Greening Graduation

Introduction

The climate and biodiversity crisis is very real and we are already seeing the stark impact that changes in climate conditions are having in the places where Concern works. People living in extreme poverty are often highly reliant on natural resources for their livelihoods and therefore disproportionally affected by the impacts of climate change[1].

We have a duty of care to consider the environmental impacts of our programmes and Concern is committed to demonstrating that we are not inadvertently adding to the environmental crisis (at a minimum) and to help people living in extreme poverty reduce the risks they face, through actions designed to sustain and restore their natural environment[2]. Addressing this challenge presents a unique opportunity to promote economic growth that fosters environmentally sustainable, low-carbon and socially inclusive development. By the very nature of the Graduation Approach, we have the potential to support the transition to a Green Economy through facilitating access to Green Jobs – those that contribute to, preserve, or restore the environment – or through supporting business models that make optimal use of (scarce) natural resources, use less fossil fuels and result in reducing environmental risk.

Whilst, what we do (or are able to do) will depend on the context, there are minimum requirements and low hanging fruit that all programmes should consider. Not least, raising awareness, critically examining potential environment impacts and avoiding harm to the environment. However, we cannot do this alone – nor should we try to. Greening Graduation will require greater use of partnerships with a range of private and public sector actors to design activities that strengthen key systems (economic and financial, risk management and basic services) within which people live and work.

This guidance brief looks specifically at how we can Green our Graduation programmes. It is an introductory piece, targeted at programme colleagues working on the design of livelihood programmes, though likely to be relevant more widely. It does not replace existing guidance such as the Gender Transformative Graduation Programing Technical Brief. It provides:

- An overview of the relationship between graduation approaches and environmental protection and sustainability and,
- Practical examples of how graduation programmes can improve their environmental practices[3].

[1] Climate change is the long-term change in typical weather patterns and temperature - driven by the increased use of fossil fuels, deforestation and increasingly intensive agriculture that has supported economic growth

[2] For more information on Concern's position on the climate crisis and how programmes are responding, please see Concern Worldwide (2021) 'Climate Crisis – General Message' Jan 10, 2021

[3] Whilst the brief looks specifically at programmes which adopt a Graduation Approach, it is likely relevant for all livelihood programmes.

Useful definitions

'Green' - Meaning natural resources (including oceans, land and forests) being sustainably managed and conserved to improve livelihoods and food security'. (UNEP)

'Greening' - The greening of a person or organisation means that the person or organisation is becoming more aware of environmental issues. (Collins)

'Green Economy' - Low carbon, resource efficient and socially inclusive. In a Green Economy, growth in employment and income are driven by private and public investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services. (UNEP)

'**Green Growth'-** Fostering economic growth and development whilst ensuring that natural assets continue to provide the resources and environmental services on which our well-being relies.' (OCED)

'Green Jobs' - Jobs that contribute to, preserve, or restore the environment, be they in traditional sectors such as manufacturing and construction or in new, emerging Green sectors such as renewable energy and energy efficiency'. (ILO)

'Green Recovery' – Economic recovery measures aligned with achieving long-term climate change and sustainability objectives.

'Environmental Mainstreaming' - The incorporation of environmental sustainability into policy, planning and programming. It requires assessing the environmental implications of programmes and safeguarding the environment.

