



THE WORLD BANK

**JOINT UNDP/UNEP/WB GEF PROJECT:
STRENGTHENING GLOBAL CAPACITY TO SUSTAIN TRANSBOUNDARY WATERS:
THE INTERNATIONAL WATERS LEARNING EXCHANGE AND RESOURCE NETWORK
(IW:LEARN) – OPERATIONAL PHASE**

TERMINAL EVALUATION OF THE UNDP COMPONENT OF THE IW:LEARN PROJECT

Mr. Philip Tortell

Evaluation and Oversight Unit

November 2008

ACKNOWLEDGEMENTS

I wish to acknowledge the tremendous support and cooperation I received from many of those involved with the project within UNDP, UNEP, the World Bank, the GEF and project partners. Many made the time to meet with me, while others responded to the questionnaire or shared their ideas electronically. In this regard, the PCU, especially Dann Sklarew, Project CTA, deserve special mention. Your help is greatly appreciated.

My most sincere thanks are also due to all those beneficiaries/stakeholders of IW:LEARN who responded to the questionnaire, as well as to those who sent me invaluable comments on the draft report.

This has been a participatory evaluation, dependent to a great extent on the information and views provided by the IW:LEARN constituency and this input is gratefully acknowledged to the extent possible while attempting to safeguard confidentiality. However, the final conclusions and recommendations are solely those of the independent evaluator.



Philip Tortell

CONSULTANT

ENVIRONMENTAL MANAGEMENT LIMITED

P O Box 27 433, Wellington, NEW ZEALAND

Tel +64-4-384 4133, Fax +64-4-384 4022, Email <tortell@attglobal.net>

CONTENTS

ACKNOWLEDGEMENTS	2
ACRONYMS AND ABBREVIATIONS	5
EXECUTIVE SUMMARY	6
1 INTRODUCTION AND BACKGROUND	11
1.1 The IW:LEARN Project	11
1.2 Objective and scope of the evaluation	12
1.3 Timeline	12
1.4 Documents and websites reviewed and consulted	13
1.5 Persons consulted	13
1.6 Methodology and approach	14
1.6.1 The GEF Monitoring and Evaluation Principles	14
1.6.2 Consultation methodology	14
1.6.3 The rating system	15
1.7 Structure of this report	16
2 FINDINGS: PROJECT CONCEPT AND DESIGN	17
2.1 The Project Document	17
2.2 Preparation and readiness	18
2.2.1 Project concept/design	18
2.2.2 Targets and scope of the UNDP component	19
2.2.3 Risks and assumptions	20
3 FINDINGS: IMPLEMENTATION AND MANAGEMENT	21
3.1 Implementation approach	21
3.1.1 Project governance – the Project Steering Committee	21
3.1.2 Implementation framework	22
3.1.3 The MTE and management response	23
3.1.4 The LogFrame Matrix and adaptive management	24
3.2 Financial planning and management	26
3.2.1 Budget, disbursements and financial reporting	26
3.2.2 Co-financing	27
3.3 Stakeholder participation / public awareness	28
3.4 Monitoring and evaluation	29
3.5 The role of UNDP and its contract with UNOPS	31
3.6 The role of the GEF Secretariat	31
4 FINDINGS: RESULTS AND IMPACTS	33
4.1 Attainment of Objective	33
4.2 Attainment of Outcomes and Outputs	36
4.2.1 Outcomes	36
4.2.2 Outputs and results	40
4.2.3 Overall conclusion on project results and impacts	44
4.3 Effectiveness	44
4.4 Relevance	45
4.5 Efficiency	45
5 FINDINGS: SUSTAINABILITY	46
5.1 Sustainability	46
5.1.1 Sustainability Plan	46
5.1.2 The role of the PALs	47

5.1.3	Institutionalization and mainstreaming	48
5.1.4	The views of stakeholders	49
5.1.5	The outlook for IW:LEARN's products and services	50
5.2	Catalytic role and replication	50
6	RATINGS AND CONCLUSIONS	51
6.1	Assessment and ratings	51
6.2	Overall conclusions and lessons learnt	52
7	RECOMMENDATIONS	56

ANNEXES

1	Evaluation Terms of Reference
2	Evaluation schedule and timeline
3	Documents reviewed and/or consulted
4	Persons consulted
5	The evaluator
6	Questionnaire results
7	Management Response to the MTE
8	Co-finance and project expenditure
9	Interaction between the PCU and projects
10	Experience Notes
11	Website visitors statistics
12	List of PCU publications
13	Achievement of Outputs and Activities according to the PCU
14	Draft Sustainability Plan

ACRONYMS AND ABBREVIATIONS

APR	Annual Progress Report
ATLAS	Accounting and financial management system employed by UNOPS
CEO	Chief Executive Officer (of the GEF)
CSD	Commission on Sustainable Development
CTA	Chief Technical Advisor (= Project Manager)
EA	Executing Agency
FSP	Full-Sized Project (GEF)
GEF	Global Environment Facility
GEFSec	GEF Secretariat
IA	Implementing Agency (for GEF projects)
ICT	Information and Communication Technology
IW	International Waters (GEF theme)
IWC	International Waters Conference
IW:LEARN	International Waters : Learning Exchange and Resource Network
IWRM	Integrated Water Resources Management
IWTF	International Waters Task Force
LME	Large Marine Ecosystem
LogFrame	Logical Framework Matrix (superseded by the Strategic Results Framework, SRF)
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MTE	Mid-Term Evaluation
OP10	Operational Programme 10 (of the GEF)
PALs	Partnership Activity Leads
PCU	Project Coordination Unit (of the UNDP component)
PDF-B	Preparatory Development Facility, Phase Two (past GEF terminology)
PIR	Project Implementation Report
POPs	Persistent Organic Pollutants (Convention)
ProDoc	Project Document
RTA	Regional Technical Advisor (for UNDP/GEF)
SAP	Strategic Action Programme
SC	Steering Committee
SRF	Strategic Results Framework
TDA	Transboundary Diagnostic Analysis
TWM	Transboundary Water Management
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNOPS	United Nations Office for Project Services

EXECUTIVE SUMMARY

The project

This is the first phase of the independent terminal evaluation of the project on *Strengthening Global Capacity To Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network (IW:LEARN)*, carried out in fulfilment of the requirements of the GEF.

The Operational Phase of the IW:LEARN project was designed as a single project with fiscal and oversight responsibility divided among the three GEF Implementing Agencies, but operationally divided into two separate but mutually inter-dependent projects – one UNDP-implemented with UNOPS execution and World Bank oversight for structured learning activities, and the other project UNEP implemented and executed. This is the terminal evaluation of the UNDP component. The evaluation of the UNEP component, which carries on for a few more months, will take place next year.

Through distance learning, web-based training, email forums and blogs, IW:LEARN has covered issues as varied as integrated coastal management, measuring impacts and results, and the GEF's TDA/SAP approach to adaptive management. IW:LEARN has also produced and disseminated various knowledge products to advance IW capacity, success and sustainability. These include training-related handbooks, the quarterly GEF IW Bridges newsletter, and the International Waters Experience Notes through which IW:LEARN helps GEF projects to document, share and adapt practices such as implementing a small grants programme, selecting optimal demonstration sites, creating constructed wetlands, negotiating fisheries treaties, and involving parliamentarians in IW management.

The total project budget for the UNDP component was just over \$9 million and the main source of funding support was the GEF with a contribution of \$4,938,073. Parallel and co-financing, in cash and in kind, amounted to \$4,308,000.

Evaluation objective and methodology

The objective of this independent Terminal Evaluation was to establish whether IW:LEARN has achieved its objective of strengthening Transboundary Waters Management through facilitating learning and information sharing among GEF stakeholders and the likelihood of future impacts. The evaluation was also required to assess project performance and the implementation of planned project activities and planned outputs against actual results. In addition, the evaluation was to review the recommendations of the Mid-Term Evaluation and their implementation.

While focusing specifically on the UNDP component during this first phase, the Evaluator could not ignore the UNEP component since the division is somewhat artificial and the two are inextricably linked. In many ways, this could be seen as merely an interim evaluation, and only when the UNEP component is evaluated next year can there be a full Terminal Evaluation of the IW:LEARN project.

This report is intended primarily for the key stakeholders namely, the GEF Secretariat and the IAs. It is also hoped that it will reach the beneficiaries or clients of IW:LEARN, who are the IW projects all over the globe.

The methodology employed by the Evaluator has been according to the GEF evaluation policy and principles, including the adopted rating system. The approach has been a participatory one, to the extent possible with a global project. Within the constraints of time and budget, the electronic medium was used extensively for consultations starting with a questionnaire which was sent to about 770 potential respondents. But the response was disappointing. Visits to Washington and New York provided an opportunity for face to face consultations and 14 persons were met, as was another respondent in Wellington. Consultations by email and/or telephone/Skype were more targeted and they were usually with respondents who had already been consulted in some other

way and with whom issues needed to be followed up. Consultees were mainly from the PCU, the Implementing Agencies and the Executing Agency for the UNDP component, namely UNOPS.

Key findings and conclusions

The most important findings and conclusions were the following:

- The designers of IW:LEARN identified a need (information, experience, knowledge) and an opportunity (mature and successful IW projects) and after piloting and testing the model, upscaled it into a full project where it proved to be successful. The IW:LEARN model has successfully led to a number of products and a series of services which are highly valued by all who were asked. All wish to see these continue.
- IW:LEARN achieved a number of its outputs by working with and/or sub-contracting to several partner agencies and organizations to carry out specific project activities. Partnership Activity Leads (PALs) were identified early on (in the ProDoc) as partners who will be directly responsible for realizing specific activity or sub-activity level project outputs. The PALs model worked well but it requires a substantial investment in terms of a solid agreement basis on targets and costs, a simple but unambiguous monitoring process against agreed milestones, an effective feedback loop, and an effective coordination mechanism which keeps the PALs within the project.
- The IW:LEARN operational phase project was implemented through two complementary ProDocs with two different IAs, two different EAs and two different PCUs. As a result of this split, implementation suffered. If a project is to be split into two or more parts, and especially if the parts are interdependent, they must be given cohesion through more than a common SC. The EA and the PCU must also be common.
- Indicators are a proxy, to be used when progress towards an Objective or an Outcome cannot be measured directly. Unfortunately, some of the Indicators used for IW:LEARN did not match the Objective or the Outcomes and established objectives or outcomes of their own. It is not enough for Indicators to satisfy the SMART criteria - they must arise wholly from the Objective or Outcome they relate to and care needs to be taken to ensure that they really indicate what they are meant to indicate.
- As a global project with a constituency spread across the globe, IW:LEARN faced a tremendous challenge in trying to connect with its beneficiaries, the IW projects worldwide. However, connect they did – some 140 face-to-face encounters, and the effort has been appreciated. The level of interaction, support and readiness to respond to requests for assistance that were available from both the IW:LEARN website and the individuals involved in the PCU was mentioned often to the Evaluator by beneficiaries and is seen as a great influence on the success of the project.
- Project Managers, other project personnel and other beneficiaries have reaped the benefits of IW:LEARN but they have been less forthcoming with their contributions. This is in spite of the direct interaction by the PCU. The IW:LEARN 'brand' or simply awareness of its existence, did lead some to the website as a source of help, but a website is a very passive source – many will never discover it. There is a need to "push" (as the IW:LEARN team did with their direct interaction) as well as rely on "pull" for electronic products and services. Constituents need to be engaged to the extent possible to create a sense of ownership. This needs an active, dedicated small team to coordinate the acquisition of information and the pushing of the products and services – left alone, it will not happen.
- The GEFSec and the IAs have invested heavily on KM and put a lot of value on lessons and best practice. IW:LEARN provided a successful vehicle for this for the IW thematic area which does not have a champion like the other thematic areas with their respective conventions. Even

- The ProDoc represents the legal and technical basis for project implementation. But this is only at the start of implementation since various elements of the ProDoc invariably undergo many changes during the lifetime of the project if it is the subject of judicious adaptive management. Records of these changes as well as the reasons why they came about and according to whose approval, are usually scattered among various project documentation. Not only does this render the ProDoc obsolete, but it also makes it less useful for management purposes and creates difficulties for an interested party who wants to determine the status of the project. The ProDoc or a similar repository must serve as the site where an up-to-date, authoritative status of the project can be obtained.
- The ATLAS system as it is now applied, is not useful for project management and project managers finish up having to set up a shadow budget. There is a need for an associated system to be developed which is fully compatible with and effectively linked to ATLAS, to be operated by project management. Such a system should operate at the project Activity level and it should be capable of handling co-financing.
- A global project with constituents spread across the five continents, is a challenge to evaluate using a participatory approach. An electronic questionnaire was used but the response rate was disappointing (less than 10%); and the draft report which was circulated for comments to hundreds of beneficiaries elicited a mere five responses. Furthermore, those approached had been beneficiaries, stakeholders or in some other way related to the project and it was not possible to reach those who had not had any contact with IW:LEARN. Electronic questionnaires have limited usefulness (competing with Spam and overcoming language barriers) and telephone interviews are not much better (across time zones and languages). The best communication is face-to-face and attendance at an international waters event or one with a related theme could have served to obtain a much better cross-section of beneficiaries and potential beneficiaries.

Comprehensive assessment summary

CRITERION	SUMMARY COMMENTS	RATING
A. Attainment of project objectives and results (overall rating)	Overall progress towards the Objective was good and was seen to be good by consultees, and shortcomings were only of a minor nature	SATISFACTORY
A. 1. Effectiveness	The project has been very effective in the achievement of its objectives and targets	SATISFACTORY
A. 2. Relevance	IW:LEARN products and services are directly relevant to the GEF IW focal area and its Operational Programme Strategies	HIGHLY SATISFACTORY
A. 3. Efficiency	IW:LEARN appears to have been good value for money	SATISFACTORY
B. Sustainability of Project outcomes (overall rating)	If current circumstances and commitments remain as they are, the overall rating for sustainability of the project benefits is reasonable in the short term	LIKELY
B. 1. Financial	Financial resources can be expected to be available once the GEF assistance ends, at least for some of the IW:LEARN products and services and at least in the short term	LIKELY
B. 2. Socio Political	The greater majority of stakeholders/ beneficiaries (project implementers) certainly see it in their interest that the project benefits continue to flow and their support is to be expected in the short term	LIKELY
B. 3. Institutional framework and governance	The sustainability of project benefits is dependent on ownership and institutions, particularly the IAs but also the GEF Secretariat. The mainstreaming and	LIKELY

CRITERION	SUMMARY COMMENTS	RATING
	institutionalization of IW:LEARN is critical for the sustainability of its benefits both in the long and the short terms.	
B. 4. Ecological		N/A
C. Achievement of outputs and activities	Consultees and the Evaluator feel that the project has met and in some cases exceeded the majority of its targets and there are only minor shortcomings in the achievement of its Outputs and Activities	SATISFACTORY
D. Monitoring and Evaluation (overall rating)	M&E system was weak and MTE advice rejected	UNSATISFACTORY
D. 1. M&E Design	There were significant shortcomings in the project M&E design	MODERATELY SATISFACTORY
D. 2. M&E Plan Implementation (use for adaptive management)	There was no M&E Plan	UNSATISFACTORY
D. 3. Budgeting and Funding for M&E activities	Budgeting for M&E was not comprehensive and dedicated	MODERATELY SATISFACTORY
E. Catalytic Role	Both the catalytic function and the replication potential of IW:LEARN are high	HIGHLY SATISFACTORY
F. Preparation and readiness	This rating takes into account the few shortcomings of the ProDoc, the reasonably sound project design, and the inability to mitigate the identified risk	MODERATELY SATISFACTORY
G. Country ownership / Drivenness	Not applicable to IW:LEARN but see “Stakeholder Involvement” below	N/A
H. Stakeholders involvement	The level of PCU interaction with Project Managers and other stakeholders is substantial, especially taking into account the global nature of IW:LEARN	HIGHLY SATISFACTORY
I. Financial planning	The inability of the ATLAS system to provide the necessary support to project management and the less than clear situation surrounding co-financing, influence this rating	MODERATELY SATISFACTORY
J. Implementation approach	Implementation arrangements are overshadowed by the split between two IAs and two EAs. The rating is improved mainly as a result of the valiant efforts of the project implementers	MODERATELY SATISFACTORY
K. UNDP Supervision and backstopping	Support and supervision were effective, but this has to be balanced by the lack of a visible contractual arrangement with UNOPS	SATISFACTORY
OVERALL PROJECT RATING	The project had only minor shortcomings in the achievement of its objectives	SATISFACTORY

Main recommendations

1 To the GEF Secretariat and the IAs

IW-Learning should be mainstreamed into IW projects (especially during their formulation stages) and institutionalized by the IAs and particularly by the GEF Secretariat within the IW core function of the Secretariat. The key to sustainability of the IW:LEARN benefits is therefore mainstreaming and institutionalization. Without it, the GEF will be that much poorer.

2 To the GEF Secretariat and the IAs

Any follow-up initiative to IW:LEARN should apply the following lessons –

- If the project is to be split between two or more IAs, it should have one single EA, one single PCU and one single SC.
- In designing the project, care must be taken to ensure that indicators must arise fully from the Objective and Outcomes.
- If expertise and know-how are to be sources from outside the project together with co-financing, the PAL model is a good one to adopt.

- In a project with a global spread of constituents, the website and similar mechanisms cannot be relied upon to “pull” beneficiaries and an investment needs to be made in direct interaction with potential beneficiaries.

3 To UNDP/GEF

UNDP/GEF should develop and implement a policy which confirms the importance of the ProDoc as a guide for implementation and establishes a Master Copy which should be updated each time substantive revisions are carried out on any of its elements. It is such a Master Copy that should be used to guide project implementation and given to Evaluators and other interested parties.

4 To UNDP and UNOPS

UNDP, UNOPS and other users of the ATLAS system should return to the software designers and request a complementary system, fully compatible with ATLAS, for use by Project Managers. The new system should respond to the needs of Project Managers and enable them to manage financial resources (including co-financing), make informed decisions regarding the budget and allow for a proper and timely flow of funds for satisfactory project deliverables.

5 To UNEP and the SC

The consultation process for the second phase (the UNEP component) of this evaluation should include attendance at an international event with a focus on water and visits to selected IW project offices, to consult with a wide cross-section of beneficiaries and potential beneficiaries.

1 INTRODUCTION AND BACKGROUND

1.1 The IW:LEARN Project

In a recent publication¹, UNDP described the project on Strengthening Global Capacity To Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network (IW:LEARN), as “a GEF partnership to strengthen transboundary waters management through information sharing and learning among stakeholders”. The project facilitates “peer-to-peer learning across the GEF International Waters portfolio and more than 60 projects and 70 nations have participated in IW:LEARN’s demand-driven, peer-to-peer workshops and conferences to improve IW management”. Distance learning through CD-ROM, web-based training, email forums and blogs has covered issues as varied as integrated coastal management, measuring impacts and results, and the GEF’s TDA/SAP approach to adaptive management. IW:LEARN has also produced and disseminated various knowledge products to advance IW capacity, success and sustainability. These include training-related handbooks, the quarterly GEF IW Bridges newsletter, and the International Waters Experience Notes through which IW:LEARN helps GEF projects to document, share and adapt practices such as implementing a small grants programme, selecting optimal demonstration sites, creating constructed wetlands, negotiating fisheries treaties, and involving parliamentarians in IW management.

The IW:LEARN project began through a GEF PDF-B in 1998 with what has been termed an ‘experimental’ phase. This was followed by a 3-year ‘pilot’ project which prepared the current 4-year ‘operational phase’. The Operational Phase FSP was designed as a single project with fiscal and oversight responsibility divided among the three GEF Implementing Agencies, but operationally divided into two separate but mutually inter-dependent projects – one UNDP-implemented with UNOPS execution and World Bank oversight for structured learning activities and the other project UNEP implemented and executed.

The project came within the GEF Global Technical Support Component of Operational Programme No.10: Contaminant-Based Operational Programme and according to the GEF data sheet², the GEF CEO endorsed the project in September 2004 under GEF-3, and it was approved by UNEP in November 2004.

The focus of this Terminal Evaluation is the UNDP component with UNDP as Implementing Agency and UNOPS as the Executing Agency, which is ending in November 2008. The UNEP component, which continues for a further few months, will be evaluated next year.

The global Development Objective of the project was: *To strengthen Transboundary Waters Management (TWM) by facilitating learning and information sharing among GEF stakeholders.*

The project targets towards this objective included:

- From 2006 onward, all water bodies developing country-driven, adaptive TWM programmes with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.
- From 2008 onward, successful IW:LEARN structured learning and information sharing services are institutionalized and sustained indefinitely through GEF and its partners

The project was designed to achieve these targets through five activity clusters:

- A. Facilitating access to information about transboundary water resources among GEF IW projects
- B. Structured learning among GEF IW projects and cooperating partners
- C. Organizing biennial International Waters Conferences
- D. Testing innovative approaches to strengthen implementation of the IW portfolio
- E. Fostering partnerships to sustain benefits of IW:LEARN and associated technical support.

¹ Agha, Mahenau and Jay Dowle (2007) *International Waters Programme – Delivering Results*. United Nations Development Programme, New York.

² See <http://www.gefonline.org/projectDetails.cfm?projID=1893>

The first cluster of the above and some smaller parts of other clusters comprise the UNEP component and are not being evaluated during this first phase.

The total project budget for the UNDP component was just over \$9 million and the main source of funding support was the Global Environment Facility (GEF) with a contribution of \$4,938,073. Parallel and co-financing, in cash and in kind, amounted to \$4,308,000.

1.2 Objective and scope of the evaluation

This is the first phase of the independent terminal evaluation of the UNDP component of the IW:LEARN project carried out in fulfilment of the requirements of the GEF.

According to the Terms of Reference (Annex 1), the objective of this independent Terminal Evaluation was to establish whether IW:LEARN achieved its objective of strengthening Transboundary Waters Management through facilitating learning and information sharing among GEF stakeholders and the likelihood of future impacts. The evaluation was also required to assess project performance and the implementation of planned project activities and planned outputs against actual results. In addition, the evaluation was to review the recommendations of the Mid-Term Evaluation and their implementation. It was expected to focus on the following main questions:

1. To what extent has the project strategy been successful in strengthening transboundary water management?
2. Did the project effectively capture and disseminate the lessons from the IW projects?
3. Did the project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies and enhance the technical capacity of the recipients?
4. How did the project activities translate into benefits for transboundary water management?
5. What mechanisms are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN and associated technical support?

While focusing specifically on the UNDP component during this first phase, the Evaluator could not ignore the UNEP component since the division is somewhat artificial and the two are inextricably linked. In many ways, this could be seen as merely an interim evaluation, and only when the UNEP component is evaluated next year can there be a full Terminal Evaluation of the IW:LEARN project.

1.3 Timeline

The evaluation of the UNDP component commenced in early July 2008 with assignment planning and desk review of key documents and establishing contact with the PCU and other stakeholders. In early August 2008 the Evaluator designed and distributed an electronic questionnaire and, with the assistance of the PCU, he set up a series of appointments in Washington DC and New York. The mission to Washington and New York took place in the first two weeks of September 2008.

Further electronic consultations followed and a draft evaluation report on the UNDP component was presented on 05 October 2008. Following a period of two weeks for comments, the draft was reviewed and the final report was delivered on Thursday 30 October 2008. The full schedule of this first phase of the Terminal Evaluation of IW:LEARN can be found in Annex 2.

Evaluation of the UNEP component of the project is scheduled to commence in May 2009 and be completed by early August 2009.

The final consolidated Terminal Evaluation Report will be delivered by the end of August 2009.

1.4 Documents and websites reviewed and consulted

The Evaluator was provided with an initial list of documents to be reviewed through his Terms of Reference. Additional documentation was sought by the Evaluator to provide the background to the project, insights into project implementation and management, a record of project outputs, etc. The list of salient documents reviewed and/or consulted by the Evaluator is in Annex 3 which also contains a reference to key websites which were visited and reviewed. Other references are inserted as footnotes.

1.5 Persons consulted

The catchment for consultations for this evaluation has been made up exclusively of those who have had some contact with the project and primarily those who had benefited from it. This is a matter of some concern since it is likely that a bias has influenced the evaluation. It would have been interesting to meet with some of the potential beneficiaries to explore why they had not pursued the benefits when they had been approached, or what were the circumstances of those who had not come across the project and its potential benefits. Such a wider catchment of respondents could be attempted when evaluating the UNEP component next year and before producing the comprehensive terminal evaluation report.

The table below summarizes the scope of consultations. It represents the relationship to the project of persons consulted, together with an indication of the consultation mode. Some key individuals had more than one role, were consulted more than once and through different media, and they are therefore contributing to more than one figure in the table. The lists of those actually consulted is to be found in Annex 4.

Table 1. The scope of consultations

<div>TYPE OF CONSULTATION</div> <div>CATEGORY OF CONSULTEE</div>	FACE TO FACE	TELEPHONE	EMAIL	QUESTIONNAIRE	TOTAL CONSULTATIONS
Project Management (UNDP component) including PCU and EA	2	1	4	-	7
Project Management (UNEP component)	1	1	3	2	7
Project Steering Committee	2	-	3	4	9
GEF personnel	2	-	-	2	4
Project Partners and co-sponsors	5	-	-	5	10
Participants in project events and other Beneficiaries	-	-	3	24	27
Project Managers and Project Personnel	-	-	-	18	18
UNDP RTAs and other staff	2	1	1	5	9
UNEP staff	1	-	1	4	6
World Bank staff	1	-	-	3	4
TOTALS	16	3	18	67	104

An opportunity to comment on the draft Evaluation Report was provided to all those on the list servers of the project, amounting to several hundreds. In the event, five persons sent comments (see Annex 4).

It is a principle applied by this Evaluator that confidentiality of individual interviewees is maintained to the extent possible. It is felt that in general, the specific sources of specific comments do not add anything to the argument. However, it is sometimes necessary to quote the organization or the institution. If this, inadvertently, indicates an individual, this is regretted and the decision to quote is not taken lightly.

1.6 Methodology and approach

1.6.1 The GEF Monitoring and Evaluation Principles

In accordance with the monitoring and evaluation policy of the GEF³, this evaluation is guided by, and has applied, the following principles:

Independence The Evaluator is independent and has not been engaged in the IW:LEARN Project activities, nor was he responsible in the past for the design, implementation or supervision of the project.

Impartiality The Evaluator endeavoured to provide a comprehensive and balanced presentation of strengths and weaknesses of the project. The evaluation process has been impartial in all stages and taken into account all the views received from stakeholders.

Transparency The Evaluator conveyed in as open a manner as possible the purpose of the evaluation, the criteria applied and the intended use of the findings. This evaluation report aims to provide transparent information on its sources, methodologies and approach.

Disclosure This report serves as a mechanism through which the findings and lessons identified in the evaluation are disseminated to policymakers, operational staff, beneficiaries, the general public and other stakeholders.

Ethical The Evaluator has respected the right of institutions and individuals to provide information in confidence and the sources of specific information and opinions in this report are not disclosed except where necessary and then only after confirmation with the consultee.

Competencies and Capacities The credentials of the Evaluator in terms of his expertise, seniority and experience as required by the terms of reference are provided in Annex 5; and methodology for the assessment of results and performance is described below (section 1.6.2).

Credibility This evaluation has been based on data and observations which are considered reliable and dependable with reference to the quality of instruments and procedures and analysis used to collect and interpret information.

Utility The Evaluator strived to be as well-informed as possible and this ensuing report is considered as relevant, timely and as concise as possible. In an attempt to be of maximum benefit to stakeholders, the report presents in a complete and balanced way the evidence, findings and issues, conclusions and recommendations.

1.6.2 Consultation methodology

As a result of its global nature, consultations for this project were required to reach out globally and, within the constraints of time and budget, the electronic medium was used extensively for this

³ Global Environment Facility (2006) The GEF Monitoring and Evaluation Policy.

through email. The main thrust of electronic consultations was through a questionnaire which was sent to about 770 potential respondents as an email attachment. After allowing for emails that bounced back (undeliverable, change of address, end of project, etc), and cross postings, around 600 potential respondents are thought to have received the questionnaire. Responses were received from a modest 59 respondents (under 10% of those who were reached by the email), in spite of an extension of the submission deadline and two reminder emails. The respondents can be grouped into three main clusters – projects and other beneficiaries of IW:LEARN (42), partners (5), and IA personnel (12). This is a disappointing result.

The structure and scope of the questionnaire can be seen in Annex 6 which also contains the cumulative results tables.

Visits to Washington and New York provided an opportunity for face to face consultations and 14 persons were met, as was another respondent in Wellington. Most meetings followed the same semi-structured pattern, namely, a brief introduction on the purpose of the mission followed by an identification of the relationship that the consultee had with the Project, if any, and his/her views on the Project.

Consultations by email and/or telephone/Skype were more targeted and they were usually with respondents who had already been consulted in some other way and with whom issues needed to be followed up. Consultees were mainly from the PCU, the Implementing Agencies and the Executing Agency for the UNDP component, namely UNOPS⁴.

Ultimately, and in spite of its global nature, an effort was made to make this a participatory evaluation. Through judicious questioning and discussion, the PCU and others who were consulted carried out self-evaluation to a significant extent and this is extensively reported in this document without in any way placing the independence of the Evaluator in jeopardy.

1.6.3 The rating system

The Terms of Reference identified evaluation aspects which needed to be addressed by the evaluation and a commentary and analysis were required on all. The list is in the following table

Table 2. Evaluation aspects that are required to be addressed by the Evaluator according to the Terms of Reference

- | |
|--|
| <ul style="list-style-type: none"> A. Attainment of objectives and planned results B. Sustainability C. Achievement of outputs and activities D. Catalytic Role/ Replication E. Assessment monitoring and evaluation systems F. Preparation and Readiness G. Stakeholder participation / public awareness H. Financial Planning I. Implementation approach J. UNEP and UNDP Supervision and Backstopping |
|--|

These ten aspects form the framework of the following sections, augmented as considered necessary to also address issues that arose during the evaluation.

⁴ Throughout this report, "UNOPS" refers to the organization in its role of Executing Agency; whereas, "PCU" refers to the unit established by UNOPS to manage and implement the UNDP component of the project. Unless otherwise identified, all references, such as to PIRs, etc, refer to the UNDP component and its PCU.

Each of the aspects has been rated separately with brief justifications based on the findings of the main analysis. In addition, the various project elements have also been rated, as has the project as a whole.

The standard GEF rating system was applied, namely:

Highly Satisfactory (HS): The project has no shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

Satisfactory (S): The project has minor shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

Moderately Satisfactory (MS): The project has moderate shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

Moderately Unsatisfactory (MU): The project has significant shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

Unsatisfactory (U): The project has major shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

Highly Unsatisfactory (HU): The project has severe shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

1.7 Structure of this report

The Evaluator made an effort to keep this report brief, to the point and easy to understand. It is made up of four substantive parts. Following the executive summary that encapsulates the essence of the information contained in the report, the first part provides the introduction and the background to the assignment. It starts with a brief introduction to the IW:LEARN project and it then explains the purpose of the evaluation, exactly what was evaluated and the methods used.

The next part is the main substantive part of this report and comprises four inter-related sections. It presents the findings of the evaluation exercise in terms of the basic project concept and design, its implementation, administration and management, its achievements and limitations, and the potential for sustainability of the products and services that it produced. It is a normal requirement for the findings to be based on factual evidence obtained by the Evaluator through consultations with stakeholders and beneficiaries. Unfortunately, the number of face to face consultations was severely limited by the time available and biased towards the implementers, managers and administrators of the project. No direct consultations were carried out with the beneficiaries of the project, namely the project managers and other project personnel. Therefore, while commentary and analysis are presented to the extent possible it has not always been possible to substantiate the findings to the desired level.

The third part is the conclusions section which gathers together conclusions that had been reached throughout the rest of the report and augments them to create a cohesive ending arising from the investigation. It also presents lessons that have emerged from the project. This section in turn leads to the final section comprising the recommendations. As can be expected from a terminal evaluation, the recommendations are not numerous.

A number of annexes provide supplementary information.

2 FINDINGS: PROJECT CONCEPT AND DESIGN

2.1 The Project Document

The ProDoc is a well-structured and clear document, easy to follow and user-friendly with only a few minor typographical errors.

There is good reference to the pilot phase of IW:LEARN, especially its terminal evaluation and the lessons that emerged. There are also good, logical arguments for the work envisaged (justification for the project), and the case for GEF support is well made.

An issue which has been raised is country drivenness. The ProDoc attempts to make the case but this is only tenuous as can be expected for a global project. While the countries may have driven their respective projects, they did not directly endorse the IW:LEARN activities and there is no real ownership at country or project level.

Project terminology has been quite volatile in recent years and the ProDoc guards against this by helpfully referring to the terminology proposed by Juha Uitto (2002)⁵. However, in discussing the hierarchy of its elements, the ProDoc is not entirely consistent with the reference quoted, for example:

- Outcomes are rarely mentioned and Components are used instead
- Under the Component/Activity column in Table 1, the entries seem more like Outcomes and Outputs
- As they are shown in the table, Activities appear to be supported by Outputs (usually it is the other way round); in fact, many of the elements labelled Outputs are in effect Indicators for the Outcome (called Activity)

The Inputs are also not entirely clear, and the basis for distributing the overheads among the various Activities is not obvious.

