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PROMOTING GREEN INFRASTRUCTURE INVESTMENTS AND FORESTRY WORKS AMONG SOUTH AND EAST AFRICAN COUNTRIES BY ENHANCING SOUTH-SOUTH AND TRIANGULAR COOPERATION

South-South and Triangular Cooperation Good Practices



*Good practices written by participants of the
e-learning course on Promoting Green Infrastructure Investments and
Forestry Works Among South and East African Countries by Enhancing
South-South and Triangular Cooperation 2023*

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Acknowledgements: Anita Amorim, Joel Alcocer and Elisabetta Vitali

INTRODUCTION

Green works refer to the employment intensive development, restoration and maintenance of public infrastructure, community assets, natural areas, and landscapes to contribute to environmental goals such as climate change adaptation and disaster risk reduction, environmental rehabilitation, ecosystem restoration and nature conservation. Therefore, green works are job-rich in nature, and are a tool to tackle environmental challenges faced altogether.

South-South and Triangular Cooperation (SSTC) can be an effective instrument to share knowledge in this topic, boost peer-to-peer learning among the countries of the Global South that are facing similar challenges and identify the “appropriate” approach.” In this regard, the e-learning course on Promoting Green Infrastructure Investments and Forestry Works Among South and East African Countries by Enhancing South-South and Triangular Cooperation was organized in 2023 by the International Training Centre of the International Labour Organization (ITC-ILO), with the support of the Partnerships and Field Support Department (PARDEV) of the ILO to utilize SSTC methodologies for peer learning and knowledge sharing on the topic of green works with the participation of nationals from South and East African countries’ including labour-based practitioners (from the Ministries of Labour, Ministry of Infrastructure/Ministry of Public Works and Technical and Vocational Education and Training (TVET) Centers).

This publication is a collection of experiences written by some of the participants of the course, with the objective of disseminating good practices already in place in countries of the Global South.

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SOUTH-SOUTH AND TRIANGULAR COOPERATION GOOD PRACTICES

Author's name: Amina Aden Maalim

Institution: Kenya Forestry Research Institute (KEFRI)

Title of South-South and triangular cooperation (SSTC) good practice: Agroecology and Rural Development: Acting in the global North with and for the Global South

Countries involved (please add more than one country): Kenya, Nigeria, Benin and Zimbabwe

<p>South-South Objective (s) What does the initiative intend to achieve in response to what challenge?</p>	<p>This initiative aims to conduct a study exploring agroecology as a holistic approach to agri-food systems transformation and sustainable rural development.</p> <p>The objective of the study is to contribute to a better understanding of how the Global North can translate into local actions the recognition of its responsibility as a key contributor to the climate crisis, biodiversity loss and unsustainable food systems worldwide. These local actions must be based on an increased awareness of the positive and negative effects of distance (tele-coupling) on the Global South and, more specifically, on the local requirements and opportunities for global co-creation of knowledge in order to build the capacity of the Global North to act with and for the Global South.</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>The research work was supported by The Federal Ministry of Economic Cooperation and Development (BMZ Germany) and was implemented by the Centre for Rural development (SLE) at Humboldt University in Berlin, Germany.</p> <p>SLE selected 10 early career researchers: 5 from the Global North - GN (all from Germany) and 5 from the Global South -GS (From Kenya, Nigeria, Benin and Zimbabwe). The expertise of the GS team was fisheries, food systems, green energy and agroforestry and rural development.</p>
<p>Effectiveness of the South-South / peer learning methodological approach What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>Initially, the GN team used to travel to the countries with identified development needs in the GS and carry out their research work while presenting their findings to the stakeholders in the GN. However, this research reversed this approach and pioneered in taking the GS team to the GN and conduct their research there whilst using their professional inputs to find out the development gaps of GN to collectively address them. This was done to reduce the negative impacts of the developments of the GN to the sustainable development of GS countries.</p> <p>Methodologies for assessing agroecological practices and measuring the reduction of negative local and distant effects in the Global South have not yet been put into practice. However, the research methodology took an integrated landscape approach and applied the Tool for Agroecology Performance Evaluation (TAPE Tool; FAO, 2019) to assess the extent that agroecological principles are practiced by local actors on farms and along value chains.</p> <p>Using qualitative data analysis based on MAXQDA software, we describe the characteristics of local agroecological</p>