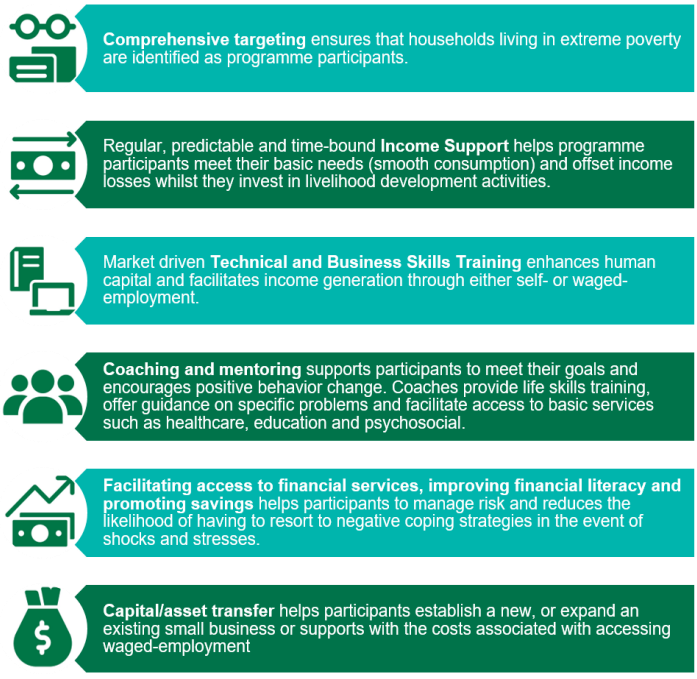
Environment "sector"- Includes environmental management activities such as air, water, soil and water management; pollution prevention and control; protection of biodiversity, including ecosystems, species and genetic resource; and protected areas management. It also links to the provision of water, waste management, sanitation and energy services.

What is the Graduation Approach?

Economic growth, and the policies and programmes introduced to improve people's well-being, does not work for everyone. The Graduation Approach was designed to reach those excluded from other efforts and to address the root causes of socio-economic inequalities. Graduation programmes support people living in extreme and chronic poverty with a pathway out of it - from situations often defined by food insecurity and high levels of vulnerability towards sustainable livelihoods.

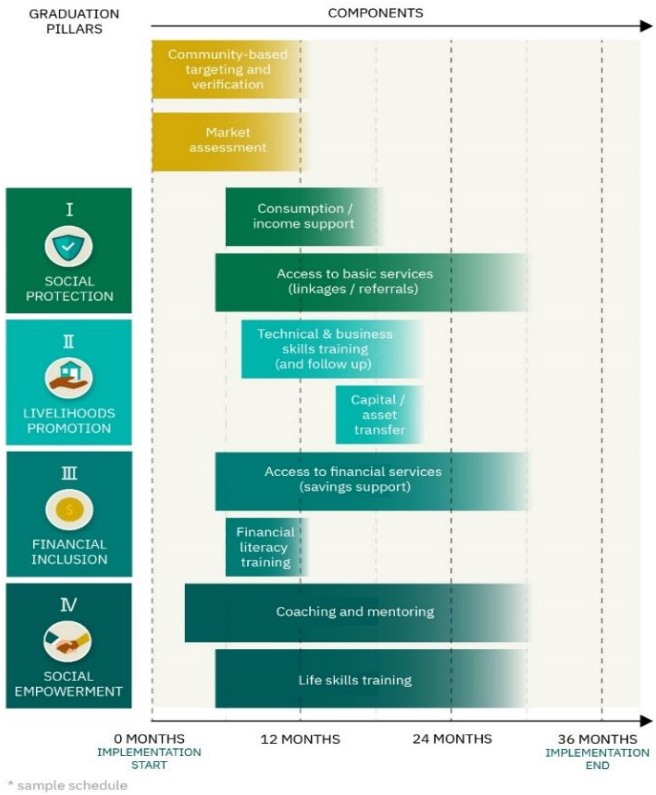
The Graduation Approach encompasses four main pillars: **social protection, livelihood promotion**, **financial inclusion** and **social empowerment**. They provide sequenced and tailored packages of support to help people address the barriers they face to moving out of

Box 1: Core Components of the Graduation Approach



poverty. Essential to this is an understanding of the enabling environment (economic and financial systems, risk management systems and basic service systems) and designing activities to strengthen key systems within which people live and work[4]. Box 1 provides an overview of the main components of the Graduation Approach whilst and Figure 1 provides an example of how components can be layered and sequenced over the course of a programme life cycle.

Figure 1: Sample schedule of a Graduation Programme



The Graduation Approach and environmental protection and sustainability

Concern defines a livelihood as '*the means by which a person or a household makes a living over time*'. Building on the Sustainable Livelihoods Framework[5], Concern identifies six categories of assets upon which individuals draw, or rely on, to pursue their livelihoods – Natural, Physical, Financial, Human, Social and Political – and a livelihood is considered sustainable (or resilient) when it can cope with and recover from stress and shocks yet continue to provide opportunities for the next generation.