The Risks are well discussed although little is said about mitigating measures, unless the draft sustainability plan is considered as the measure to mitigate against the main risk identified, namely sustainability of project products and services.

The Implementation Arrangements are reasonably clear but no convincing arguments are provided for the split in responsibility between the two IAs and EAs.

Sustainability is discussed extensively; and Replicability is well covered. Stakeholder involvement is incorporated in a standard, but very detailed, plan.

The table of Activity Leads and Key Supporting Partners is very helpful, as is the discussion on coordination and linkages. The Monitoring and Evaluation strategy adopts the standard approach, however, this is discussed further in Section 3.4. The Co-Financing table is very clear and explicit.

The terminology used in the LogFrame Matrix could be clearer. For example:

- Each part of the project has three different, overlapping and somewhat repetitive headers – component + immediate objective + outcome. One single header, incorporating the sentiments and targets of all three and serving as the Outcome, would have been an improvement.
- These headers are then followed by Activities which are characterized by “Outputs/Indicators”. It would have been better to reword the Activity and convert it into an Output making it as explicit as possible by incorporating the targets implied in the current “Outputs/Indicators”.

⁵ Juha Uitto (2002) *GEF M&E Policies and Procedures, with Emphasis on Indicators for International Waters Projects* (Presentation to GEF IWC 2002. Available on-line via <http://www.iwlearn.org/iwc2002>).

The Lessons Learnt discussion in Annex D is somewhat overdone. It is difficult to follow and even more difficult to retain attention span. In addition, many so-called “lessons learnt” are in effect conclusions more appropriate in a project terminal report.

Finally, there is no Project Cooperation Agreement or MoU between UNDP and UNOPS, although it is referred to.

This critique of the ProDoc would not be complete without noting the helpful footer which indicates the date when it was last updated. Unfortunately, the version available to the Evaluator (and the public, through the website) was last updated in August 2004. While, as the PCU acknowledged, the ProDoc did not change much in the lifetime of the project, it did change – Activities were deleted and at least one new one was added. Unfortunately, these changes are not shown in the ProDoc.

This lack of updating of the ProDoc is not unique to IW:LEARN and in fact it is the norm among UNDP/GEF projects – as soon as the ProDoc is signed, it is fossilized, and when someone like an Evaluator or anyone else, picks up the ProDoc, it is invariably out of date and most unhelpful.

An Evaluator must look at the original ProDoc, examine the Inception Report, dredge the revised budgets, explore the revised SRF, sieve through the minutes of the Steering Committee, etc, to try and get an up to date version of what the project is attempting to achieve.

UNDP advised the Evaluator that the ProDoc is the legal agreement between UNDP, the Executing Agency and (usually) governments; *“to change it would require it to be reissued for signature every time a change is made which would be very time intensive relative to any ‘value added’. Instead, keeping the spirit of ‘adaptive management’, UNDP uses the annual PIR to flag changes in project objectives, outcomes, structure, implementation arrangements, etc. Financial rearrangements are dealt with through annual budget revisions”*

The Evaluator agrees that the ProDoc is the legal document on which implementation/execution agreements are based – but this is only at the time of signature. If the ProDoc is superseded by other documents such as PIRs, the basis for the original legal agreement is rendered somewhat inconsequential. However, the legal usefulness of a document that is outdated is not for this Evaluator to consider. The concern of the Evaluator is of a more practical nature and recommends that UNDP/GEF should develop and implement a policy which confirms the importance of the ProDoc as a guide for implementation and establishes a Master Copy which should be updated each time substantive revisions are carried out on any of its elements. It is such a Master Copy that should be used to guide project implementation and given to Evaluators and other interested parties.

2.2 Preparation and readiness

2.2.1 Project concept / design

The IW:LEARN project arose out of the perceived need for the knowledge gained by mature projects and their partners to become readily available to ongoing projects and those at the development phase. According to the ProDoc, participants in GEF IW projects seeking such knowledge, found it challenging to discover it without targeted capacity building or technical assistance from a dedicated technical support mechanism. The IW:LEARN project was designed to remedy this problem under the GEF OP10, first as a three-year pilot phase and subsequently as a full-size operational project lasting four years.

The aim of the IW:LEARN project was to transfer pertinent experiences across projects by fostering a “learning portfolio” for the GEF IW focal area comprising a network of projects that use similar strategies to achieve a common end and work together to achieve three goals:

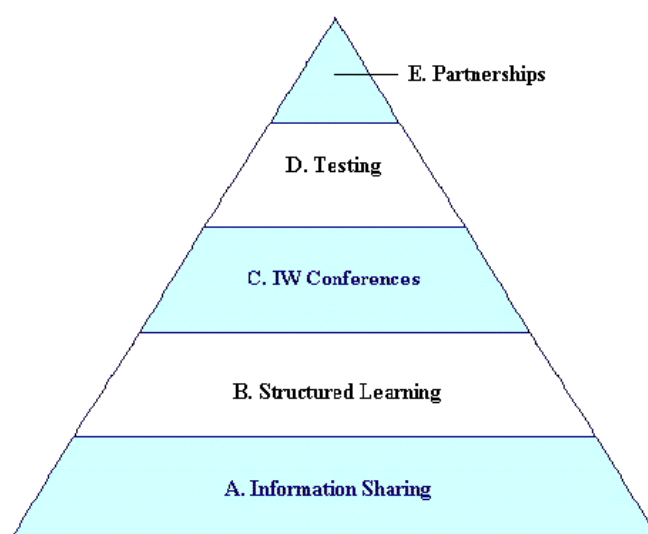
- Implement more effective projects
- Systematically learn about the conditions under which these strategies work best and why

- Improve the capacity of the members of the portfolio to do adaptive management

The design and structure of IW:LEARN created the mechanism to deliver on these three goals by information sharing and structured learning, by transferring good practices and lessons learned horizontally across projects, and by providing feedback to projects in preparation and those underway.

Based as it was on the experience learnt from the pilot phase, the operational phase of IW:LEARN had a good foundation. The designed structure, which is illustrated in the diagram below taken from the ProDoc, is considered sound and, by and large, it has delivered.

A project such as IW:LEARN, dealing with knowledge management and capacity building, is somewhat open-ended and this is particularly so in view of the transient nature of projects with old ones winding down and new ones continually arising. Whether four years was an appropriate timescale will remain a moot point but it appears to have been adequate to achieve the project's goals and objective and create the products and establish the services that had been targeted.



The structure and scope of IW:LEARN taken from the ProDoc

A design feature of the IW:LEARN project was the partnership arrangements which, through the counterpart resources (funding, staff, and facilities) negotiated prior to project implementation, became responsible for delivery of significant Outputs. In the main, these arrangements worked well and while there was some lack of delivery, others exceeded expectations.

2.2.2 Targets and scope of the UNDP Component

IW:LEARN's Global Development Objective (also referred to as the Goal) is its supreme target and reads as follows:

- *To strengthen Transboundary Waters Management (TWM) by facilitating learning and information sharing among GEF stakeholders*

The LogFrame Matrix identified the following two Indicators for the Development Objective and they too constitute clear time-bound targets for the project:

- *From 2006 onward, all waterbodies developing country-driven, adaptive TWM programs with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.*
- *From 2008 onward, successful IW:LEARN structured learning and information sharing services are institutionalized and sustained indefinitely through GEF and its partners.*

Further targets are set by each of the five components, namely:

- (A) *TWM improved across GEF IW project areas through projects' and stakeholders' access to TWM data and information from across the GEF IW portfolio and its partners*⁶
- (B) *Enhanced TWM capacity at project- and basin-levels through sharing of experiences among subsets of the GEF IW portfolio, including projects, their partners and counterparts*
- (C) *GEF IW portfolio-wide increase in awareness and application of effective TWM approaches, strategies and best practices; numerous new and enhanced linkages and exchanges between GEF IW and other TWM projects with shared TWM challenges*
- (D) *A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM*
- (E) *TWM learning and information sharing mechanisms are mainstreamed and institutionalized into GEF IA and ongoing projects, as well as transboundary institutional frameworks of completed projects (e.g. Regional Seas and freshwater basin secretariats)*

Of the above, all but the target set by Component A, are applicable to the UNDP Component and they can be summarized as follows:

- Stronger Transboundary Waters Management
- All waterbodies developing country-driven, adaptive TWM programs with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN
- Successful IW:LEARN structured learning and information sharing services are institutionalized and sustained indefinitely through GEF and its partners
- TWM improved across GEF IW project areas
- Enhanced TWM capacity at project- and basin-levels
- Portfolio-wide increase in awareness and application of effective TWM approaches, strategies and best practices
- Numerous new and enhanced linkages and exchanges between GEF IW and other TWM projects
- Widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM
- TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects

It is these targets that will guide this Evaluation in determining whether and to what extent the UNDP Component of the IW:LEARN project has been successful.

2.2.3 Risks and assumptions

Risks are not identified in the LogFrame Matrix although assumptions are. Assumptions are the conditions necessary in order to ensure that the project activities will produce results while risks are the possibility that they may not occur. Risks need to be recognized and prevented to the extent possible, and contingency plans must be put in place to deal with them should they happen. The ProDoc did identify a risk which centred around partners' receptivity to establishing institutional infrastructure at the project's outset and leadership thereafter to sustain IW:LEARN services and support beyond the end of the Operational Phase FSP. In mitigation, the ProDoc proposed that if the assumed support is not forthcoming, the IW:LEARN PCU will alert the project's Steering Committee and consult in depth with those partners of concern in order to resolve such issues early and thoroughly.

The draft PIR 2008 identifies the risk that "SC may not ratify final Sustainability Plan in time for UNOPS PCU to help implement it" and notes that "Successive drafts provided to SC through 30 June 2008 without final sign-off at 16 July 2008 SC meeting. Once further inputs received from UNEP and WB are incorporated, final sign-off expected by SC. If not, given high level of inter-

⁶ The target for Component A was changed in the revision of the UNEP component in response to the MTE recommendations (without affecting parts of the LogFrame relevant to the UNDP component). This will be considered when the UNEP component is evaluated next year.

agency conflict and limited commitment across GEF agencies with respect to coordination of implementing IW:LEARN sustainability plan, it is quite possible that the plan will not be ratified in advance of UNOPS IW:LEARN's operational closure (2008Q4)".

This was not a very reassuring picture since the PCU is unable to mitigate this risk and it is pleasing to note that progress has been made since on the Sustainability Plan. This is discussed more fully in Section 5 below.

Overall, and taking into account the few shortcomings of the ProDoc, the reasonably sound project design, and the inability to mitigate the identified risk, preparedness for the project can be considered as **Moderately Satisfactory (MS)**.

3 FINDINGS: IMPLEMENTATION AND MANAGEMENT

3.1 Implementation approach

3.1.1 Project Governance – the Project Steering Committee

The Project Steering Committee initially had the same membership as the GEF International Waters Task Force, except that some IWTF members appointed alternates to the SC. Following the recommendation of the MTE, the SC was augmented by three IW Project Managers and this was considered a great improvement by the PCU and others.

During this Evaluation, eight members of the SC were consulted either face to face, or by email or through the questionnaire.

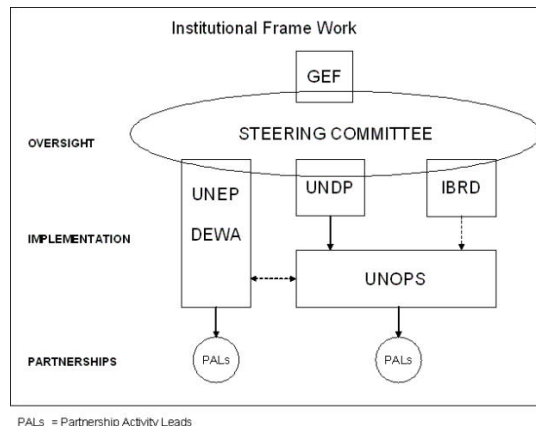
The SC has had to grapple with the usual conundrum faced by most SCs – the level of membership needs to be high enough to allow decisions to be made, but not too high so as to require the involvement of very busy persons. The IW:LEARN SC membership struggled with the time required and over the years the lack of participation and/or attention from key members may have adversely affected the timeliness and effectiveness of project delivery. In addition, the PCU has had to balance conflicting perspectives and guidance from the SC while aiming to deliver on the expectations and intent conveyed in the UNDP ProDoc. Similar sentiments were expressed by UNOPS who noted that while *"the SC has been invaluable for the project"* it has at times been *"frustrating with the various IAs sometimes taking differing views."*

IW:LEARN has been more than just a typical project, in terms of scope and expectations. As a result, responsibility for engagement and for articulating and explaining a clear service line and benefits needed to be shared between the PCU teams (at UNOPS and UNEP) and the SC. According to the PCU, this top-down support from GEF and its IAs (SC members) was not always available to foster a culture in which all active projects were fully integrated.

In spite of these shortcomings, the PCU also noted that the SC did provide quality assurance; created some links between IW:LEARN and projects; informed the PCU of emerging GEF IW issues, priorities, initiatives and events; and provided feedback on how to do things better.

3.1.2 Implementation framework

The ProDoc glossed over the splitting of the project between two project documents, two IAs and two EAs. While it illustrated the implementation framework in the diagram below, it failed to provide a convincing and effective mechanism to overcome the schism that was created.



The MTE found that the split of the project tended to reduce operational effectiveness, negated the design of a single line of authority and accountability, created a lack of coordination between project elements, and resulted in significant confusion among project partners, stakeholders, potential beneficiaries, personnel and even the SC itself. This is not surprising in view of two project units, housed in different agencies with different internal politics and priorities, and with no formal structures to coordinate workplans. The PCU felt that the two components were separate and parallel rather than a unified mutually-reinforcing project with two sides. There were persistent difficulties in effective collaboration, frequent lapses in communications, and a chronic lack of follow-through in expected supporting measures and action.

UNOPS considered the split as *“never a good idea”* and one that created *“a number of difficulties”*.

The PCU has worked to maintain a working relationship across the split that is generally cordial and *“sporadically well coordinated but overall results have been poor”*. The PCU acknowledges an improvement following the criticisms in the MTE report, but it still felt held back by what it considered a relatively inefficient UNEP side.

This Evaluator is not in a position to discuss this further at this stage (mainly as a result of the split itself!) and has deferred final consideration until next year when the UNEP component is evaluated and there is a full and comprehensive picture of the issue.

The UNDP component was entrusted to a PCU consisting of a Chief Technical Advisor (CTA), a Deputy Director, and a Programme and Administrative Assistant. The PCU was officially based in Washington DC, however, in effect the three PCU staff operated out of different physical locations. While location of the PCU is not a major issue for a global project like IW:LEARN, the Washington base is seen as appropriate in view of the proximity to the GEF Secretariat and the presence (or proximity, e.g. New York) of representative offices of the IAs and other stakeholders and partners.

The scatter of PCU personnel between Washington, Boston and Bratislava (together with Copenhagen for UNOPS) could have created difficulties but staff demonstrated that they were extremely adept at communicating electronically, through Skype, etc. However, time zones have to be taken into account and this Evaluator feels that there is no substitute for face-to-face

communication⁷. This was demonstrated during the evaluation when some minor glitches were experienced in trying to obtain comprehensive, definitive responses to requests for information.

It was also mentioned to the Evaluator that maybe the PCU should not have been exclusively North American in composition (self criticism) since this could have led to bias. This is not seen as an issue by the Evaluator, however, another bias did creep in – the northern hemisphere bias. It is inappropriate and confusing to refer to “fall” and “spring” in official documents when dealing with a global project with a constituency that spans both hemispheres.

The PCU worked with several partner agencies and organizations (some designated formally as Partnership Activity Leads (PALs)) to implement specific project activities according to formal MoUs or other basis of agreement, including co-financing in cash and in kind. As a design feature, this has already been noted as an effective mechanism for project implementation. In fact, the PCU realized most activities in collaboration with a PAL and other supporting partners (up to 20 sub-contracts). PALs have also been responsible for contributing to and helping to implement sustainability plans for their respective activities. The following table lists the PALs that have helped with the implementation of project Activities.

Table 3. Partnership Activity Leads and the Activities that they were involved with

ACTIVITY	PARTNERSHIP ACTIVITY LEAD (PAL)
B1.1	UNEP Caribbean Regional Coordination Unit
B1.2	InWEnt - Capacity Building International, Germany
B1.3	Center for Transboundary Cooperation (Peipsi-CTC)
B1.3	United Nations Economic Commission for Europe (UNECE), Environmental and Human Settlements Division
B2.1.1	UNESCO (IHP)
B2.1.2	The World Conservation Union (IUCN) Water and Nature Initiative (WANI)
B2.1.3	LakeNet
B2.2	The World Conservation Union (IUCN) Global Marine Programme (GMP) United States National Oceanic and Atmospheric Administration (NOAA)
B2.2.2	University of Rhode Island (URI)
B4	Environmental Law Institute (ELI)
C1/C2	Global Environment and Technology Foundation
D1	SEA-START/Chulalongkorn University
D2	Global Water Partnership – Mediterranean
D3	Capacity Building for Integrated Water Resources Management (Cap-Net)
E2.2	Francois Odendaal Productions (FOP)/EcoAfrica Associates
E2.3	Gender and Water Alliance (GWA)

The general consensus that emerged from all those consulted during this evaluation, was that the UNDP/UNOPS PCU has performed well, personnel have been helpful and cooperative to the extreme and the implementation of the UNDP component of the project can be said to have been both effective and efficient.

3.1.3 The MTE and management response

Although the MTE was considered as having been somewhat mechanical and over-designed, it is credited with helping the project *“to resolve an incredible impasse in coordination with and allocation of sufficient attention and resources by the UNEP team to ensure it got “back on track” as best as possible. It also provided structural improvements to our SC and placed several important lines in the sand for the project and its SC to consider if/when/how IW:LEARN should be sustained”* and, *“he did register and effectively convey some of the big big challenges we needed to overcome and was effective in helping us to focus on them”*.

⁷ UNEP advised that it had been disadvantaged in terms of location.

In the event, out of 27 substantive recommendations of the MTE, a number were considered to have been beyond the brief of the MTE and outside the ability of the project to implement. The SC and project management rejected 13 recommendations and the full management response (as provided by the PCU) is tabulated in Annex 7 together with this Evaluator's comments and reactions.

As can be seen from the annex, those recommendations that were accepted have, in the main, been implemented, even if with some delay. Recommendations which were accepted by the SC but which are tagged as requiring a response from UNEP⁸ will be addressed next year in the evaluation of the UNEP component.

3.1.4 The LogFrame Matrix and adaptive management

The MTE was critical of the LogFrame Matrix which was seen as overly elaborate and confusing and one of the causes of "disengagement" between the project and its stakeholders.

On its part, while rating the LogFrame Matrix as 7 out of a maximum of 10, the PCU considered that the LogFrame has a bit of a *"salad bar" approach: Activities which patrons felt should be there were included and financed to the extent those patrons [who were not learning or IT experts] thought was politically appropriate. Thus, some activities were over-designed and/or over-funded, while others were under-designed and/or under-funded, and some were imposed without establishing sufficient demand from the nominal clients and beneficiaries (the projects themselves), impacting cost-efficiency of proposed interventions"*.

The MTE concluded that *"The logical framework does not provide a clear roadmap for delivering the overall goal. There is limited vertical logic (there should be clear logical links between one component and the next)"* and recommended that *"the logical framework should be revised and simplified to contain a clear vertical logic that will contribute to delivery of the overall goal. If practical and appropriate it should reinforce the Learning and Exchange (LE) and Resource Networking (RN) elements of the LEARN mnemonic and there should be a strong emphasis on developing a long-term institutional home for core goods and services"*. This recommendation was one of those not implemented by UNDP because it was considered as beyond the scope of the ToRs of the Project Coordination Team. However, as noted elsewhere, UNEP did revise the LogFrame matrix in so far as possible without affecting the UNDP component.

In fact, according to the PCU, the LogFrame Matrix for the UNDP component did not change much during the lifetime of the project with only one change considered as significant, namely -

- Addition of the so-called GEF IW Experience Notes programme, loosely placed under Activity E2

However, the PCU also advised the Evaluator that there were a number of *"updates to project design and implementation"* and these are in the following box with a focus on the UNDP component (as provided by the PCU):

Component B: Structured Learning

Result B: Verification data has been collected but not fully analyzed to determine whether "30+ projects" threshold has been achieved.

B1.1 (led by UNEP) has been delayed until 2008; as of July UNEP Caribbean Regional Coord Unit was waiting for sign-off from Nairobi to circulate TORs to hire the consultant necessary to initiate this regional dialogue process activity.

B1.3 Logframe typo listed "Southeastern Europe and Mediterranean" as target region and should have been consistent with UNDP ProDoc (para 57): "Eastern Europe, Central Europe and Central Asia". (Nonetheless, significant synergies were achieved by linking partners and processes with D2 activities in the SEE/Med region).

B2 No design changes; however, in response to limitations of e-fora documented in mid-term evaluation, original emphasis on e-dialogs shifted to more targeted regional face-to-face learning activities.

B3 Implementation delayed ~1 year due to low initial response from projects; addressed with SC approval by augmenting activity design to allow for multi-project exchanges (not just "pairs") in response to client demand.

⁸ UNEP advised that it had prepared a comprehensive management response to the MTE addressing all recommendations and that this had been discussed by the SC.

B4 Plans to train teams of government-NGO partnerships were not significantly realized as most GEF projects were not prepared to send reps from multiple sectors; PAL provided additional training support *pro bono* to Component C (IW Conferences) and also developed "catalytic impact" of parallel training program for private sector, sponsored by CocaCola Co.

Component C: IW Conferences

C1: Inability of UNSECORD to approve original host city (Rio de Janeiro) necessitated moving IWC3 to Salvador and rescheduling after CSD-13. As a result, GEF IW inputs into CSD-13 were delivered more informally by designated reps from GEF projects, instead of formal input from the GEF IW portfolio as a whole.

C2: No formal changes to design, though traditional delivery style was replaced with a new active learning format in response to participant feedback from IWC3 recommending more opportunities for interactive, peer-to-peer practical knowledge innovation-sharing.

Component D: Testing Innovative Approaches

D1 SEA-RLC (implemented by UNEP): Limited utility expressed by lead project (South China Sea), coupled with failure to effectively engage with other projects in SEA region, resulted in radical modification of this activity. UNEP is supervising ongoing adjustment to realize the objectives of this activity.

D2 Activity took longer than anticipated to launch, but number of transboundary dialogue and targeted training events and outcomes, including on-going cooperative learning, co-finance and commitments to sustain regional processes have exceeded expectations. D2.1 is operational but under-utilized; archived dialogues supporting regional activities in 2005, 2006 and 2007 can be viewed at www.watersee.net. Similarly a handshake agreement with UNESCO to support regional groundwater dialogue has been upheld but stakeholders in the SEE region have not shown much interest in e-dialogue.

D3. Expectations met with fortuitous in-kind co-finance and organizational support from the Japan Water Forum; GEF-IW input to CSD included two Learning Centre courses with focus on linkages between TDA/SAP and IWRM planning processes; plans for partnership with Cap-Net were unfortunately not realized when the joint objective of building capacity in IWRM was superseded in the emergence of other learning priorities within the GEF IW portfolio.

Component E: Partnerships

E1: Design and implementation of Sustainability Plan delayed by lengthy process to reach agreement among GEF Agency partners (with much constructive criticism from the World Bank) and reasonable expectation of PALs for fee-for service cost-recovery in undertaking any further work to sustain benefits of IW:LEARN. ETA for finalization of SC-approved plan before close of UNDP/UNOPS project in early November 2008.

E2.2: In addition to LME video, and quarterly IW Bridges newsletters, this activity evolved (at Spring 2006 SC meeting?) to include roll-out of an IW Experience Notes series, which has been fairly prolific, with a number of high quality (and a few low quality) substantive products. World Bank SC reps have recently questioned the end-user utility of this series, whether "anybody is reading these," a query for which Terminal Evaluation assessment would be greatly appreciated.

E2.3: Original design (for 2 'chapters' of travelling Gender/Water expo, first in LAC, then in Africa) was augmented by separately-funded (new co-finance and catalytic impact) SPREP-IWP 'Gender/Water/Climate' expo produced for Montreal Climate COP (2005). African partner's delays and inaction beyond first set of panels launched at GEF IWC4 (Cape Town, 2007) triggered IW:LEARN's 2008 agreement to GWA (Gender & Water Alliance, E2.3 PAL) proposal to reallocate remaining time and funding to launch an Asian chapter, which is already on track for Stockholm Water Week kick-off. The addition of another major regional chapter with significant new co-finance constitutes a significant addition to the original design (and a catalytic impact) and is hoped to revive early interest among the SPREP-IWP countries to expand the new Asia chapter among Asia & Pacific GEF IW projects, however only the first stage in SE Asia can be expected to be realized within the remaining project period. While LAC chapter has continued far beyond expectations and continues to generate activities among GWA membership, the objective of providing a means for GEF IW projects to become better informed and to take action in gender mainstreaming has been largely unmet, and the significant expansion of the project and robust sustaining support in LAC after IW:LEARN support ended is unfortunately offset by the joint project's failure to effectively raise awareness and interest in gender mainstreaming among GEF IW projects. Even when GWA members who are also involved in GEF IW projects (generally as government ministry representatives) have provided integral and active support to the LAC travelling expo, GEF projects in LAC as well as Africa have consistently failed to respond to calls for material and invitations to utilize the expo.

The above is an excellent summary of the fine-tuning carried out during project implementation. To the extent that this was corrective action, it can be considered as "adaptive management" but, as already alluded to above (see Section 2.1), this Evaluator agrees with the MTE that the LogFrame Matrix was somewhat elaborate and confusing and a more incisive revision following the MTR may have been justified. In fact, an early Inception Workshop to discuss and confirm/fine-tune the LogFrame Matrix would have been very beneficial. It is accepted that for a global project such as IW:LEARN this would have been quite a challenge, but probably worth considering none-the-less.

Overall, implementation arrangements are overshadowed by the split between two IAs and two EAs and are seen as **Moderately Satisfactory (MS)**. The rating would have been lower were it not for the valiant efforts of the project implementers.

3.2 Financial planning and management

3.2.1 Budget, disbursements and financial reporting

A terminal Evaluation is not a financial audit and the Evaluator is not an accountant. This discussion is therefore limited to determining whether financial management has been according to best practice and whether the approach applied has helped project management obtain the best value for money.

As Executing Agency for IW:LEARN, UNOPS was responsible for management of the project's financial resources. In common with a number of other UN agencies (including UNDP), UNOPS uses the ATLAS system for this task. Unfortunately, as UNOPS itself advised the Evaluator, the ATLAS system *"is not very flexible when it comes to detailed management of project budgets and hence projects need to keep shadow budgets. This in turn has lead to confusion of where and what to charge in the project. If project or UNOPS staff are not clear from where a charge should be made within the project budget it can easily be charged to the wrong Activity. This is because ATLAS checks funds availability against total project budget for the year not by allocations to each Activity. UNOPS budget and expenditure reports can become misaligned with the shadow budget ... Activities are not budgeted nor can data be aggregated from the system in this way. Under each ATLAS activity there are a series of Accounts which are predetermined and cannot be changed ... There is no way within our system to aggregate the various components ... as our client (UNDP-GEF) does not require reports from us at this level we do not provide and indeed as mentioned above could not using ATLAS"*. The situation is exacerbated by the confusion in the terminology used - what the ProDoc calls "Components" are referred to as "Activity-level" by UNOPS and this led the PCU to label UNOPS/ATLAS activities numerically (Activity 1-5, corresponding to PCU costs plus costs for Components B-E, respectively), creating in effect two sets of Activities.

The need to create a parallel, shadow budget for the project, and the constant reconciliation with ATLAS is not something that was anticipated in the ProDoc or provided for in the original budget. The time, human resources and actual costs represent a drain on project resources that could have been spent supporting other core PCU functions.

The Evaluator considers ATLAS as a tool for accountants, and what is needed is a tool for project managers – it is a flaw in the system that a project manager has to keep a "shadow budget" for management purposes. Under these circumstances, it is not easy for project management to make informed decisions regarding the budget and allow for a proper and timely flow of funds for the payment of satisfactory project deliverables⁹.

In spite of the above difficulties, the PCU found the disbursement process *"generally functional"*, but noted occasional problems such as when disbursement was delayed by weeks or even months, which strained the relationship between IW:LEARN and its vendors and stakeholders. Miscoding errors (across activities and even across projects) were also noted and some lingered long after they had been reported creating problems when the PCU tried to reconcile the project-level shadow budget with UNOPS. The system also meant that payments could occur after the fact in the year a purchase order was created, thus one would not know it had occurred without returning to the previous years' books. Until the PCU was allowed real-time viewing access to the project accounts in 2008, they had to wait at least a month before being able to see what charges had been made to the project account. On the positive side, the PCU noted that the *"inventiveness and willingness of the portfolio manager"* always managed to solve the problem; and, as UNOPS conceded, *"there have been difficulties and discrepancies in expenditure reports but the bottom line is always correct"*.

The Evaluator's ToRs stated that the evaluation report "shall ... include ... a statement of project expenditure by activity". In addition, it refers to a "Table showing final actual project expenditure by

⁹ At the time of writing, UNOPS announced that after many months of working on the Atlas 9.0 upgrade it was due to be released and come into effect on 02 January 2009.

activity to be supplied by UNOPS ... ". Unfortunately, UNOPS was unable to supply any information on expenditure by activity since (it claimed) its financial management system (ATLAS) cannot do this. However, and in spite of the fact that only a proportion of the pledged co-financing eventuated (see below), those consulted on the financial aspects of the project felt that the budget had been adequate overall. As can be expected there were some cost over-runs and there were some under-expenditures. There was also at least one additional new activity – the Experience Notes. In order to accommodate these, every effort was made by the PCU to ensure cost-effectiveness of expenditures in order to 'stretch' the budget to the extent possible. Leveraged in-kind and new cash co-finance support from PALs enabled the extension of some successful activities within the project and resulted in commitments to sustain the benefits of IW:LEARN. According to the PCU, the budget was revised/adjusted on four occasions to reflect changing needs and circumstances and the project did attract some additional funding, however, the budget appears to have been more or less on target and while a number of revisions were needed for practical reasons the budget was not adjusted dramatically over the course of the project.

In conclusion it would seem that while the budget was adequate and financial management was carried out in the best interest of the project, the system employed by the EA was not helpful to project management and a shadow system had to be established. The ATLAS system was also unable to provide the Evaluator with an account of expenditure according to Activities as required in his ToRs.

3.2.2 Co-financing

The Evaluator's ToRs state explicitly that the evaluation report "*shall ... include (as an annex) Summary co-finance information...*" and a template is provided for Co-financing and Leveraged Resources which says that "*basic data to be supplied to the consultant for verification*".

The ProDoc, in Table 5, provided a helpful list of 22 co-financing sources. These were expected to contribute \$6,250,800 (\$175,000 in cash) of which, \$5,805,800 had been confirmed in writing. The Evaluator approached UNOPS as the EA (and as clearly directed by the ToRs) for information on co-financing. But UNOPS could not provide it, saying "*we do not keep any information on co-financing as this element(s) of the project were not direct cost-sharing and thus do not come through our books or under our perview (sic). Hence whether or not they were realized is best sought from the project direct and perhaps corroborated with the confinaner*".

The Evaluator did seek the information from the PCU and the valiant efforts of the PCU to obtain the latest and most up to date information on co-financing in addition to what is in the APR/PIR, are appreciated. The table compiled through information provided by the PCU is to be found in Annex 8. It shows that during the life of the project 58 sources of co-financing were identified and/or pledged support – more than double the original list in Table 5 of the ProDoc. Of these, 33 were in-kind, 17 were in cash, six were sponsorships, one was parallel financing and one was not determined. Of the \$6,740,581 that were pledged, \$3,279,828 eventuated – a mere 49% and far short of the confirmed pledges which had been indicated in the ProDoc Table 5. Some 25 had low (less than 25%) or no delivery (including six multilaterals), but these were compensated for by 13 who had not pledged but still contributed in-kind or cash. There were nine who delivered 100% or better on their pledged amount and of these, four were NGOs and two were governments.

According to the PCU, the single most significant co-financing failure was in not engaging with Cap-Net (in spite of several efforts) which was shown in the ProDoc Table 5 as the UNDP contribution worth \$1.4 million in-kind¹⁰. According to one consultee at least, UNDP should have taken a more proactive responsibility for the ultimate failure to leverage Cap-Net co-finance, not only due to failure to meet pledge upon which project was at least in part approved, but also for failure to leverage the

¹⁰ A few Cap-Net partners were involved as partners in IW:LEARN activities (e.g. Gender & Water expo, Africa Regional Workshop on Economic Valuation for Freshwater Projects), however, a major proposal to work with Cap-Net to capacitate GEF IW project proponents in IWRM in conjunction with IWC-3 and CSD-13 was tabled when IWC-3 had to be rescheduled until after the 2005 CSD and this was the last opportunity to address TWRM/IWRM in the CSD process during this IW:LEARN project cycle.

knowledge-sharing, networking and information resources which the Cap-Net pledge was a proxy for.

