improved land and natural resources access for indigenous communities, people with disability, adolescents, youth, children and women. This could be done at a local, county/provincial or national level.

For improved services from local government on issues such as climate change adaptation, natural resource management or climate smart agriculture, it will be important to develop close relationships with the relevant ministries and government departments at the local level. This can include making use of local government capacity where it is strong – like for training or assessments. Equally, where local government capacity is weak, engaging local government staff in community assessments, training and monitoring of project activities can help to build local government capacity and strengthen relationships. Strengthening such relationships can enable WV to identify particular gaps or weaknesses in local government service provision for supporting Regreening activities, and RGC can work with local government to improve service provision in these areas. See WV's new guidance on using [Citizen Voice and Action for climate action and environmental management](#).

In addition to working with formal governance system, informal governance systems too can be instrumental in helping to achieve RGC intended results. Therefore, RGC governance analysis should also identify any informal governance systems or structures that may facilitate or impede RGC's intended outcomes. These findings should be validated during the community mapping process and strategies be devised to leverage and strengthen, or reform, informal governance systems and structures as needed.

Strengthening customary courts for equitable land access

The EU FORESITE project in South Sudan works with informal governance systems to secure women's land tenure. While statutory land law in South Sudan explicitly recognises women's right to own land, in practice disputes are arbitrated in customary courts by traditional leaders, who often make rulings that leave divorced women and widows landless. In addition to supporting women's leaders to review local land policies for equity and raising community awareness of women's land tenure rights through a range of media, FORESITE project staff worked directly with traditional leaders, training them in statutory land law and human rights and advocating for women's right to be present, and for women to speak at their own court rulings. Due to demand from traditional leaders themselves, dozens of additional training sessions had to be scheduled beyond what was planned – with 814 traditional leaders trained by the fourth year of the project. The midterm evaluation shows slow but statistically significant increases in community perceptions of the likelihood of a traditional court making a land ruling in a woman's favour.





3.5 Monitor and celebrate

Monitor changes in landscape/seascape, share successes and celebrate champions

Community led monitoring of restoration activities and outcomes is a critical part of the Regreening Communities process. Community led monitoring fosters connection with changes in the environment, provides immediate feedback on restoration efforts and ensures locally appropriate interpretation of observations. It also ensures that the needs and aspects of the landscape/seascape that are most important to those living in it remain the focus. Therefore, the monitoring and evaluation for this project model will take a participatory approach, whereby the MEL activities will be conducted at two levels – community and the project/AP team. While the latter will be discussed in the next chapter, the former is explained here.

Community level monitoring and capacity of the AP/project DM&E staff

Community level monitoring, as envisioned by RGC, might be new to AP/project DM&E staff, as well as the communities. A useful resource on training communities on participatory monitoring is added [here](#). AP/project DM&E staff need to make sure that they understand the process and can train the communities to ensure proper implementation. Tokenistic implementation of this step of the RGC process can have serious implications for the sustainability of the environmental restoration process and outcomes.

At the **community level**, MEL processes will be part of the Regreening plan. Community representatives will participate not only in measuring but also in deciding what should be measured and how. The Regreening Committee, or a monitoring sub-committee, will participate in a workshop facilitated by WV staff to develop the monitoring plan. Any training needs for specific monitoring processes will also be identified at this time, and appropriate resource people identified. They will develop a monitoring plan against their desired change or outcomes as defined in their Regreening plans. The following is an example of a monitoring plan template and can be adapted as per the needs.

Table 4: Community monitoring plan template

Interventions domains	Activities	Expected results	What would success look like/ indicator	Targets	Benefiting sub-group	Means of verification	Frequency

The community will set its own indicators. Indicators will be informed by community assessments of land and seascape conditions through the Regreening Index (a framework for the community to monitor the changes they seek in their landscape/seascape) or “citizen science” community led monitoring of observable non-technical indicators, such as tree numbers, biodiversity and so on. By the community leading the monitoring and assessment of these changes, they are observing and engaging with their environment, while building stronger connections and understanding of how the environment interacts with their lives. The community MEL process will have the following four dimensions:

3.5.1 Monitoring of community indicators set in the plan against the **Regreening Index**⁸ as well as on community management and social cohesion.