	<p>transformation processes and how these are linked to rural development in research regions in the Global North. In addition, we explore the potential distant effects of agroecological transformation in the Global North on the Global South but focus mainly on how local knowledge generation and collaboration within the agroecology framework can be used to inform international development cooperation.</p> <p>To gather the required data, we undertook extensive key stakeholder assessments at multiple levels and in different sectors in the study regions using Participatory Rural Appraisal (PRA) tools along with some elements of action research. The field research was carried out in four case study areas in rural Germany and Austria; namely Barnim, Wendland Upper Allgäu and Großes Walsertal (Great Walser Valley) in Austria.</p> <p>Using the participatory actor mapping tool, we identified key actors linked to agroecology and sustainable rural development as well as their interrelations. This helps identify additional potentials and obstacles in promoting agroecological transformation. The stakeholders identified were from Germany, Austria, Brussels and the stakeholders were accessed both virtually and physically since this was during Covid-19 pandemics. Health precautions and regulations were observed during this period. The findings were later shared virtually with all the stakeholders, development partners from the two globes for validation before publication.</p>
<p>Innovation What were the innovative elements that make it interesting for other national contexts?</p>	<p>The innovative elements of this initiative are found in the design of the project implementation and of the agroecology project itself. In terms of implementation design, the use of tele-coupling in the research project helped to combine expert advice on the identified gaps. This helped forge smart solutions to address these gaps.</p> <p>This also identified the similarities in terms of development need between the two globes despite the difference in terms of magnitude.</p> <p>Framework adopted for improved knowledge sharing between the GS/GN Despite Agroecology existing, there was need to know the knowledge of the practitioners of the concept/practice, gaps and policies that promote it through the following research questions:</p> <ul style="list-style-type: none"> • What factors enable agroecological transformation for rural development in the Global North? • How can agroecology be supported and promoted by international development actors as an approach to address global challenges in the Global North for and with the Global South?

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	<ul style="list-style-type: none"> • How can South–North collaboration address the Global North’s responsibility for its actions which produce negative consequences in the Global South?
<p>South-South Sustainability What elements made the good practice sustainable? How can it last over time?</p>	<p>To enhance sustainability of the SSTC, proposals were made including:</p> <ul style="list-style-type: none"> • A collaborative agroecology program to promote agroforestry and climate adaptation between the University of Eberswalde and research institutions in the Global South (through KEFRI). • Establish North–South partnerships for learning about agroecology transition pathways using the experience of Engagement Global actions and trade fairs • Financial and policy support for collaborative North–South research partnerships promoting integrated agroecological landscape approaches • Highlight agroecology as an action area that helps reduce or transform negative distance effects in the Global South into positive ones. • Inspired by the successes of community supported agriculture in the Wendland, we propose to build on models for community-supported agriculture (CSA) as an entry point for enhanced civil society engagement for agroecology transformation in the two globes • Address the low visibility and understanding of agroecology as a concept and framework for action promoting sustainable agriculture and rural development among practitioners in German and the Global South.
<p>South-South Adaptability What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?</p>	<p>This initiative can be taken as an example for other cooperation projects that seek to promote agroecological transition and sustainable rural development in the Global North by fostering collaboration, learning and co-creation of knowledge with the Global South. In this way, remote impacts are simultaneously achieved in the Global South.</p> <p>Global South.</p>
<p>South-South Results Explain the main results</p>	<p>Among the findings related to SSTC, it is noted that: Many stakeholders in the four regions studied recognize the importance of learning from non-European regions, as "the Global North does not know everything".</p> <p>It could be concluded that in the regions investigated there is a widespread awareness of the distant effects of one's own actions on the external environment and on people living elsewhere. Many interviewees identified mutual global problems, such as loss of biodiversity or rising average temperatures. Awareness of how individual actions contribute to exacerbating these problems is a driving factor in decisions about those same actions.</p>