The health of the economy and society are ultimately dependent upon the health of the environment: Natural resources/assets (e.g. fertile soils, clean water, biomass and biodiversity) maintain public health, yield income and drive economic growth. Whilst, environmental hazards (e.g. pollution, environmental damage, and climate change) threaten livelihoods and development.

People living in poverty are often highly dependent on natural resources (assets) and ecosystems for their livelihoods. They also tend to live in areas of high ecological vulnerability and low levels of resource productivity. In these contexts, people face varying degrees of risk to a variety of hazards including flooding, soil erosion, drought, fire, etc. Other conditions that make people more vulnerable to these hazards include low education levels, gender inequality and lack of access to basic services or social protection etc. The less economic, political and cultural power people have before an extreme event, the greater their suffering during and in the aftermath.

Building resilience of communities and natural systems to a changing climate is critical in the pursuit of sustainable livelihoods. This is where environmental protection and sustainability comes in – the practice of protecting the natural environment by individuals, organizations and governments so that we reduce the adverse impacts for subsequent generations. Its objectives are to conserve natural resources and the existing natural environment and, where possible, to repair damage and reverse trends.

[4] See: Menber, A. and Kabuhungu, C. (2021) 'System strengthening: What does this mean for the Graduation Approach? IN Concern Worldwide (2021) Concern's experience and learning from the Graduation Approach. Concern Worldwide: Dublin

[5] Concern Worldwide Livelihood Strategy 2021-2025 adapted from Carney, D. (1998) Implementing the Sustainable Livelihoods Approach in DFID Sustainable Rural Livelihoods: What contribution can we make. DFID (UKAID): London

What is Green Graduation?

Given the critical links between the aim of the Graduation Approach and environmental protection and sustainability outlined above, it is vital that Concern's Graduation programmes apply a green lens to every stage of programme design. We have developed the following working definition of **Green Graduation**:

An approach that strives to address social and economic inequalities whilst taking a transformative approach to tackling negative environmental practice and improving the efficiency and sustainability of natural resources/assets.

Green Graduation programmes nurture inclusive growth and poverty reduction through providing access to viable, diversified and sustainable employment opportunities whilst placing value on the natural environment (biodiversity/ecosystems) and conserving natural capital. They ensure a Do No Harm approach [to the environment] whilst improving livelihoods and building the resilience of communities and natural systems to a changing climate.

Greening is not an add-on. Rather it is a change in the way we do things.

Our ultimate goal is environmental mainstreaming, where we prioritise environmental sustainability across livelihoods as we do with other crosscutting issues (i.e. equality, protection and DRR). Since the environment is a cross cutting issue, it cannot be addressed effectively by placing it in a silo, i.e. the environmental 'sector'. Environmental mainstreaming will not only help to minimise risk but also enable staff and participants to discuss, make the case for and pioneer activities that enhance environmental practice.

This means we need to:

- Understand the risks and challenges associated with climate change and the environment in the contexts in which we are working to understand how they may jeopardise the success and impact of Graduation programmes.
- Identify and minimise the negative effects (pollution, degradation) programmes have on the environment (land, water, air, biodiversity) but also on larger environmental impacts such as climate change and resource scarcity.
- Mitigate against these impacts by identifying and enhancing positive environment and climate change-related benefits and opportunities that the Graduation Approach offers.
- Enhance positive environmental practice and promote sustainable natural resource management.
- Promote natural capital as a vital capital asset, especially for people who are living in extreme poverty and whose livelihoods are highly reliant on natural resources.

Why Green Graduation and why now?

People have a right to a safe, clean, healthy and sustainable environment[6] - upon which we all depend for our health and wellbeing[7]. Healthy ecosystems increase economic returns. Economic growth however, has had a significant impact on the environment including increased consumption of non-renewable resources, higher levels of pollution, global warming and loss of environmental habits. Not

[6] United National Human Rights Office of the High Commissioner
[7] Globally, ecosystem services and other non-marketed goods make up between 50% and 90% of the total source of livelihoods among rural and forest-dwelling poor households – the so-called 'GDP of the poor'. Biodiversity and the 2030 Agenda for Sustainable Development – Policy Brief.

including nature in economic measurements has brought us to the biodiversity and climate crises we experience today.