Regreening Index

The Regreening Index is a way of describing the condition of a land or seascape and how it is changing as a result of restoration efforts. The Regreening Index assesses change in six spheres: soil, vegetation, biodiversity, water, air and land/seascape. For each of the spheres where change may be observed, a number of example indicators are provided. For RGC, the Regreening Index is aligned to the Regreening plan developed by the community. The community can identify alternative indicators related to the changes they want to see as a result of their restoration efforts and use them to assess if the planned activities are successfully improving the condition of the aspects of the environment that are most significant to them. Further details on the Regreening Index concept and methodology can be found [here](#).

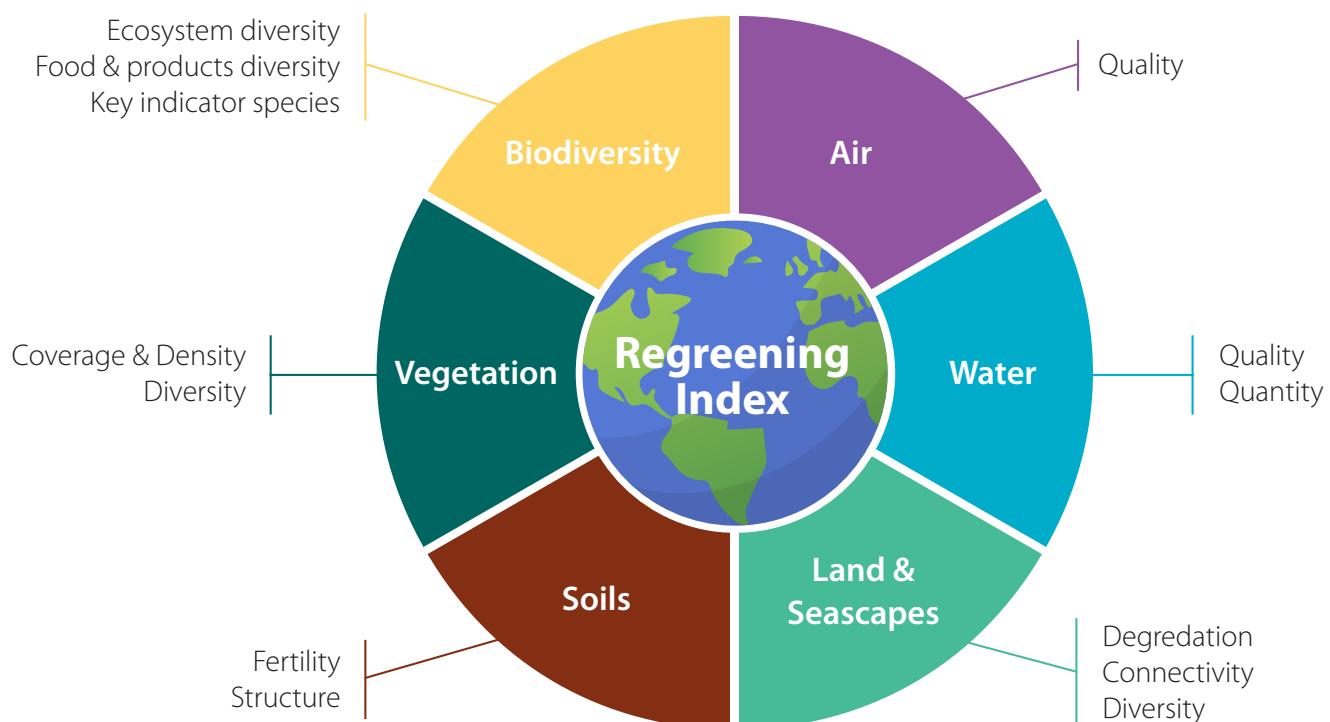


Figure 4: Dimensions or spheres of the Regreening Index

⁸ This is a simplified version of the [Sustainability Index for Landscape Restoration | World Resources Institute \(wri.org\)](#), adapted for use in Regreening Communities projects. If your project is large enough, consider referring to this more comprehensive guidance.