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<p>Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.</p>	<p>Team Leader: Dr. Mirjam Steiglich Email address: mirjam.steglich@yahoo.de</p>
<p>Funding Sources Explain the origin of funds</p>	<p>The research was supported by The Federal Ministry of Economic Cooperation and Development BMZ-Germany.</p>
<p>Materials and Web-links What training manuals, guidelines, technical data sheets, posters, images, videos, audio documents, website have been created as a result of the identification of the good practice? Please attach a good quality image.</p>	<p>Report: https://edoc.hu-berlin.de/bitstream/handle/18452/25885/SLE290E_Agroecology_and_Rural_Development.pdf?sequence=1</p> <p>Youtube video https://youtu.be/8DRVHA6C6TQ</p>  

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Author's name: Augustine Kipngeno Kenduiwo


Institution: Ministry of Environment, Climate Change and Forestry of Kenya

Title of South-South and triangular cooperation (SSTC) good practice: Strengthening Human Resources and Skills to Advance Kenya's Nationally Determined Contribution (NDC) and National Adaptation Plan (NAP).

Countries involved (please add more than one country): Switzerland, Kenya and Malawi

<p>South-South Objective (s) What does the initiative intend to achieve in response to what challenge?</p>	<p>The objective of the project was to enhance education, training and public awareness on climate change by strengthening knowledge and capacities in public and private sectors through education and training institutions. As part of this project, a National Climate Change Learning and Awareness Strategy was developed for Kenya, in order to strengthen existing processes by taking a more strategic approach to climate change learning.</p> <p>The strategy examined and identified critical learning and skills development needs in key climate-related sectors while addressing challenges in national educational and training institutions and increasing opportunities for climate change learning.</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>Institutions involved:</p> <ul style="list-style-type: none"> • United Nations Institute for Training and Research, Switzerland (UNITAR) – Provided Technical and Financial support to the process • Food and Agriculture Organization (FAO) – Handled Financial transactions at the ground on behalf of UNITAR • Ministry of Environment, Climate Change and Forestry, Kenya – Leading the coordination of the Learning Strategy development • Ministry of Education, Kenya – Formed part of the project task team • Ministry of Natural Resources Energy and Mining, Malawi – Provided Peer to Peer learning experience • Kenya Climate Change Working Group, Kenya (KCCWG) - Formed part of the project task team
<p>Effectiveness of the South-South / peer learning methodological approach What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>Methodology used:</p> <ul style="list-style-type: none"> • Task team members were appointed from the participating institutions • A consultant was procured to support the task team • South to South learning exchange was done with Malawi to gain experience on how they developed their strategy • A Background Report on National Climate Change Priorities and Relevant Capacity Development Goals and Initiatives was developed • A National Planning Workshop to plan the development of the National Climate Change Learning Strategy was undertaken