The differences between the original Table 5 in the ProDoc and the data provided by the PCU have already been alluded to in the discussion above and they seem easy enough to explain. However, the Evaluator concludes that as EA, UNOPS should be the “keeper” of one, definitive record of co-financing pledged, obtained, outstanding and projected, at any point in time. Anything less is not very reassuring to co-financiers¹¹.

In conclusion, while it is heartening to note the better than pledged contribution of a small handful of co-financiers, the overall co-financing picture is disappointing with total support amounting to a mere 56% of the support that had been pledged in writing. In addition, the management of co-financing could have been better.

As an **overall conclusion on financial planning and management**, it can be said that financial planning was satisfactory since the budget available for the project was adequate. This was in spite of the disappointing outcome for co-financing. And, while financial management by the PCU was effective, the inability of the ATLAS system to provide the necessary support to project management and this evaluation, lead to an overall rating of **Moderately Satisfactory (MS)** for financial planning and management.

3.3 Stakeholder participation / public awareness

Stakeholders are the individuals, groups, institutions, or other bodies that have an interest or stake in the outcome of the project. For IW:LEARN the most obvious stakeholders are the GEF Secretariat and the IAs and they are fully involved through their membership of the IWTF as well as the SC. The beneficiaries or clients of IW:LEARN, who can also be considered stakeholders, are the IW projects all over the globe. According to the ProDoc, *“In order to provide customized and targeted services and support to stakeholders, partners and on-the-ground beneficiaries, IW:LEARN is committed to developing personal relationships with all projects within the GEF IW portfolio”*.

In order to make sure that this commitment is carried out, the ProDoc contains an elaborate Stakeholder Involvement Plan (ProDoc Annex I). The Plan sets up its own Goals, Objectives and Strategies, such that it almost looks like a separate project or sub-project. It then takes each and every project Activity and goes into further detail on what was planned for stakeholder engagement. This Evaluator finds this detail impressive but perhaps a little excessive.

On the other hand, the account provided by the PCU when asked to describe their interaction with Project Managers and other project personnel is substantial. Their response, which is tabulated in Annex 9, shows that in the lifetime of the project, they carried out over 140 encounters with their clients (Project Managers and other personnel). Of these, at least 58 were very direct missions carried out to the project site or headquarters. This represents a lot of “push” for a project that has been criticized by some as relying on “pull” (such as through a passive website). But in spite of this impressive record, it was admitted to the Evaluator that one of the greatest shortcomings of IW:LEARN was not having gained a true, formal entry-point to all the projects. It would seem that the programme of interaction embarked by the PCU more than made up for this initial omission and the Evaluator is satisfied that IW:LEARN has done all it could to reach out to its stakeholders, clients and other constituents.

The overall rating for stakeholder involvement is deemed to be **Highly Satisfactory (HS)**.

¹¹ UNDP is of the opinion that this is a task for UNDP and that it is satisfied by the annual PIR. The Evaluator agrees that the PIR provides an annual check, but a year is a long time in a four-year project and a real-time snapshot of co-financing should be available at any time. The Executing Agency is best placed to provide this.

3.4 Monitoring and evaluation

As clearly enunciated in Annex 4 of the Evaluation ToRs and presumably provided as a yardstick against which to measure the project, the GEF requires that all projects must include “a concrete and fully budgeted monitoring and evaluation plan by the time of Work Programme entry for full-sized projects”. The required M&E Plan should comprise a number of minimum requirements¹² and these are listed in the table below together with the Evaluator’s summary observations of the way that IW:LEARN satisfies these elements. These are then discussed further following the table.

Table 4. GEF M&E minimum requirements

GEF M&E REQUIREMENTS	EVALUATOR OBSERVATIONS
SMART indicators for project implementation, or, if no indicators are identified, an alternative plan for monitoring that will deliver reliable and valid information to management ¹³	The ProDoc has a small section on Monitoring, Evaluation, Reporting, and Dissemination which makes reference to the LogFrame Matrix and its set of Indicators and these are discussed below and in section 4
SMART indicators for results (outcomes and, if applicable, impacts), and, where appropriate, corporate-level indicators	
A project baseline or, if major baseline indicators are not identified, an alternative plan for addressing this within one year of implementation	Baselines are not discussed in detail in the ProDoc except for a cursory mention in the incremental cost analysis – a figure is given which is tagged as “baseline” but there seems to be no indication of how it has been arrived at ¹⁴ .
An M&E Plan with identification of reviews and evaluations which will be undertaken, such as mid-term reviews or evaluations of activities	While most of the elements of a Monitoring Plan are mentioned, there is no such thing as a discrete Monitoring Plan – no inception workshop, no monitoring timeline
An organizational setup and budgets for monitoring and evaluation	Apart from a budget line for Evaluations, the ProDoc makes no organizational or financial provision for monitoring and evaluation

Progress towards the Objective and the Outcomes (in contrast with progress towards Outputs and Activities) is not easy to measure directly and **SMART¹⁵ Indicators** are therefore adopted to help with this determination. An assessment of the Indicators adopted by IW:LEARN, and comments on their usefulness, are to be found below in section 4.1 for the Objective and section 4.2 for the Outcomes. A number of the Indicators adopted by the project are not relevant to the respective Objective or Outcomes and few satisfy the SMART criteria. They are therefore not very useful for monitoring project progress.

The assessment of progress towards the project Objective and confirmation of its ultimate achievement (*i.e.* results) relies on the identification and recording of a **baseline** and the discussion on baselines is not well developed by IW:LEARN. Baselines are not discussed in the ProDoc except for a cursory mention in the incremental cost analysis – a figure is given which is tagged as

¹² See also - <http://gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/MEPTools/meptstandards.html>

¹³ The PCU submitted that “GEF guidance regarding “SMART” indicators was apparently not yet even published at the time of this project’s 2004 approval by the GEF”

¹⁴ The PCU pointed out in its submission on the draft, that discussion of Baseline is found in the Project Executive Summary. However, the Executive Summary is the basis for CEO endorsement, and it is the ProDoc that guides implementation and provides the context for an Evaluation.

¹⁵ **SMART INDICATORS** GEF projects and programs should monitor using relevant performance indicators. The monitoring system should be “SMART”:

Specific: The system captures the essence of the desired result by clearly and directly relating to achieving an objective, and only that objective.

Measurable: The monitoring system and its indicators are unambiguously specified so that all parties agree on what the system covers and there are practical ways to measure the indicators and results.

Achievable and Attributable: The system identifies what changes are anticipated as a result of the intervention and whether the result(s) are realistic. Attribution requires that changes in the targeted developmental issue can be linked to the intervention.

Relevant and Realistic: The system establishes levels of performance that are likely to be achieved in a practical manner, and that reflect the expectations of stakeholders.

Time-bound, Timely, Trackable, and Targeted: The system allows progress to be tracked in a cost-effective manner at desired frequency for a set period, with clear identification of the particular stakeholder group to be impacted by the project or program

“baseline” but there seems to be no indication of how it has been arrived at; the LogFrame Matrix excludes them completely; and they only make an appearance in the PIRs.

There was no clearly identifiable “concrete” **M&E Plan** for IW:LEARN. However, in spite of a lack of Plan, performance monitoring as carried out by the project satisfied the bare essentials of the GEF since Quarterly Progress Reports were prepared, APRs and PIRs were prepared regularly, and independent Mid-Term and Terminal Evaluations were carried out. Quarterly Progress Reports did assess progress and PIRs identified the action that was required for ratings of MU, U or HU and also noted the responsible party.

The PCU believes that it *“not only complied with GEF M&E expectations at the time of our ProDoc approval, but we also demonstrated full transparency and verification for measurements of all indicators. Contracts with PALs included activity-level monitoring and every effort was made to derive and apply learning from activity level monitoring to improve subsequent delivery (case in point: incredible re-design of IWC4 vis IWC3, based on evaluations from IWC3) ... we regularly met or exceeded GEF and IA expectations for M&E. We also exceeded expectations for transparency, access to verification evidence, learning from M&E, and dissemination of lessons via IW Bridges, IWENs, etc”*.

The PCU referred to the project timeline in Table 1 in the ProDoc as the *“explicit timeline, with benchmarks”*. This is indeed a clear set of indicators of project performance by Activity and Year and as such, it serves as a basis for monitoring. However, the reader has to go elsewhere in the ProDoc to get the equivalent for evaluation, in the same way as one has to go to the Executive Summary for the baseline. The Evaluator is led to the inevitable conclusion that a monitoring and evaluation plan is absent.

It is a GEF requirement that the M&E Plan is accompanied by an organizational set-up and an explicit **budget** for monitoring and evaluation. According to the PCU, the ProDoc explicitly dedicates \$50,000, more than 1% of the GEF's investment in the project, to the MTE and the TE. However, day-to-day monitoring is incorporated into the ToRs of PCU personnel and project contractors and is not easily identifiable as the M&E budget and cost.

The Evaluator concludes that the project monitoring and evaluation system for IW:LEARN was not very robust and rates ...

- *M&E Design* as **Moderately Satisfactory (MS)** since there was no direct tie-up between baselines and indicators even though both elements can be found albeit in different documents;
- *M&E Plan Implementation* as **Unsatisfactory (U)** since there was no “concrete” M&E Plan, even though most of the elements of a plan can be found; and,
- *Budgeting and Funding for M&E activities* as **Moderately Satisfactory (MS)** since the budgeting was dispersed.

It is acknowledged that the above ratings are influenced by two important factors – Firstly, the four years between project formulation and the Terminal Evaluation, is a long time for the GEF and the project was designed under a particular set of requirements but is being evaluated under another set. Secondly, the plea expressed earlier regarding the need for an up-to-date and complete SRF in a “master copy” of the ProDoc, can be repeated here for an M&E Plan.

In view of the circumstances, the Evaluator would consider an overall rating of Moderately Satisfactory (MS) as a fair reflection of the IW:LEARN M&E System. However, I am constrained by GEF M&E Policy¹⁶ which requires that the overall rating for a project's M&E system cannot be higher than the rating for the “M&E Plan Implementation”. The M&E System for IW:LEARN is therefore considered as **Unsatisfactory (U)**.

¹⁶ GEF Evaluation Office - *Guidelines for Implementing and Executing Agencies to Conduct Terminal Evaluations*. Approved by the GEF Evaluation Director, Robert D. Van Den Berg, on May 7, 2007.

3.5 The role of UNDP and its contract with UNOPS

As Implementing Agency for GEF, UNDP is responsible to the GEF for the timely and cost-effective delivery of the agreed project outputs and it achieves this through its understanding with the UNOPS as the EA. UNDP has an obligation to ensure accountability, and its efforts in this respect are spearheaded by the Principal Technical Advisor International Waters.

The UNDP may approve, following consultation and agreement with the other signatories to the project document, revisions or additions to any of the annexes of the ProDoc, revisions which do not involve significant changes in the outcomes, outputs or activities of the project, and mandatory annual revisions which re-phase the delivery of agreed project inputs or increased expert or other costs due to inflation or to take into account agency expenditure flexibility. The UNDP also coordinates inputs into the annual PIR for the UNDP component and the APR for submission to the GEF Secretariat.

More specifically, the UNDP/GEF IW Principal Technical Advisor provided technical support to the PCU, assisted the EA with the recruitment of senior project personnel, reviewed budget revisions prior to signature, followed up closely on implementation progress, assured the eligibility of project interventions in light of GEF policy guidance and approved project design, represented UNDP/GEF on the SC, and approved Annual Project Implementation Reports, including performance ratings, for submission to GEF.

As is accepted practice, UNDP received a fee aimed at reimbursing the costs of project development and supervision, and for monitoring project implementation.

UNDP entered into a contractual arrangement with UNOPS as EA to facilitate, support, administer and execute the project so as to achieve the stated objectives and outputs. As the project EA, UNOPS had the overall responsibility and accountability for the delivery of all the technical, financial, operational and administrative services to achieve the stated outputs and objectives.

According to the PCU, UNOPS is not only uniquely placed, but uniquely advantaged in terms of access to UN country offices globally and the services they provide. However, the relationship did have its difficulties – e.g. UNOPS has been unable to provide the CTA with accurate and full costs to project for current personnel since 2007; PAL and staff contracting has been a challenge, in part due to changes in UNOPS support staff; significant changes in UNOPS corporate structure, culture, physical locations, accounting methods, etc, have all had tumultuous effect on PCU resource allocation to administration and coordination with UNOPS during such transitions.

There was no formal MoU specific to this project between UNDP and UNOPS to secure the agreement, even though this was mentioned in the ProDoc and recommended by the MTE, and this Evaluator was unable to sight any other basis for this contract. When he asked for such an instrument, the Evaluator was referred to the ProDoc. However, the version of the ProDoc available (publicly on the website) was unsigned and out of date (see Section 2.1 above). The Evaluator feels that this is not an adequate basis for a contract involving some \$5 million.

Taking into account the effective level of support and supervision but balanced by the lack of a visible contractual arrangement with UNOPS, the performance of UNDP is seen as **Satisfactory (S)**.

3.6 The role of the GEF Secretariat

The Evaluator was told by GEF that this is a “*corporate GEF programme*” with UNDP and UNEP adding to the “*corporate effort*”. IW:LEARN is definitely not an ordinary project as far as GEF is concerned – there cannot be too many GEF projects which have a GEF representative on the SC.

Neither is direct contact, electronic or otherwise, between GEFSec and a project a common occurrence. In many ways, IW:LEARN served as both a unifying influence for the IW portfolio of GEF as well as one of its most visible windows. It was also the manager of the IW knowledge base.

This direct and quite 'hands on' involvement of the GEFSec (helped considerably by the physical proximity of the PCU to the GEF Secretariat office) had benefits and disbenefits for the project. The benefits stemmed from the special interest that the GEFSec took in the project and the degree of ownership that it showed in it, often providing direct advice and guidance. The disbenefits arose when this close relationship went further than the scope of the ProDoc or the project Work Plan and requests/demands had to be acted upon by the PCU over and above its assigned tasks and priorities.

As alluded to elsewhere in this report, one consultee was of the opinion that while these demands on the PCU were justified and legitimate – in other words, the GEFSec needed the support and service provided by the IW:LEARN PCU, this function was not part of the project design, and it had to be accommodated in addition to the other assigned tasks and created an overhead cost making the IW:LEARN products more expensive than they should have been.

The Evaluator sees the close interest that the GEFSec had in IW:LEARN as a positive and necessary thing – there is a need for IW to have a unifying force as well as a window to the world. The IW portfolio is different from the other thematic areas of GEF – each of them, whether it is Biodiversity, or Climate Change, Land Degradation or POPs, has a champion in the form of their respective Convention Secretariats, Convention Councils and Convention annual or other regular events. Not so with International Waters and it is seen as legitimate for the GEFSec to move into this position of champion for International Waters.

IW:LEARN provided a surreptitious way in which to satisfy this need – now it should be openly acknowledged and accepted and institutionalized by the GEFSec as part of its core function.

Following up IW:LEARN through multiple initiatives under various programmes at regional and thematic levels, is a positive move. So is the institutionalization of GEF-Learning by the IAs. However, these are not replacements for IW:LEARN since they lack the portfolio-wide cohesion which was provided by IW:LEARN and the GEFSec is deprived of its window for IW. It also risks losing the global dimension¹⁷. These requirements can best be satisfied if the GEFSec were to institutionalize them within the IW core function of the Secretariat.

¹⁷ The PCU has belatedly advised that the "potential loss of the global dimension through marrying GEF-IW:LEARN to a regional project has been addressed; the project described as MENARID has been recast as GEF-IW:LEARN III with a regional (MENARID) component." At the time of writing it is not possible to determine whether this is a mechanism that will retain the global dimension of IW:LEARN or merely its brand.

4 FINDINGS: RESULTS AND IMPACTS

4.1 Attainment of Objective

In assessing the achievement of the project Objective and Outcomes, Indicators are necessary since these targets cannot be measured directly. By contrast, the achievement of Outputs should be clear to ascertain, so Indicators are not required. Since Indicators are, by definition, a proxy, this evaluation does not rate progress towards them *per se* but uses them as a means of assessing progress towards, or attainment of, the Objective and Outcomes. However, comments are provided on the qualities of Indicators through the application of the SMART criteria.

The Objective of the IW:LEARN project was: *To strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among GEF stakeholders*

and it can be “dissected” into its components as follows:

What to do?	facilitate
Of what?	structured learning and information sharing
With whom?	GEF stakeholders
For what?	to strengthen Transboundary Waters Management

According to its Objective, IW:LEARN was to facilitate structured learning and information sharing. Indicators for this Objective should therefore help determine whether such facilitation had indeed been carried out, and whether this had led to stronger TWM. The Indicators selected for this task do not do this.

The first of the two Indicators adopted, was:

From 2006 onward, all waterbodies developing country-driven, adaptive TWM programs with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.

The focus of this Indicator is on “benefit from participating” and the key phrase in the Target is “report benefits” – clearly the expected result was the “benefit”. However, the key word in the Objective is “facilitating” (although the ultimate objective is to “strengthen”) and there is therefore a mismatch between the Objective and this Indicator.

When analyzed according to the SMART criteria, the Indicator – is not very **S**pecific to the Objective; it is not **M**easurable since the measurement of “benefit” requires another indicator/s; it is therefore difficult to know if it is **A**chievable and whether any benefit can be **A**tttributed to the project; it is not entirely **R**elevant to the Objective; and, while it is **T**ime-bound because it has a beginning, it will be difficult to **T**rack because it is difficult to measure.

The second Indicator was:

From 2008 onward, successful IW:LEARN structured learning and information sharing services will be insitutionalized and sustained indefinitely through GEF and its partners.

This Indicator seeks “institutionalization” and “indefinitely” and the Target lists services that may be sustained. Although “indefinitely” is impossible to ascertain, this Indicator and Target relate reasonably well to the Objective since institutionalization can be expected to facilitate “structured learning and information sharing” as targeted by the Objective.

When analyzed according to the SMART criteria, this Indicator – is **S**pecific to the Objective; it is difficult to **M**easure institutionalization and “indefinitely” is somewhat challenging; while institutionalization may be **A**chievable, indefinite sustainability may be a bit difficult; it is **R**elevant to the Objective; and, while it is **T**ime-bound because it has a beginning, it will be impossible to **T**rack indefinitely.

The Evaluator concludes that the Indicators selected to help determine progress towards the Objective were not very useful

In compiling Table 5 below, the PCU was invited to assess its own performance and comments were added by the Evaluator. The table provides a summary of the assessment of progress towards the Objective and in spite of the Indicators, concludes that IW:LEARN is known to have facilitated structured learning and information sharing. Therefore progress towards the Objective is deemed to have been **Satisfactory (S)** because shortcomings were only of a minor nature.

This rating was also the most popular with the 50 respondents who replied to the question in the email questionnaire (see Annex 6 Table 9). 12% found progress towards the objective Highly Satisfactory, 64% said it was Satisfactory, 20% said it was Moderately Satisfactory, and a mere 4% said it was Moderately Unsatisfactory. No one thought it was Unsatisfactory or Highly Unsatisfactory.

Table 5. Achievement of Project Objective, as measured through its Indicators and Targets according to the PCU with comments by the Evaluator

Objective: To strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among GEF stakeholders				
INDICATOR	TARGET	PROGRESS AS AT 30 JUNE 2007	PROGRESS AS AT END OF JUNE 2008	
			ACCORDING TO PCU	EVALUATOR'S OBSERVATIONS
1. From 2006 onward, all waterbodies developing country-driven, adaptive TWM programs with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.	All GEF-supported water bodies report benefits from structured learning and from information sharing	Over the period of this PIR, approximately half of the active portfolio participated in structured learning activities (2 ECA projects, 9 LAC projects and 10 AFR projects) reporting beneficial outcomes	HS: Over the period of this PIR, 70 historical, active and future GEF IW projects participated in the 4th GEF IW Conference, approximately half of the active portfolio participated in structured learning activities consecutively in 10 trainings and exchanges (13 AFR projects, 7 ASIA projects, 1 Oceania, 6 ECA, 4 LAC).	<p>The key phrase in the Indicator is "benefit from participating" and the key phrase in the Target is "report benefits" – clearly the expected result was the "benefit". The progress claimed by the PCU only addresses "participating" and there is no indication of the "benefit" gained.</p> <p>However, the key word in the Objective is "facilitating" (although the ultimate objective is to "strengthen").</p> <p>There is therefore a mismatch between the Objective and this Indicator. While the Indicator has not been attained, the project is known to have facilitated effectively structured learning and information sharing. This is of direct relevance to the Objective.</p>
2. From 2008 onward, successful IW:LEARN structured learning and information sharing services will be insitutionalized and sustained indefinitely through GEF and its partners.	IW-IMS (website resource center), 3 regional and 5 water body-specific learning services, plus biennial conferences, Gender and Water Exhibit, and <i>IW Experience Notes</i> series sustained by partners	Biennial conferences expected to be continued via MSP/s & participant costs mainstreamed into GEF IW projects; Africa structured learning sustained by partners & MSP; Economic valuation curricula transferred to host institution in W Africa and recycled for LME project and disseminated to e-list of over 1500 marine managers; SE Europe learning will continue with regional partners; G&W LAC Expo tour fully self-sustaining (over10 new events) & Africa expo launched w/partner intending to sustain; WB publishing IWEN series, Regional MSP/s expected to continue generating IWENs.	HS: Biennial conferences expected to be continued via follow-on project (IWC5 PIF approved, IWC6 under formulation) & participant costs mainstreamed into GEF IW projects; European IW learning continuing through UNECE; Africa structured learning sustained by partners & MSP; Economic valuation curricula transferred to host institution in W. Africa and recycled for LME project and disseminated to e-list of over 1500 marine managers; marine governance and public participation curricula being adapted by partners and re-delivered to additional constituencies; SE Europe learning will continue with regional partners; G&W LAC Expo tour fully self-sustaining (over10 new events) & Africa expo launched w/partner intending to sustain; WB publishing IWEN series, Regional learning MSP/s expected to continue generating IWENs.	<p>The Indicator seeks "institutionalization" and "indefinitely". The Target abandons "institutionalization" and lists services that may be sustained.</p> <p>Although "indefinitely" is impossible to ascertain, this Indicator and Target relate reasonably well to the Objective and the progress reported by the PCU does indeed record effective moves made towards institutionalization which in turn will facilitate "structured learning and information sharing" as targeted by the Objective. As such, this is of relevance to the Objective.</p> <p>Whether this will lead to the strengthening of TWM, which is the ultimate target, is a moot point.</p>
In spite of the Indicators, progress towards the Objective is deemed to have been Satisfactory (S) because shortcomings were only of a minor nature				

4.2 Attainment of Outcomes and Outputs

4.2.1 Outcomes

This section deals with the Outcomes as expressed in the LogFrame Matrix and as used in the various PIRs. In a similar manner when dealing with the Objective above, this assessment attempts firstly to work through the Indicators, however, where Indicators are weak or unhelpful, information and knowledge obtained from consultations are used at the Evaluator's discretion when assessing the rating that is to be applied to the achievement of each Outcome.

The UNDP Component, which is the subject of this evaluation, targeted four Outcomes¹⁸, the achievement of each of these is discussed below. Table 6 on the next page is compiled from the PCU self-assessment of progress towards the Outcomes with the addition of comments and assessment from the Evaluator.

As a general comment, most of the Indicators are not entirely relevant to their respective Outcome. They often focus on the means (Outputs and Activities) rather than the Outcome being sought. In addition, the Targets are superfluous since they virtually repeat part of the wording of the Indicator and add nothing to the measurement process.

OUTCOME B: Enhanced TWM capacity at project and basin levels through sharing of experiences among subsets of the GEF IW portfolio, including projects, their partners and counterparts

Progress towards Outcome B as measured by the Indicators could be seen as Highly Satisfactory (HS) since the Indicators have all either been met or exceeded. However, while the Indicators are relevant to the measurement of "sharing of experiences", they say nothing about the "enhanced TWM capacity" which is the real Outcome and actual progress towards this Outcome is deemed to have been **Satisfactory (S)**.

OUTCOME C: GEF IW portfolio-wide increase in awareness and application of effective TWM approaches, strategies and best practices; numerous new and enhanced linkages and exchanges between GEF IW and other TWM projects with shared TWM challenges

The Indicators focus on the means (IWCs and CSD interaction) but do not measure the Outcome which was "increase in awareness ...". Progress towards Outcome C in terms of the Indicators is deemed to have been Moderately Satisfactory (MS) since while the IWCs were held successfully, the interaction with CSD-13 did not take place. However, there is widespread evidence of increased awareness and progress is deemed to have been **Satisfactory (S)**.

OUTCOME D: A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM

The Outcome was a "suite of tools" and the Indicators do not address this in general, although two are relevant. Progress towards Outcome D as measured by the Indicators is Moderately Satisfactory, however, knowing that tools have been developed by the project, progress is deemed to have been **Satisfactory (S)**.

OUTCOME E: TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects, as well as transboundary institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)

The Outcome sought "learning and info sharing mechanisms mainstreamed and institutionalized" and the Indicators focus on the means (e.g. Sustainability Plans, side events) rather than the Outcome. There is little evidence that IAs have "institutionalized" any mechanisms produced by the project. However, in recognition of the fact that the achievement of this Outcome cannot be expected in the short lifetime of the project, progress towards Outcome E is deemed to have been **Moderately Satisfactory (MS)**.

¹⁸ Outcome A, as well as parts of Outcomes 2 and 3, fall within the UNEP Component and will be evaluated next year

Table 6. Progress towards the Outcome indicators (UNDP Component) as at the end of June 2008

INDICATORS	TARGET	PROGRESS AS AT 30 JUNE 2007	PROGRESS AS AT END OF JUNE 2008	
			ACCORDING TO PCU	EVALUATOR'S OBSERVATIONS
OUTCOME B: Enhanced TWM capacity at project and basin levels through sharing of experiences among subsets of the GEF IW portfolio, including projects, their partners and counterparts				
8. By 2008, 3 multi-project regional TWM learning exchanges organized to assist total of at least 10 projects: B1.1 Caribbean Inter-linkages Dialog B1.2 Africa IW Network B1.3 Southeastern Europe and Mediterranean	3 exchanges	S: 2 multi-project exchanges held: Pan-Africa and SEE Europe, serving over 15 projects	HS: Cumulative 3 multi-project exchanges held: 2 Pan-Africa (plus 1 more in 2008 with additional PAL cofinance) and one Eastern Europe and Central Asia, serving at least 16 projects [UNEP-IW:LEARN PIR addresses additional Caribbean exchanges under that sub-project]	Indicator is relevant to the Outcome and very specific making the Target redundant. Indicator achieved fully.
9. By 2008, 5 multi-project thematic learning exchanges organized on a transboundary ecosystem basis assist at total of at least 15 projects: B2.1 Freshwater B2.1.1 Groundwater/Aquifers B2.1.2 River Basins B2.1.3 Lake Basins B2.2 LMEs (incl. MPAs) B2.3 Coral Reefs	5 multi-project thematic exchanges	S: 2 major exchanges: African River & Lake Basins; LME projects serving approx15 projects; and 3 smaller exchanges (groundwater, lake, coral), also online ecosystem-based e-groups	HS: 6 major exchanges, 28 GEF projects served; and 6 smaller exchanges (groundwater, lake, coral), also online ecosystem-based e-groups, LME Governance manual	Indicator is relevant to the Outcome and very specific making the Target redundant. Indicator exceeded.
10. 5-7 multi-week staff/stakeholder exchanges between pairs of 10-14 new (or pipeline) projects and experienced projects, at a rate of 1-4 exchanges per year for 4 years.	5-7 multi-week exchanges	HS: 4 exchanges supported	HS: 10 exchanges launched serving 23 projects, two exchanges produced guidance materials, two exchanges leveraged 4:1 cofinancing vs. GEF	Indicator is relevant to the Outcome and very specific making the Target redundant. Indicator exceeded.
11. Training for a least 15 projects (5 government-NGO partnerships trained each year for 3-4 years) to jointly develop, refine and/or implement activities to increase public access and involvement in IW decision-making	At least 15 projects receive training	S: 9 projects have received training	HS: 21 projects have received training, draft handbook (for replication) near production captures learning from (at least 3) GEF regions	Indicator is relevant to the Outcome and very specific making the Target redundant. Indicator exceeded.
The Targets are all redundant since they simply repeat some of the specific detailed wording of the Indicator. Progress towards Outcome 2 as measured by the Indicators is Highly Satisfactory (HS) since the Indicators have all either been met or exceeded. However, while the Indicators are relevant to the measurement of "sharing of experiences", they say nothing about the "enhanced TWM capacity" which is the real Outcome and progress towards the Outcome is deemed to have been Satisfactory (S) .				

OUTCOME C: GEF IW portfolio-wide increase in awareness and application of effective TWM approaches, strategies and best practices; numerous new and enhanced linkages and exchanges between GEF IW and other TWM projects with shared TWM challenges				
12. 2 IWCs, with biennial needs assessments and portfolio-wide interactions, in 2005 (C1 in Brazil) and 2007 (C2 in South Africa)	2 IWC's	HS: 2 conferences held with roughly 300 participants and more than half of the portfolio involved	HS: 2 conferences held with roughly 300 participants and more than half of the portfolio involved at each conference. IWC4 redesigned for highly needs-driven agenda & P2P interactive learning, in response to IWC3 feedback; very well received	Indicator relevant to the implementation but not the achievement of the Outcome. The Target is redundant. Indicator achieved fully.
13. Documented recommendations from GEF IW portfolio to CSD-13 Policy Session (Spring 2005)		HU: GEF IW conference was delayed until after CSD-13	HU: GEF IW conference was delayed until after CSD-13 (due to UN-SECORD directive requiring change of venue & dates)	Indicator not very relevant to the Outcome and not achieved at all.
Once again, the Target is redundant. The Indicators focus on the means (IWCs and CSD interaction) but do not measure the Outcome which was "increase in awareness ...". Progress towards Outcome 3 in terms of the Indicators is deemed to have been Moderately Satisfactory since while the IWCs were held successfully, the interaction with CSD-13 did not take place. However, there is evidence (see Questionnaire) of increased awareness and progress is deemed to have been Satisfactory (S) .				

OUTCOME D: A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM				
17. Five (5) 3-day Southeastern Europe Transboundary Waters Roundtables for senior officials and experts by 2006.	3 roundtables (+2 100% partner-financed)	HS: 3 roundtables held, 1 planned for Q42007 (groundwater), 1 for Q12008 (public participation)	HS: 6 roundtables held, including 3 that were 100% co-financed	Indicator not relevant to the Outcome which required a "suite of tools". Target does not add anything. Indicator achieved.
18. Internet-based targeted information exchange network on Transboundary Waters (for Southeastern Europe Transboundary River Basin and Lakes Management Program) launched by 2005, sustained through regional partners by 2006.	Network launched	S: Network launched and operational w/GWP-Med hosting (watersee.net)	S: Network launched and operational w/GWP-Med hosting (watersee.net), 3 electronic dialogues conducted, 8 capacity building documents prepared	Indicator relevant to the Outcome. Target is redundant and in any case it falls short of the Indicator. Indicator achieved.
19. Network for dissemination of Mediterranean experience in transboundary aquifer management [for Mediterranean Shared Aquifers Management Program] – realized in conjunction with Activity B2.1	Groundwater network operating	U: (to be established in conjunction with groundwater roundtable in Q42007)	U: Not established, no demonstrated interest from stakeholders, and no actionable language built into PAL contracts or workplans, TWIEN website does provide networking opportunities	Indicator relevant to the Outcome. Target redundant. Indicator not achieved.
20. One global roundtable meeting to clarify the role of IWRM or related IW issue of common priority to the CSD and the GEF (in 2004) – e.g., bringing together select nations to build IWRM capacity to meet Millennium Development Goal for national IWRM strategies in 2005 and to support water-focus of CSD-12/CSD-13 biennium (2004-05)	1 global IWRM meeting	S: 1 global IWRM meeting (Tokyo) in 2006 TDA/SAP & IWRM joint Learning Centre session, CSD-12	S: 1 global IWRM meeting (Tokyo) in 2006; TDA/SAP & IWRM joint Learning Centre session, CSD-12; substantial in-kind cost share (co-finance) and cancellation of plans for IWRM learning in conjunction w/IWC3 linked to CSD-13 (consequence of IWC relocation & rescheduling due to security situation in host city) resulted in 5-figure savings to GEF budget.	Indicator not very relevant to Outcome. Target redundant. Indicator partly achieved.
The Outcome was a "suite of tools" and the Indicators do not address this in general, although two are relevant. The Targets are redundant. Progress towards Outcome 4 as measured by the Indicators is Moderately Satisfactory, however, knowing that tools have been produced, progress is deemed to have been Satisfactory (S) .				