Given scarce resources, rising population and consumption levels, environmental degradation and climate change, there is a need to protect the natural environment from further damage and, where possible, repair this damage and reverse trends. The COVID-19 pandemic has reinforced the argument for Green Growth by shining a light on the relationship between the environment and livelihoods. The current discourse focuses heavily on Green Recovery and the calls for a Green Economy – characterised as low carbon, resource efficient and socially inclusive. The Green Economy views natural capital as a key economic asset and a source of public benefit. The overall aim of a transition towards a green economy is to enable economic growth and investment while increasing environmental quality and social inclusiveness[8].

Whilst there is a lot of work underway in the political sphere with the adoption of new policies to respond to climate change and the growth of markets for green products and services (and these are expected to grow further) application of the commitments and pivot towards green business models has been slower. The transition to a Green Economy requires new skills for both emerging (renewable energy, nature-related ecosystem restoration, and organic agriculture) and evolving jobs. While opportunities for job creation from the transition to green growth will differ depending on how labour markets work in individual countries, there are skills gaps to support the low carbon transition (renewable energy, energy and resource efficiency, renovation of buildings, construction, environmental services, and manufacturing) which plays a critical role in transition to Green Economy. Under the Graduation Approach, we have an opportunity to improve livelihoods whilst systematically addressing environmental concerns. This is particularly important for Concern now due to the reliance that our target population has on natural resources and their vulnerability to extreme climatic events.

As an organisation, Concern is committed to demonstrating that we are not inadvertently adding to the environmental crisis (at a minimum) and to help people living in extreme poverty reduce the risks they face through actions designed to sustain and restore their natural environment[9]. This commitment is clear in Concern's new Livelihoods strategy (2021 – 2025)[10] under the objective '*to build the resilience of communities and natural systems to a changing climate*' and three supporting outcomes:

- Sustained and restored natural environment by applying a landscape management approach.
- Increased communities' capacity to anticipate and adapt to hazards which have a climatic driver, and
- Minimised negative impacts on the natural environment from our livelihood programmes.

Whilst those living in extreme poverty are not responsible for most environmental degradation, poverty can cause people to use resources unsustainably. Unless we prevent future environmental degradation, damage from climate change will be widespread going beyond the extremes we are already seeing (drought, flooding, crop failures etc.) with some regions becoming unliveable[11].

How do we Green Graduation?

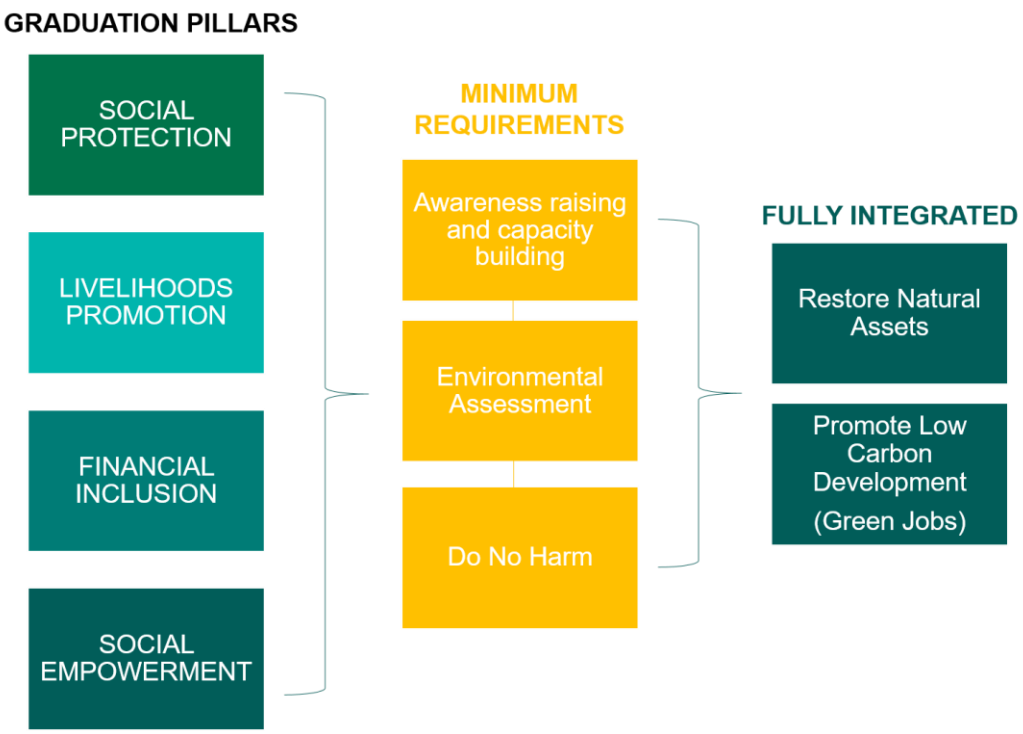
There is no single pathway to green graduation. It will involve a mix of approaches, developed for different stages, over differing durations. What we do, or have the capacity to implement or influence will depend on the context, including the climate and environmental policy infrastructure, political economy and market dynamics. Potential activities could fall under one of the five following areas, which include