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	<ul style="list-style-type: none"> • Assessment of Learning Needs and Teaching Capacities was carried out • Preparation of a National Climate Change Learning and Awareness Strategy was done.
<p>Innovation What were the innovative elements that make it interesting for other national contexts?</p>	<p>The innovative element of this initiative is the involvement of all stakeholders from the public sector, private sector, civil society organizations, development partners and learning institutions. This enriched the learning process that resulted in a high-level document that is owned by all.</p>
<p>South-South Sustainability What elements made the good practice sustainable? How can it last over time?</p>	<p>Climate change threats have disrupted economic activities and stepping up its understanding through development of a learning strategy will contribute to enhancing climate change solutions and the success in adoption rate will ensure more countries adopt the best practice.</p>
<p>South-South Adaptability What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?</p>	<p>There are high possibilities of extending this good practice to any other country since climate change is real and needs to be addressed by everyone. Raising learning and awareness about climate change enhances adoption of adaptation and mitigation actions throughout the world. The only conditions required is to ensure climate change policies and regulatory frameworks are in place to enable implementation of actions after awareness creation has been done.</p>
<p>South-South Results Explain the main results</p>	<p>Development of a National Climate Change Learning and Awareness Strategy for Kenya.</p>
<p>Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.</p>	<ul style="list-style-type: none"> • Ms. Cristina Rekasavas, T +41 22 917 8482 , E-mail: cristina.rekasavas@unitar.org • Mr. Samuel Muchiri, T +254 719439126, E-mail: muchiri66@yahoo.com • Ms Sheilla Mbiru, T +254712328411, E-mail: sheilambiru@gmail.com
<p>Funding Sources Explain the origin of funds</p>	<p>Government of Switzerland, through UNITAR. This was as a response to the requirement by United Nations Framework Convention on Climate Change (UNFCCC) to support Parties on climate change education, training and public awareness.</p>
<p>Materials and Web-links What training manuals, guidelines, technical data sheets, posters, images, videos, audio documents, website have been created as a result of the identification of the good practice? Please attach a good quality image.</p>	

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Author's name: Nyondo Joseph Samson

Institution: Salesians of Don Bosco, Zambia

Title of South-South and triangular cooperation (SSTC) good practice: Hydroponics for school meals to tackle food security

Countries involved (please add more than one country): Zambia and Libya

<p>South-South Objective (s) What does the initiative intend to achieve in response to what challenge?</p>	<p>The initiative aimed at the exchange of knowledge, resources, and technical know-how among developing countries in order to ensure food security at school level. It was also meant to explore opportunities for pioneering home-grown school meal programmes in Libya based on Zambia's experience.</p> <p>The challenge of children dropping out of school due to hunger and ailments that comes with that is very common in the developing countries of the global south. School meals increase school enrolment and attendance levels by offering children a regular source of healthy food. They relieve hunger and malnutrition, enabling children to learn and achieve their full potential.</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>The institutions concerned are the Governments of Libya and Zambia, the Regional Centre of Excellence against Hunger and Malnutrition (CERFAM), the World Food Programme, WFP Regional Bureau for Eastern Africa, schools and local farmers.</p> <p>More than 70 schools are involved in this initiative, although the pilot schools were Woodland Primary School in Lusaka and St. Vincent School in Monze.</p> <p>Interaction occurs primarily through knowledge sharing at the government level, provision of technical and financial resources by partners, and supply and market linkages between the school and the smallholder community.</p>
<p>Effectiveness of the South-South / peer learning methodological approach What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>In Zambia, home-cooked school meals programs provide children with nutritious, locally grown food and support local markets and food systems. Stable market access and income help smallholder farmers expand their business prospects, minimizing the risk of post-harvest losses.</p> <p>One of the most important lessons learned that made this approach effective is that the decentralized approach to the school meals program in Zambia, where responsibility and autonomy was devolved to provincial and district authorities, was effective and this was brought home to Libya.</p> <p>Students shared that access to fresh vegetables from the hydroponic gardens has improved their diet; they also learned hydroponic production techniques and can use this knowledge and skills in the future as an income generating activity. Thus, the aspect of green jobs, employment generation and capacity building were introduced.</p>
<p>Innovation What were the innovative elements that make it interesting for other national contexts?</p>	<p>Participants were inspired by the effectiveness of the decentralized school canteen system and the use of innovative approaches such as hydroponics in Zambia.</p> <p>Hydroponics is a soilless farming technique that uses up to 90% less water than traditional agriculture, allowing food to be</p>