Community level indicators

For RGC, community level indicators are not the same as project/AP RGC indicators, though the former can contribute to the latter. The monitoring sub-committee of the Regreening Committee should be supported by the project/AP DM&E staff to develop their own indicators. Ideally, this should be part of their training on monitoring. Indicators should be based on their perception of “what does success look like?” and align to the domains, or spheres, of the Regreening Index. The indicators should be observable and non-technical. In addition to indicators capturing changes in the natural resources, the community monitoring plan will also include indicators to monitor natural resource conflict – to see if they are decreasing or increasing – as well as indicators in the areas of social cohesion, equity of access, conflict management and governance.

The monitoring sub-committee will develop its own templates against the plan to record progress and consolidate findings. If need be, the project/AP staff can participate in initial community monitoring activities as observers to help the monitoring sub-committee feel comfortable with the process.

3.5.2 Regreening action plan review: A quarterly or biannual (as agreed by the Regreening Committee) review of progress against the plan by Regreening Committee.

The Regreening Committee will meet periodically (as agreed in the bylaws), to assess progress against the plan, discuss factors contributing to success, and reasons for any underachievement and possible solutions. The project/AP staff can attend these meetings and it could be their opportunity to crosscheck their data at the activity level.

3.5.3 Annual learning events and restoration review with the community and key stakeholders. Such a review should also focus on intersecting social areas, such as gender and disability. This will be facilitated by project/AP staff but the Regreening Committee or community member will be presenting key successes, challenges and their perception of impact on various sub-groups, as well as lessons learnt. The project staff and the Regreening Committee work together to plan for areas needing improvement and leverage success. Such reviews should provide people with opportunities to connect with their environment in a positive way and therefore, it is a good idea to plan such meetings and celebrations in newly reforested areas.

3.5.4 Celebration of restoration champions. Celebration of restoration champions should intentionally be diverse, considering women, people with disability, indigenous youth and other vulnerable groups. The contributions should be recognised in a way that is culturally appropriate. It could be a verbal or written appreciation within the wider community, monetary incentives, showcasing success by inviting others to come and see, or sharing their stories through local forums or media.





4. MONITORING, EVALUATION AND LEARNING (MEL)

This chapter provides guidance on monitoring, evaluation and learning (MEL) of an RGC project or programme. The chapter is organised into five sections. The first section provides an overview of the RGC PM MEL process. An abridged version of the PM logframe with core/essential indicators is presented in Section 2. Section 3 provides guidance on the evaluation process, including baseline, mid-term and endline evaluations. Guidance on monitoring of the PM implementation is provided in Section 4. The fifth section includes guidance on dissemination of learning from the PM implementation.

4.1 Overview of the M&E process

The monitoring and evaluation activities and strong partnership approach of this project model ensures accountability to community, and facilitates internal decision making, learning, improvement and knowledge management. This also provides a mechanism for generating and sharing evidence with donors, key external stakeholders and decision makers.

MEL activities are done at both the community and project levels. At the **community level**, MEL processes will be part of the Regreening plan that is developed by Regreening Committee; these have been discussed in Section 3.5. At the **project level**, MEL activities will align with the grant or Area Programme M&E processes. One unique feature of RGC monitoring and evaluating is the need for Regreening sites and project locations to be **mapped** using GPS, GIS, or free online tools such as Google Earth or Restor. Mapped locations of Regreening sites are important for calculating the area of land being regreened, for identifying areas or processes that might affect the community, and seeing change in the landscape over time using remote sensing technologies such as satellite imagery analysis. The initial site mapping could be done as part of biophysical assessments suggested in Section 2.2, with more specific activity site location and changes observed and monitored at the midline, and evaluated at the endline evaluation. The primary steps, both for project and community level MEL, have been summarised in the table below.