[8] Green Policy Platform
[9] For more information on Concern's position on the climate crisis and how programmes are responding, please see Concern Worldwide (2021) 'Climate Crisis – General Message' Jan 10, 2021
[10] Concern Worldwide (2021) Livelihood Strategy, Concern Worldwide: Dublin
[11] Economist 2020 https://www.economist.com/schools-brief/2020/05/16/damage-from-climate-change-will-be-widespread-and-sometimes-surprising

minimum requirements alongside activities that fully integrate the environment into the programme. See Figure 3.

At a minimum, programmes should raise awareness, examine potential environmental impacts of our actions through environmental assessment, avoid harm to the environment and mitigate through environmentally enhancing activities.

Figure 3: Overview of Green Graduation Activities



1. Awareness raising and capacity building (at all levels)

The environment needs to be considered when staff and programme participants make daily decisions about the way they use and manage environmental/natural assets.

- With recognition of existing local indigenous knowledge, enhance capacity of staff and target communities on sound environmental practice.
- Raise awareness of, and build capacity of groups and community committees, as an entry point for enhancing sound environmental practice and Green Growth. There is a particular opportunity to leverage the interest of youth and adolescents.

Suggested guidance (programmes):

- Environment Marker & Guidance (OCHA, UNEP): The Environment Marker tracks the expected impact a project will have on the environment, and whether recommended actions have been undertaken. The tool helps to ensure that any negative impact on the local environment of a humanitarian project is reduced as much as possible. The marker also includes guidance on mitigation measures for projects that contain environmentally harmful components (e.g. Camps/Shelter Management, WASH, Energy, Waste Management, Livelihoods, etc.).
- USAID Sector Environmental Guidelines: Provide general environmentally and socially sustainable approaches to common sectors, regardless of the specific environmental requirements, regulations, or processes that apply (Energy, Healthcare, Waste Management, Livelihoods, etc.). Not specific to USAID's environmental procedures.

Suggested training (staff):

- Integrating the Environment into Humanitarian Action and Early Recovery (UNEP and Groupe URD): Training toolkit to assist humanitarian actors to integrate environmental considerations into their policy development, planning, programme design and operational activities.
- Environmental Emergencies Centre (EEC): A one-stop shop for information, tools, training and guidance to inform a more prepared and effective response to environmental emergencies.
- Green Recovery & Reconstruction Toolkit: Training Toolkit for Humanitarian Aid (GRRT): A toolkit and training programme designed to increase awareness and knowledge of environmentally responsible disaster response approaches.

We should also look to defuse the existing myths around environmental degradation and poverty.

Box 2: Environmental myths and realities[12]

Myth: People living in poverty cause most environmental degradation.
Reality: In general, people with more wealth use more resources and therefore have a greater environmental impact however, poverty can force people to use resources unsustainably.

Myth: Economic growth inevitably leads to environmental degradation.
Reality: Economic growth can pay for a better environment; and improved environmental management enhances and sustains growth.

Myth: People living in poverty do not care about the environment.
Reality: People living in poverty are acutely aware of the negative effects of a poor environment on their lives, particularly as they often depend directly on the environment for survival.