OUTCOME E: TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects, as well as transboundary institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)				
<p>21. By 2008, Sustainability Plans implemented, including I transfer of various services to appropriate organizations, SC acceptance of associated financing and personnel TORs, etc.</p> <p>22. By end of project, IW:LEARN products and services are maintained and enriched in perpetuity through a network of partners</p>	Implemented plan	<p>MS: Overall plan yet to be finalized but partially developed: Africa MSP prepared; SEE partners supporting on-going activities; Basin EV curricula transferred to partners; LME network supported by projects and partners; groundwater forum & Digital Aquifer Environments established by partners; GEF has begun mainstreaming some costs of IWC participation into IW projects; LME video translated into Chinese, Russian pending; Gender & Water Expo continuing & self-sustaining; MSPs expected to continue to generate IWExperience Notes.</p>	<p>S: Iterations of sustainability plan drafted and presented to SC, nearly finalized; some PAL's and IA's are acting or have pledged to continue various valued IW:LEARN services (see indicator #2 above)</p> <p>MS: Africa MSP prepared and launched (Sept 07); SEE partners supporting on-going activities; Basin EV curricula transferred to host partner; LME network supported by projects and partners; groundwater forum & Digital Aquifer Environments established by partners; GEF has begun mainstreaming some costs of IWC participation into IW projects; LME video translated into Chinese, Russian pending; Gender & Water Expo continuing, adding new region (Asia) & self-sustaining; Learning MS Ps expected to continue to generate IWExperience Notes.</p>	<p>Indicator 21 relevant to the Outcome at least partially. Target is redundant.</p> <p>Sustainability Plan will not be adopted before project closure (UNDP Component), let alone implemented.</p> <p>Indicator not achieved.</p> <p>Indicator 22 is very relevant to the Outcome but its achievement is somewhat modest.</p>
<p>23. Side events at TWM meetings (e.g., CSD, WWF4, IUCN Assembly): 2 GEF IW presentations, information kiosks, or side events per year for 4 years; 2-3 GEF IW projects/year receive cost-sharing to participate;</p> <p>24. Outreach &/or learning products disseminated</p>	<p>2 side events per year; 2-3 gcf project/year get cost-sharing to participate; ; 1-2 outreach &/or learning products disseminated per year</p>	<p>HS: 7 side events; 18 GEF projects supported; 8 <i>IW Bridges</i> newsletters disseminated to all GEF IW projects, (100+ <i>LME Governance Handbooks</i> disseminated in 3rd-4th Q 2006),</p> <p>18 <i>IW Experience Notes</i> disseminated on- line and at side-events.</p>	<p>HS: 10 side events, 21 GEF project supported; 12 <i>IW Bridges</i> newsletters, (500+ <i>LME Governance Handbooks</i> disseminated), 27 <i>IW Experiences Notes</i> disseminated online and at side events, LME video seen by over 100 nations reps, translated in-kind by partners into Mandarin and (text of script only) Russian. Produced 'Reflections' videos capturing participant perspectives at GEF IWC4; and video 'reflections' short for Africa Groundwater and Climate conference, Kampala, 2008. IW:LEARN's Gender and Water traveling expo has (as of 2008) opened at GEF IWC3 (LAC expo, Brazil 2005) and GEF IWC4 (Africa expo, South Africa 2007) and toured or triggered at least 25 global, regional and national events in at least 20 countries in Latin America and the Caribbean (LAC), Africa, Europe, North America, and Asia/Pacific regions.</p>	<p>Indicator 23 is only partly relevant to the Outcome. Targets add a little more detail to that contained in the Indicator texts.</p> <p>Indicator 24 is not a measure of mainstreaming or institutionalization.</p> <p>The products, services and activities produced under this Outcome are laudable but they are not evidence of mainstreaming and institutionalization.</p>
<p>The Outcome sought "learning and info sharing mechanisms mainstreamed and institutionalized" and the Indicators focus on the means (e.g. Sustainability Plans, side events) rather than the Outcome. The Targets add little, if anything. There is little evidence that IAs have "institutionalized" any mechanisms produced by the project. However, it needs to be acknowledged that the achievement of this Outcome cannot be expected in the short lifetime of the project. Progress towards Outcome 5 as measured by the Indicators is deemed to have been Moderately Satisfactory (MS).</p>				

It is interesting to note that the ratings obtained by the MTE¹⁹ through structured interviews are identical to the above for Outcomes 2, 3, and 4, namely, they are all Satisfactory. However, there has been an improvement in Outcome 5 which was marked as Moderately Unsatisfactory by the MTE and has progressed to Moderately Satisfactory under this evaluation.

4.2.2 Outputs and results

The project targeted nine Outputs under the four Outcomes of the UNDP Component²⁰. These are listed in the table below together with the tally of views expressed by questionnaire respondents.

Table 7. Achievement of Outputs as perceived by questionnaire respondents (percentages for each score shown in brackets)

OUTPUTS (of the UNDP Component)	ACHIEVEMENT				TOTAL
	YES FULLY	ONLY PARTLY	NOT AT ALL	DON'T KNOW	
OUTPUT B1: Multi-project learning exchanges within a region, e.g. in Africa, Eastern Europe, Central Europe, Central Asia	23 (40)	20 (34)	0 (0)	15 (26)	58
OUTPUT B2: Multi-project learning exchanges for similar IW projects, e.g. Freshwater Projects, Large Marine Ecosystem Projects, Coral Reef Projects	23 (40)	23 (40)	2 (3)	10 (17)	58
OUTPUT B3: Inter-project exchanges between GEF IW projects and partners, including: multi-week staff/stakeholder exchanges between pairs of projects	13 (23)	12 (22)	3 (5)	28 (50)	56
OUTPUT B4: Face-to-face and virtual training to enhance public participation in Transboundary Waters Management, e.g. to increase public access and involvement in TWM decisions	16 (30)	16 (30)	2 (3)	20 (37)	54
OUTPUT C1&C2: Organize the third (Salvador, 2005) and fourth (Cape Town, 2007) GEF International Waters Conferences	40 (70)	3 (5)	0 (0)	14 (25)	57
OUTPUT D2: Face-to-face and virtual training, knowledge sharing, capacity-building and cooperation between IW stakeholders in Southeastern Europe and the Mediterranean Sea, including roundtables for senior officials and internet-based targeted information exchange network	9 (16)	5 (9)	1 (2)	40 (73)	55
OUTPUT D3: Roundtable on IWRM to clarify the role of IWRM	7 (13)	7 (13)	4 (8)	34 (66)	52
OUTPUT E1: Partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies, Executing Agencies, and external organizations	14 (25)	16 (30)	4 (7)	21 (38)	55
OUTPUT E2: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community through outreach publications, syntheses, videos, CD-ROMs and GEF IW bulletins as well as Gender and Water Exhibit at GEF IW Conferences and related international events	28 (50)	15 (27)	2 (3)	11 (20)	56
TOTALS	175	117	18	183	

More or less the same number of respondents rated each Output (between 52 and 57). The best known Outputs (with the least 'Don't Know') were Outputs B2 and E2. The least known Outputs were D2 and D3. However, these data could be influenced by the number of individuals actually involved in these particular Outputs and their Activities. By that measure, it is surprising that 25% of those who marked Output C2&C3, seemed unable to rate it. Although the questionnaire was not sent specifically to Conference participants, it was to be expected that virtually all those contacted would have attended at least one Conference.

¹⁹ This is not a strict comparison since the MTE used a slightly amended scoring system of four grades instead of that applied by this TE which has six grades as required by the ToRs.

²⁰ Outputs A.1 and A.2 and Output D.1 form part of the UNEP Component.

The highest level of outright achievement was seen to be obtained by the combined Output C1&C2. If full achievement is combined with partial achievement, Outputs B2, C1&C2, E2 and B1 stand above the rest at between 74% and 80%. At the other end of the scale, the highest level of non-achievement was scored by Outputs D3 and E1. However, the number of individuals (a mere 4 for each) is too low to be significant.

Overall, some 37% of respondents were unable to express an opinion on achievement of the specific Outputs. However, of the 63% that did express an opinion, 56% considered the Outputs as fully achieved and 38% said they were partially achieved. Only 18 scores (6%) considered some Outputs as not having been achieved at all.

The positive view held by the majority of questionnaire respondents regarding the products and services of IW:LEARN reflects the general feeling about the project encountered by the Evaluator – and there is ample documentary evidence of the benefits of IW:LEARN reaching out to its constituents. The PCU and its sister organization based in Nairobi and implementing the UNEP Component have supplied the Evaluator with data on some of the products and services provided by IW:LEARN.

The biennial IW Conferences have been seen as the project's flagship event and they provide the project with the best opportunity for outreach. The 4th GEF International Waters Conference in Cape Town, (with 314 participants from 68 countries and 70 GEF projects), was considered as the most successful so far. The interactive and demand-driven design of the 4th Conference, which was based on experiences and feedback from the 3rd Conference in Salvador (with 293 participants from 84 countries and 85 GEF-supported IW projects), was particularly well received and commented upon favourably to the Evaluator by many consultees.

One of the most visible products of the project is its website – www.iwlearn.net and although the website comes under the UNEP Component and will be evaluated next year, it is a tangible indication of the reach that the project as a whole has had to its wide constituency. According to UNDP²¹, the IW:LEARN website has received 1.3 million hits – including 27,000 unique visitors – from more than 120 countries since it became operational. One in ten visitors bookmarks the website.

The “Experience Notes”, which came about through a project revision, have been very successful in providing a source of best practice. Annex 10 contains a list of some 70 Experience Notes tracking their various stages of development as supplied by the PCU. It also contains a record of the number of hits (970 in all) that each published Experience Note (26 in all) has received since it was first published on the website. In addition, over 800 hardcopy sets of the Experience Notes were picked up by participants at various IW global events in 2006, and several hundred this year .

IW:LEARN has also made available on its website a virtual “library” of IW SAPs and TDAs from various IW projects and visitor statistics for this facility are shown in Annex 11. The number of visitors to the SAPs during 2007 and 2008 (up to 31 July) has been 1,048. The corresponding figure for TDAs is 1,107 hits.

The PCU has also provided the Evaluator with a list of key “publications” and this is to be found in Annex 12. It shows the publications organized according to the project Activity that they relate to. Most are in the form of a hot link so they can be accessed directly on the project website. Special mention is warranted of the 1,000 copies of the LME Governance and the Socio-Economics Handbooks that were produced and distributed to LME and other projects. Similarly noteworthy is the 26-minute video documentary on GEF projects' sustaining of the Earth's Large Marine Ecosystems which has been translated by partners into Mandarin Chinese (UNEP-GPA) and Russian (Black Sea project) and adapted into an educational package for schools (by NOAA and IUCN).

As a global project, IW:LEARN faced some challenges in reaching out to its constituents and great reliance was based on the website. One respondent described the website as “a *goldmine*” but

²¹ In its publication “*International Waters Programme – Delivering Results*”, by Mahenau Agha and Jay Dowle, published in 2007.

added that *“the mine had first to be found and then the gold had to be mined”*. The website is a passive interface that may or may not be encountered by those who do not know of the project. Therefore, in addition to the “pull” effect of the website, there was a need for the project to also engage in “push” activities in order to ensure contact and visibility with its potential beneficiaries. The project achieved this through its tireless efforts at participating in IW and related global events where it could get maximum exposure. There was also a concerted effort to reach out and physically visit projects and project sites in face to face encounters. As discussed in Section 3.3 above, members of the PCU carried out over 140 visits to project sites and other face to face encounters with project personnel (see Annex 9).

Providing the website and reaching out to constituents in other ways has been successfully carried out by the project. But this is only a measure of effort and what is more important is a measure of impact, and this is more difficult to ascertain. Annex 13 comprises a comprehensive table, provided by the PCU, and showing their assessment of achievement of Outputs and Activities (although the terminology is reversed). The information on the catalytic impacts achieved by the project is especially notable. Recent communications from the PCU have illustrated that this catalytic impact is continuing²².

One indicator of project impact is the number of IW projects that are benefiting directly through the application of the toolkit developed and made available by the project. This is more in the UNEP Component, however, it relies on outreach made by the project as a whole. The list in the table below (compiled from information provided by the PCU in late August 2008) is therefore seen as an example of impact.

Table 8. Use of the IW:LEARN Website Toolkit as a website and information management tool

<p>Existing IW Projects websites</p> <ul style="list-style-type: none"> • Dnipro Basin Environment Programme (UNDP) • IWCAM: Integrated Watershed and Coastal Area Management (UNDP/UNEP) • PEMSEA: Regional Programme on Partnerships in Environmental Management for the Seas of East Asia (GEF/UNDP/IMO) • WIO-Lab: Addressing land-based activities in the Western Indian Ocean (UNEP) • YellowSea Partnerships website (UNDP) • SWIOFP: SouthWest Indian Ocean Fisheries Project (IBRD) • PERSGA: NGO website (UNDP) • Lake Chad Environment Management Project (UNDP) • NWSAS: North Western Sahara Aquifer System Project (UNEP) • Iullemeden Project website (UNEP) • MACEMP: Marine and Coastal Environment Management Project (IBRD) • Livestock Waste Management in East Asia Project (IBRD) • Regional Partnership for Prevention of Transboundary Degradation in Kura-Aras Basin <p>IW Project websites that are currently under development:</p> <ul style="list-style-type: none"> • Ningbo Cixi Wetland Project (IBRD) (Bilingual English - Chinese) • Hai Basin Integrated Water Resources Management Project (IBRD) • Shandong Second Environment Project (IBRD) • Liaoning Medium Cities Infrastructure Project (IBRD) • Guarani Aquifer System Project (IBRD) • UNEP/GEF Volta River Basin Project • GEF Lake Baikal Basin Project • Implementing Sustainable Integrated Water Resource and Wastewater Management in the Pacific Island Countries (UNEP/UNDP)
--

²² The ILO regional office in Bangkok has expressed an interest in adapting the IW:LEARN website toolkit for their own use. Recently noted follow-up learning events to the Iguacu Workshop include: Four training workshops held in Panama; Role play workshop held in Guatemala on basin governance reform/flows; Series of 3 workshops planned in Brazil by the water resources secretariat, bringing together government and hydropower operators; IW-CAM event. And, more recently, 23 copies of the LME video were picked-up by participants of a “Marine Ecosystem-based Management Communications Workshop,” with the sponsor, SeaWeb, underwriting (\$200) duplication for participants and requesting up to 100 total copies in the coming weeks to circulate to marine EBM-focused NGOs.

One example of excellent effort but more modest impact is under Activity E2.3 Gender and Water expo. This was a joint undertaking with the Gender & Water Alliance which, according to the PIR/APR 2008, was “*designed to help GEF projects take stock of gender issues and identify expertise in order to address issues identified*”. Unfortunately, despite the efforts of the GWA partners, “*the GEF response has with one exception (SPREP-IWP) illustrated the adage, ‘you can lead a horse to water but you cannot make it drink’ and served to highlight a profound lack of awareness and interest in the majority of GEF IW projects in understanding or addressing gender equity and justice*”.

The last word on whether and to what extent the project has had an impact is gleaned from the questionnaire responses. The following table lists a selection of responses to the question: *How did the Project activities translate into benefits for Transboundary Water Management?*

Table 9. Selected responses from the questionnaires on the benefits of IW:LEARN

- Replication of good practice; avoidance of “same mistakes again”
- The multidisciplinary nature of the programme provided the needed information of transboundary water management
- Create a partnership for information sharing; Build a network of professionals in TWM; Provided opportunities for learning
- 1. capacity of recipients was built; 2. The skills and knowledge gained was shared with other people who were not direct beneficiaries; 3. Suggestions were made to Nile Basin Initiative on how valuation could be used to achieve its goals
- The project helped number of projects to have their own websites even without technical background
- IW LEARN cooperated and transferred the knowledge to and from institutions/organizations involved in Transboundary Water Management and projects
- Increased learning between some projects, shared lessons challenges, and dialogues
- INTERCHANGING LESSONS FROM PROJECTS
- the building of a web page, exchange of information with other projects
- We have received direct support from IW Learn for specific activities we have been engaged in – in particular transfer of information about other project activities
- We have used the IW Learn contacts for disseminating information about our activities to others involved in this work in other parts of the world
- As what was considered a pioneer project (the Danube Regional Project) we felt a responsibility to provide information about our activities to others and the IW Learn network was a good basis to do so
- New skills to implement
- A compilation of case study materials
- A network of specialists and peers to learn from and interact with
- 1) Building Website with UNEP 2) International exchange & study tour
- IW is the only forum for learning from others that is available to GEF supported managers
- by raising awareness amongst countries participating in a particular project of shared realities, situations, threats and goals and by enabling greater cooperation amongst them through various means
- Interaction, Communication, IT/WEB strengthening
- Raised awareness at regional and global levels
- Empowering transboundary management institutions
- Facilitating dialogue leading to new regional initiatives
- Better information dissemination resulting in lessons learning and replication
- Knowledge exchange
- Activities which facilitated technical cooperation and exchange of information strengthened networking and brought persons from different countries together
- Dissemination and promotion of good experiences will have a long term impact on water governance and also inform the design of on-the-ground interventions
- Reduced waste of effort and money in that each project didn’t “reinvent the wheel”
- Fostered the emergence of common bottlenecks and lessons that are more economically addressed globally than individually
- Provided fora and platform for exchanging information, learning about best practices, as well as a central node for accessing relevant IWRM information
- Information exchange platform did contributed to the smooth flow of information on the projects; The IW Conference actually bring in all project officials to carry out face-to-face information exchange
- projects are better informed about what is going on in the wider GEF International Waters portfolio (e.g. through the Innovation Market Place exhibit and opportunity to meet face-to-face at the International Waters Conference
- project have access to lessons learned from others – although it is unclear to what extend these have been used by projects and whether these have been translated into better Transboundary Water Management

- Fostered learning and exchange of ideas through conferences, study tours, one-off trainings. Provided opportunities for stakeholders to participate in specific training through DL or CD-ROM
- Sharing of best practices and lessons learnt
- Capacity building for inter-project exchange
- Experience Notes
- Valuation index

4.2.3 Overall conclusion on project results and impacts

In answer to a set of questions in the email questionnaire regarding achievement of the project's objectives (Annex 6, Table 6 reproduced below), and not taking into account those who said they did not know, 54% said that the project had strengthened TWM, facilitated learning, captured and disseminated lessons, fostered structured learning and replication, and enhanced technical capacities. By comparison, 43% of respondents said that these gains had been achieved only slightly and a mere 3% said they had not been achieved at all.

Table 10. Summary of responses to the questionnaire on the project's targets

OBJECTIVE	ACHIEVEMENT (TALLY)			
To what extent has Transboundary Water Management been strengthened by IW:LEARN?	SIGNIFICANTLY 27	SLIGHTLY 20	NOT AT ALL 0	-
Has the Project facilitated learning and information sharing among GEF stakeholders?	YES 33	PARTLY 16	NO 0	DON'T KNOW 7
Did the Project effectively capture and disseminate the lessons from the IW projects?	YES 22	PARTLY 18	NO 2	DON'T KNOW 12
Did Project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies?	YES 13	PARTLY 23	NO 3	DON'T KNOW 13
Did the Project enhance the technical capacity of the recipients?	YES 25	PARTLY 20	NO 1	DON'T KNOW 9
TOTALS	120 (54%)	97 (43%)	6 (3%)	41

223 replies in all (ignoring the 41 who did not know)

The above assessment by the questionnaire respondents was mirrored by those who were consulted face to face and the Evaluator feels that the overall achievement of results by the project is considered to have been **Satisfactory (S)** since the project has met and in some cases exceeded the majority of its targets and there are only minor shortcomings in the achievement of its Outputs and Activities.

4.3 Effectiveness

The Objective of the IW:LEARN project was: *To strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among GEF stakeholders.*

The immediate tasks of the project were therefore to facilitate structured learning and information sharing. From the evidence presented by the PCU, the responses of those consulted and the picture that has emerged from other research, the Evaluator concludes that IW:LEARN has been effective in facilitating structured learning and information sharing. It has reached out both directly and indirectly to project practitioners and decision-makers with effective products and services to enable them to apply the information and knowledge delivered by IW:LEARN in their project planning and decision-making on an array of IW issues and challenges.

The ultimate test of the project's impact is the strengthening of TWM and no realistic measurement of this is possible within the resources and timeframe of this evaluation. However, as noted above, the greater majority of consultees believe that IW:LEARN has made a significant contribution towards stronger TWM. These are very subjective judgements but they are the best available in the circumstances and they coincide with those of the Evaluator. The achievement of its Objective and Outcomes by IW:LEARN is considered **Satisfactory (S)**.

4.4 Relevance

The outcomes of IW:LEARN are consistent with the GEF IW focal area and operational programme strategies. IW:LEARN has contributed directly to the GEF OP10 objective of developing several global International Waters projects which aim to derive and disseminate lessons learned from projects undertaken during the pilot phase and the operational GEF.

It has strengthened global capacity to learn and apply the lessons from TWM experiences and it has also been instrumental in promoting the GEF Business Plan's capacity-building strategic priorities, in particular Strategic Priority (IW-2) for targeted IW learning - "The GEF Replenishment included a specific US\$20 million for targeted learning within the portfolio, based on the success of the IW:LEARN approach in OP10 and piloted in GEF-2. The learning experiences among GEF projects undertaken within the IW portfolio have been judged successful by survey, project evaluations and OPS2. The learning is aimed at exchanging successful approaches among existing projects and those under preparation so that they may be adopted within the framework of adaptive management that characterizes the GEF approach to transboundary water systems. They also help avoid problems that have been encountered by projects. Such South-to-South 'structured learning' contributes significantly to the success of GEF's foundational/capacity building work in IW." By design, IW:LEARN components and activities were well aligned with the OP10 technical support component to realize these strategic priorities.

In terms of its relevance to the GEF, IW:LEARN is deemed to have been **Highly Satisfactory (HS)** and its products and services remain so.

4.5 Efficiency

As noted above, it has not been easy to get to grips with the financial aspects of the project, particularly expenditure at Outcomes and Outputs level and it is not possible to state categorically that the project was or was not cost effective.

However, for a project with a global scope (with its concomitant travel and communication costs), running over four years, with a staff of three, \$5 million²³ does not seem excessive as an investment by GEF. And when one looks at the array of products and services that it has provided to the vast number of stakeholders and beneficiaries, IW:LEARN appears to have been good value for money.

²³ The ProDoc gives \$4,938,073 as the cost to UNDP/GEF. But this was doubled to \$10,716,073 when parallel financing and associated activities were taken into consideration.

IW:LEARN was not as effective as forecast in its efforts at leveraging co-financing (see 3.2.2) and the single most significant co-financing failure was one that had been tagged as a UNDP contribution in-kind. However, while the total amount was less than predicted, the contributions by 13 co-financiers who had not pledged but still contributed in-kind or cash, is a good measure of efficiency on the part of the project; likewise, the nine co-financiers who delivered 100% or better than their pledged amount.

One criticism, however, was raised with the Evaluator, regarding the additional overheads that the project carried to provide support to the GEF Secretariat. The critic does not deny that the support was required and justified. However, it is argued that tagging this support against IW:LEARN may have inflated the cost of its products and services. It was therefore proposed that in order to obtain the best value for money, the products and services that are likely to be provided by a successor project/s should be contestable. That is, if it becomes mandatory for IW projects to set aside budgetary allocations for IW:LEARN products and services, they should be free to source these products and services from wherever they see fit.

The Evaluator finds that in terms of efficiency, IW:LEARN was **Satisfactory (S)**.

5 FINDINGS: SUSTAINABILITY

5.1 Sustainability

5.1.1 Sustainability Plan

Sustainability, which is the probability of continued long-term project-derived outcomes and impacts after the GEF project funding ends, is part of project design for IW:LEARN. According to the ProDoc, *“Project design includes Component E in order to ensure that strategic partnerships adopt and sustain IW:LEARN benefits beyond the conclusion of the project. Activities E1 and E2 explicitly relate to implementation of sustainability plans, while E3 provides outreach which promotes the ongoing utility of and mandate for the IW learning portfolio to participate in wider IW community events and venues for knowledge sharing”*. And, in an unusual move, Annex E (page 99) of the ProDoc provides a Sustainability Plan.

However, the Sustainability Plan in the ProDoc needed review and further development and the MTE addressed the need for a Sustainability Plan and commented that *“there is no secure plan for delivering IW:LEARN goods and services beyond October 2008”* and made recommendations on this which were rejected by the SC.

There has certainly been progress since then with a Sustainability Plan having been drafted by the PCU which, according to the draft PIR/APR 2008, could not be finalized in project year 3 *“due to extended period for recruiting partners and limited staff time for strategic planning”*. Subsequent drafts (see Annex 14 for the latest) were provided to the SC but final sign-off was not forthcoming at the July 2008 SC meeting as expected. The draft PIR/APR 2008 concluded that *“once further inputs received from UNEP and WB are incorporated, final sign-off expected by SC*. UNEP has advised that it has made its contribution to the draft Sustainability Plan and the PCU recently noted that *“We’ve reached point of ‘no objection’ regarding our sustainability plan”* (no objections received to date).

The draft Sustainability Plan is a 20 page document which provides substantial detail of the steps that need to be taken, by whom and at what cost, in order to sustain the products and services of IW:LEARN beyond the life of the project. Its structure is along the same lines, more or less, as the project structure, viz:

- Information Management
- Targeted Training, Workshops, Peer to Peer Learning Exchanges/Study Tours and Regional Dialogue Processes
- Portfolio-Wide Meetings: Biennial International Waters Conferences
- Information Dissemination and Assembly
- Development of Partnerships for New GEF-able Learning Project Proposals
- Implementing Agency Support to Transboundary Waters Learning and Knowledge Management

After discussing each of these components, the Draft Sustainability Plan lists (see Table 11 below) what each and every GEF IW project can do to sustain GEF IW-Learning.

Table 11. Requirements prescribed by the draft Sustainability Plan for all IW projects in order to sustain the benefits of IW:LEARN

<p>1. Each GEF IW implementing agency shall require their GEF IW projects to develop a website following UNEP-IW:LEARN content management guidelines or utilizing their toolkit, both available at: http://www.iwlearn.net/websitetoolkit</p> <p>2. Every GEF IW Project Document shall include a specific mechanism and budget as necessary the production of at least 2 quality IW Experience Notes capturing project experiences for dissemination to comparable projects seeking to replicate successes and review hard-learned lessons.</p> <p>3. Every GEF IW Project Document shall specify commitment and funding for project to send 1 project representative and 1-2 national representatives to biennial GEF IW Conferences.</p> <p>4. All GEF IW projects shall provide for production of knowledge-sharing exhibits for the Innovation Marketplace at GEF IW conferences.</p> <p>5. Every GEF IW Project Document shall specify commitment and funding for appropriate project partner(s) or staff representative(s) to participate in at least 1 GEF IW learning event per project year, including regional dialogues and/or targeted training workshops.</p> <p>6. Every GEF IW Project Document shall specify commitment and funding either to host or for appropriate project partner(s) or staff representative(s) to participate in at least one inter-project learning exchange or peer-to-peer study visit during the project period.</p> <p>7. Project news will be sent on a regular basis to ebulletin@iwlearn.org for global distribution and/or be syndicated on the IW:LEARN website (via .rss feeds).</p> <p>8. Provision shall be made by all GEF IW projects to submit and verify at least annually that all project contact information and documents (TDA/SAP docs, regional workshop inputs/outputs, M&E Plans, Stakeholder Involvement Plans, and Sustainability Plans) are accurate and available via iwlearn.net.</p> <p>9. Project vacancy announcements (for project personnel, evaluators, etc.) will be sent in timely fashion to jobs@iwlearn.net, respectively, for global distribution and/or to be syndicated on the IW:LEARN website (via .rss files).</p> <p>10. Each project shall include sufficient resources, responsibilities and activities to perpetuate and benefit from global project-to-project learning (e.g., IWENs, iwlearn.net contributions including news syndication, participation in IWCs and regional events, etc.)</p>

5.1.2 The role of the PALs

Concern has been expressed by UNEP that the PALs do not think their involvement in IW:LEARN is worth sustaining. UNEP continued – “*The PALs were supposed to play an important part in sustaining learning activities beyond project closure. Networks built under the learning components were not encouraged using the virtual platform/website and content developed in these structured learning activities was not systematically feeding into www.iwlearn.net, thereby generating the core content for the website. Perhaps this is IW:LEARN’s weakest link.*”

However, this view was strongly countered by the PCU which advised that “*networks were not encouraged to use the virtual platform/website because, for a very long time, that platform simply*

didn't work. In fact, with respect to the e-forums which used the platform, repeated glitches and snafus eventually led us to remove all e-forums from the UNEP-administered iwlearn.net system and instead manage the lists manually via gmail (i.e., UNOPS PCU-administered iwlearn.org domain). Repeated UNOPS PCU requests for wiki-type functionality to assist our partners and constituents usage of iwlearn.net was also never realized" and that "I made huge efforts to upload stuff a couple of months ago...I also dispute that networks were not encouraged...rather we actively sought to build CoP networks using iwlearn.net but ran into all kinds of roadblocks".

The Evaluator believes that this matter is one of the results of the schism into two projects and that it can only be addressed fully in the comprehensive Terminal Evaluation next year.

5.1.3 Institutionalization and mainstreaming

A PCU staff member has also been instrumental in the formulation of four GEF/UNDP projects which aim to sustain, improve and expand upon the foundations established by IW:LEARN. Some of these projects have already been approved and this largely accounts for implementation of the sustainability plan as a transitional exit strategy whereby a new category of GEF 'learning projects' has been launched. These include the 'Governance Tools' MSP which aims to identify, analyze and trigger replication of successful TWRM approaches with an emphasis on institutional and legal frameworks, the 'Africa Governance Process' MSP which continues TWRM dialogues among transboundary basins, supports capacity building of parliamentarians and engagement with ministries of finance, promotes integration of groundwater management in context of climate change and is testing lakes systems twinning (between African rift lakes and N. American Great Lakes commissions).

A UNDP/ADB FSP is currently being designed which will carry the 'IW:LEARN' brand with a focus on marine issues and regional learning. It will be part of the Coral Triangle Initiative and, among other things, it will support the next phase of the Global Oceans Forum and the 5th GEF IW Conference, which will be sponsored by Australia and hosted by the Great Barrier Reef MPA, in 2009. In addition to the 5th IWC where at least 300 participants are expected together with 70 IW projects, the project will also feature:

- at least 10 GEF IW Experience Notes
- at least 10 GEF IW projects contribute practical experience to 5th Global Oceans Conference
- feedback to GEF from IW portfolio
- inter-project exchanges of results
- Online COP/s established and populated with substantive user-driven information and resources on www.iwlearn.net.

In addition, the PCU has been contributing to the development of the UNDP/UNEP MENARID project which is currently under formulation with the collaboration of GWP-Med and UNESCO. The project, provisionally entitled *GEF IW:LEARN: Global portfolio learning in international waters with a focus on groundwater in the MENA region*, is likely to include, *inter alia*, the following among its Outcomes/Outputs of interest to this evaluation:

- The 6th IW Conference
- Inter-project exchanges
- Experience Notes (with focus on groundwater, plus others on cross-cutting priorities)
- INRM and Gender mainstreaming communities of practice
- Global groundwater knowledge management component for www.iwlearn.net
- Data management system and stakeholder interface tools
- Integration of sub-platforms and global communities of practice (e.g. on gender and climate change impacts) on www.iwlearn.net
- GEF IW portfolio provided with tested tools to address climate change risks at basin level

Although the Coral Triangle Initiative project is focused on coral environments in the Southwest Pacific region and the MENA project is focused on groundwater and the North Africa / Middle East

region, they are seen as substantial contributors to the sustainability package that is emerging for IW:LEARN products and services and could be characterized as a continuation of GEF IW-Learning.

According to the PCU, significant mainstreaming is also taking place in the shape of the GEF-4 Results-based Management Tracking Tool which includes IW-Learning indicators which will be incorporated in all new GEF IW projects. In addition, at the component activity level, the PALs are sustaining the benefits of IW:LEARN through a significant and continuing proliferation of iterative and follow-on learning and knowledge-sharing activities.

5.1.4 The views of stakeholders

Many of those who responded to a question in the questionnaire which asked: *Do you know if there are mechanisms in place to ensure stakeholder ownership and sustainability of the benefits of IW:LEARN and associated technical support?* provided a not too rosy picture. The following table lists a selection of the answers received.

Five respondents gave an outright “no”, whereas four said they did not know, and two were not sure. Of the rest, few replied in the affirmative, a number suggested possible mechanisms, but the majority do not seem very optimistic, possibly reflecting the fact that the IW:LEARN sustainability plan had not been adopted.