Table 5: Summary of main M&E steps at the project level and community level

Project		Community
MEL planning	Detailed M&E plan including RGC logframe. The logframe will include core indicators as well as other recommended and optional indicators as relevant, and disaggregation (sex, age, disability, and other relevant criteria).	Regreening plan and community monitoring plan.
Monitoring	-Monitoring of activity and output indicators. -Monitoring of participation of various categories of people within the target sites. -Mapping of restoration sites.	Monitoring of restoration and community management indicators set by the community in their monitoring plan. Quarterly review of progress by Regreening Committee.
Evaluation	-Baseline, midterm and endline outcome and impact indicators' assessment.	Bi-annual/annual review of progress against Regreening plan by Regreening Committee.
Learning	Annual learning events; communication of project processes and impacts beyond the project team through various mediums – for example, publications, thought leadership events and reports.	Annual learning events and restoration review with the community and key stakeholders, as well as celebration of champions.

4.2 Logframe and core indicators

The Regreening Communities example [logframe](#) shows a range of core/essential, recommended and optional indicators for tracking the progress of activities and impacts.

The table below summarises the core, or essential, indicators to be included in the M&E plan of your Regreening Communities project at the goal level and across each outcome area. Anyone developing a logframe for an RGC project is required to consult the full RGC logframe for guidance on these indicators, as well as for other recommended and optional indicators, as well as on disaggregation.

Table 6: Summary of essential indicators for evaluation and monitoring

	Means of verification	Essential/core standardized indicators	Horizon codes
Goal Individual and collective action restores and protects the environment, improving HH and child food security, and strengthening livelihoods and community resilience to climate related and other shocks and disasters.	Evaluation	Proportion of parents or caregivers able to provide well for their children (disaggregated by sex).	C4B.0044
		Proportion of households in multidimensional poverty (disaggregated by sex of HH Head).	C4B.25456
		Proportion of households facing moderate or severe food insecurity according to the Food Insecurity Experience Global Standard Scale (FIES-GSS) (disaggregated by sex of HH head).	C4B.25258
		Percentage of households with sufficient diet diversity (disaggregated by sex of HH head).	C4B.0060
	Monitoring	Number of hectares protected and/or under restoration.	C1D.034455

<p>Outcome 1 Individual, household and community social resilience is strengthened.</p>	<p>Evaluation</p>	Number/percentage of respondents reporting feeling hopeful about the future (disaggregated by sex, age and disability).	New
		Percentage of households able to raise a large sum of money within 30 days (disaggregated by sex of HH head).	C4D.034400
	<p>Monitoring</p>	Percentage of respondents/community members aware of the environmental restoration/Regreening plan and committee (disaggregated by sex, age and disability).	New
		Number and percentage of healthy partnerships.	C4B.25451
		Percentage of community members reporting a feeling of enhanced cultural and spiritual connection to the environment (disaggregated by sex, age and disability).	New
		Regreening Index score for target landscape/seascape.	New
<p>Outcome 2 Target environments are more resilient to climate related shocks and disasters through improved condition of soil, water, vegetation and biodiversity</p>	<p>Evaluation</p>	Number and percentage of target area (percentage total hectares) with a project defined minimum number of recommended environmental conservation or improved NRM practices (disaggregated by practice).	based on C4B.25537
		Area of land managed with Farmer Managed Natural Regeneration in the target area (ha).	C4B.25210
	<p>Monitoring</p>	Percentage of households using improved NRM (environmental conservation) or sustainable agriculture practices (disaggregated by sex of HH head and practice).	C4D.034423
		Number and percentage of households adopting FMNR in target area (disaggregated by sex of HH head).	C4B.25209
		Number and percentage of households refraining from unsustainable environmental management practices (disaggregated by sex of HH head).	C3A.026300
		Percentage of households with increased income (disaggregated by sex of HH Head).	C2C.25149
<p>Outcome 3 Sustainable improvements in production of local crop, livestock, forest, aquatic or marine products for consumption or sale.</p>	<p>Evaluation</p>	Percentage of households with improved access to firewood, building poles, timber and non-timber forest products (disaggregated by sex of HH head).	C4B.25213
		Percentage of households using improved NRM or sustainable agriculture practices (disaggregated by sex of HH head and practice).	C4D.034423
	<p>Monitoring</p>	Percentage of target area (percentage total hectares) with [a project defined minimum number of] sustainable crops, livestock and NRM practices (disaggregated by practice).	C4B.25537