Myth: People living in poverty lack the knowledge and resources to improve their environment.
Reality: People living in poverty can, and do, invest in better environmental management, particularly where incentives and information are available. Traditional knowledge is often undervalued.

2. Examine potential environmental impacts (environmental assessment)

To meet Concern's commitment to demonstrating that we are not inadvertently adding to the environmental crisis, programmes should screen and assess environmental risks and impacts associated with programme activities. This allows for informed decision making to avoid and reduce adverse consequences and maximise potential beneficial outcomes[13]. For example:

- Screen and assess programmes using the Environment Marker & Guidance (OCHA, UNEP).
- Incorporate pre- and post- intervention environmental assessments into project design. This does not have to be unwieldy, instead could focus on a few key questions and/ or indicators (e.g. consider Sphere Guidance –Reducing Environmental Impact in Humanitarian Response).
- Ensure that environmental criteria are included as part of sector selection when conducting value chain analysis/identifying viable employment activities.

3. Avoid harm to the environment and mitigate through environmentally enhancing activities (do no harm)

As a minimum, humanitarian and development response should not contribute to unsustainable management of natural resources or the occurrence of environmental emergencies. At an organisational level. Concern applies the **mitigation hierarchy: 1) avoid**, **2) minimise** and **3) compensate** to reduce

[12] Adapted from DFID (2003) Environment Guide: A guide to environmental screening.
[13] For example, improving WASH infrastructure can have many social, economic and environmental benefits, but the risks (e.g. damage caused during construction) need to be managed.

our carbon footprint[14]. To manage the environmental and social performance of programmes, the same approach can be applied[15]. According to the results of environmental screening, programmes should do their best to minimise processes that harm the environment and ensure that appropriate action is taken to integrate the environment into programme activities[16]. For example:

- Using electronic payment mechanisms for the delivery of income support.
- Promote solar and renewable energy technology (e.g. solar water pumping, solar lighting for household or community services).
- Support production of environmentally friendly construction material such as Compressed Stabilised Earth Block (CSEB) that, with the correct training and tools, could be made at community level and could provide an income-generating activity.
- Train and encourage composting of biodegradable waste, to be used as fertiliser of vegetable garden or for sale to the market. This is an example of circular economy livelihoods programming which could also include reusing/refurbishing/recycling and composting.
- Other practical examples of how to better integrate environment into programme activities can be found at Environmental Marker Tip Sheet (OCHA, UNEP).

4. Sustainable management and restoration of natural resources (restore natural assets)

Concern is committed to promoting programming activities that conserve and avoid adverse impacts to biodiversity, while maintaining and enhancing the benefits of ecosystems services. While land management decision making takes place at the farm, many of the cumulative impacts of these decisions are felt across landscapes and its many actors. As such, programmes should consider activities that:

- Ensure equitable sharing of the benefits arising from the resources (e.g. Integrated Landscape Management such as Watershed Management[17], Rangeland Management).
- Expand climate smart activities, working to reduce soil erosion, improve water resource management and promote waste management and energy efficient technologies[18].
- Promote rehabilitation of unproductive degraded land.
- Where income support is conditional on temporary public employment opportunities, align these opportunities with Green Jobs (i.e. those that restore the natural environment). See Box 3 on the experience from REGRADE in Ethiopia.

5. Promote low carbon development (Green Jobs[19])

In the interest of the sustainable use of resources and reduction of emissions, Concern is committed to promoting livelihood practices and approaches that are more sustainable, linked to clean energy and solid waste management. As such, programmes should consider activities that:

- Advocate for the development of low carbon infrastructure to provide reliable and sustainable energy to communities.
- Increase access to and promote use renewable energy efficient technology and options for energy conservation, such as:
  - Improving energy access for households or community facilities through solar mini grid.
  - Solar Water Pumping.
  - Energy efficient/clean cook stoves.