Table 12. Questionnaire responses regarding the existence of sustainability mechanisms for the benefits of IW:LEARN

<ul style="list-style-type: none"> • Not enough! Although IW:LEARN activities (at least KM and learning part) should be mainstreamed into all future projects, in my opinion it will never replace the capacity provided through having a capable and dedicated IW:LEARN KM team • I believe that there are no durable mechanisms in place now. • We are working on ensuring that cooperation exists with other river basins in a more intensive way through funding we have received through other sources • The setting up of mechanisms to ensure continuity of shared experiences and exchange is very difficult to maintain, probably because in most cases, participants do not have an immediate opportunity to put into practice their new skills. The opportunity to share new information starts to close from between six to twelve months after a training course as participants start to disperse into new projects or lose touch with the original group • Be trained how to use Website toolkit, our project staff can sustainable maintain it. The created site is in our ownership • Yes, via ongoing UNEP component, regional IW:Learn projects • National Committees established; Inter-focal dialogues being planned or established; new GEF projects considering building in resources for IW:LEARN support to website development/maintenance • Follow up activities of the Petersberg Phase II / Athens Declaration Process on enhancing cooperation on TWRM in SEE, involving key players on the subject in the region • -GEF projects willing to / already have incorporated IW provisions in their operational plans • Parliamentary Conference suggested by IW:LEARN and our project • 1) ensuring the budget allocation for IW:LEARN activities from all the GEF IW projects; 2) including learning & knowledge management activities, such as extraction of lessons learned/production of IW Experience Notes, in GEF IW project design • Not at the national level, but certainly at the regional and global levels • Externalizing IW:LEARN services to other organizations • Internalizing IW:LEARN services to GEF agencies • Including % of future project budgets towards IW:LEARN type services • UNEP incorporating the IWLEARN activities into the UNEP regular programme • Under Component A, a survey on projects needs is being prepared and earlier efforts to identify user needs took place prior and during the 4th International Waters Conference - <ul style="list-style-type: none"> ▪ UNEP has started an internal discussion about knowledge management as part of developing its ecosystem sub-programming framework for 2010-2011. One element in this discussion is to what extent IW:LEARN benefits, data and technical support can be sustained through this knowledge management system. ▪ UNEP has provided advice on a fee-for-service structure for maintaining IW:LEARN technical IT support • GEFSec has adopted the ball park figures for development of a website and the delivery of experience notes as a design requirement for new GEF-funded International Waters projects • No, but I assume by the way the question is written and the nature of the GEF and IAs that there are • This is a corporate GEF Programme – UNDP and UNEP involving their programmes somewhat which adds to corporate effort
--

However, as can be seen from the above, although the optimists are in a minority, some hope does exist.

5.1.5 The outlook for IW:LEARN's products and services

UNEP has kindly shared with the Evaluator its proposals for sustainability of the services currently available under Outcome A (the UNEP Component) and some from the other Outcomes. UNDP has assured the Evaluator that it is *“fully committed to carry out its portion of IW:L sustainability plan whatever the ultimate commitment of other IAs or the SC as a whole; requisite resources and staff time have been allocated in full”*.

The commitment of UNEP and UNDP to sustaining IW-Learning, augurs well for the future of the project benefits as this seems to guarantee that financial resources can be expected to be available once the GEF assistance ends, at least for some of the IW:LEARN products and services. Financial sustainability is therefore **Likely (L)** at least in the short term.

Institutional sustainability can also be expected since the greater majority of stakeholders and beneficiaries (project implementers) certainly see it in their interest that the project benefits continue to flow and their support is **Likely (L)** in the short term.

However, IAs priorities and commitments may change with time and project implementers are ephemeral and there is a substantial turn-over with time. Without a proactive “push” effort which does not rely solely on the website, new stakeholders’ awareness and IA support for the IW:LEARN products and services may not be secure in the long term. The key to long term sustainability remains mainstreaming and institutionalization.

5.2 Catalytic role and replication

The catalytic role played by IW:LEARN has already been alluded to above (see Section 4.2.2). The project has triggered a number of similar activities and these are well documented in the lists provided to the Evaluator by the PCU and to be found in Annex 13. It is gratifying to note that the catalytic effects of the project continue. For example, the PCU has recently had an enquiry from the ILO regional office in Bangkok which has expressed an interest in adapting the IW:LEARN website toolkit for their own use; while IUCN has advised the PCU that a number of follow-up learning events have emerged from the Iguacu Workshop on the use of Environmental Flows (a key management tool promoted by IW:LEARN). These include: four training workshops in Panama; a Role Play workshop in Guatemala on basin governance reform/flows; and a series of three workshops planned in Brazil to bring together government and hydropower operators. Additionally, UNDP's Climate Division has recently launched an 'Adaptation Learning Mechanism' project which benefited from feedback and consultation with IW:LEARN in its project design.

The catalytic function as carried out by IW:LEARN, has been **Highly Satisfactory (HS)**.

The ProDoc claims that *“replication is intrinsic to this project’s design”* since it *“fosters replication and adaptation of best practices, ICT tools, information products and expertise across GEF IW projects”*. However, while this is acknowledged as a replication activity fostered successfully by the project, this is not the type of replication that is being considered here. Replication, in the context of this evaluation refers to lessons and experiences coming out of the project that are adopted or scaled up in the design and implementation of other projects. The potential for this to happen with the IW:LEARN approach to knowledge management; data gathering, storing and retrieval; and information and experience sharing, is very high. The Evaluator has not had the opportunity to ascertain the extent to which this has happened, but indications are that IW:LEARN has positively influenced a number of IW and other projects. The replication rate for IW:LEARN can therefore be considered as **Highly Satisfactory (HS)**.

The ProDoc suggests that the GEFSec could consider replicating the IW:LEARN approach within each of the other GEF focal areas. Alternatively, it suggests that GEF may consider an operational *“GEF Learning Exchange and Resource Network”* which would function across focal areas. As

noted elsewhere in this report, this Evaluator believes that there are significant differences between IW and the other focal areas with their respective Conventions and if there is going to be replication it should perhaps take place at the level of the respective Convention Secretariats.

6 RATINGS AND CONCLUSIONS

6.1 Assessment and ratings

Following is a comprehensive summary of the evaluation assessments and ratings assigned throughout this report according to the applicable criteria and standards and tabulated according to the template provided in the Evaluator's terms of reference. It is supplemented by a cluster of overall conclusions which follows in the next sub-section.

Table 13. Comprehensive assessment summary

CRITERION	SUMMARY COMMENTS	RATING
A. Attainment of project objectives and results (overall rating)	Overall progress towards the Objective was good and was seen to be good by consultees, and shortcomings were only of a minor nature	SATISFACTORY
A. 1. Effectiveness	The project has been very effective in the achievement of its objectives and targets	SATISFACTORY
A. 2. Relevance	IW:LEARN products and services are directly relevant to the GEF IW focal area and its Operational Programme Strategies	HIGHLY SATISFACTORY
A. 3. Efficiency	IW:LEARN appears to have been good value for money	SATISFACTORY
B. Sustainability of Project outcomes (overall rating)	If current circumstances and commitments remain as they are, the overall rating for sustainability of the project benefits is reasonable in the short term	LIKELY
B. 1. Financial	Financial resources can be expected to be available once the GEF assistance ends, at least for some of the IW:LEARN products and services and at least in the short term	LIKELY
B. 2. Socio Political	The greater majority of stakeholders/ beneficiaries (project implementers) certainly see it in their interest that the project benefits continue to flow and their support is to be expected in the short term	LIKELY
B. 3. Institutional framework and governance	The sustainability of project benefits is dependent on ownership and institutions, particularly the IAs but also the GEF Secretariat. The mainstreaming and institutionalization of IW:LEARN is critical for the sustainability of its benefits both in the long and the short terms.	LIKELY
B. 4. Ecological		N/A
C. Achievement of outputs and activities	Consultees and the Evaluator feel that the project has met and in some cases exceeded the majority of its targets and there are only minor shortcomings in the achievement of its Outputs and Activities	SATISFACTORY
D. Monitoring and Evaluation (overall rating)	M&E system was weak and MTE advice rejected	UNSATISFACTORY
D. 1. M&E Design	There were significant shortcomings in the project M&E design	MODERATELY SATISFACTORY
D. 2. M&E Plan Implementation (use for adaptive management)	There was no M&E Plan	UNSATISFACTORY
D. 3. Budgeting and Funding for M&E activities	Budgeting for M&E was not comprehensive and dedicated	MODERATELY SATISFACTORY
E. Catalytic Role	Both the catalytic function and the replication potential of IW:LEARN are high	HIGHLY SATISFACTORY

CRITERION	SUMMARY COMMENTS	RATING
F. Preparation and readiness	This rating takes into account the few shortcomings of the ProDoc, the reasonably sound project design, and the inability to mitigate the identified risk	MODERATELY SATISFACTORY
G. Country ownership / Drivenness	Not applicable to IW:LEARN but see “Stakeholder Involvement” below	N/A
H. Stakeholders involvement	The level of PCU interaction with Project Managers and other stakeholders is substantial, especially taking into account the global nature of IW:LEARN	HIGHLY SATISFACTORY
I. Financial planning	The inability of the ATLAS system to provide the necessary support to project management and the less than clear situation surrounding co-financing, influence this rating	MODERATELY SATISFACTORY
J. Implementation approach	Implementation arrangements are overshadowed by the split between two IAs and two EAs. The rating is improved mainly as a result of the valiant efforts of the project implementers	MODERATELY SATISFACTORY
K. UNDP Supervision and backstopping	Support and supervision were effective, but this has to be balanced by the lack of a visible contractual arrangement with UNOPS	SATISFACTORY
OVERALL PROJECT RATING	The project had only minor shortcomings in the achievement of its objectives	SATISFACTORY

6.2 Overall conclusions and lessons learnt

Conclusions have been drawn throughout this report and they are gathered here as a summary of the evaluation. It had been planned to select 1-3 conclusions which could be presented as lessons learnt in terms of good practice, successes, problems or mistakes which could have the potential for wider application and use. However, it has not been possible to be so selective since all the conclusions are seen as having wider application potential²⁴.

1 The IW:LEARN Model

Context:

The designers of IW:LEARN identified a need (information, experience, knowledge) and an opportunity (mature and successful IW projects) and after piloting and testing the model, upscaled it into a full project where it proved to be successful.

Conclusion/lesson:

The IW:LEARN model has successfully led to a number of products and a series of services which are highly valued by all who were asked. All wish to see these continue.

Applicability:

Capacity building initiatives, especially those where it is difficult to connect the source of benefits and services with the beneficiaries.

2 Partnership Activity Lead (PAL) model

Context:

²⁴ This is to be expected from a Terminal Evaluation, where the project specific conclusions that are worth making are few. Furthermore, in the case of IW:LEARN, with its emphasis on sustainability, even the project specific conclusions are seen as having wider application potential.

IW:LEARN achieved a number of its outputs by working with and/or sub-contracting to several partner agencies and organizations to carry out specific project activities. Partnership Activity Leads (PALs) were identified early on (in the ProDoc) as partners who will be directly responsible for realizing specific activity or sub-activity level project outputs.

Conclusion/lesson:

The PALs model worked well but it requires a substantial investment in terms of a solid agreement basis on targets and costs, a simple but unambiguous monitoring process against agreed milestones, an effective feedback loop, and an effective coordination mechanism which keeps the PALs within the project.

Applicability:

Projects (especially capacity building projects) relying on a wide scope of expertise from outside the project, most of which was to be available through co-financing arrangements.

3 Splitting a project

Context:

IW:LEARN operational phase project was implemented through two complementary ProDocs with two different IAs, two different EAs and two different PCUs. As a result of this split, implementation suffered.

Conclusion/lesson:

If a project is to be split into two or more parts, and especially if the parts are interdependent, they must be given cohesion through more than a common SC. The EA and the PCU must also be common.

Applicability:

Any project that has to be split, for whatever reason.

4 Indicators

Context:

Indicators are a proxy, to be used when progress towards an Objective or an Outcome cannot be measured directly. Unfortunately, some of the Indicators used for IW:LEARN did not match the Objective or the Outcomes and established objectives or outcomes of their own.

Conclusion/lesson:

It is not enough for Indicators to satisfy the SMART criteria - they must arise wholly from the Objective or Outcome they relate to and care needs to be taken to ensure that they really indicate what they are meant to indicate.

Applicability:

All projects

5 Interaction between the project and its beneficiaries

Context:

As a global project with a constituency spread across the globe, IW:LEARN faced a tremendous challenge in trying to connect with its beneficiaries, the IW projects worldwide. However, connect they did – some 140 face-to-face encounters, and the effort has been appreciated.

Conclusion/lesson:

The level of interaction, support and readiness to respond to requests for assistance that were available from both the IW:LEARN website and the individuals involved in the PCU was mentioned often to the Evaluator by beneficiaries and is seen as a great influence on the success of the project.

Applicability:

Global projects in particular, but also regional projects, whose beneficiaries are spread out geographically.

6 Push and pull

Context:

Project Managers, other project personnel and other beneficiaries have reaped the benefits of IW:LEARN but they have been less forthcoming with their contributions. This is in spite of the direct interaction by the PCU.

The IW:LEARN 'brand' or simply awareness of its existence, did lead some to the website as a source of help, but a website is a very passive source – many will never discover it.

Conclusion/lesson:

There is a need to "push" (as the IW:LEARN team did with their direct interaction) as well as rely on "pull" for electronic products and services. Constituents need to be engaged to the extent possible to create a sense of ownership. This needs an active, dedicated small team to coordinate the acquisition of information and the pushing of the products and services – left alone, it will not happen.

Applicability:

Any project that is reliant primarily on electronic products and services.

7 Institutionalize and mainstream IW-Learning

Context:

The GEFSec and the IAs have invested heavily on KM and put a lot of value on lessons and best practice. IW:LEARN provided a successful vehicle for this for the IW thematic area which does not have a champion like the other thematic areas with their respective conventions.

Conclusion/lesson:

Even if the IAs continue with steps to institutionalize IW-Learning, the GEFSec with its pivotal position is best placed to ensure sustainability of the IW:LEARN products and services. The proposed regional context is a positive step but it risks fragmentation (between regions and themes) and might weaken its global dimension and hence the cost benefit is much reduced.

Applicability:

The GEFSec in particular, but also the IAs.

8 A repository for the up-to-date status of the project

Context:

The ProDoc represents the legal and technical basis for project implementation. But this is only at the start of implementation since various elements of the ProDoc invariably undergo many changes

during the lifetime of the project if it is the subject of judicious adaptive management. Records of these changes as well as the reasons why they came about and according to whose approval, are usually scattered among various project documentation. Not only does this render the ProDoc obsolete, but it also makes it less useful for management purposes creates difficulties for an interested party who wants to determine the status of the project.

Conclusion/lesson:

The ProDoc or a similar repository must serve as the site where an up-to-date, authoritative status of the project can be obtained.

Applicability:

Any project.

9 Financial management system for projects

Context:

The ATLAS system as it is now applied, is not useful for project management and project managers finish up having to set up a shadow budget.

Conclusion/lesson:

There is a need for an associated system to be developed which is fully compatible with and effectively linked to ATLAS, to be operated by project management. Such a system should operate at the project Activity level and it should be capable of handling co-financing.

Applicability:

All projects

10 Consultations

Context:

A global project with constituents spread across the five continents, is a challenge to evaluate using a participatory approach. An electronic questionnaire was used but the response rate was disappointing (less than 10%); and the draft report which was circulated for comments to hundreds of beneficiaries elicited a mere five responses. Furthermore, those approached had been beneficiaries, stakeholders or in some other way related to the project and it was not possible to reach those who had not had any contact with IW:LEARN.

Conclusion/lesson:

Electronic questionnaires have limited usefulness (competing with Spam and overcoming language barriers) and telephone interviews are not much better (across time zones and languages). The best communication is face-to-face and attendance at an international waters event or one with a related theme could have served to obtain a much better cross-section of beneficiaries and potential beneficiaries.

Applicability:

Any global project with a large, widespread constituency.

7 RECOMMENDATIONS

7.1 Institutionalization of IW-Learning

This recommendation is addressed to the **GEF Secretariat and the IAs**.

Problem/issue: IW:LEARN has created a number of products and a series of services which are highly valued by all who were asked. All wish to see these continue. The sustainability of IW:LEARN project benefits is dependent on ownership and institutions. By contrast with other focal areas (CB, CC, LD, POPs) which are subject to a Convention, IW does not have a champion. IW:LEARN provided a surreptitious way for GEFSec to satisfy this need – now it should be openly acknowledged and accepted and institutionalized by the GEFSec as part of its core function. Following up IW:LEARN through multiple initiatives under various programmes at regional and thematic levels, is a positive move. However, it is not a replacement for IW:LEARN since it deprives IW of the portfolio-wide cohesion which was provided by IW:LEARN and it deprives the GEFSec of its window for IW. It also loses the global dimension.

Recommendation: IW-Learning should be mainstreamed into IW projects (especially during their formulation stages) and institutionalized by the IAs and particularly by the GEF Secretariat within the IW core function of the Secretariat. The key to sustainability of the IW:LEARN benefits is therefore mainstreaming and institutionalization. Without it, the GEF will be that much poorer.

7.2 IW:LEARN-3 ???

This recommendation is addressed to the **GEF Secretariat and the IAs**.

Problem/issue: There is a commitment by UNDP and UNEP to mainstream IW-Learning and sustain the products and services of IW:LEARN. There are also advanced moves to design follow-up initiatives on a regional and thematic basis. Such initiatives must benefit from the experience gained and lessons learnt from IW:LEARN.

Recommendation: Any follow-up initiative to IW:LEARN should apply the following lessons –

- If the project is to be split between two or more IAs, it should have one single EA, one single PCU and one single SC.
- In designing the project, care must be taken to ensure that indicators must arise fully from the Objective and Outcomes.
- If expertise and know-how are to be sources from outside the project together with co-financing, the PAL model is a good one to adopt.
- In a project with a global spread of constituents, the website and similar mechanisms cannot be relied upon to “pull” beneficiaries and an investment needs to be made in direct interaction with potential beneficiaries.

7.3 Recognition and use of the Project Document

This recommendation is addressed to **UNDP/GEF**.

Problem/issue: It is a feature encountered in all projects that as soon as the ProDoc is signed, it is fossilized, and soon becomes out of date and most unhelpful. This is at least a missed opportunity to record an adaptive approach; at worst it can be outright misleading for an outsider (such as an Evaluator).

Recommendation: UNDP/GEF should develop and implement a policy which confirms the importance of the ProDoc as a guide for implementation and establishes a Master Copy which should be updated each time substantive revisions are carried out on any of its elements. It is such a Master Copy that should be used to guide project implementation and given to Evaluators and other interested parties.

7.4 The ATLAS financial planning and management system

This recommendation is addressed to **UNDP and UNOPS**.

Problem/issue: It is widely acknowledged by practitioners that the ATLAS system is not very flexible when it comes to detailed management of project budgets and Project Managers need to keep a 'shadow budget'. It is a tool for accountants, and what is needed is a tool for project managers.

Recommendation: UNDP, UNOPS and other users of the ATLAS system should return to the software designers and request a complementary system, fully compatible with ATLAS, for use by Project Managers. The new system should respond to the needs of Project Managers and enable them to manage financial resources (including co-financing), make informed decisions regarding the budget and allow for a proper and timely flow of funds for satisfactory project deliverables.

7.5 Consultations

This recommendation is addressed to **UNEP and the SC**.

Problem/issue: A global project with constituents spread across the five continents, is a challenge to evaluate using a participatory approach. The response rate to the electronic questionnaire was disappointing and the draft report elicited a mere five responses – the best communication is face-to-face. Furthermore, those approached had been beneficiaries, stakeholders or in some other way related to the project and it was not possible to reach those who had not had any contact with IW:LEARN to find out why.

Recommendation: The consultation process for the second phase (the UNEP component) of this evaluation should include attendance at an international event with a focus on water and visits to selected IW project offices, to consult with a wide cross-section of beneficiaries and potential beneficiaries.



THE WORLD BANK

**JOINT UNDP/UNEP/WB GEF PROJECT:
STRENGTHENING GLOBAL CAPACITY TO SUSTAIN TRANSBOUNDARY WATERS:
THE INTERNATIONAL WATERS LEARNING EXCHANGE AND RESOURCE NETWORK
(IW:LEARN) – OPERATIONAL PHASE**

TERMINAL EVALUATION OF THE UNDP COMPONENT OF THE IW:LEARN PROJECT

ANNEXES

PHILIP TORTELL, *Consultant*

Wellington, November 2008

ANNEXES

1	Evaluation Terms of Reference
2	Evaluation schedule and timeline
3	Documents reviewed and/or consulted
4	Persons consulted
5	The evaluator
6	Questionnaire results
7	Management Response to the MTE
8	Co-finance and project expenditure
9	Interaction between the PCU and projects
10	Experience Notes
11	Website visitors statistics
12	List of PCU publications
13	Achievement of Outputs and Activities according to the PCU
14	Draft Sustainability Plan

ANNEX 1 EVALUATION TERMS OF REFERENCE

TERMINAL EVALUATION OF THE JOINT UNDP/UNEP GEF PROJECT:

“STRENGTHENING GLOBAL CAPACITY TO SUSTAIN TRANSBOUNDARY WATERS: THE INTERNATIONAL WATERS LEARNING EXCHANGE AND RESOURCE NETWORK (IW:LEARN) OPERATIONAL PHASE”

PROJECT BACKGROUND AND OVERVIEW

Project rationale

In pursuit of their respective environmental and development objectives, International Waters (IW) projects have similar capacity needs. At the outset, project proponents had difficulties to discover useful lessons, wisdom, and information resources or tested solutions to the shared waters problems they face. Learning principally by trial and error among isolated IW projects presented a serious challenge to effective adaptive management across the GEF IW portfolio. Fortunately, considerable untapped experience exists among GEF partners worldwide regarding the cooperative management of shared water resources. Projects supported by the GEF and its IAs in particular, have developed a wealth of practical experience over the past decade. Across the GEF IW portfolio, projects use common strategies – such as Transboundary Diagnostic Analysis (TDA)-driven Strategic Action Programmes (SAPs) – to generate adaptive management frameworks for sustaining their transboundary waters systems.

However, the valuable knowledge gained by mature projects and their partners was not readily available to emerging IW initiatives. For instance, only a fraction of GEF IW projects had maintained more than a token presence on the World Wide Web. A GEF *International Waters Program Study* further highlighted the difficulty of channeling lessons learned back into ongoing projects or into the project development process. Participants in GEF IW projects seeking these lessons found it challenging to discover them without targeted capacity-building or technical assistance from a dedicated technical support mechanism. Under the GEF’s OP10, a 3-year IW:LEARN pilot project was therefore established to provide such a mechanism. (See pilot phase project document on IW:LEARN Publications web page at www.iwlearn.net/abt_iwlearn/pubs).

The operational phase of the IW:LEARN project started in 2004 and builds upon the achievements of the experimental pilot phase IW LEARN project, incorporating the findings of its final independent evaluation(see *IW:LEARN Publications web page*).. In view of the great interest raised by and successes of the UNDP-implemented pilot, all three Implementing Agencies (UNDP, UNEP and the World Bank) committed to jointly propose and realize the operational phase of the IW:LEARN project.

Global Objective

The IW:LEARN Full-Sized Project aims to strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among stakeholders.

In pursuit of this global objective, IW:LEARN aims at improving the GEF IW projects’ information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits through:

- A. Facilitating access to information about transboundary water resources among GEF IW projects
- B. Structured learning among GEF IW projects and cooperating partners
- C. Organizing biennial International Waters Conferences
- D. Testing innovative approaches to strengthen implementation of the IW portfolio
- E. Fostering partnerships to sustain benefits of IW:LEARN and associated technical support.

To help the GEF achieve its Strategic Priorities for International Waters as well as stated objectives of the Global Technical Support Component of OP10, project targets towards this objective included:

- From 2006 onward, all waterbodies developing country-driven, adaptive TWM programs with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.
- From 2008 onward, successful IW:LEARN structured learning and information sharing services are insitutionalized and sustained indefinitely through GEF and its partners.

Relevance to GEF Programmes

The operational phase of IW:LEARN (further referred to as IW:LEARN) directly contributes to the GEF's OP10 objective of developing several global International Waters projects aimed at :

- Deriving and disseminating lessons learned from projects undertaken in the pilot phase and the permanent GEF;
- Sharing the learning experience with groups of countries cooperating on International Waters projects; and
- Addressing the technical and institutional needs of those countries cooperating on International Waters projects.”

The GEF replenishment included a specific US\$20 million for targeted learning within the portfolio, based on the success of the IW:LEARN approach in OP10 and piloted in GEF-2.

Executing arrangements

The implementing agencies for this project are UNDP and UNEP and the executing agencies UNDP/UNOPS and UNEP/DEWA, respectively. IW:LEARN integrates active involvement by all three GEF Implementing Agencies – as well as the GEF Secretariat – all of whom serve on IW:LEARN's Steering Committee (SC). Other key partners of the Project Coordination Team (PCT) are listed on-line at: http://www.iwlearn.net/abt_iwlearn/pct/index.html. (Each activity-level partner is referred to as a “Partnership Activity Lead” or “PAL.”)

With the support of its SC members, their agencies and NGO partners, IW:LEARN facilitates the incorporation of successful measures into current and new projects, so that the GEF IW portfolio can expeditiously replicate positive results. IW:LEARN technical assistance to projects for appropriate use of ICT and the Internet also catalyzes increased transparency and participation. This, in turn, promotes greater stakeholder ownership and sustainability of transboundary management institutions assisted by the GEF. Thus by partnering through IW:LEARN, the three IAs advance their IW projects' learning, replication efficiency, transparency, ownership and sustainability during and beyond the IW:LEARN Operational Phase project.

Project Activities

The IW:LEARN project activities are grouped in five components:

- A. **INFORMATION SHARING**: Facilitating access to information about transboundary water resources among GEF International Waters projects. Activities include the IW:LEARN Information Management System at www.iwlearn.net and ICT technical assistance trainings offered both in face-to-face workshops and through distance learning.
- B. **LEARNING**: Structured learning among GEF International Waters projects and cooperating partners. Activities include Regional Multi-Project Exchanges and Inter-Project Exchange Missions, Portfolio Subset learning opportunities (lake, aquifers, river basins, large marine ecosystems, coral reefs), and training in Public Participation activities.
- C. **DIALOG**: Organizing biennial International Waters Conferences. These have included the 1st International Waters Conference ([Budapest, Hungary, 2000](#)), the 2nd International Waters Conference ([Dalian, China, 2002](#)) during the pilot phase, and the 3rd International Waters Conference ([Salvador do Bahia, Brazil, 2005](#)) and the 4th International Waters Conference (Cape Town, South Africa, 2007) during the operational phase of IW:LEARN.
- D. **INNOVATION**: Testing innovative approaches to strengthen implementation of the IW portfolio. Efforts include a [South-East Asia Regional Learning Centre](#) (SEA RLC), a [Transboundary Waters Information Exchange Network for South-Eastern Europe \(TWIEN-SEE\)](#), and a [global roundtable on Integrated Water Resources Management \(IWRM\)](#)
- E. **PARTNERSHIP**: Fostering partnerships to sustain benefits of IW:LEARN and associated technical support. Contributions to sustain advances in global transboundary water management include documentary film production, lessons learned documents and outreach materials, co-sponsorship of GEF International Waters projects in international events and conference, and efforts to integrate gender and water issues.

All three Implementing Agencies (IAs) jointly proposed and committed to realize the operational phase of the IW:LEARN project. Based on its comparative advantage as one of the implementing agencies in the GEF, UNEP is overseeing the implementation of Component A and one activity of Component D and one sub activity of Component B, while UNDP implements the remaining components and activities, with oversight informally shared with the World Bank/World Bank Institute.

UNOPS executes the UNDP-implemented portion of the project, comprising roughly 80% of the GEF's investment. Details on agencies roles can be found in their respective IW:LEARN Operational Phase Project Documents, and their shared Executive Summary, all linked from the IW:LEARN Publications web page.

The delivery of the IW:LEARN project through a range of interlinked products and services is visualized in figure 1.

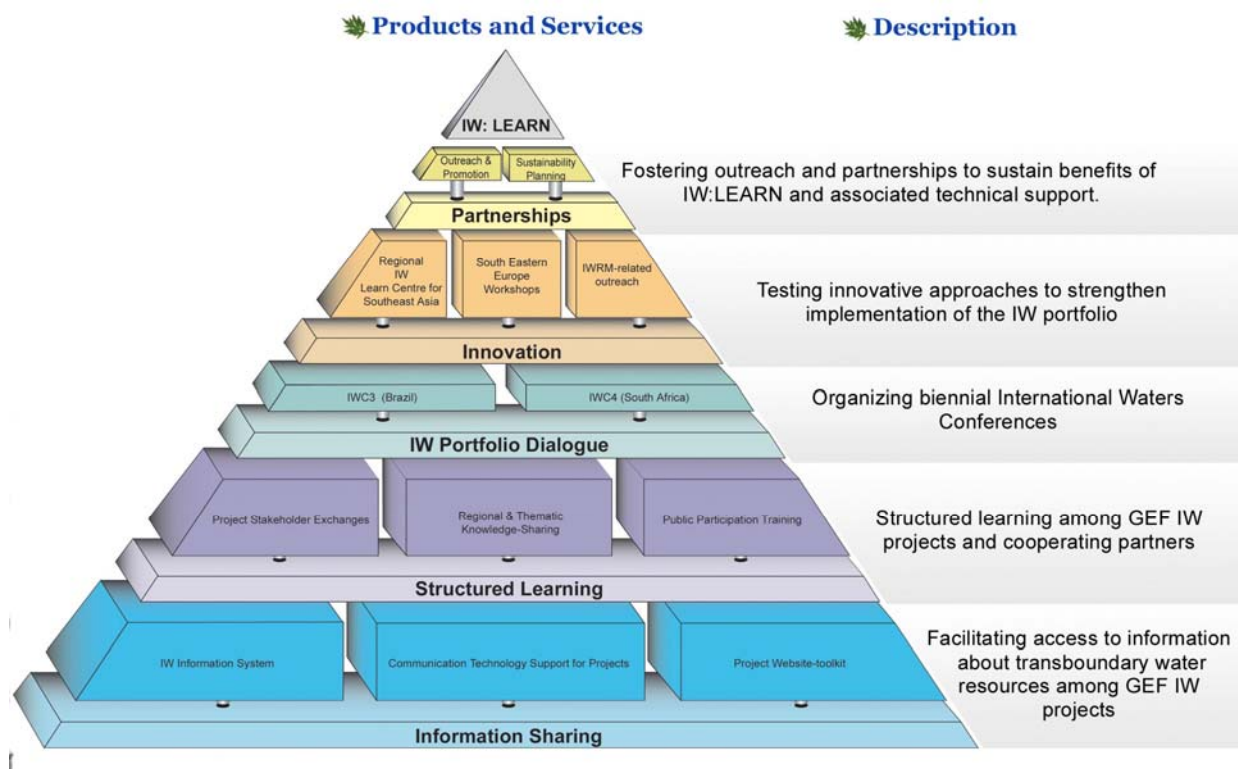


Figure 1: IW:LEARN Products and Services through which IW:LEARN aims at improving the GEF International Waters projects' information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits.

A more detailed description of the activities within each Component is in the annex 6.

Budget

The allocation of GEF funds to UNEP was US\$1,346,534. The allocation to UNDP for the Full Size project was US\$4,938,073. The project also had co-financing from a number of partners (details in the project document).

TERMS OF REFERENCE FOR THE EVALUATION

1. **Objective and Scope of the Evaluation**

The objective of this terminal evaluation is to establish whether IW-Learn achieved its objective of strengthening Transboundary Waters Management through facilitating learning and information sharing among GEF stakeholders and the likelihood of future impacts. The evaluation will also assess project performance and the implementation of planned project activities and planned outputs against actual results. In addition, the evaluation will review the recommendations of the mid term Evaluation and their implementation. It will focus on the following main questions:

1. To what extent has the project strategy been successful in strengthening transboundary water management
2. Did the project effectively capture and disseminate the lessons from the IW projects?
3. Did the project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies and enhance the technical capacity of the recipients?
4. How did the project activities translate into benefits for transboundary water management?
5. What mechanisms are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN and associated technical support?

2. **Methods**

The terminal evaluation of the joint UNDP/UNEP project will be in two phases. Phase I will cover the UNDP project component (29 days) and Phase II the UNEP project component (21 days).

It will be an in-depth evaluation using a participatory approach. The consultant will employ a number of methods including a structured questionnaire and focus group discussions to involve as many stakeholders as possible.

The Evaluator will consult and inform the UNEP/DGEF Task Manager, UNOPS Chief Technical Advisor, key representatives of the executing agencies and other relevant staff throughout the evaluation. The Evaluator will liaise with the UNEP/EOU, UNDP evaluation office, the UNEP/DGEF Task Manager and UNOPS Chief Technical Advisor on any logistic and/or methodological issues to properly conduct the evaluation in as independent a way as possible, given the circumstances and resources offered. The draft report will be circulated to UNEP/EOU, the UNDP evaluation office, UNOPS Chief Technical Advisor, UNEP/DGEF Task Manager, and key representatives of the executing agencies. Any comments or responses to the draft report will be sent to UNEP/EOU for collation and the consultant will advise of any necessary or suggested revisions.