4.3 Evaluation

4.3.1 The baseline

Baseline studies should assess the pre-project status of all indicators included in the logframe. Even if you are constrained by time or resources, assessment of the essential indicators listed in the table above are mandatory for all RGC projects/programmes.

The baseline will be done after the contextual analyses and technical assessments are completed, after the intervention area and target communities are identified, and after the Theory of Change and logframe are designed.

This study will need to collect data from:

- Documents, including published literature, local government policies and plans, WV strategies and plans, project documents and relevant social, economic and environmental datasets as available, including the context analyses and assessments done at the outset of the project.
- Households in the target areas (landscape /seascape) identified for the project which are likely to participate in, and benefit from, the project.
- Key informants, such as government officers from relevant ministries or departments, including water, environment, agriculture and/or forestry; as well as NGOs working in the area on environmental issues; researchers or institutions; existing community development staff; local leaders; indigenous leaders; and representatives from marginalised groups, including women, youth and people with disability.

Both quantitative and qualitative data should be collected. Quantitative data should be summarised statistically and results used to set project baselines figures for the relevant indicators in the project logframe. Quantitative data should be analysed to provide contextual information explaining trends and drivers for the baseline conditions, in particular to explain variations between groups of people or locations in which the project is working.

Please note, if an initial site mapping could not be done **for ALL identified sites** as part of biophysical assessments suggested in Section 2.2, this should be made part of the baseline study. If some sites have been mapped while others not, please make sure the same methodology and tool are used to make them consistent. Initial mapping of all Regreening sites is critical, as without this we won't be able to monitor change over time using remote sensing technologies.

A presentation of preliminary findings should be done to capture feedback from the project team prior to finalising the written report. The baseline report should provide clear recommendations for how the project plans should be adapted to the specific conditions identified. An accessible summary of the report should be produced and the findings shared with the community to inform their environmental restoration planning process.

The baseline study is generally completed by an external consultant. However, if the project scope is small and internal resources allow, this study could be done internally.

4.3.2 Mid-term review (MTR)

The mid-term review for a Regreening Communities project should focus on how the project is operating and assess if it is on track by assessing:

- If the planned project activities are being completed.
- If the project is reaching all groups equitably.
- If intermediate outcomes are being achieved.
- If key causal pathways of change are operating as expected.

The key causal pathways in Regreening Communities that should be operating by the mid-term review may include:

- Community collaboration structures for environmental restoration are in place and operational.
- Regreening plan has been developed and is known and supported by the community and critical stakeholders.
- Knowledge and skills of community members responsible for the management of land or sea resources are improving.
- Key stakeholders (including local government) are aware of and contributing to the implementation of the Regreening plan.

The mid-term review should also ensure that each of these pathways is inclusive and operates in such a way that facilitates meaningful contribution from all marginalised groups and builds trust and cohesion. Results from, and progress against, the GEDSI action plan (developed from the GEDSI assessment conducted prior to baseline to inform design) should also be evaluated. Qualitative data should be collected and analysed to describe and explain how this is occurring. Where it is useful, quantitative data can be used to demonstrate the progress made in terms of number of project participants, area of land reached and any other intermediate outcomes relevant to the study. Further methodological guidelines for MTR developed by WVA for its [Evidence Building Framework](#) work can be a useful resource.

In addition, the MTR may include mapping of Regreening implementation sites within the target area if this has not been done in conjunction with regular project monitoring activities (see Section 4.4.3 for details on mapping as a monitoring activity). This mapping will be done using GPS, GIS or free online tools such as Google Earth or Restor, replicating the process followed at the outset of the project to map these sites. This will help in calculating the area of land being regreened and seeing change in the landscape over time, using remote sensing technologies such as satellite imagery analysis.