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	grown year-round; it plays an important role in Zambia as a complementary approach to school gardens and food security.
South-South Sustainability What elements made the good practice sustainable? How can it last over time?	One of the most important lessons learned is that the decentralized approach to the school meals program in Zambia, where responsibility and autonomy were delegated to provincial and district authorities, was effective. In Zambia, the procurement strategy focuses on decentralizing the entire process of sourcing, transporting, and storing food commodities. This approach promotes the sustainability of school meal programs, reduces costs and ensures stronger links between schools and smallholder farmers, stimulating demand for locally produced food and thus promoting the Natural Solution approach.
South-South Adaptability What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?	Knowledge and expertise in this area are crucial as climate change, desertification, and land degradation threaten food security globally. This South-South exchange can inspire other countries to engage in similar knowledge exchange activities, connect with like-minded stakeholders, and co-create a hunger-free future together.
South-South Results Explain the main results	Knowledge and experience sharing: Effectiveness of the decentralized approach of the school meals program, linkages created between schools and smallholder farmers, thus fostering nature-based solutions (NBS).
Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.	http://innovation.wfp.org
Funding Sources Explain the origin of funds	Partners like WFP, Governments and Schools
Materials and Web-links What training manuals, guidelines, technical data sheets, posters, images, videos, audio documents, website have been created as a result of the identification of the good practice? Please attach a good quality image.	https://wfpinnovation.medium.com/south-south-cooperation-two-countries-four-teams-and-a-shared-journey-towards-zero-hunger-94f7c184ee3e 

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Author's name: Ngigi Njuguna

Institution: Don Bosco Tech Africa, Kenya

Title of South-South and triangular cooperation (SSTC) good practice: Green TVET

Countries involved (please add more than one country): Nigeria and Burundi - Germany

<p>South-South Objective (s) What does the initiative intend to achieve in response to what challenge?</p>	<p>The initiative sought to raise awareness of how institutions could adopt green practices and help promote a sustainable green culture starting with individuals, institutions and the community.</p> <p>The objectives of this initiative are the replacement of household appliances to make them more energy efficient, the installation of biogas plants and biodigesters, rainwater harvesting, the creation of tree nurseries and the creation of eco-clubs among students.</p> <p>This was intended to counter the challenge of having a workforce and community that are unaware of the opportunities to adopt green measures that could help create the necessary balance between the economy, society and the environment.</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>BMZ is funding the initiative from Germany through a German-based NGO called Don Bosco Mondo. Don Bosco Tech Africa (DBTA) is the coordinator, and the implementing countries are Nigeria and Burundi.</p> <p>DBTA is the linking factor and has helped the institutions in these two countries to establish one center of excellence each. The main features of the initiatives are the installation of solar power, which supplies more than 80 kva to the training and production facilities.</p>
<p>Effectiveness of the South-South / peer learning methodological approach What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>To help with the coordination work, there is a project officer at the DBTA level. There is a green specialist and a green facilitator at the implementation level. They work together and share the project reports indicating the challenges and successes with each other via emails, meetings and reports. The participation of the different actors is guaranteed through common planning and evaluation meetings.</p> <p>There is an open line of communication, each partner can consult with the other, enhancing the peer-to-peer learning.</p>
<p>Innovation What were the innovative elements that make it interesting for other national contexts?</p>	<p>The installation of the solar plant of 80 kva was the element that stood out as a unique feature in the entire project. The partners did not envision the possibility of solar power that could run industrial machines, including welding.</p> <p>Like in Burundi, during the inauguration, the Government officials who had come in expressed shock when they were told that the carpentry machines and the welding was done purely with solar. The electricity bill dropped from 500 USD per month to 40 USD.</p> <p>More institutions are now requesting to be assisted with similar investments as this will make them shut their generators that are using fossil fuels, which is harmful to the environment. The production and administrative work, as well as the learning</p>