The findings of the evaluation will be based on the following:

1. A desk review of project documents including, but not limited to:
 - (a) The project documents, outputs, monitoring reports (such as progress and financial reports to UNEP and (via UNOPS to) UNDP), and GEF annual Project Implementation Review reports) and relevant correspondence.
 - (b) Mid-Term Evaluation (MTE) report and management responses to the MTE
 - (c) Notes from the Steering Group meetings (www.iwlearn.net/sc) .
 - (d) Other project-related material produced by the project staff or partners GEF IW:LEARN web-site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.
 - (e) Relevant material published on the GEF IW: LEARN web site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.
 - (f) Mid-Term Evaluation (MTE) report and management responses and SC direction (all posted to www.iwlearn.net/mte)
2. Interviews with project management and technical support including: the UNEP/DGEF project task manager, UNOPS Chief Technical Advisor and Fund Management Officers, and other relevant staff in UNDP and UNEP dealing with International Waters-related activities as necessary and partners. The Consultant shall also gain broader perspectives from discussions with relevant GEF Secretariat staff.
3. Face to face interviews, telephone interviews and focus group discussions with intended users for the project outputs and other stakeholders involved with this project, including in the participating projects and international bodies. The Consultant shall determine whether to seek additional information and opinions from representatives of donor agencies and other organisations. As appropriate, these interviews could be combined with an email questionnaire.
4. Survey of targeted beneficiaries of the project, including a sampling of GEF IW Task Force members, IA and EA line managers for projects, project managers, and direct participants in GEF IW: LEARN activities and interventions (including government, private sector and civil society).
5. Field visits to project staff in Washington DC and Nairobi.

Key Evaluation principles.

In attempting to evaluate any outcomes and impacts that the project may have achieved, evaluators should remember that the project's performance should be assessed by considering the difference between the answers to two simple questions "*what happened?*" and "*what would have happened anyway?*". These questions imply that there should be consideration of the baseline conditions and trends in relation to the intended project outcomes and impacts. In addition, it implies that there should be plausible evidence to **attribute** such outcomes and impacts to the actions of the project **or determine the contribution** of the project to the outcomes and impacts.

Sometimes, adequate information on baseline conditions and trends is lacking. In such cases, this should be clearly highlighted by the evaluator, along with any simplifying assumptions that were taken to enable the evaluator to make informed judgements about project performance.

3. Project Ratings

The success of project implementation will be rated on 6-notch scale from 'highly unsatisfactory' to 'highly satisfactory'. In particular, the evaluation shall **assess and rate** the project with respect to the eleven categories defined below.²⁵

A. Attainment of objectives and planned results:

The evaluation should assess the extent to which the project's major relevant objectives were effectively and efficiently achieved or are expected to be achieved and their relevance.

- *Effectiveness*: Evaluate how, and to what extent, the stated project objectives have been met, taking into account the "achievement targets". The analysis of outcomes achieved should include, *inter alia*, an assessment of the extent to which the project has directly or indirectly assisted project practitioners and decision-makers to apply information and knowledge delivered via IW:LEARN in their project planning and decision-making. In particular:
 - Evaluate the immediate contribution/impact of the project in GEF project planning and decision-making and international understanding and use of transboundary waters issues and management.
 - As far as possible, also assess the potential longer-term contributions/impacts considering that the evaluation is taking place upon completion of the project and that longer term impact is expected to be seen in a few years time. Frame recommendations to enhance future project impact in this context.
- *Relevance*: In retrospect, were the project's outcomes consistent with the focal areas/operational program strategies? Ascertain the nature and significance of the contribution of the project outcomes to the international waters portfolio, transboundary waters agreements and the wider portfolio of the GEF.
- *Efficiency*: Was the project cost effective? Was the project the least cost option? Was the project implementation delayed and if it was, then did that affect cost-effectiveness? Assess the contribution of cash and in-kind co-financing to project implementation and to what extent the project leveraged additional resources. Did the project build on earlier initiatives, did it make effective use of available scientific and/or technical information. Wherever possible, the evaluator should also compare the cost-time vs. outcomes relationship of the project with that of other similar projects.

B. Sustainability:

Sustainability is the probability of continued long-term project-derived outcomes and impacts after the GEF project funding ends. The evaluation will identify and assess the key conditions or factors that are likely to contribute or undermine the persistence of benefits after the project ends. Some of these factors might be outcomes of the project, e.g. stronger institutional capacities or better informed decision-making. Other factors will include contextual circumstances or developments that are not outcomes of the project but that are relevant to the sustainability of outcomes. The evaluation should ascertain to what extent follow-up work has been initiated and how project outcomes will be sustained and enhanced over time.

Four aspects of sustainability should be addressed: financial, socio-political, institutional frameworks and governance. The following questions provide guidance on the assessment of these aspects:

- *Financial resources*. Are there any financial risks that may jeopardize sustenance of project outcomes? What is the likelihood that financial and economic resources will not be available once the GEF assistance ends (resources can be from multiple sources, such as the public and private sectors, income generating activities, and trends that may indicate that it is likely that

²⁵ However, the views and comments expressed by the evaluator need not be restricted to these items.

in future there will be adequate financial resources for sustaining project's outcomes)? To what extent are the outcomes of the project dependent on continued financial support?

- *Socio-political*: Are there any social or political risks that may jeopardize sustenance of project outcomes? What is the risk that the level of stakeholder ownership will be insufficient to allow for the project outcomes to be sustained? Do the various key stakeholders see that it is in their interest that the project benefits continue to flow? Is there sufficient public / stakeholder awareness in support of the long term objectives of the project?
- *Institutional framework and governance*. To what extent is the sustenance of the outcomes of the project dependent on issues relating to institutional frameworks and governance? What is the likelihood that institutional and technical achievements, legal frameworks, policies and governance structures and processes will allow for, the project outcomes/benefits to be sustained? While responding to these questions consider if the required systems for accountability and transparency and the required technical know-how are in place.

C. Achievement of outputs and activities:

- Delivered outputs: Assessment of the project's success in producing each of the programmed outputs, both in quantity and quality as well as usefulness and timeliness.
- Assess to what extent the project outputs produced have the weight of scientific authority / credibility, necessary to influence decision-makers, particularly at the project level.

D. Catalytic Role/ Replication

Identify examples of replication and catalytic outcomes? Replication in the context of GEF projects, is defined as lessons and experiences coming out of the project that are adopted or scaled up in the design and implementation of other projects. For example, do the options used by IW: LEARN to facilitate learning and information sharing across the GEF international waters portfolio have the potential for application in future projects and other locations or portfolios?

A catalytic role refers to the ability of a project to trigger similar activities i.e. has the IW: LEARN project caused innovative approaches to be adapted to new situations?

E. Assessment monitoring and evaluation systems.

The evaluation shall include an assessment of the quality, application and effectiveness of project monitoring and evaluation plans and tools, including an assessment of risk management based on the assumptions and risks identified in the project document. The Terminal Evaluation will assess whether the project met the minimum requirements for 'project design of M&E' and 'the application of the Project M&E plan' (see minimum requirements 1&2 in Annex 4). GEF projects must budget adequately for execution of the M&E plan, and provide adequate resources during implementation of the M&E plan. Project managers are also expected to use the information generated by the M&E system during project implementation to adapt and improve the project.

M&E during project implementation

- *M&E design*. Projects should have sound M&E plans to monitor results and track progress towards achieving project objectives. An M&E plan should include a baseline (including data, methodology, etc.), SMART indicators (see Annex 4) and data analysis systems, and evaluation studies at specific times to assess results. The time frame for various M&E activities and standards for outputs should have been specified.
- *M&E plan implementation*. A Terminal Evaluation should verify that: an M&E system was in place and facilitated timely tracking of results and progress towards projects objectives throughout the project implementation period. Verify if reports were complete, accurate and with well justified ratings; that the information provided by the M&E system was used during the project to improve project performance and to adapt to changing needs; and that projects had an M&E system in place with proper training for parties responsible for M&E activities.
- *Budgeting and Funding for M&E activities*. The terminal evaluation should determine whether support for M&E was budgeted adequately and was funded in a timely fashion during implementation.

F. Preparation and Readiness

This section assesses the quality of the project design and the preparations for the commencement of the project. When the project was designed were:

the project's objectives and components clear, practicable and feasible within its timeframe; the capacities of executing institution and counterparts properly considered; project beneficiaries appropriately selected; and lessons from the pilot IW: Learn project and other relevant projects properly incorporated. Were the partnership arrangements properly identified and the roles and responsibilities negotiated prior to project implementation?; Were the counterpart resources (funding, staff, and facilities), enabling legislation, and adequate project management arrangements in place?

G. Stakeholder participation / public awareness:

This consists of three related and often overlapping processes: information dissemination, consultation, and "stakeholder" participation. Stakeholders are the individuals, groups, institutions, or other bodies that have an interest or stake in the outcome of the GEF- financed project. The term also applies to those potentially adversely affected by a project. The evaluation will specifically:

- Assess the mechanisms put in place by the project for identification and engagement of stakeholders in each participating GEF portfolio project and establish, in consultation with the stakeholders, whether this mechanism was successful, and identify its strengths and weaknesses.
- Assess the degree and effectiveness of collaboration/interactions between the various project partners and institutions during the course of implementation of the project.
- Assess the degree and effectiveness of any public awareness activities that were undertaken during the course of implementation of the project.

H. Financial Planning

Evaluation of financial planning requires assessment of the quality and effectiveness of financial planning and control of financial resources throughout the project's lifetime. Evaluation includes actual project costs by activities compared to budget (variances), financial management (including disbursement issues), and co-financing. The evaluation should:

- Assess the strength and utility of financial controls, including reporting, and planning to allow the project management to make informed decisions regarding the budget and allow for a proper and timely flow of funds for the payment of satisfactory project deliverables.
- Assess whether the project has applied appropriate standards of due diligence in the management of funds and financial audits.

I. Implementation approach:

This includes an analysis of the project's management framework, adaptation to changing conditions (adaptive management), partnerships in implementation arrangements, changes in project design, and overall project management. The evaluation will:

- Ascertain to what extent the project implementation mechanisms outlined in the project document have been closely followed. In particular, assess the role of the various committees established and whether the project document was clear and realistic to enable effective and efficient implementation, whether the project was executed according to the plan and how well the management was able to adapt to changes during the life of the project to enable the implementation of the project.
- Evaluate the effectiveness and efficiency and adaptability of project management and the supervision of project activities / project execution arrangements at all levels (1) policy decisions: Steering Group; (2) day to day project management in the UNDP/UNOPS PCU and in UNEP-DEWA and in co-ordination between the two.

J. UNEP and UNDP Supervision and Backstopping

- Assess the effectiveness of supervision and administrative and financial support provided by UNDP and UNEP/DGEF.
- Identify administrative, operational and/or technical problems and constraints that influenced the effective implementation of the project.

The *ratings will be presented in the form of a table*. Each of the eleven categories should be rated separately with **brief justifications** based on the findings of the main analysis. An overall rating for the project should also be given. The following rating system is to be applied:

HS	= Highly Satisfactory
S	= Satisfactory
MS	= Moderately Satisfactory
MU	= Moderately Unsatisfactory
U	= Unsatisfactory
HU	= Highly Unsatisfactory

6. **Evaluation report format and review procedures**

The report should be brief, to the point and easy to understand. It must explain; the purpose of the evaluation, exactly what was evaluated and the methods used. The report must highlight any methodological limitations, identify key concerns and present evidence-based findings, consequent conclusions, recommendations and lessons. The report should be presented in a way that makes the information accessible and comprehensible and include an executive summary that encapsulates the essence of the information contained in the report to facilitate dissemination and distillation of lessons.

The evaluation will rate the overall implementation success of the project and provide individual ratings of the eleven implementation aspects as described in Section 1 of this TOR. *The ratings will be presented in the format of a table with brief justifications based on the findings of the main analysis.*

Evidence, findings, conclusions and recommendations should be presented in a complete and balanced manner. Any dissident views in response to evaluation findings will be appended in an annex. The evaluation report shall be written in English, be of no more than 50 pages (excluding annexes), use numbered paragraphs and include:

- i) An **executive summary** (no more than 3 pages) providing a brief overview of the main conclusions and recommendations of the evaluation;
- ii) **Introduction and background** giving a brief overview of the evaluated project, for example, the objective and status of activities; The GEF Monitoring and Evaluation Policy, 2006, requires that a TE report will provide summary information on when the evaluation took place; places visited; who was involved; the key questions; and, the methodology.
- iii) **Scope, objective and methods** presenting the evaluation's purpose, the evaluation criteria used and questions to be addressed;
- iv) **Project Performance and Impact** providing *factual evidence* relevant to the questions asked by the evaluator and interpretations of such evidence. This is the main substantive section of the report. The evaluator should provide a commentary and analysis on all eleven evaluation aspects (A – K above).
- v) **Conclusions and rating** of project implementation success giving the evaluator's concluding assessments and ratings of the project against given evaluation criteria and standards of performance. The conclusions should provide answers to questions about whether the project is considered successful or unsuccessful, and whether the results are considered positive or negative. The ratings should be provided with a brief narrative comment in a table (see Annex 1);
- vi) **Lessons (to be) learned** presenting general conclusions from the standpoint of the design and implementation of the project, based on good practices and successes or problems and mistakes. Lessons should have the potential for wider application and use. All lessons should 'stand alone' and should:

- Briefly describe the context from which they are derived
- State or imply some prescriptive action;
- Specify the contexts in which they may be applied (if possible, who when and where)

To the extent practicable, 1-3 lessons which could be transferable to other GEF capacity-building projects should be documented in the form of a similar number of ~4 pp. *International Waters Experience Notes*, per format provided at <http://www.iwlearn.net/experience>, in order to facilitate adapting these insights to future projects.

- vii) **Recommendations** suggesting *actionable* proposals for improvement of the current project. In general, Terminal Evaluations are likely to have very few (perhaps two or three) actionable recommendations.

Prior to each recommendation, the issue(s) or problem(s) to be addressed by the recommendation should be clearly stated.

A high quality recommendation is an actionable proposal that is:

1. Feasible to implement within the timeframe and resources available
2. Commensurate with the available capacities of project team and partners
3. Specific in terms of who would do what and when
4. Contains results-based language (i.e. a measurable performance target)
5. Includes a trade-off analysis, when its implementation may require utilizing significant resources that would otherwise be used for other project purposes.

- viii) **Annexes** may include additional material deemed relevant by the evaluator but must include:

1. The Evaluation Terms of Reference,
2. A list of interviewees, and evaluation timeline
3. A list of documents reviewed / consulted
4. Summary co-finance information and a statement of project expenditure by activity
5. The expertise of the evaluator. (Brief CV).

TE reports will also include any response/comments from the project management team regarding the evaluation findings or conclusions as an annex to the report. UNEP EOU will append the response/comments to the report.

Examples of UNEP GEF Terminal Evaluation Reports are available at www.unep.org/eou

Review of the Draft Evaluation Report

Draft reports submitted to UNEP EOU are shared with the corresponding Programme or Project Officer and his or her supervisor for initial review and consultation. The UNEP, DGEF, UNOPS (IW: LEARN PCU), and UNDP staff are allowed to comment on the draft evaluation report. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. The consultation also seeks feedback on the proposed recommendations. UNEP EOU collates all review comments and provides them to the evaluators for their consideration in preparing the final version of the report.

7. Submission of Final Terminal Evaluation Reports.

The final report shall be submitted in electronic form in MS Word format and should be sent to the following persons:

Segbedzi Norgbey, Chief,
UNEP Evaluation and Oversight Unit
P.O. Box 30552-00100
Nairobi, Kenya
Tel.: (254-20) 7624181
Fax: (254-20) 7623158
Email: segbedzi.norgbey@unep.org

With a copy to:

Maryam Niamir-Fuller, Director,
UNEP/Division of GEF Coordination
P.O. Box 30552-00100
Nairobi, Kenya
Tel: + 254-20-7624166
Fax: + 254-20-623158/4042
Email: maryam.niamir-fuller@unep.org

Tessa Goverse, Task Manager
UNEP/Division of GEF Coordination
Nairobi, Kenya
Tel: + 254-20-7623469
Fax: + 254-20-624042
Email: tessa.goverse@unep.org

Takehiro Nakamura
UNEP/GEF International Waters SPO
United Nations Environment Programme (UNEP)
Division of GEF Coordination (DGEF)
PO Box 30552-00100
Nairobi, Kenya
Tel: 254 20 7623886
Fax: 254 20 7624042
Email: takehiro.nakamura@unep.org

The Final evaluation will also be copied to UNDP staff.

Howard Stewart
Sr. GEF Evaluation Advisor
Evaluation Office
United Nations Development Programme
1 UN Plaza
DC1 4th Floor
New York, NY 10017

Tel. +1 212 906 6769
Fax + 1 212 906 6627
Email: howard.stewart@undp.org

With a copy to:

Andrew Hudson, Ph.D.
Principal Technical Advisor, International Waters & POPs
United Nations Development Programme
FF-1076
1 United Nations Plaza
New York, NY 10017 USA
Tel: +1-212-906-6228
Fax: +1-212-906-6998
Email: andrew.hudson@undp.org

Andrew Menz, Ph.D.
Senior Portfolio Manager
UNOPS
Midtermolen 3, P.O. Box 2695
DK-2100 Copenhagen
Denmark
Tel: +45 3546 7660 (direct)
Fax: +45 3546 7201
Email: andrewm@unops.org

Dann Sklarew, Ph.D.
Chief Technical Advisor
GEF IW:LEARN
c/o UNDP Washington Office
1775 K St., Suite 420
Washington, DC 20006
Tel: +1-703-835-9287
Fax: +1-202-331-9363
Email: dann@iwlearn.org (after November 2008: dann@sklarew.com)

The final evaluation report will be published on the Evaluation and Oversight Unit's web-site www.unep.org/eou and on IW:LEARN's own Web site (www.iwlearn.net/te) and may be printed in hard copy. Subsequently, the report will be sent to the GEF Office of Evaluation for their review, appraisal and inclusion on the GEF website

8. Resources and schedule of the evaluation

This final evaluation will be undertaken by an international evaluator contracted by the Evaluation and Oversight Unit, UNEP. The evaluation study will consist of two parts:

Evaluation of the UNDP component of IW:LEARN (July 1, 2008)
Evaluation of the UNEP component of IW:LEARN (May 2009)

The first contract will begin on 21 July 2008 and end on 7 November 2008 (29 days) spread over 14 weeks (up to 7 days of travel to Washington D.C.) The evaluator will submit a draft report of the UNDP component no later than 22 September 2008. Any comments or responses to the draft report will be sent to UNEP / EOU for collation and the consultant will be advised of any necessary revisions. Comments to the final draft report will be sent to the consultant by 7 October 2008 after which, the consultant will submit the final report no later than 22nd October 2008.

The UNEP project component ends September 2009, therefore, the second contract that will cover the UNEP component and a consolidation of the UNDP/UNEP document will begin 1 May 2009 and end 30 August 2009- (21 days) spread over 16 weeks (up to 7 days of travel to Nairobi). The evaluator will submit the draft report of the UNEP component by 1 July 2009, to UNEP/EOU, the UNEP/DGEF Task Manager, and key representatives of the executing agencies.

Any comments or responses to the draft reports will be sent to UNEP / EOU for collation and the consultant will be advised of any necessary revisions. Comments to the final draft report will be sent to the consultant by 15 July 2009 after which, the consultant will submit the draft consolidated (UNDP/UNEP) report no later than 15 August and the final consolidated report by 30 August 2009.

The evaluator will after an initial telephone briefing with UNEP/EOU, UNDP Evaluation Office and UNEP/GEF, conduct initial desk review work and later travel to Washington D.C. (USA) to meet with UNDP/UNOPS project staff. In the second part of the evaluation, the evaluator will travel to Nairobi to meet with representatives of the project-executing agency for the UNEP component.

In accordance with UNEP/GEF policy, all GEF projects are evaluated by independent evaluators contracted as consultants by the EOU. The evaluator should have the following qualifications:

The evaluator should not have been associated with the design and implementation of the project in a paid capacity. The evaluator will work under the overall supervision of the Chief, Evaluation and Oversight Unit, UNEP. The evaluator should be an international expert in transboundary waters management or conservation with a sound understanding of international waters issues. The consultant should have the following minimum qualifications: (i) experience in international waters issues; (ii) experience with management and implementation of knowledge management projects and in particular with projects targeted at facilitating learning and information sharing amongst practitioners; (iii) experience with project evaluation. Knowledge of UNEP and UNDP programmes and GEF activities is desirable. Fluency in oral and written English is a must.

9. Schedule Of Payment

Payments will be based on the two phases of work. The evaluator will receive an initial payment equivalent of lump-sum travel cost of Phase I upon signature of the contract. 40% of SSA fee upon submission of the UNDP draft report and a final phase I (UNDP) payment of 60% on acceptance of the UNDP component of the report. The same payment terms will apply to the UNEP component of the report and upon satisfactory completion of work. The fee is payable under the individual Special Service Agreement (SSA) of the evaluator and **is inclusive** of all expenses such as travel, accommodation and incidental expenses.

In case the evaluator cannot provide the products in accordance with the TORs, the timeframe agreed, or his products are substandard, the payment to the evaluator could be withheld, until such a time the products are modified to meet UNEP's standard. In case the evaluator fails to submit a satisfactory final product to UNEP, the product prepared by the evaluator may not constitute the evaluation report.

Annex 1. OVERALL RATINGS TABLE

Criterion	Evaluator's Summary Comments	Evaluator's Rating
A. Attainment of project objectives and results (overall rating) Sub criteria (below)		
A. 1. Effectiveness		
A. 2. Relevance		
A. 3. Efficiency		
B. Sustainability of Project outcomes (overall rating) Sub criteria (below)		
B. 1. Financial		
B. 2. Socio Political		
B. 3. Institutional framework and governance		
B. 4. Ecological		
C. Achievement of outputs and activities		
D. Monitoring and Evaluation (overall rating) Sub criteria (below)		
D. 1. M&E Design		
D. 2. M&E Plan Implementation (use for adaptive management)		
D. 3. Budgeting and Funding for M&E		

Criterion	Evaluator's Summary Comments	Evaluator's Rating
activities		
E. Catalytic Role		
F. Preparation and readiness		
G. Country ownership / drivenness		
H. Stakeholders involvement		
I. Financial planning		
J. Implementation approach		
K. UNEP Supervision and backstopping		

RATING OF PROJECT OBJECTIVES AND RESULTS

Highly Satisfactory (HS): The project had no shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency.

Satisfactory (S): The project had minor shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency.

Moderately Satisfactory (MS): The project had moderate shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency.

Moderately Unsatisfactory (MU): The project had significant shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency.

Unsatisfactory (U) The project had major shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency.

Highly Unsatisfactory (HU): The project had severe shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency.

Please note: Relevance and effectiveness will be considered as critical criteria. The overall rating of the project for achievement of objectives and results **may not be higher** than the lowest rating on either of these two criteria. Thus, to have an overall satisfactory rating for outcomes a project must have at least satisfactory ratings on both relevance and effectiveness.

RATINGS ON SUSTAINABILITY

- A. Sustainability will be understood as the probability of continued long-term outcomes and impacts after the GEF project funding ends. The Terminal evaluation will identify and assess the key conditions or factors that are likely to contribute or undermine the persistence of benefits after the project ends. Some of these factors might be outcomes of the project, i.e. stronger institutional capacities, legal frameworks, socio-economic incentives /or public awareness. Other factors will include contextual circumstances or developments that are not outcomes of the project but that are relevant to the sustainability of outcomes..

Rating system for sustainability sub-criteria

On each of the dimensions of sustainability of the project outcomes will be rated as follows.

Likely (L): There are no risks affecting this dimension of sustainability.

Moderately Likely (ML). There are moderate risks that affect this dimension of sustainability.

Moderately Unlikely (MU): There are significant risks that affect this dimension of sustainability

Unlikely (U): There are severe risks that affect this dimension of sustainability.

According to the GEF Office of Evaluation, all the risk dimensions of sustainability are deemed critical. Therefore, overall rating for sustainability will not be higher than the rating of the dimension with lowest ratings. For example, if a project has an Unlikely rating in any of the dimensions then its overall rating cannot be higher than Unlikely, regardless of whether higher ratings in other dimensions of sustainability produce a higher average.

RATINGS OF PROJECT M&E

Monitoring is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing project with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. Evaluation is the systematic and objective assessment of an on-going or

completed project, its design, implementation and results. Project evaluation may involve the definition of appropriate standards, the examination of performance against those standards, and an assessment of actual and expected results.

The Project monitoring and evaluation system will be rated on ‘M&E Design’, ‘M&E Plan Implementation’ and ‘Budgeting and Funding for M&E activities’ as follows:

Highly Satisfactory (HS): There were no shortcomings in the project M&E system.

Satisfactory(S): There were minor shortcomings in the project M&E system.

Moderately Satisfactory (MS): There were moderate shortcomings in the project M&E system.

Moderately Unsatisfactory (MU): There were significant shortcomings in the project M&E system.

Unsatisfactory (U): There were major shortcomings in the project M&E system.

Highly Unsatisfactory (HU): The Project had no M&E system.

“M&E plan implementation” will be considered a critical parameter for the overall assessment of the M&E system. The overall rating for the M&E systems will not be higher than the rating on “M&E plan implementation.”

All other ratings will be on the GEF six point scale.

GEF Performance Description	Alternative description on the same scale
HS = Highly Satisfactory	Excellent
S = Satisfactory	Well above average
MS = Moderately Satisfactory	Average
MU = Moderately Unsatisfactory	Below Average
U = Unsatisfactory	Poor
HU = Highly Unsatisfactory	Very poor

Annex 2. Co-financing and Leveraged Resources

Co-financing (basic data to be supplied to the consultant for verification)

Co financing (Type/Source)	IA own Financing (mill US\$)		Government (mill US\$)		Other* (mill US\$)		Total (mill US\$)		Total Disbursement (mill US\$)	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
– Grants										
– Loans/Concessional (compared to market rate)										
– Credits										
– Equity investments										
– In-kind support										
– Other (*)										
–										
–										
–										
–										
–										
Totals										

* Other is referred to contributions mobilized for the project from other multilateral agencies, bilateral development cooperation agencies, NGOs, the private sector and beneficiaries.

Leveraged Resources

Leveraged resources are additional resources—beyond those committed to the project itself at the time of approval—that are mobilized later as a direct result of the project. Leveraged resources can be financial or in-kind and they may be from other donors, NGO's, foundations, governments, communities or the private sector. Please briefly describe the resources the project has leveraged since inception and indicate how these resources are contributing to the project's ultimate objective.

Table showing final actual project expenditure by activity to be supplied by UNOPS and the UNEP Fund management Officer. (insert here)

Annex 3

Review of the Draft Report

Draft reports submitted to UNEP EOU are shared with the UNDP/UNOPS and relevant projects staff initial review and consultation. The DGEF staff and senior Executing Agency staff provide comments on the draft evaluation report. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. UNEP EOU collates the review comments and provides them to the evaluators for their consideration in preparing the final version of the report. General comments on the draft report with respect to compliance with these TOR are shared with the reviewer.

Quality Assessment of the Evaluation Report

All UNEP GEF Evaluation Reports are subject to quality assessments by UNEP EOU. These apply GEF Office of Evaluation quality assessment and are used as a tool for providing structured feedback to the evaluator.

The quality of the draft evaluation report is assessed and rated against the following criteria:

GEF Report Quality Criteria	UNEP EOU Assessment	Rating
A. Did the report present an assessment of relevant outcomes and achievement of project objectives in the context of the focal area program indicators if applicable?		
B. Was the report consistent and the evidence complete and convincing and were the ratings substantiated when used?		
C. Did the report present a sound assessment of sustainability of outcomes?		
D. Were the lessons and recommendations supported by the evidence presented?		
E. Did the report include the actual project costs (total and per activity) and actual co-financing used?		
F. Did the report include an assessment of the quality of the project M&E system and its use for project management?		
UNEP EOU additional Report Quality Criteria	UNEP EOU Assessment	Rating
G. Quality of the lessons: Were lessons readily applicable in other contexts? Did they suggest prescriptive action?		
H. Quality of the recommendations: Did recommendations specify the actions necessary to correct existing conditions or improve operations ('who?' 'what?' 'where?' 'when?'). Can they be implemented? Did the recommendations specify a goal and an associated performance indicator?		
I. Was the report well written? (clear English language and grammar)		
J. Did the report structure follow EOU guidelines, were all requested Annexes included?		
K. Were all evaluation aspects specified in the TORs adequately addressed?		
L. Was the report delivered in a timely manner		

GEF Quality of the TE report = $0.3*(A + B) + 0.1*(C+D+E+F)$

EOU assessment of TE report = $0.3*(G + H) + 0.1*(I+J+K+L)$

Combined quality Rating = $(2* \text{'GEF EO' rating} + \text{EOU rating})/3$

The Totals are rounded and converted to the scale of HS to HU

Rating system for quality of terminal evaluation reports

A number rating 1-6 is used for each criterion: *Highly Satisfactory* = 6, *Satisfactory* = 5, *Moderately Satisfactory* = 4, *Moderately Unsatisfactory* = 3, *Unsatisfactory* = 2, *Highly Unsatisfactory* = 1, and *unable to assess* = 0.

Annex 4 GEF Minimum requirements for M&E

Minimum Requirement 1: Project Design of M&E²⁶

All projects must include a concrete and fully budgeted monitoring and evaluation plan by the time of Work Program entry (full-sized projects) or CEO approval (medium-sized projects). This plan must contain at a minimum:

- SMART (see below) indicators for project implementation, or, if no indicators are identified, an alternative plan for monitoring that will deliver reliable and valid information to management
- SMART indicators for results (outcomes and, if applicable, impacts), and, where appropriate, corporate-level indicators
- A project baseline, with:
 - a description of the problem to address
 - indicator data
 - or, if major baseline indicators are not identified, an alternative plan for addressing this within one year of implementation
- An M&E Plan with identification of reviews and evaluations which will be undertaken, such as mid-term reviews or evaluations of activities
- An organizational setup and budgets for monitoring and evaluation.

Minimum Requirement 2: Application of Project M&E

- Project monitoring and supervision will include implementation of the M&E plan, comprising:
- Use of SMART indicators for implementation (or provision of a reasonable explanation if not used)
- Use of SMART indicators for results (or provision of a reasonable explanation if not used)
- Fully established baseline for the project and data compiled to review progress
- Evaluations are undertaken as planned
- Operational organizational setup for M&E and budgets spent as planned.

SMART INDICATORS GEF projects and programs should monitor using relevant performance indicators. The monitoring system should be “SMART”:

1. **Specific:** The system captures the essence of the desired result by clearly and directly relating to achieving an objective, and only that objective.
2. **Measurable:** The monitoring system and its indicators are unambiguously specified so that all parties agree on what the system covers and there are practical ways to measure the indicators and results.
3. **Achievable and Attributable:** The system identifies what changes are anticipated as a result of the intervention and whether the result(s) are realistic. Attribution requires that changes in the targeted developmental issue can be linked to the intervention.
4. **Relevant and Realistic:** The system establishes levels of performance that are likely to be achieved in a practical manner, and that reflect the expectations of stakeholders.
5. **Time-bound, Timely, Trackable, and Targeted:** The system allows progress to be tracked in a cost-effective manner at desired frequency for a set period, with clear identification of the particular stakeholder group to be impacted by the project or program.

Annex 5 List of intended additional recipients for the Terminal Evaluation

Aaron Zazueta	GEF Evaluation Office	azazueta@thegef.org
GEF Focal Point(s)		
Alfred Duda	GEF Secretariat IW Senior Advisor	aduda@thegef.org
Executing Agency		
Sean Khan	UNEP/DEWA Project Manager	Sean.Khan@unep.org
Andrew Menz	UNOPS Senior Portfolio Manager	andrewm@unops.org
Dann Sklarew	UNOPS IW:LEARN Director/Chief Technical Advisor	dann@iwlearn.org (after November 2008: dann@sklarew.com)
Janot Mendler	UNOPS IW:LEARN Deputy Director/Project Coordinator	janot@iwlearn.org
Mish Hamid	UNOPS IW:LEARN Project Associate	mish@iwlearn.org
Implementing Agencies		

²⁶ <http://gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/MEPTools/meptstandards.html>

Carmen Tavera	UNEP DGEF Portfolio Manager	Carmen.Tavera@unep.org
Tessa Goverse	UNEP DGEF Task Manager - Assessment and Science Projects	Tessa.Goverse@unep.org
Howard Stewart	UNDP Senior GEF Evaluation Advisor	howard.stewart@undp.org
Andrew Hudson	UNDP Principal Technical Advisor, International Waters & POPs	andrew.hudson@undp.org
Tracy Hart	World Bank GEF	thart@worldbank.org
Mei Xie	World Bank Institute	mxie@worldbank.org

Annex 6

A more detailed description of the activities within each Component follows below [lead IA w/EA in square brackets]:

COMPONENT A. Facilitating Access to Information on Transboundary Waters Resources among GEF IW Projects [UNEP]

Immediate Objective A: *To facilitate the integration, exchange and accessibility of data and information among GEF IW projects, their partners and stakeholders.*

Result A: Partners/stakeholders access information and data across GEF IW portfolio, sharing ICT tools to improve TWM.