The mid-term review is to be conducted by an external reviewer. However, if the project or the AP has limited resources, staff can undertake an internal assessment and use findings to improve implementation. If a project is to be completed in under three years, a mid-term review is not required.

4.3.3 The endline

The endline study will identify what impact the RGC project has had on both the participating community and the targeted environment. These impacts will be assessed by measuring the essential indicators at the end of the project and comparing these with the baseline values. The degree of change will be assessed through a pre-post analysis of project participants, however it is good practice to collect data from a small group of non-project participants at both baseline and endline, as a control, if possible. Also, a pre-post analysis of changes in the landscape be included in the endline evaluation.

Data for the baseline analysis will mainly be quantitative but substantial qualitative data should also be collected at the endline to examine if and how the project interventions contributed to any impacts identified. Qualitative data in the form of case studies or impact stories are also powerful and should be included.

The endline report shall include an assessment of achievements for the outcomes described in the logframe, including the achievement level and a brief comment on the evidence of achievement available.



4.4 Monitoring

4.4.1 Activity and output indicators

While some output indicators have been included in the PM logframe, each project and AP can have additional activity and output indicators depending on the combination of project models being used, types of restoration practices selected and data needs for reporting.

The area of land under restoration is an output indicator that is of particular significance in the Regreening Communities project model. Try to map the specific project activity locations using tools such as Google Maps. Mobile applications such as Regreening Africa App use GPS technology in smart devices to map the location of the device in real time as you visit the project sites.

Please also ensure that the activity and output indicators related to project participants and the beneficiaries reached by the project are also disaggregated by sex and age (child, adolescents and young people). Also make sure to identify people with disability, using the “functional approach”.

FUNCTIONAL APPROACH

The “functional approach” to disability data collection is used to identify people who have functional difficulties across different functional domains (including hearing, vision, mobility, communication/comprehension, learning and emotions) and who are most at risk of experiencing restricted social participation in an unaccommodating environment. The most extensively tested and validated function-based questions are the Washington Group questions. The functional approach avoids using terminology which may be stigmatising and is used in contrast to approaches which focus on impairments or deficits in bodily functions. The following links provide further information on the approach and data collection.

- [Humanity & Inclusion: Disability Data Collection Toolkit](#)
- [Washington Group Methodology \(functional approach\)](#)

4.4.2 Participatory community monitoring versus project/programme staff monitoring

Community participation in monitoring will take place at two levels:

- a. Community monitoring against the community's Regreening plan. The project/AP field staff can be part of the process at the initial stages of implementation to build the capacity of the Regreening Committee/monitoring sub-committee as well as the other steps outlined in Section 3.5. However, after mentoring for some time, the project/AP staff will gradually exit from the process, so this should become a community led and driven monitoring process.
- b. Community will participate in monitoring activities of the project team as needed.

The project/AP staff can develop an M&E plan where methods and frequency of monitoring visits and accompanying formats/tools be developed. In addition to routine activity and output monitoring, joint quality monitoring involving various stakeholders has been particularly useful in other similar projects and can be adopted.

Joint Quality Monitoring in the Drylands Development Programme (DryDev)

Landscape restoration programming, which involves the complex integration of multi-sequenced multi-site actions within a non-uniform landscape, requires a systems lens. Monitoring tools similarly need to adopt a systems perspective. One tool that assists with this is Joint Quality Monitoring (JQM), a process developed by DryDev – a multi-country, large-scale landscape management programme. JQM was conducted by a team which consisted of programme staff who were not directly involved in day-to-day implementation of project activities and representatives from all implementing partners. The JQM team visited intervention sites on a biannual basis. The main objective was to purposefully and independently conduct targeted monitoring; the visit was intended to facilitate holistic co-reflection on what was going well and not so well, to facilitate peer-to-peer (or cross-partner) learning, and to jointly develop corrective action plans for improved programmatic, managerial and finance outcomes.