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[14] Amount of carbon dioxide (CO_2) emissions associated with all the activities.
[15] The mitigation hierarchy is intended to be pragmatic, maximizing the reduction of impacts, but also responsive - it does not force Concern into any specific decision. The approach gives Concern the option to decide what is acceptable and what is not acceptable on a case-by-case basis.
[16] For example, an assessment might identify the need to include environmental services (water, waste management etc.) in a programme.
[17] Menber, A. and Riadh, S. M (2021) Addressing risk within Graduation programme IN Concern Worldwide (2021) Knowledge Matters: Concern's experience and learning from the Graduation Approach. Issue 30, May 2021.
[18] Linked to Concern WASH Strategy (2021-2025).
[19] This includes jobs that help to protect ecosystems and biodiversity; reduce energy, materials, and water consumption through high efficiency strategies; de-carbonize the economy; and minimize or altogether avoid generation of all forms of waste and pollution (UNEP)

- Promote Green Jobs that contribute to, preserve, or restore the environment, be they in traditional sectors such as manufacturing, construction and agriculture or in new, emerging green sectors such as renewable energy, energy efficiency or waste management[20].
- Explore opportunity for Green Economy business models that make optimal use of (scarce) natural resources, use less fossil fuels, and result in reducing environmental risk.
- Support the transition to the Green Economy by facilitating access to vocational education and training that supports transfer of new skills for both emerging (renewable energy, nature-related ecosystem restoration, and organic agriculture) and evolving jobs.

Box 3: Restoration of Natural Assets: The Case of REGRADE

Between 2017 and 2021, Concern implemented a Graduation programme in Ethiopia known as REGRADE (Resilience + Evidence + GRADuation).

In addition to providing a comprehensive package of support to households and expanding their employment opportunities, the programme sought to ensure that extremely poor communities in South Wollo and Wolaita are better able to cope with a range of natural hazards.

REGRADE targeted 11,600 households/59,185 people who reside, or whose farming plots resided in 20 Community Micro-Watersheds (CMWs) identified as the most vulnerable based on the frequency of occurrence of hazards, prevalence of malnutrition and receipt of aid. Targeting CMWs increased the integration of activities, maximised the use of resources and promoted joint analysis and planning for sustainable watershed management.

REGRADE built on top of the national Productive Safety Net Programme (PSNP) therefore consumption support provided under REGRADE aligns with the same requirements of the PSNP, and is conditional on participants undertaking public employment on watershed restoration and building communal assets.

Over four years, actions led to significant improvements in soil and water conservation and have had positive impacts on livelihoods.

Specific improvements (up to 2019) include:

- A 52% reduction in soil erosion.
- The rehabilitation of 2,316 hectares of unproductive degraded land.
- The planting of 2,255,088 tree seedlings.
- The regeneration of four springs, leading to increase water yield and reduced fetching time (from one hour to 10-20 minutes).
- Reduced runoff, harvest loss and flooding – 38% reduction in the number of hazards reported and 33% of households and 32% of cropland were less affected.
- Improved crop yields due to improved soil moisture and nutrient levels.

Table 1 below shows how we can apply a Green Lens to the core components of the Graduation Approach. Please note, these are just ideas and not exhaustive. What we can do will depend on contextual analysis and initial assessments.

[20] See ILO and YEF (2012) Green Biz Ideas and IIED (2014) Informal and Green? The forgotten voice in the transition to a green economy. IIED: London.

Table 1: Applying a 'Green Lens' to the core components of the Graduation Approach