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	outcome, have improved significantly due to the constant availability of power.
South-South Sustainability What elements made the good practice sustainable? How can it last over time?	<p>The training of the solar technicians, procurement of quality materials, quality work and the active involvement of the different actors can be said to be factors that made the whole intervention sustainable.</p> <p>The local team was well trained by an expert from Germany and the acquired the required competences to do the maintenance and repair of the system.</p>
South-South Adaptability What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?	<p>Africa is energy hungry, and this hunger is contributing to poverty and destruction of the forest cover as people looks for means to support their livelihood. Absence of clean and affordable energy is a real block to socio- economic development and until is addressed some people will continue to be left behind.</p> <p>There are several institutions within the Don Bosco TVET centres that are sending their requests to be supported with similar installations and this already shows the impact that the interventions in the two countries have created in the continent.</p> <p>Using the acquired experience, it will be possible to scale up the interventions if the resources can be found.</p>
South-South Results Explain the main results	<p>The main results if the created awareness where people have come to value the enormous energy that is within their reach and that it need to be tapped to be of use to the people and the environment.</p> <p>The communities around these centres have embraced the use of solar and they are being assisted by the trained technicians to install solar having seen the potential in the institutions.</p> <p>The efficiency in operations and training outcomes has improved tremendously in the given institutions</p> <p>The switching of the generators is a big step in reducing the greenhouse gas.</p> <p>The government is ready to engage and support any other such initiatives</p>
Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.	<p>For further information, you may contact the following persons at the following e-mail addresses:</p> <p>Ngigi Njuguna- Progam Manager- ngisdb@gmail.com</p> <p>Calixte Ukwitegetse – TVET Director. ukwitegetsec@gmail.com</p> <p>Max Okoro- PDO Director - maxiokoro@gmail.com</p>
Funding Sources Explain the origin of funds	<p>The funding was from the Germany Government through BMZ</p>

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Author's name: Tendai Tshakisani Makavani

Institution: NEC Brickmaking and Clay Products Industry, Zimbabwe

Title of South-South and triangular cooperation (SSTC) good practice: Green Enterprise Project

Countries involved (please add more than one country): Zimbabwe and Zambia

<p>South-South Objective (s) What does the initiative intend to achieve in response to what challenge?</p>	<p>This is still a pilot project. The objective of South-South collaboration in the Green Enterprise Project is to facilitate environmental rehabilitation and job creation through green works in areas damaged by mining and quarrying activities.</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>NEC Brickmaking and Clay Products, NEC Mining, Zimbabwe Ministry of Public Utilities, Labour and Social Welfare, Zimbabwe Ministry of Youth, Arts and Recreation, Zimbabwe Ministry of Small and Medium Enterprises, Women and Gender, among others. The the Ministry of Youth, Arts and Leisure, as well as the Ministry of Small and Medium Enterprises, Women and Gender, will enable the inclusion of key disadvantaged groups in the labour market, such as women and youth. South-South cooperation with Zambia fosters knowledge sharing, as Zambia is a neighbouring country whose problems with damage to the natural environment due to mining and quarrying activities are similar to those of Zimbabwe.</p>
<p>Of Effectiveness of the South-South / peer learning methodological approach What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>The challenge will be addressed through training through DACUM (Developing a Curriculum, which is a process of using focus groups on a facilitated storyboard to capture the skills or competencies required of a job or occupation). The creation of policies outlining climate protection regulations for mining activities will also be discussed in order to legislate and monitor activities in these areas. The participation of communities in the planning and design of afforestation and reforestation activities is also important, as they have a say in what they want their environment to look like. A competition can be organized to encourage young people to submit proposals in this regard, thus creating important partnerships between organizations and their communities.</p>
<p>Innovation What were the innovative elements that make it interesting for other national contexts?</p>	<p>Innovative elements of the project include the creation of ecological works committees involving communities and mining organizations to monitor, evaluate and implement ecological works on behalf of the community. Use of artistic means to promote knowledge sharing through community street theatre or musical performances. This allows visualization of the subject matter and facilitates the various members of the community to understand the technical activities related to the ecological works.</p>