In DryDev, the JQM visits, similar to an on-site peer-to-peer review, focused on two main areas namely, technical and programme management. Technical aspects included: i) assessment of whether implementation was on schedule; ii) ascertaining if the technologies/practices being implemented and or planned were appropriate for the context, or whether planned sequencing should be reconsidered. Management aspects, focused on i) partnership arrangements, including levels and capacity of staff; ii) field level coordination, communication and collaboration; iii) engagement of/linkages and synergy with strategic partners and “scaling stakeholders”, such as government, donor and NGO policies and programmes, including adaption towards new policies or opportunities; v) overall programme performance, including adherence to work plans, effective reporting (technical and financial), burn rates and rate of delivery (programme reach and benefits accruing in relation to funds spent).

The rhythm of regular JQM visits provided “safe” and constructive feedback to the implementation teams from an “external” view and helped them take corrective measures. This systems-wide, co-learning approach also built a culture of openness, reflection and continuous improvement.

4.4.3 Mapping of restoration sites

Mapping of the restoration areas in a Geographic Information System (using WV’s organisational ESRI ArcGIS account or simple and freely available tools such as Google Earth or Restor, among others) is strongly encouraged in this project model. Spatial data is information that is presented in the form of a map or a “layer” on a map. Environmental characteristics are often presented spatially and again, tools such as [Restor](#) and [FERM](#) have increasing amounts of relevant spatial data freely accessible, from remote sensing, satellite images and global modelling, as well as direct field measurements. By knowing where the project boundary is, and having this mapped in its own spatial layer, these additional contextual datasets can be analysed in the project site and used to monitor and evaluate the changes observable in the landscape. These maps can assist in the determination of the project boundaries (Section 2.1.2) and in providing contextual information to assist the communities to prepare their own landscape maps (Section 3.1.2). The project boundaries and community landscape maps should be drawn and saved as digital map files to facilitate further analysis and collaboration in the future.

The support of GIS staff in these mapping activities is desirable if available to your office and project.



4.5 Learning dissemination

4.5.1 Internal dissemination

For Regreening Communities projects within Area Programmes, there will be an evaluation at the end of each cycle, which is usually every five years. In addition, if the Regreening Communities project is included in national office technical programmes, then the impact, results and learning from the project will be gathered across the national office programme, which can then be shared across the WV partnership.

For grant-funded projects that use Regreening Communities model, mid-term and endline evaluations can be included as part of the project, which will contribute to overall learning, and can be shared with the wider livelihoods network in the WV partnership.

4.5.2 External dissemination

Grant-funded projects/programmes can provide an opportunity to disseminate learning from the Regreening Communities model to institutional donors, which can help to influence donor priorities and decisions, as well as raise the profile of WV's work.

In addition, for larger grants it is possible to work with a university or research institution to include a learning stream within a project. With this more independent learning partner, there are greater opportunities for learning to be more widely disseminated through academic and research linkages, and at international fora.

More in-depth learning with well-regarded research institutions can create opportunities for our work and learning to be presented at international conferences on biodiversity and climate change, including the Convention on Bio-Diversity COPs and the UNFCCC COPs, as well as in academic journals and research papers.

4.5.3 Annual learning events

Annual learning events are an opportunity for Regreening Communities development facilitators and community representatives to come together to share learnings from the field. It is the responsibility of cluster/zonal livelihoods specialists to ensure these events take place, however they can be facilitated by any staff member. This can be an excellent development opportunity with an agenda that includes (but is not limited to):

- Capturing and sharing common lessons from the field with a written report.
- Furthering understanding of Regreening Communities programming.
- Delving deeply into topics that are timely and relevant to all staff.
- Understanding how to better include marginalised groups in the Regreening Communities approach and exploring the impact of actions on different groups, including the most vulnerable members of the community.
- Developing skills that will enable Regreening Communities facilitators to perform their role more effectively (like facilitation skills, coaching skills and understanding group dynamics).



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