Activity A1: Establish a central metadata directory of all available IW project data and information (GEF IW Information Management System: IW-IMS)

The International Waters Information System (IW-IMS) will serve as single entry point for access to GEF IW information. This activity will develop, test and institutionalize a supporting mechanism to enhance access to high quality data and information. Extending the International Waters Resource Centre (IWRC) information system created during the IW:LEARN Pilot Phase, and utilizing the UNEP.Net framework, the IW-IMS will include a central database with supporting utilities that provide remote search and transparent access to project profiles, contact information, publications, geo-referenced data, news, etc., that are available on-line and are relevant to GEF priority areas (e.g. project websites, thematic portals and clearing houses, other Resource Centres). Its interface will consist of a series of user prioritized “modules” that readily address IW stakeholders’ information needs and questions by harvesting and customizing information from a broader network of information partners.

Activity A2: Provide technical assistance to GEF IW projects to develop or strengthen Web sites and apply appropriate ICT tools according to defined ICT quality criteria, and connect all GEF IW project Web sites to the GEF IW-IMS.

The objective of this activity is to create and make GEF IW projects’ and partners’ Web sites interoperable, build capacity for their continued upkeep and utility, and to assist projects in developing and applying ICT solutions to TWM. It also repackages and applies the tools developed in Activity A1, and serves as a feedback mechanism for practical refinement of the functions and services offered by the IW-IMS.

COMPONENT B. Structured Learning Among IW Projects and Cooperating Partners

Immediate Objective B: *To establish and technically support a series of face-to-face and electronically -mediated structured learning activities – or learning exchanges – among related projects within the GEF IW portfolio.*

Result B: Enhanced TWM capacity in at least half of all GEF IW projects through sharing of experiences among subsets of the portfolio.

Activity B1: Organize 2-5 multi-project learning exchanges on a regional scale

This activity aims to enhance the implementation of regional subsets of the GEF IW portfolio by increasing the overall capacity of managers, transferring capacity from within these portions and from outside partners, and strengthening communication and learning exchanges across networks of GEF IW managers within these regions.

Sub-Activity B1.1 : *Caribbean Activity.* As indicated by the DeltAmerica MSP and the GEF-IW-LAC fora of the IW:LEARN pilot phase, facilitated dialog among different projects in the Caribbean geographic area may lead to

improved efficiency and effectiveness. This activity facilitates discourse among GEF projects in IW and other focal areas. [UNEP]

Sub-Activity B1.2: The African exchange. This exchange will aim to develop a network of mutually supportive GEF IW projects in the region. On IW:LEARN's behalf, WBI is pursuing partnership with the African Network of Basin Organizations (ANBO) to realize this sub-Activity. As Africa's main organization for watershed management within and between nations, ANBO is uniquely qualified to convene structured learning activities across its member basin organizations participating in GEF IW projects. [WBI w/UNOPS]

Sub-Activity B1.3: The Eurasian exchange. This sub-activity will focus on supporting a subset of nationally-driven "Capacity for Water Collaboration" training workshops over the 2004-2006 period. The series is under development through the leadership of the UNECE [Helsinki] Transboundary Waters Convention Secretariat and regional NGOs. [WBI w/UNOPS]

Activity B2 Organize and conduct multi-project learning exchanges for 3-5 subsets of similar projects in the GEF portfolio. [WBI w/UNOPS]

This activity aims to enhance the implementation of freshwater, marine and coral reef subsets of the GEF IW portfolio by increasing the overall capacity of managers, transferring capacity from within these portions and with outside partners, and strengthening communication and learning exchanges across networks of GEF IW managers managing similar ecosystem types. A blended learning approach will be used to promote ongoing sharing of experiences among each of these communities.

Activity B3 Coordinate inter-project exchanges between GEF IW projects and partners [UNDP w/UNOPS]

This activity builds upon lessons from the 2003 pilot and brings together project managers, scientists and technical experts, non-governmental organization leaders, and policy makers for exchanges of project experiences and lessons learned during multi-week "learning missions." The exchanges enable participating institutions to share experience and learn from each other in practical ways through collaborative face-to-face interactions over two to six week periods.

Activity B4: Provide face-to-face and virtual training to enhance public participation in Transboundary Waters Management. [UNDP w/UNOPS]

This activity will include 3-5 workshops, perhaps one entirely in distance mode and/or one aimed at training trainers to continue this initiative after the IW:LEARN FSP has concluded. In addition, a Website and electronic community of practice will be established to support ongoing sharing of information resources and experiences among participants (supported under Component A's GEF IW-IMS).

COMPONENT C. Biennial International Waters Conferences [UNDP w/UNOPS]

Immediate Objective C: *To hold GEF IW conferences in 2005 and 2007, gathering the IW community to showcase, share, and assess experience among GEF IW projects, stakeholders, evaluators and other IW programs and institutions.*

Result C: The GEF hosts two global conferences for the GEF IW portfolio, including exchange of experience within the portfolio and with related transboundary waters programs.

Activity C1: Organize the third²⁷ GEF International Waters Conference (Rio de Janeiro, 2005)

The 3rd IW Conference took place in Brazil, in 2005. Continuing the success of the previous conferences, IWC3 featured issue and region-based plenaries, seminars, peer-to-peer discussions, participatory workshops and individual meetings. Sessions were designed to facilitate information exchange among project initiatives and to encourage collaboration and replication wherever feasible. The conferences also provided an opportunity for GEF to showcase successes and highlight lessons learned across the IW community, including current and prospective TWM partners.

Activity C2: Organize fourth GEF International Waters Conference (Cape Town, 2007)

The 4th IW Conference was held in Cape Town, South Africa. With the exception of CSD participation, activities will largely parallel those of IWC3, taking into account any procedural lessons or guidance provided through the project's independent mid-term review. Given the proximity of Cape Town to the GEF IW-supported Benguela Current LME, as well as the host country's progressive water management policies, one or more site visits were envisioned. A key output

²⁷

Two previous International Waters Conferences confirmed a strong portfolio-wide demand for regular, face-to-face contact among key GEF project, agency and partner personnel.

of a second conference was to further plan extension of this biennial GEF IW 'conference of the parties' in a participatory setting, based on the demonstrated and evaluated results, beyond the term of this IW:LEARN full size project.

COMPONENT D. Testing Innovative Approaches to Strengthen Implementation of the IW Portfolio

Immediate Objective D: *To test, evaluate and replicate novel approaches and ICT tools to meet IW stakeholder needs.*³⁷

Result D: GEF agencies develop, test and, where successful, replicate regional, sub-regional and thematic demonstrations to improve Transboundary Water Management among GEF IW projects.

Activity D1: Develop South East Asia Regional Learning Center (SEA-RLC) [UNEP]

The SEA-RLC (Regional Learning Centre) tests the decentralization of IW:LEARN structured learning and information management through partnership with a university partner in Bangkok to develop sustaining capacity to serve and foster enhanced cross-fertilization among a regional subset of freshwater and marine projects in South East Asia. The SEA-RLC was to establish a regional IW Web site interlinked with the sites and data archives GEF IW projects in the region and the broader IW-IMS. This site will include a regional roster of IW experts and a virtual library of resource materials, both to be maintained by the center. The activity will then develop, deploy and maintain a regional GIS database for IW projects, along with dissemination of materials relating its application to TWM decision-making. The activity was however redirected after the Mid-Term Evaluation in support of the implementation of Component A.

Activity D2: Provide face-to-face and virtual training, knowledge sharing and capacity-building and cooperation between IW stakeholders in Southeastern Europe and the Mediterranean Sea [World Bank w/UNOPS]

A series of roundtables for senior officials and experts will serve as the coagulant for a regional TWM information exchange network launched via Internet to foster a regional IWRM community of practice in the Southern Mediterranean in support of the Petersberg Declaration and Athens Process. Based on the long term World Bank involvement in transboundary freshwater, coastal and marine resources management activities in Southeastern Europe and the Mediterranean, this activity supports and combines the efforts of the Petersberg Process (jointly coordinated by the Government of Germany and the World Bank) and the Athens Declaration Process (jointly coordinated by the Government of Greece and the World Bank).

Activity D3: CSD/GEF Roundtable on IWRM or other priority issue to emerge from CSD -12 (April 2004). [UNDP w/UNOPS]

A global roundtable, in follow-up to CSD-12 (and contributing to CSD-13) will establish linkages and alignment of the GEF IW community as synergistic with and contributing to CSD processes, which in turn contributes to sustaining the benefits of GEF interventions over the long term. CapNet, a UNDP capacity building project for IWRM, is providing substantial in-kind contributions to IW:LEARN. Thus, CapNet will be a key partner in realizing this activity.

COMPONENT E. Fostering Partnerships to Sustain Benefits of IW:LEARN and Associated Technical Support

Immediate Objective E: *To sustain and institutionalize information sharing and structured learning across GEF IW projects, partners and stakeholders.*

Result E: GEF agencies design and implement a strategic plan to sustain IW:LEARN project services and benefits to the GEF IW community.

Activity E1: Develop partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies (IAs), Executing Agencies (EAs), and external organizations. [UNDP w/UNOPS]

This activity facilitates internal dialogue among the GEF Secretariat and IW:LEARN's Implementing and Executing agencies, and outreach to IW project stakeholders to explore, plan and implement partnerships with the GEF Secretariat, UNDP, UNEP, World Bank, Executing Agencies and external service providers.

Outreach among stakeholders, and dialogue with partners – according to the project's Sustainability Plan and Stakeholder Involvement Plan will help develop an overall Strategic Plan for sustainability of IW:LEARN benefits. Partnerships outlined in this Strategic Plan will complement the activities of Operational Phase components A through D. Lead and supporting partners will be identified to build and transfer sustaining capacity to carry forward the specific services and activities of each component. The implementation of strategic partnerships will build and progressively transfer full sustaining capacity to continue successful IW:LEARN

services and benefits. IW:LEARN will work with stakeholders and partners to formulate, implement and evaluate a Sustainability Plan for each successful (and sustainable) activity within every component. At the end of 4 years, all successful Operational Phase activities will have been operationalized or transferred to sustaining institutions.

Activity E2: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community. [UNDP w/UNOPS]

This activity aims to increase the outreach and interactions between the GEF IW portfolio and the broader water resources, coastal and marine management and scientific community. An IATF selection of various sets of 3-4 projects will represent the GEF IW portfolio for at least 8 international freshwater and/or marine events – such as CSD-13, World Water Forum 4, the IWRA Congress, the World Bank’s Water Week or the 7th Environmental Management of Enclosed Coastal Seas (EMECS) Conference. At the SC discretion, IW:LEARN PCU may also help organize sessions or side-events where these projects present their experiences. The activity also supports stakeholder involvement in the GEF IW learning portfolio through generation of a small series of outreach materials to address common TWM issues and priority.

In addition to GEF IW projects’ participation in international events, IW:LEARN will assist the GEF in conveying its projects’ TWM experiences and lessons through a suite of outreach materials for the greater community. Through an audience-appropriate choice of communication media (paper, video, CDROM or DVD), these materials will synthesize and build upon information outputs from Components AD, and contribute to the world’s understanding about International Waters issues and solutions.

Highlights among outreach materials include creating and pitching a video documentary exploring the mystique and function of LMEs, as well as the GEF’s role in their transboundary management (E2.2). In addition, a traveling exhibit (E2.3) will connect GEF IW projects with community-based initiatives addressing gender and water issues to enhance and sustain the benefits of TWM. In addition, the IW:LEARN PCU will produce, circulate and syndicate a periodic bulletin of GEF IW projects’ news, events, experiences, lessons, challenges and innovative solutions.

In the interest of transparency and stakeholder communication, measurements of progress relative to indicators for each of these activities, as presented in the Project Documents, can be found via links from the “IW:LEARN Mission and Activities” web page at: http://www.iwlearn.net/abt_iwlearn/pns .

ANNEX 2 EVALUATION SCHEDULE

01-20 Jul	Initial planning, contacts, background reading, design approach and methodology
21 Jul – 30 Aug	Review <ul style="list-style-type: none"> • Project Document • Monitoring Reports (progress + financial) to UNEP and UNDP (via UNOPS) • GEF PIRs • Notes/Minutes from the Steering Group meetings (www.iwlearn.net/sc) • Relevant material on web site: www.iwlearn.net + www.iwlearn.net/abt_iwlearn • MTE Report, management response and SC direction (www.iwlearn.net/mte) • Eval Reports of key IW Projects (Okavango, Caspian, Gulf of Guinea, Yellow Sea, PEMSEA, Pacific) Survey (email) Project management, technical support, beneficiaries, stakeholders, including: UNEP, UNDP – RTAs, UNOPS, World Bank, GEF IW Task Force members, IAs + IUCN + ELI + OAS, Project Managers, PALs and Partners, Participants in GEF IW:LEARN activities and interventions
	Requests from Project Management – formulate, dispatch, receive: <ul style="list-style-type: none"> • MTE Recommendations; Outcomes/Impacts achieved; Financial management; PSC; etc
Sun 24 Aug	Final cut-off date for comments, submissions, questionnaires
Sun 31 (1)	Travel - Wellington to Auckland, transit Depart Auckland
Sun 31 (2)	Arrive San Francisco, in transit – work Draft Report Depart San Francisco
Mon 01 Sep	Arrive Washington (IAD) Public Holiday in US - Work draft
Tue 02	Discussions PCU – Dann Sklarew UNEP – Isabelle Vanderbeck GETF – Mindy Heflin
Wed 03	Discussions GEF – Ivan Zavatsky GEF – Al Duda WB – Tracy Hart
Thu 04	Discussions ELI – Carl Bruch and Jessica Troell OAS – Enrique Bello, Pablo Gonzales WB – Amy Evans
Fri 05	Discussions PCU – Dann Sklarew
Sat 06	Travel – Washington to New York Work Draft Report
Sun 07	Work Draft Report
Mon 08	Discussions UNDP – Andy Hudson
Tue 09	Discussions UNDP – Juha Uitto
Wed 10	Work Draft Report; write Thank You notes Travel – New York to Los Angeles, in transit Depart Los Angeles
Thu 11	Lost over dateline
Fri 12	Arrive Auckland, in transit Travel – Auckland to Wellington
Sat 13	Work Draft Report
Sun 14	Work Draft Report
Mon 15	PCU – Janot Mendler
16 Sep – 04 Oct	Work Draft Report
05 Oct	Dispatch Draft Report
05 – 25 Oct	Period for comments Deadline for comments
25-30 Oct	Period for finalizing Report
31 Oct	Dispatch Final Report

ANNEX 3 DOCUMENTS REVIEWED AND/OR CONSULTED

A) Paper or electronic documents

Agha, Mahenau and Jay Dowle (2007) *International Waters Programme – Delivering Results*. United Nations Development Programme, New York.

Dawson Shepherd, A R (2007) Mid-Term Independent Evaluation (MTE) of IW-LEARN. Final Report V.1 00039843.

GEF Evaluation Office (2006) *The GEF Monitoring and Evaluation Policy*. Evaluation Document 2006 No.1. Washington.

GEF Evaluation Office (2007) *Guidelines for Implementing and Executing Agencies to Conduct Terminal Evaluations*. Washington.

GEF IW-LEARN and Francois Odendaal Productions (2007) *Turning the Tide – Sustaining Earth's Large Marine Ecosystems*. A Video Production.

Global Environment Facility (2003) *Strengthening Global Capacity To Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network (IW:LEARN), Operational Phase*. Project Concept.

United Nations Development Programme (2004) Project Document - *Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network, IW-LEARN* (UNDP Component). Project Number PIMS 2838 GLO/03/G41/A/1G/31.

Various Monitoring reports (such as progress and financial reports to UNEP and (via UNOPS to) UNDP)

GEF annual Project Implementation Review (PIR) reports and relevant correspondence.

Other project-related material produced by the project staff or partners GEF IW:LEARN web-site: and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.

B) Websites visited and consulted

IW-LEARN Project main website www.iwlearn.net

Project Steering Committee www.iwlearn.net/sc

Management responses to MTE www.iwlearn.net/mte

International Waters Experience Notes www.iwlearn.net/experience

ANNEX 4 PERSONS CONSULTED

Some persons were consulted more than once and/or through different means. They are shown below more than once, under each means of consultation

A) Consultations in person (face to face)

IW-LEARN Project Coordination Unit

Dann Sklarew, Chief Technical Advisor/Project Manager

Janot Reine Mendler de Suarez, Deputy Director

The GEF International Waters section

Al Duda, Senior Advisor International Waters

Ivan Zavadsky, Snr Programme Manager Natural Resources, Snr International Waters Specialist

The World Bank

Tracey Hart, Senior Economist, Water and Urban, West & Central Africa

Amy Evans, Consultant responsible for Caspian Environment Programme

Global Environment and Technology Foundation (GETF)

Mindy Heflin, Director of Operations

Environment Law Institute (ELI)

Carl Bruch, Co-Director International Programmes

Jessica Troell, Director International Water Programme

Organization of American States (OAS)

Enrique Bello, Dep Div Chief, Integrated Water Resources Management

Pablo Gonzales

United Nations Environment Programme (UNEP)

Isabelle Vanderbeck, IW LAC Projects Task Manager

GEF Scientific and Technical Advisory Panel (STAP)

Douglas Taylor, STAP Secretary

United Nations Development Programme (UNDP)

Andrew Hudson, Principal Technical Advisor International Waters

UNDP Evaluation Office

Juha Uitto, Senior Evaluation Advisor

B) Consultations by telephone

IW-LEARN Project Coordination Unit

Mishal Hardenberg Hamid, Project Officer, Bratislava

United Nations Development Programme (UNDP)

Mirey Atallah, Regional Technical Advisor for Arab States

C) Consultations by email

IW-LEARN Project Coordination Unit

Dann Sklarew, Chief Technical Advisor/Project Manager

Janot Reine Mendler de Suarez, Deputy Director

Mishal Hardenberg Hamid, Project Officer, Bratislava

United Nations Office for Project Services (UNOPS)

Andrew Menz, Senior Portfolio Manager, Division of Environmental Programmes

United Nations Development Programme (UNDP)

Mirey Atallah, Regional Technical Advisor for Arab States

United Nations Environment Programme (UNEP)

Takehiro Nakamura, Senior Programme Officer for International Waters

Tessa Goverse, DGEF Task Manager

Sean Khan, Programme Officer Information Management

Jessica Kitakule-Mukungu, Evaluation Officer, Evaluation and Oversight Unit

D) Consultations through email questionnaire (respondents only)

The list of those who responded to the questionnaire can be provided on request.

E) Persons who sent comments on the Draft Evaluation Report

Andrew Hudson, UNDP Principal Technical Advisor International Waters

Dann Sklarew, Chief Technical Advisor/Project Manager, IW:LEARN Project

Janot Reine Mendler de Suarez, Deputy Director, IW:LEARN Project

Mishal Hardenberg Hamid, Project Officer, Bratislava, IW:LEARN Project

Tessa Goverse, UNEP Task Manager Assessment & Science Projects, DGEF

ANNEX 5 THE EVALUATOR

Dr Philip Tortell (PhD Marine Biology, Victoria University of Wellington, New Zealand; BSc Hons Zoology, University of London; Dip Teaching, Malta Colleges of Education) has been working in various aspects of environmental administration, marine/coastal resources management, and biodiversity conservation since the mid-1970s. He had 13 years experience with the New Zealand Government as Investigating Scientist in the Commission for the Environment and as Director of Protected Ecosystems and Species in the Department of Conservation. Since 1989 he has been working as an international environmental consultant in conceptual planning, design, resource mobilization, implementation and particularly evaluation, of environmental programmes and projects. His work has been usually as Team Leader, mainly for UNDP/GEF, and has covered national environmental programme planning, environmental administration reform, integrated coastal zone planning, biodiversity conservation, solid waste management, and the rehabilitation of degraded land (desertification).

Dr Tortell is fully conversant with the GEF process and its project planning and evaluation requirements and has drafted proposals under the biodiversity, international waters and land degradation thematic areas. He is also very familiar with the UNDP system and its country programme cycle from inception to terminal evaluations, as well as the procedures for ADB projects for which he has provided the environmental components of broader development initiatives.

From his initial professional training as a teacher and his teaching experience at all levels from primary to adult education, Dr Tortell is a capable teacher/trainer on various aspects of environmental management and has organized and delivered many workshops and similar events. He is also particularly successful in the dissemination of public information in written and oral delivery. He has advocated for and led community groups in reaching consensus on environmental issues and has provided opportunities for meaningful public participation in the management of natural resources.

Dr Tortell has worked in over 50 countries with particular experience of Central Asia, the Caspian region, the Pacific, and other Small Island Developing States (SIDS) such as Maldives, Mauritius, and Malta. He has also worked in countries considered more difficult such as in the newly independent republics soon after the breakup of the Soviet Union, in Kosovo and in North Korea.

Dr Tortell is on the Scientific and Technical Advisory Panel (STAP) of experts convened by UNEP for the GEF, and is a past member of the UN Group of Experts on the Scientific Aspects of Marine Protection (GESAMP). He has also served on the advisory group for NZAID for its Pacific Initiative for the Environment. On the home front, he is a long-standing and current member of the Royal Society of New Zealand and the NZ Association for Impact Assessment, and past member of the NZ Marine Sciences Society and the NZ Limnological Society.

He has dual nationality (Maltese and New Zealand) and is fluent in Maltese, English and Italian with basic knowledge of Russian and Arabic.

Dr Tortell has carried out a number of Mid-Term and Terminal Evaluations for GEF projects primarily in the International Waters and Biodiversity thematic areas.

ANNEX 6 QUESTIONNAIRE AND RESULTS

THE JOINT UNDP/UNEP GEF PROJECT: STRENGTHENING GLOBAL CAPACITY TO SUSTAIN TRANSBOUNDARY WATERS: THE INTERNATIONAL WATERS LEARNING EXCHANGE AND RESOURCE NETWORK (IW:LEARN)

TERMINAL EVALUATION

The aim of the IW:LEARN Project was to strengthen Transboundary Waters Management by facilitating structured learning and information sharing among stakeholders. In pursuit of this global objective, IW:LEARN aimed at improving the GEF IW projects' information base, together with their replication efficiency, transparency, stakeholder ownership and sustainability of benefits. It has endeavoured to do this through its five components ...

- A. Facilitating access to information about transboundary water resources among GEF IW projects
- B. Structured learning among GEF IW projects and cooperating partners
- C. Organizing biennial International Waters Conferences
- D. Testing innovative approaches to strengthen implementation of the IW portfolio
- E. Fostering partnerships to sustain benefits of IW:LEARN and associated technical support

To help the GEF achieve its Strategic Priorities for International Waters as well as the stated objectives of the Global Technical Support Component of OP10, project targets towards this objective included:

- From 2006 onward, all water bodies developing country-driven, adaptive TWM programs with GEF assistance, benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.
- From 2008 onward, successful IW:LEARN structured learning and information sharing services are institutionalized and sustained indefinitely through GEF and its partners.

The IW-LEARN Project Operational Phase started in 2004 and the UNDP Component will end in November 2008. I have been engaged by the UNEP Evaluation and Oversight Unit to carry out the Terminal Evaluation of the UNDP Component and this is currently underway. In an effort to involve as many stakeholders as possible I am seeking your participation and I would value your views on aspects of the Project. While I would welcome any observations and opinions you may have regarding any aspect of the project, your responses to the attached questionnaire would be particularly appreciated. It would be really helpful if you could respond as soon as you have some time and **before 25 August 2008**.

Thank you most sincerely for your help with this task. Please send your replies and any other correspondence to :

Philip Tortell

Evaluation Consultant

Email: tortell@attglobal.net

Skype: philiptortell

30 July 2008

1. NAME:		2. EMAIL:	
3. ORGANIZATION:		4. POSITION:	
5. COUNTRY:	6. TEL:		7. SKYPE:

8. WHAT HAS BEEN YOUR RELATIONSHIP WITH THE IW-LEARN PROJECT?			
Owner	Partner (co-sponsor)	Provider (Consultant/Contractor)	Administrator/Controller
Stakeholder	Beneficiary	Other	

9. YOUR RELATIONSHIP WITH THE PROJECT HAS BEEN:			
Continuous, very involved	Intermittent but regular	Sporadic, occasional	One-off

10. WHAT PARTICULAR ASPECT OF THE PROJECT WERE YOU INVOLVED WITH?			
Policy / Guidance	Administration and Management	Comp A: <u>Information sharing</u>	Comp B: <u>Learning</u>
Comp C: <u>Dialogue</u>	Comp D: <u>Innovation</u>	Comp E: <u>Partnership</u>	Other

11. ANY OTHER COMMENTS OR OBSERVATIONS ON YOUR PARTICULAR ROLE? (continue on additional page if necessary)

12a. IN YOUR OPINION HAS THE IW-LEARN PROJECT PRODUCED ITS PROGRAMMED ACTIVITIES AND OUTPUTS WHICH INCLUDED –
(please indicate your choice by a “X”)

ACTIVITIES (of the UNDP Component)	ACHIEVEMENT			
	YES FULLY	ONLY PARTLY	NOT AT ALL	DON'T KNOW
Activity B1: Multi-project learning exchanges within a region, e.g. in Africa, Eastern Europe, Central Europe, Central Asia				
Activity B2: Multi-project learning exchanges for similar IW projects, e.g. Freshwater Projects, Large Marine Ecosystem Projects, Coral Reef Projects				
Activity B3: Inter-project exchanges between GEF IW projects and partners, including: multi-week staff/stakeholder exchanges between pairs of projects				
Activity B4: Face-to-face and virtual training to enhance public participation in Transboundary Waters Management, e.g. to increase public access and involvement in TWM decisions				
Activity C1: Organize the third (Rio de Janeiro, 2005) and fourth (Cape Town, 2007) GEF International Waters Conferences				
Activity D1: Develop South East Asia Regional Learning Center (SEA-RLC) to address regional TWM needs and leverage regional expertise to benefit global TWM; together with a Regional GIS database and decisions support system (GIS-DSS) applications				
Activity D2: Face-to-face and virtual training, knowledge sharing, capacity-building and cooperation between IW stakeholders in Southeastern Europe and the Mediterranean Sea, including roundtables for senior officials and internet-based targeted information exchange network				
Activity D3: Roundtable on IWRM to clarify the role of IWRM				
Activity E1: Partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies, Executing Agencies, and external organizations				
Activity E2: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community through outreach publications, syntheses, videos, CD-ROMs and GEF IW bulletins as well as Gender and Water Exhibit at GEF IW Conferences and related international events				

12b. LIST UP TO FIVE ACTIVITIES THAT YOU WERE PERSONALLY INVOLVED IN –

1	
2	
3	
4	
5	

13. IN YOUR OPINION HAS IW-LEARN ACHIEVED ITS OBJECTIVES?

(please indicate your choice by a "X" and provide additional information in the space provided)

To what extent has Transboundary Water Management been strengthened by IW-LEARN?	SIGNIFICANTLY	SLIGHTLY	NOT AT ALL	
How?				
Has the Project facilitated learning and information sharing among GEF stakeholders?	YES	PARTLY	NO	DON'T KNOW
Give up to 3 examples how				
Did the Project effectively capture and disseminate the lessons from the IW projects?	YES	PARTLY	NO	DON'T KNOW
Give up to 3 examples				
Did Project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies?	YES	PARTLY	NO	DON'T KNOW
How?				
Did the Project enhance the technical capacity of the recipients?	YES	PARTLY	NO	DON'T KNOW
How?				
How did the Project activities translate into benefits for Transboundary Water Management?				
Name up to 3 benefits arising from Project activities				
Do you know if there are mechanisms in place to ensure stakeholder ownership and sustainability of the benefits of IW-LEARN and associated technical support?				
Name up to 3 examples of mechanisms				

14. FROM YOUR KNOWLEDGE OF THE PROJECT AND ESPECIALLY THOSE ASPECTS THAT YOU WERE CLOSE TO, PLEASE RATE AS MANY OF THE FOLLOWING ASSESSMENT CATEGORIES AS YOU CAN -

(indicate your rating by a "X" and provide whatever additional comments you may have)

ASSESSMENT CATEGORY	HIGHLY SATISFACTORY	SATISFACTORY	MODERATELY SATISFACTORY	MODERATELY UNSATISFACTORY	UNSATISFACTORY	HIGHLY UNSATISFACTORY
Attainment of Objectives and planned results						
Sustainability of the products of IW-LEARN						
Achievement of specific Outputs and Activities						
Potential for Replication						
Assessment monitoring and evaluation systems employed by the Project						
Project design, planning and implementation arrangements						
Stakeholder participation / Public awareness						
Financial planning and management						
Implementation and operational approach						
UNDP supervision and backstopping						

15. LIST UP TO FIVE SIGNIFICANT BENEFITS OF THE IW-LEARN PROJECT; HOW CAN THESE BENEFITS BE MADE SUSTAINABLE?

1	
2	
3	
4	
5	

Thank you for your most valuable help

TABLE 1 RELATIONSHIP WITH THE IW-LEARN PROJECT

RELATIONSHIP (as seen by respondent)	TALLY				
	Continuous (very involved)	Intermittent (but regular)	Sporadic, occasional	One-off	TOTALS
Owner	4	1	-	-	5
Partner (co-sponsor)	3	5	2	1	11
Provider (Consultant/Contractor	3	-	5	1	9
Administrator/Controller	-	-	-	-	0
Stakeholder	2	10	8	-	20
Beneficiary	4	15	10	5	44
Other	-	-	1	2	3
TOTALS	16	31	26	9	

TABLE 2 ASPECT OF THE PROJECT INVOLVED WITH

ASPECT	TALLY
Policy / Guidance	8
Administration, Management	8
Comp A. Information sharing	39
Comp B. Learning	40
Comp C. Dialogue	20
Comp D. Innovation	7
Comp E. Partnership	13
Other	5

TABLE 3 OTHER COMMENTS OR OBSERVATIONS (slightly edited)

- I worked closely with IW:LEARN on developing knowledge management tools and approaches, such as templates, on-line platform improvements etc
- **I was involved in the Marine Protected Area Management course in Port Sudan 2002 , at this time IW-Learn create a network between the different protectorates , however this network is not running from 3 years ago , h hope if you can support running this network for Marine protected Area**
- We have developed the lullemeden and NWSAS websites during the workshop in Mombasa
- I don't think that the IW:LEARN staff fully grasped the potential of real "partnership" with the PALs. The basic orientation was to view PALs as sub-contractors (which we were). LakeNet was not able to establish meaningful continuing activities with other PALs
- To the best of my knowledge, the Volta Basin Authority did not participate in this project mainly because it was established (July 2005) after the project had started
- I was invited to present a case study from India and participate in a Asia wide learning workshop focusing on PES, hosted in Hanoi, VN in April 2008. I thought the workshop was particularly well organized, both substantively, as well as logistically with good presentations and space for case studies, technical presentations as well as group work. However as I am not involved in the project as a whole, I don't have much basis to respond to most of the rest of the questionnaire
- Have been involved in the Hadejia- Jama'are-Komadougou-Yobe River System (the main tributary system of the catchment basin of the Nigerian sector of Lake Chad).
- I was invited by UNEP/UNESCO to dialogue with regard to groundwater as part of transboundary water management
- Attend one training on stakeholder involvement in IWRM
- I attended the 1st IW-LEARN workshop in Egham, England in 1998 as a member of a world bank/gef funded project. I stayed in touch with the IW-LEARN as one of the implementation team members -1st cohort. I was later given a fellowship as a community database developer to collate, edit and compile IW project document from various projects, then to design a metadatabase for them. Did this largely online from Canada and spent a working weekend at the IW-LEARN offices in Washington DC, putting it all together
- The IW-LEARN training was very participatory thus making it easy for participants learn from the experiences of those who have been involved in economic valuation studies. I shared my experience in working in Kenya
- Project personnel participated in the all the annual International Water Conferences
- I have been involved in making presentations on two occasions
- I ATTENDED THE COURSE ON NATURAL RESOURCE VALUATION AND HAVE RECEIVED UPDATES FROM IW-LEARN
- The relationship has not been particularly strong with REC but we followed with attention IW LEARN activities and a few times cooperated with them at different events, mainly via the Danube Regional Project, at UNECE events and one GEF IW Conference. Although we have worked in South Eastern Europe on IW issues, we have not been involved in activities IW LEARN carried out in SEE. The ratings given on the next pages are not necessarily based on working experiences but in some cases rather learning of their achievements on their web site, reading about them in their newsletter and elsewhere
- Consultant on IW: LEARN B4, and multiple GEF projects emphasising information sharing
- As a consultant in the design of an IW initiative between the DR and Haiti, I have used the IW learn resources for SRF workshops and for designing training activities on IW methodology: TDA-SAP
- I went to a workshop in Boca Raton, I am the maritime specialist but have computer skills so I was designated to learn the plone to build our web page
- **The IUCN Global Marine Programme was a partner in the project "Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Structured Learning Activities and Resource Network Operational Phase" from 2004 to 2008. Before my participation, IUCN's role in this project was led by Kristin Sherwood (USA) and Kirsten Martin (Switzerland)**
- **The collaboration between GWA and IW-Learn felt rather equal, even though GWA members in three continents were involved and fewer GEF projects than envisaged**
- Attempts to seek assistance with website development (IW:Learn Toolkit unable to be modified)and training unsuccessful for various reasons. Communication and relations can be described as spasmodic, although cordially and useful at times
- The Dnipro Programme is part of the UNDP-GEF International Waters section. Having had problems with our web-site modification we applied to IW:LEARN with request for assistance and bringing it up to standards existing for all IW project websites. As a result of our application, we were connected to IW:LEARN-UNEP information technology specialists. We prepared a draft menu and structure for the site and provided the Nairobi IT team with all existing information (more then 2,200 files, 1.22 GB). The Nairobi IT team created the design, completed the English part of the website and familiarized us with the IW:LEARN toolkit for its further usage. Using the toolkit we organized the Russian version. As a result of 10 months cooperation, the bilingual Dnipro website is modified and already is on line.