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<p>South-South Sustainability What elements made the good practice sustainable? How can it last over time?</p>	<p>A trust will be created to lobby for green businesses, which will provide continuity to the project and allow it to expand to other sectors of the economy. The creation of green jobs that employ young people and women, as well as green committees that promote partnerships with organizations, makes the project sustainable because there is commitment, funding and continuity. The creation of legislation regulating green activities in mining, quarrying and other minerals also ensures the sustainability of the project, as there is clear monitoring of the projects.</p>
<p>South-South Adaptability What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?</p>	<p>Through the Green Enterprise Trust, there is a south-south adaptability, as there is a continuous collaboration through partnerships, workshops, visits to check the progress of projects, as well as the adoption of relevant technologies that promote green works in line with best practices.</p>
<p>South-South Results Explain the main results</p>	<p>This collaboration will promote forestry activities, including the creation of parks that provide communities with natural recreational centers for children and young people, as well as natural habitats for animals. Job creation will also be encouraged through the establishment of forests and fruit trees. The project also frees the communities from the current danger, in which people have died after falling into disused quarries. It also promotes the beautification of the communities through the greening of the surrounding environments, while mitigating the effects of climate change.</p>
<p>Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.</p>	<p>tendai@necbrick.com info@necbrick.com d.a@necbrick.com</p>
<p>Funding Sources Explain the origin of funds</p>	<p>Funding can be obtained from employers in the industries whose activities result in quarry mining and other minerals as part of Social Responsibility.</p> <p>The NEC Brickmaking is a Subscription based organisation whose membership are companies involved in quarry, mining and manufacture of Bricks. These organisations pay subscriptions monthly thus the project can be financed through these companies as part of their Corporate Social Responsibility.</p>

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Author's name: Manger Franco

Institution: Bulambuli District, Mt. Elgon Region, Uganda

Title of South-South and triangular cooperation (SSTC) good practice: Redesigning Carbon Finance Delivery Mechanisms for Climate Resilience in Elgon Region

Countries involved (please add more than one country): Uganda & Kenya

<p>South-South Objective (s)</p> <p>What does the initiative intend to achieve in response to what challenge?</p>	<p>The objective of this initiative would be to accelerate tree growing to mitigate climate change through carbon finance credits using on-farm carbon credits as financial collateral. It would also seek to address access to finance for tree growers to offset the long returns on forestry investments. Finally, another objective would be to redesign incentive mechanisms for tree growing.</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives</p> <p>Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>This is a pilot or planned initiative in the Bulambuli district, which requires development. The initiative aims at regional collaboration between the Mount Elgon regions of Uganda and Kenya.</p>
<p>Effectiveness of the South-South / peer learning methodological approach</p> <p>What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>The methodology to be used will be that of a pilot program through which carbon finance institutions and their delivery mechanisms to farmers will be identified.</p> <p>Regional meetings and pilot testing in selected beneficiary areas.</p> <p>Transboundary approach due to shared benefits from the Mt. Elgon forest (located in both countries).</p>
<p>Innovation</p> <p>What were the innovative elements that make it interesting for other national contexts?</p>	<p>The innovative element in this case is access to the payment of the ecosystem fund in the form of credit through a financial institution, using carbon credits from tree planting as collateral.</p>
<p>South-South Sustainability</p> <p>What elements made the good practice sustainable? How can it last over time?</p>	<p>This initiative will last if farmers are encouraged to form savings and credit cooperatives through which they can train, contribute funds, borrow and plant trees to access the money.</p>
<p>South-South Adaptability</p> <p>What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?</p>	<p>The most appropriate option to extend this practice is through intensive training. Carbon finance policies already exist in some countries, which could adapt this initiative in their territories.</p>

SOUTH-SOUTH AND TRIANGULAR COOPERATION GOOD PRACTICES

<p>South-South Results Explain the main results</p>	<p>Among the results of this project would be the acceleration of tree growing, as farmers would grow trees to obtain carbon credits as collateral for access to finance, rather than handing out finance directly to farmers each year. Alternative income-generating activities will be launched through access to finance.</p>
<p>Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.</p>	<p>Manget Franco, Forest Officer Bulambuli. Currently MSC Fellow Climate change and Disaster Management in Busitema University, Uganda. +256776343459/+356701343459 mangetfranco@gmail.com mangetfranco@yahoo.com</p>
<p>Funding Sources Explain the origin of funds</p>	<p>Not yet operational, it is still a pilot project studying carbon finance institutions.</p>