Core Components	Applying a Green Lens (Not exhaustive)
Comprehensive targeting	• Include the environment within targeting criteria. For example, geographic areas identified as being most vulnerable based on the frequency of natural hazards. See Box 3 on REGRADE in Ethiopia.
Gendered Market assessment	• Include environmental criteria into gendered sector and value chain analysis. For example, the impact of the value chain functions on the environment, impact of the environment on value chain function or green opportunities (see: GIZ (2015) Guidelines for Value Chain Selection).
Consumption/income support	• Include environmental criteria when assessing different payment delivery mechanisms and minimise processes that harm the environment.
Technical and business skills training	Will depend on the nature of employment and results of market assessments: • For those engaged in smallholder farming, expand Climate Smart Agriculture activities, working to reduce soil erosion, improve water resource management and promote waste management activities and energy efficient technologies. N.B. Be aware of who will typically take on these roles and whether it adds more or less burden to their existing tasks. Apply a gender lens to ensure that the programme promotes an equal division of labour. • Facilitate access to vocational education and training that supports transfer of new skills for both emerging (renewable energy, nature related ecosystem restoration and organic garniture) and evolving jobs. Identify opportunities to introduce non-traditional IGAs or jobs for women.
Coaching/Case Management	To be included in Case Management curriculum: • With recognition of existing local indigenous knowledge and gender norms, enhance capacity of programme participants on sound environment practice through coaching sessions. • Promote solar and renewable energy technology (e.g. solar water pumping, solar lighting for household or community services). • Train and encourage composting of biodegradable waste that can be used as fertiliser on home gardens or for sale to the market.
Facilitating access to financial services including, community-based savings groups	• Minimise processes that harm the environment. • With recognition of existing local indigenous knowledge, enhance capacity of groups and community committees, as an entry point for enhancing sound environmental practice.
Asset/capital transfer	• Provide financial support to Green Jobs that contribute to preserve or restore the environment. • Include environmental criteria when assessing different payment delivery mechanisms and minimise processes that harm the environment.

It is also crucial that we begin to engage with environment and climate-related actors and stakeholders and ensure that programmes include indicators for measuring the achievement of environmentally sustainable, low emission and resilient development. Indicators will depend on the activities conducted but could potentially include (see Table 2):

Table 2: Possible indicators for measuring the achievement of environmentally sustainable, low emission and resilient development

Sector / Theme	Indicators[21] (SAMPLE ONLY, currently under review)
Livelihoods (general)	• Hunger Gap • Household Dietary Diversity Score (HDDS) • Livelihoods Coping Capacity Index (index or average score) • Household Asset Index • Material Deprivation Index • At least one standard inequality indicator
Climate Smart Agriculture	• Adoption of [specify promoted technique] Climate Smart Agriculture • Number or % of farmers reached through CSA
Integrated Landscape Management	• Area of Land Under Improved Management: hectares of land managed using environmentally sustainable practices • Active Stakeholders: number or % of people actively involved at the community level in improving landscape management (e.g. soil and water management practices
Solid Waste Management	• Safe Solid Waste Disposal: % of households that dispose of their solid waste in a safe way or % reduction of waste going into landfill[22] • Waste Sorting: % of households that sort waste regularly
Sustainable Consumption and Production	• Awareness of environmentally sustainable Practices / Products: % of [specify the target group] aware of the promoted environmentally sustainable [specify: practices / products] and its benefits or % [specify the target group] involved in the production of sustainable products sold on the local market • Use of Environmentally Friendly Practices / Products: number or % of [specify the target group] that use the promoted environmentally sustainable [specify: practices / services / products] • Diversified Income: number or % of households that gained additional, sustainable (includes environmentally and economically) sources of income

** Disaggregate indicators by gender where relevant*

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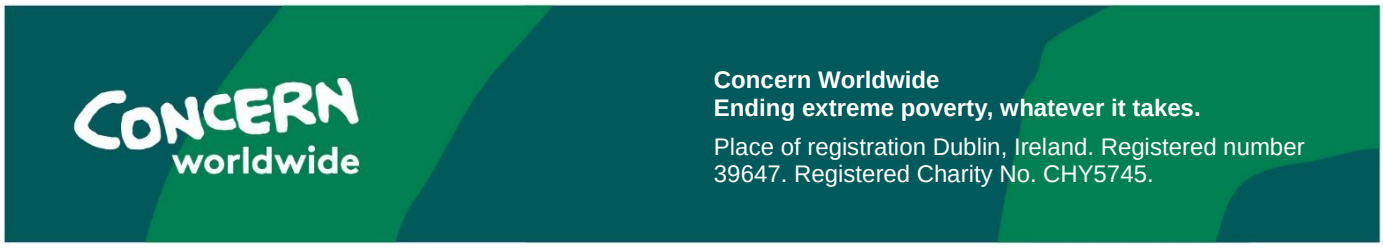

[21] For more information on environmental indicators see PIN IndiKit for Environment https://www.indikit.net/sector/768-environment
[22] There is a Sustainable Waste Management Hierarchy – Reuse – Recycle – Compost – Waste to energy (biodigestors) – Disposal (landfill)