SOUTH-SOUTH AND TRIANGULAR COOPERATION GOOD PRACTICES

Author's name: Ahmed Mohamed Salat

Institution: Livelihood and Food Security, Kenya

Title of South-South and triangular cooperation (STC) good practice: Greening the environment through reforestation

Countries involved (please add more than one country): Kenya and Somalia

<p>South-South Objective (s) What does the initiative intend to achieve in response to what challenge?</p>	<p>This was a reforestation program in a refugee context where the environment was already fragile and due to the huge presence of refugees and the indiscriminate use of trees for firewood, there has been environmental degradation, loss of traditional indigenous trees, soil erosion and desertification. Some of these factors constituted the greatest challenges facing the project</p>
<p>South-South Cooperation between institutions and countries to achieve the objectives Who are the institutions, partners, implementation agencies, development partners? How do they interact? What countries are represented in this initiative?</p>	<p>There have been many partners, stakeholders and institutions that have been vital in meeting the above challenges with different activities both material and financial. Host communities were the first to contribute ideas and expertise from international agencies, and national institutions provided the appropriate qualified personnel for project implementation.</p>
<p>Effectiveness of the South-South / peer learning methodological approach What methodology has been used to address the challenge that led to a successful outcome for horizontal cooperation? What was the process and how was it participatory and peer-to-peer?</p>	<p>Various skills and knowledge were exported from different countries, and personnel from the agencies involved were hired on a temporary basis to provide technical expertise. These initiatives included community training in restoration and environmental management. Kenya and Somalia are the countries where the program is being implemented. Institutions such as the national environmental management authority were key players in providing technical support to the project through advice and guidance.</p>
<p>Innovation What were the innovative elements that make it interesting for other national contexts?</p>	<p>Among the innovative elements of this initiative are the use of modern technologies to make informed decisions. Also, tools and channels to involve communities, such as the voluminous SMS, the strengthening of community leadership, the inculcation of environmental protection methodologies and the establishment of specific dates for deliberation on environmental protection and management. The creation of specific working groups was one of the innovations created to combat desertification.</p>
<p>South-South Sustainability What elements made the good practice sustainable? How can it last over time?</p>	<p>Among the elements that made this practice sustainable we have: Continuous training of staff, stakeholders and community members. Continuous and regular exchange of information. Management of reference data. Exchange of personnel for the development or improvement of their skills. Development of a synergistic partnership between stakeholders.</p>

SOUTH-SOUTH AND TRIANGULAR COOPERATION GOOD PRACTICES

<p>South-South Adaptability What are the possibilities of extending the good practice more widely? What are the conditions that must be met to ensure its adaptation to another country, context or region?</p>	<p>The positive impact of South-South collaboration is evident and notorious, but so is active engagement, policy development, policy and advocacy reporting and sharing of good practices. This initiative can be extended to other countries in the Global South, but it is necessary that the needs and demands of each of the countries involved are clear and that there is a long-term vision and action.</p>
<p>South-South Results Explain the main results</p>	<p>The main result was a reliable and positive community-oriented approach that created a strong environment, a productive ecosystem, streamlined economic and income security for community members, and ultimately self-sufficiency with increased financial independence.</p>
<p>Contact details How to reach the people or projects that should be contacted to obtain more information on the good practice? Add emails, phone numbers, linkedin, twitter, etc.</p>	<p>ahmedfeisal@hotmail.com Yassin Abdikarim Kassima Abdi</p>
<p>Funding Sources Explain the origin of funds</p>	<p>Multiple donors i.e BMZ</p>
<p>Materials and Web-links What training manuals, guidelines, technical data sheets, posters, images, videos, audio documents, website have been created as a result of the identification of the good practice? Please attach a good quality image.</p>	