The Advantages of the IW:LEARN Toolkit:

- We have direct access to our web-site with the possibility of making changes and additions ourselves in an easy manner.
- The toolkit is user friendly. We can make modifications and add new information without being programmers or website specialists.
- The toolkit provides the possibility for all IW projects to create their websites using the same joint principles and standards.

The Dnipro project has no IT specialists on its team and we need to have professional assistance from time to time to maintain our web-site. Such assistance is regularly and successfully provided by IW:LEARN team. Attention to our needs from IW:LEARN colleagues usually is careful and detailed. The responses are prompt. The result of such cooperation is the Dnipro Program web-site: www.dnipro-gef.net

- I joined the GEF-IWCAM Project in November 2006 and have sought assistance many times since then. Currently upgrading the website (which is hosted by IW:LEARN using a Plone platform) with assistance from them. Also have sought advice and input re. development of the Terms of Reference for the Project Clearing House Mechanism and Project Information Management System
- Project Support in common actions like aquifer roundtrip in USA
- We had two roles as, been a UNDP-GEF project we were taking part in the exchange visits, and as a partner and contractor we had been co-organising one of the seminars under the IW:LEARN program aimed to discuss public participation and information haring in transboundary waters
- Initially I was involved with GEF-IW Conference in Budapest (I participated in three; Budapest; Bahia; Cape Town). Later benefited from website toolkit, Lessons-learned workshop and eventually became part of the project Steering Committee
- The way that IW:LEARN has involved GWP-Med as partner and provider has been very productive and secured active synergy and co-financing
- The YSLME project took some technical advantage from IW:LEARN, like YSLME partnership website on service, GIS site under developing. But the level of quality needs to be improved to some extent. At point of initiation, the YSLME is a Beneficiary
- I attended several workshops dealing with economics and management. I made presentations.
- Ensure the information of the projects under my portfolio are up-to-date with all the relevant documentation made available from the IW:LEARN site; Encourage projects to produce IW Experience Notes (one from DLIST already exists, another one from DLIST and one from BCLME nearly finalized as we speak); Assist IW:LEARN in assisting IW projects under my portfolio effectively by connecting to right people; Ensure projects under my portfolio take most advantage of learning opportunities presented by IW:LEARN; Ensure budget allocation from project budget to participate in IW:LEARN activities (e.g., participation to the biennial International Waters Conference) to contribute to the sustainability of the IW:LEARN activities; and any other activities that are recommended by the IW:LEARN PSC and communicated through the UNDP IW PTA (who represents UNDP at the PSC) to IW RTAs
- I started working with the IW focal area only about a year ago and have since participated in IWC in Cape Town, a training workshop on IW and PES in Hanoi and made information available to the IWLearn website from my portfolio
- I was involved in IW:Learn from the very first phase back in 1998, assisting the project as a consultant, then in 2002-2005 as IW SPO in UNEP was providing guidance as a member of SC and UNEP rep, now as IW RTA in UNDP as a member of SC
- I have been engaged in the task management of the UNEP component of the project as well as providing guidance to the overall project implementation through the project steering committee until Tessa Goverse was designated as task manager for the project. After Tessa start5ed functioning as task manager, I remain to provide policy guidance over the project implementation particularly through Tessa and attended a number of steering committee meetings myself
- I was appointed as Task Manager for the UNEP/ IW:LEARN component in April 2007 after the Mid Term Evaluation (MTE). Hence my involvement in the project is limited to the past 1.5 yrs and has mainly focused on the UNEP component
- I've been heavily involved in the GEF IW-supported Caspian Environment Program since 1997 and the Mediterranean Strategic Partnership since 2006; also had some involvement with the Black Sea program. Apart from the biennial conferences, I really didn't see much engagement w/IW-LEARN. It was mentioned in project documents, but not much present in the implementation of these regional seas projects (as least insofar as I noticed). IW-L has good data sets and great staff (notably Mish Hamid), but seemed to lack a targeted approach to engaging w/GEF IW projects and stakeholders to achieve its objectives. It's not sufficient to just make information available e.g., via website or publications; purposeful activities have to be planned (and funded) to identify stakeholders who can contribute to and benefit from an exchange on a given topic, and to organize and carry out the activities (workshops, trainings, study programs, etc). We have taken this into account in the Medit SP
- Beyond the Bi-annual conference, my interaction with IW: Learn has been primarily on the Red Sea and Gulf of Aden GEF Project, where the Project Management Unit worked with IW Learn on Distance learning courses; however, that component of the project was financed by UNDP GEF rather than WB GEF so my interaction was limited
- I also learned from the workshop apart from being a resource person – from the participants as well from the other resource persons

TABLE 4 ACHIEVEMENT OF PROGRAMMED ACTIVITIES AND OUTPUTS (UNDP COMPONENT)

ACTIVITIES (of the UNDP Component)	ACHIEVEMENT			
	YES FULLY	ONLY PARTLY	NOT AT ALL	DON'T KNOW
Activity B1: Multi-project learning exchanges within a region, e.g. in Africa, Eastern Europe, Central Europe, Central Asia	23	20	0	15
Activity B2: Multi-project learning exchanges for similar IW projects, e.g. Freshwater Projects, Large Marine Ecosystem Projects, Coral Reef Projects	23	23	2	10
Activity B3: Inter-project exchanges between GEF IW projects and partners, including: multi-week staff/stakeholder exchanges between pairs of projects	13	12	3	28
Activity B4: Face-to-face and virtual training to enhance public participation in Transboundary Waters Management, e.g. to increase public access and involvement in TWM decisions	16	16	2	20
Activity C1: Organize the third (Salvador, 2005) and fourth (Cape Town, 2007) GEF International Waters Conferences	40	3	0	14
Activity D1: Develop South East Asia Regional Learning Center (SEA-RLC) to address regional TWM needs and leverage regional expertise to benefit global TWM; together with a Regional GIS database and decisions support system (GIS-DSS) applications	7	3	1	46
Activity D2: Face-to-face and virtual training, knowledge sharing, capacity-building and cooperation between IW stakeholders in Southeastern Europe and the Mediterranean Sea, including roundtables for senior officials and internet-based targeted information exchange network	9	5	1	40
Activity D3: Roundtable on IWRM to clarify the role of IWRM	7	7	4	34
Activity E1: Partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies, Executing Agencies, and external organizations	14	16	4	21
Activity E2: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community through outreach publications, syntheses, videos, CD-ROMs and GEF IW bulletins as well as Gender and Water Exhibit at GEF IW Conferences and related international events	28	15	2	11
TOTALS	182	120	19	229

TABLE 5 ACTIVITIES THAT RESPONDENTS WERE PERSONALLY INVOLVED IN

ACTIVITY	TALLY
St. Petersburg Initiative meetings	
Cape Town IW Conference	
Development of var. knowledge products	
Danube RB learning and knowledge exchange events	
Development of the Iullemeden and NWSAS websites	
IWC3 and IWC4	
e-forum during the life of the project	
Liaison with UNEP on website	
Periodic progress reporting	
Interaction with other PALs	
Sharing of knowledge and best practices in the execution and management of GEF IW Projects	
Exchange program, between basins	
GEF International Waters Conferences	
Have been involved in transboundary diagnostic assessment of reversal of land and water degradation of Lake Chad basin in the Nigerian sector.	
Sustainable ecosystem management (knowledge) sharing and participating in water related decisions especially Hadejia-Jama'are-Yobe-Komodougou River System (a catchment of Lake Chad)	
Teaching ,research and consultancy in General ecology,Biodiversity and conservation in the Sudano- Sahelian Region of Nigeria.	
Involved in several review panels on Environmental impact Assessments as an Ecologist.	
Nov. 2006 Nairobi: 1 st Pan – Africa Structured Learning Workshop – Strengthening Transboundary Water Management in Africa	
Aug. 2007 Cape Town GEF International Waters Conference	
Training of trainers / facilitators workshop (Johannesburg, South Africa – July 17-22, 2006)	
1 st Pan Africa Structured Learning Workshop on Transboundary Water Resources Management (Nairobi, Kenya – October 30 – November 2, 2006)	
GEF-IW:LEARN Workshop on Economic Valuation for Large Marine Ecosystems-related Decision Making (Cape Town, South Africa, July 29-30, 2007)	
GEF Fourth Biennial International Waters Conference (Cape Town, South Africa - July 31 - August 3, 2007)	
ATTENDED 1 ST IWLEARN 7 WEEK TRAINING IN EGHAM, ENGLAND	
ACTIVE PARTICIPANT ON THE 1 ST COHORT EMAIL DISTRIBUTION LIST	
Participating in the training on the economic valuation of LMEs in Cape Town	
African Regional Workshop on IWRM	
Economic Valuation for Water Resources Management	
Africa Regional IT Workshop	
Public Participation Workshop	
IW Learn Workshop In Nairobi, Kenya	
UNDP Conference in Cape Town	
Salvador Conference in Brazil	
Training – Natural resource Valuation	
IW Conference in Budapest, Hungary	

DRP workshop to develop Manual on developing and implementing communication strategy	
Receiving, reading IW-Learn Newsletters	
Using information provided through web site	
B 4 Face-to-face and virtual training to enhance public participation in Transboundary Waters Management, e.g. to increase public access and involvement in TWM decisions	
GEF International Waters Conference	
Multi-project learning exchange within a region (Eastern Europe, Central Asia, Globally	
1. Invited to an environmental flows workshop in Brazil but unable to attend.	
2. Design of an IW project with IW learn materials	
3. Surfing the website for project related materials	
Deltamerica – Project Developer	
IWRN Central Node (Inter-American Water Resources Network)	
IWRN South Cone (Webmaster)	
IWRN South Pacific Node (installer-assistant)	
IWRN Centroamerica Node (installer-asistant)	
Only the learning of the plone system.	
Sharing techniques of valuation of environmental goods and services	
IW-LEARN WORKSHOP ON PES, VIETNAM, APRIL 2008	
GEF Conference Brazil	
GEF Conference South Africa	
Roundtable on Communication Activities	
Visit of other projects to us	
Experts from ICPDR participated in events with IW Learn Support	
4th International Waters Conference, Cape Town: Organised IW-Learn workshop on Economic Valuation of Large Marine Ecosystems	
4th International Waters Conference: participated in full conference and some of the roundtable activities	
2nd Global Conference on Large Marine Ecosystems, Qingdao, China – made presentation, attended full conference	
4th Global Conference on Oceans, Coasts, and Islands, Hanoi: organised IW-Learn workshop on Designing Payments for Ecosystem Services	
Attended annual LME Consultative meetings in Paris, made presentations in 2007 and 2008	
Workshop for LME programs – Handbook on Governance and Socioeconomics of LME:s	
<i>Gender and Water Traveling Exhibit in Latin America in various countries (at least 9)</i>	
<i>Gender and Water Traveling Exhibit in Africa in one country and one international event (up till now)</i>	
<i>Gender and Water Traveling Exhibit in Asia in one country and one international event (up till now)</i>	
<i>Cape Town GEF International Conference</i>	
IT Workshop held in June 2008 in Boca Raton, Florida.	
<i>World Water Forum (Mexico, 2006). UNEP & IW-Learn</i>	
<i>1st Pan-Africa Structured Learning Workshop, 29 Oct to 2 Nov 2006, Nairobi: “Strengthening Transboundary Water Resources Management in Africa”. GEF IW: Learn Activity B 1.2</i>	
<i>“IAEA/GEF IW Learn /USGS Exchange (study tour) on Good Practices in Ground Water Resources Assessment, Management, and Public Participation”, April 16-26, 2007</i>	
IW GEF Bridges publications (mail & electronic)	
3rd and 4th IW Conferences (Brazil & South Africa)	
Workshop on Economic Indicators for LME, South Africa	
Our project was involved in the Public Participation workshop organised by IW Learn	
Our Project was involved in the training workshop organised by IW Lean in Bratislava	

We were involved in reviewing their newsletters	
We were involved in the conferences organised by them	
Salvador GEF IW 2005	
Cape Town GEF IW 2007	
Hanoi Oceans conference 2008	
Environment Valuation Workshop cape Town 2007	
Public Participation Workshops Petersburg and Vienna	
Participated in Cape Town Conference	
Participated in the structured learning exercise	
Interacted on pemsea website development	
Participation in IW:LEARN International Workshop on Information Management and Public Participation in Transboundary Water Cooperation. St-Petersbourg, Russia, May, 2005.	
Modification of the Dnipro Programme web-site in 2006 and technical support of its work in 2007-08.	
Participation in UNEP/IW:LEARN IT Workshop in Mombasa, Kenya, Nov. 2006.	
Regular receiving of IW:LEARN e-bulletins.	
Preparation of the Dnipro Programme exhibition materials for the Fourth (Cape Town, 2007) GEF International Waters Conferences	
GEF-IWLEARN Regional Workshop in Transboundary Waters Management in Latin America and the Caribbean, 6 – 9 December 2006, Montevideo, Uruguay	
UNEP/IW:LEARN Information Technology Workshop, 2 - 6 June 2008, FAU, Boca Raton, Florida, USA.	
Both IW conferences Brazil and South Africa	
Workshop and development of guideline/manual on communication	
SE Europe Mediterranean Sea Roundtable (Petersburg process II/Athens Declaration)	
Partnership in aquifer roundtrip in USA	
GEF IWC in Salvador	
GEF IWC in Capetown	
Web Design and support	
Public Participation seminar in mvd	
GCLME	
PANA	
GEMS/Water partenariat	
ODINAFRICA	
Inter-project exchanges between GEF IW projects	
Face-to-face and virtual training to enhance public participation in Transboundary Waters Management	
Third (Rio de Janeiro, 2005) GEF International Waters Conferences – not personally, but project representatives	
Third and fourth GEF IW Conference – exhibiter and participant	
IWRM Training Course Nairobi, Kenya	
Website development using IW:Learn Toolkit	
Lessons Learnt Exchange on UNEP/GEF IW Projects, Bangkok, Thailand	
Preparation and exchange of lessons learnt notes	
GEF IW Conference, Budapest	
GEF IW Conference, Bahia	
GEF IW Conference, Cape Town	
Website development, GEF-IWCAM, June 2006	
Lessons-learned workshop, Bangkok, May 2006	
Activity D2: Face-to-face and virtual training, knowledge sharing, capacity-building and cooperation between IW stakeholders in Southeastern Europe and the	

Mediterranean Sea, including roundtables for senior officials and internet-based targeted information exchange network	
Activity E1: Partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies, Executing Agencies, and external organizations	
IT workshop in Mombasa, Kenya	
Econ Workshop (Cape Town)	
IW Conference (Cape Town)	
PES Workshop Hanoi	
Participated in the 4 th IWC in Cape Town in 2007	
Assisted in the organization of the IW:LEARN Public Participation Workshop (mainly identification of participants) held in Lesotho in 2007	
Assisted in the organization of the ORASECOM (Orange-Senque basin)'s visit to ICPDR(Danube basin) for TDA/SAP information exchange in 2008	
Assisted in the organization of the EPSMO (Okavango River)'s visit to ANA (Brasil) for TDA/SAP information exchange in 2008	
Sharing IW project vacancy information with the IW job list for wider circulation.	
IWC4	
Hanoi workshop on IW and PES	
B1	
B2	
C1	
E1	
E2	
IWC in Cape town	
Study tour between Nubian/Illumenden and USGS on aquifer management (did not personally attend but it's a project I supervise)	
Pan-African consultation on priorities for TBW management in Africa (not directly but facilitated the participation of projects)	
Preparation of IW Experience Notes	
Activity D2 to some extent	
Provision of information and documentation on individual projects	
Participation in IWC 3 and 4 (btw, IWC3 was in Salvador, not Rio de Janeiro)	
Exchanges to try to organize exchanges between projects	
GEF – IW Conference 4 Cape Town, 2007	
GEF IW: Learn 1 st Pan-Africa TWRM (Transboundary Water Resources Management) Structure learning workshop 30 th –Oct – 3 rd Nov 2006 – Nairobi – Learn Activity B1.2	
Participation in all IW Conferences (Budapest, Dalian, Salvador, Cape Town) including leading sessions, preparing project exhibits, preparing project flyers, being a rapporteur etc....	
E-for a	
Experience note formulation	
IW:Learn SC member ad-interim	
As UNEP Task Manager provided support to the organisation of IW LAC project twinning events, participation in IW:LEARN events e.g. environmental flow training, PP workshops etc...	
Activity C1: 4 th GEF International Waters Conference, Cape Town 2007 (IWC-4)	
(Activity A: in oversight and advisory role - but this is not listed as an activity above)	
* Activity D1: I would like to point out that D1 was part of the UNEP component (A, B2.1 and D2). In line with the recommendation of the MTE this activity was refocused in support of the global activities under component A.	
Activity E1: Spearheading the discussion to sustain IW:LEARNs benefits (both for UNEP and UNDP components) within UNEP and providing inputs to the IW:LEARN sustainability plan	
Participated in 3 rd (Salvador Bahia, not Rio) and 4 th (Capetown) IW conferences. The 4 th was much better organized and more worthwhile than the 3 rd .	
Receive IW e-bulletin	

Nutrient reduction technical workshops in Moldova and Turkey	
Cape Town IW Conference	
Red Sea and Gulf of Aden GEF Project interaction with IW: Learn	
Benefited from publications, CD-ROMs, etc.	
Resource person in Training in Ougadougou, Burkina Faso on Valuation in IWRM (Nov 2006)	
Resource person in International Workshop on Payments for Ecosystem Services in Hanoi, Vietnam (April 2008)	
Coordination of IWC 3 and 4	
IWC 3 and 4	
PES Hanoi	
IW-L contributions to global sessions – CSD, IWRM special event, Global Oceans Forum	
IW-L SC meetings	

Note: Most respondents were involved in more than one activity and multiple entries have therefore been used above; However, 5 did not reply to this question

TABLE 6 IW-LEARN ACHIEVEMENT OF ITS OBJECTIVES

OBJECTIVE	ACHIEVEMENT (TALLY)			
	SIGNIFICANTLY	SLIGHTLY	NOT AT ALL	
To what extent has Transboundary Water Management been strengthened by IW-LEARN?	27	20	0	-
Has the Project facilitated learning and information sharing among GEF stakeholders?	YES 33	PARTLY 16	NO 0	DON'T KNOW 7
Did the Project effectively capture and disseminate the lessons from the IW projects?	YES 22	PARTLY 18	NO 2	DON'T KNOW 12
Did Project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies?	YES 13	PARTLY 23	NO 3	DON'T KNOW 13
Did the Project enhance the technical capacity of the recipients?	YES 25	PARTLY 20	NO 1	DON'T KNOW 9
TOTALS	120 (54%)	97 (43%)	6 (3%)	41

223 replied in all (ignoring the 41 who did not know)

TABLE 7 BENEFITS FOR TRANSBOUNDARY WATER MANAGEMENT

How did the Project activities translate into benefits for Transboundary Water Management?

- Replication of good practice; avoidance of “same mistakes again”
- The multidisciplinary nature of the programme provided the needed information of transboundary water management
- Don't know
- Create a partnership for information sharing; Build a network of professionals in TWM; Provided opportunities for learning
- 1. capacity of recipients was built; 2. The skills and knowledge gained was shared with other people who were not direct beneficiaries; 3. Suggestions were made to Nile Basin Initiative on how valuation could be used to achieve its goals
- The project helped number of projects to have their own websites even without technical background
- IW LEARN cooperated and transferred the knowledge to and from institutions/organizations involved in Transboundary Water Management and projects
- Increased learning between some projects, shared lessons challenges, and dialogues
- (1) In our case it lead to a GEF proposal for a transboundary IW project
- INTERCHANGING LESSONS FROM PROJECTS
- the building of a web page, exchange of information with other projects
- We have received direct support from IW Learn for specific activities we have been engaged in – in particular transfer of information about other project activities.
- We have also used the IW Learn contacts for disseminating information about our activities to others involved in this work in other parts of the world.
- As what was considered a pioneer project (the Danube Regional Project) we felt a responsibility to provide information about our activities to others and the IW Learn network was a good basis to do so
 - New skills to implement
 - Easy, documented access to specialist information
 - A compilation of case study materials
 - A network of specialists and peers to learn from and interact with
- Networking
- Don't know
- **1) Building Website with UNEP. 2) International exchange & study tour**
- **IW is the only forum for learning from others that is available to GEF supported managers. Closing this window is disastrous I think**
- Not sure. I think the project share mostly project information and less of TWM information
- Via access to TWM data and information from across the GEF IW portfolio and its partners, the PMU of Dnipro Programme can replicate the positive experience of the TWM in other basins (the basin bodies establishment, for example) to the Dnipro countries governance
 - Not sure. I would think by raising awareness amongst countries participating in a particular project of shared realities, situations, threats and goals and by enabling greater cooperation amongst them through various means
 - Interaction, Communication, IT/WEB strengtheninig
 - Raised awareness at regional and global levels
 - Empowering transboundary management institutions
 - Facilitating dialogue leading to new regional initiatives
 - Better information dissemination resulting in lessons learning and replication
 - Knowledge exchange
- **I presume that the mechanisms for exchange of experiences should have helped projects to be somewhat more effective. The actual effect is however not clearly measurable**
- **Activities which facilitated technical cooperation and exchange of information strengthened networking and brought persons from different countries together**

- Dissemination and promotion of good experiences will have a long term impact on water governance and also inform the design of on-the-ground interventions
- Reduced waste of effort and money in that each project didn't "reinvent the wheel"
- Fostered the emergence of common bottlenecks and lessons that are more economically addressed globally than individually
- Raised the profile of TBW cooperation
- Provided fora and platform for exchanging information, learning about best practices, as well as a central node for accessing relevant IWRM information
- Information exchange platform did contributed to the smooth flow of information on the projects; The IW Conference actually bring in all project officials to carry out face-to-face information exchange
 - projects are better informed about what is going on in the wider GEF International Waters portfolio (e.g. through the Innovation Market Place exhibit and opportunity to meet face-to-face at the International Waters Conference
 - project have access to lessons learned from others – although it is unclear to what extent these have been used by projects and whether these have been translated into better Transboundary Water Management
- Fostered learning and exchange of ideas through conferences, study tours, one-off trainings. Provided opportunities for stakeholders to participate in specific training through DL or CD-ROM
- Don't know yet
- Sharing of best practices and lessons learnt
- Capacity building for inhter-project exchange
- Experience Notes
- Valuation index

20 no replies for this and next table

TABLE 8 MECHANISMS FOR SUSTAINABILITY

<p>Do you know if there are mechanisms in place to ensure stakeholder ownership and sustainability of the benefits of IW-LEARN and associated technical support?</p> <ul style="list-style-type: none"> • Not enough! Although IW:LEARN activities (at least KM and learning part) should be mainstreamed into all future projects, in my opinion it will never replace the capacity provided through having a capable and dedicated IW:LEARN KM team • I believe that there are no durable mechanisms in place now. The project seemed to view “stakeholders” as individuals who were employed by GEF funding. LakeNet’s view reached out to many unrelated individuals and organizations • I don’t know • regularly quote the Benguela Current LME, where the GEF process, over two cycles, led to the establishment of the Benguela Commission • don’t know X 2 • no X 5 • We are working on ensuring that cooperation exists with other river basins in a more intensive way through funding we have received through other sources • The setting up of mechanisms to ensure continuity of shared experiences and exchange is very difficult to maintain, probably because in most cases, participants do not have an immediate opportunity to put into practice their new skills. The opportunity to share new information starts to close from between six to twelve months after a training course as participants start to disperse into new projects or lose touch with the original group • Be trained how to use Website toolkit, our project staff can sustainable maintain it. The created site is in our ownership • Not sure • Yes, via ongoing UNEP component, regional IW:Learn projects • Not always • National Committees established; Inter-focal dialogues being planned or established; new GEF projects considering building in resources for IW:LEARN support to website development/maintenance • Follow up activities of the Petersberg Phase II / Athens Declaration Process on enhancing cooperation on TWRM in SEE, involving key players on the subject in the region • - GEF projects willing to / already have incorporated IW provisions in their operational plans • Parliamentary Conference suggested by IW-LEARN and our project • 1) ensuring the budget allocation for IW:LEARN activities from all the GEF IW projects; 2) including learning & knowledge management activities, such as extraction of lessons learned/production of IW Experience Notes, in GEF IW project design • not at the national level, but certainly at the regional and global levels • Externalizing IW:LEARN services to other organizations’ • Internalizing IW:LEARN services to GEF agencies • Including % of future project budgets towards IW:LEARN type services • UNEP incorporating the IWLEARN activities into the UNEP regular programme • Under Component A, a survey on projects needs is being prepared and earlier efforts to identify user needs took place prior and during the 4th International Waters Conference <ul style="list-style-type: none"> - Feedback from the third International Waters Conference informed the design of the programme for the fourth International Waters Conference - UNEP has started an internal discussion about knowledge management as part of developing its ecosystem sub-programming framework for 2010-2011. One element in this discussion is to what extent IW:LEARN benefits, data and technical support can be sustained through this knowledge management system. - In follow-up to a MTE recommendation, three project representatives were added to the composition of the Steering Committee. - UNEP has provided advice on a fee-for-service structure for maintaining IW:LEARN technical IT support • GEFSec has adopted the ball park figures for development of a website and the delivery of experience notes as a design requirement for new GEF-funded International Waters projects • No, but I assume by the way the question is written and the nature of the GEF and IAs that there are • I don’t know about it • This is a corporate GEF Programme – UNDP and UNEP involving their programmes somewhat which adds to corporate effort
--

TABLE 9 RATING OF ASSESSMENT CATEGORIES

ASSESSMENT CATEGORY	HIGHLY SATISFACTORY	SATISFACTORY	MODERATELY SATISFACTORY	MODERATELY UNSATISFACTORY	UNSATISFACTORY	HIGHLY UNSATISFACTORY	TOTALS
Attainment of Objectives and planned results	6	32	10	2	0	0	50
Sustainability of the products of IW-LEARN	2	18	16	6	2	1	45
Achievement of specific Outputs and Activities	13	25	10	1	0	0	49
Potential for Replication	18	15	11	4	0	0	48
Assessment monitoring and evaluation systems employed by the Project	2	15	10	5	0	0	32
Project design, planning and implementation arrangements	5	16	13	3	1	0	38
Stakeholder participation / Public awareness	11	19	7	4	0	0	41
Financial planning and management	2	13	6	1	1	0	23
Implementation and operational approach	5	15	12	2	0	0	34
UNDP supervision and backstopping	6	13	7	0	0	0	26
TOTALS	70	181	102	28	4	1	
	251 (65%)		130 (34%)		5 (1%)		

386 in total

There were 6 no replies

TABLE 10 SIGNIFICANT BENEFITS OF THE IW-LEARN PROJECT AND THEIR SUSTAINABILITY

BENEFIT	TALLY
Promotes sharing of lessons learnt and best practices	
IW:LEARN webpage – should be linked or merged with other KM websites (e.g. WaterWiki, GEMS, Augastat,)	
Webpages for all projects – that are alike structured. → Higher chances for users to find info. There should be on-going guidance and support for website establishment and maintenance (but I'm afraid this may vanish with termination of the project)	
Biannual conferences were crucial for networking, exchange of knowledge and were PROFESSIONALLY ORGANIZED. → Is there a next one, and who is going to organize it even nearly as good as IW:LEARN??	
Development of NWSAS project website	
Development of lullemeden project website	
Exchange of experience between the projects	
Developing contacts between peoples	
Access to additional informations trough projects websites	
LakeNet website, www.worldlakes.org , received \$3,800 of IW:LEARN investment. It is an ongoing clearinghouse of lake-related information	
It provided the importance and relevance of economic values of Ecosystems.	
It brought about participants with deferent back grounds working in similar areas of different regions sharing knowledge and information in water related sectors with different scenarios for the benefit of the society.	
The pre-workshop information broadened the skills and updated the knowledge of the participants on the expectation of the training.	
The follow up review by the facilitators of individual work plans was really commendable. The overall training increased my knowledge in the subject area.	
There is the need for periodic review of the training and bringing together participants from different River Basins to share their experience. The IW-LEARN website should sustain posting information in the subject area.	
Transboundary water management is here to stay. It adds the international dimension to something that is already challenging at national basin level. On the other hand the international exchanges, pressures and competition are helping to speed up national processes. Experiences in this regard are seldom systematically shared and it is here that IW-Learn is making a major contribution.	
In groundwater we had no other process at this scale to learn from and I really feel that the impact we had on AMCOW so far, eg the establishment of an Africa Groundwater Commission, has a lot to do with the boldness we were allowed through building on experience in other water resources systems.	
A major success factor for groundwater to date has been the cooperation of two UN bodies, UNEP and UNESCO. To the water manager the different UN agencies in the water field can be bewildering and stretching his limited capacities. Cooperation between agencies is the key recipe for sustainability. Helping countries to network and to share information is not a project but a long-term undertaking in Africa. With limited budgets this can only be achieved if agencies share resources, experience, networks etc for the sake of sustainable development. A case in point is the water information clearing house for Africa, which just does not come off the ground.	
Regions and countries all have their own resources and institutions, eg AMCOW and ANBO (network of basin organizations). Initiatives like GEF should always operate at both the project level and at the regional umbrella level to also help create synergies and build capacity at that level to help ensure sustainability of their pilot initiatives.	
Sharing experiences and lessons learned between projects – sustainability through each project and project participants involvement / willing	
Strengthening communication between projects and stakeholders (policy decision makers) by stressing on IW economic arguments	
it provided iw project personnel with access to information about the various projects – having a specific unit to take over this role	
it was a “meeting point”, virtual or otherwise to share best practises – having a specific unit to take over this role	
it was an efficient dessimination of information resource for gef iw projects – having a specific unit to take over this role	
The training on economic valuation of LMEs by IUCN was very useful. It should be repeated for the beneficiaries to come together and give a feedback on how they have applied it in the field. The number of participants should also be increased so that capacity is built across the region	

Continue publication of successful initiatives in IW projects	
IW:LEARN portal	
Workshops for facilitating acquisition of key skills needed in TWM	
Networking	
Technology transefer	
News letters and Internet Sites	
Monitoring	
Evaluation	
Capacity Building – can be sustained by circulating training manuals to others who were not trained	
Information sharing – Can be sustained by continuation of the mail	
Networking – Can be sustained by maintaining the database and internet interaction	
Assistance to IW community with information and knowledge sharing – other organizations could take it over (i.e. UNDP already has a similar system)	
Assistance in building partnerships - partners will be hopefully able to continue the activities	
Capacity building – IW-LEARN project web site could be maintained and used or other organizations could take it over	
Evaluation and monitoring of IW projects – GEF should use and operate it further building it into the current system	
Fostering communication between projects	
Providing a forum to explore various challenge of projects with a wide range of other similar projects	
Building a sense of community among project practioners	
Providing information about other projects in different conditions	
Providing an opportunity for project staff and national representatives to meet and share common concerns	
The website and the materials is excellent. Need to include more evaluation materials. It is unclear how this will be sustained following the project...perhaps hand it over to a university or other NGO with an established IW reputation who could run it as a subscription service	
FREE SOFTWARE AND sustainability HOSTING	
USE PLONE'S SOFTWARE FOR PROJECT'S SITES.	
INTERCHANGING LESSONS FROM PROJECTS	
The uploading of the project web page	
Exchange of information between other GEF program on international waters	
Capacity building and support in innovative areas of water management – could provide targeted organisational/project support to actions outside project's auspices, e.g. cross-project collaboration and support, plus follow on support after training to facilitate the direct application of skills/tools to specific water management projects beyond the project. Focus of embedding project outputs in longer-lived projects, programmes and processes	
The Biennial Conferences were of great benefit (particularly the last) in getting a good overview of activities elsewhere and feeling inspired that the work that we do in this region is part of a bigger set of activities worldwide. We have used the conference to make contacts that are being built upon to assist other projects.	
We used the IW Learn network (persons, and tools) to spread information about the successful elements of our work for the benefit (we hope) of others.	
Access to information through the IW-Learn website, particularly regarding contacts and events – this can only be sustainable if resources allocated for this purpose	
Traditional-format training courses are still the best way to build networks and capacity – there needs to be a good mechanism to gauge training needs	
The International Waters Conferences provide a great platform for smaller, more technically-focused events – the IW-Conferences could be somehow merged with the Global Forum on Oceans events in order to boost their importance in a crowded calendar	
The existence of a structured network in itself opens opportunities for information sharing - keeping information on this network up-to-date is a crucial function	
Networking – improvement of the Portal	
<i>The Traveling Exhibit has been a very good idea, implemented in open collaboration.</i>	
<i>The sustainability is in the ownership which is felt by all involved on different levels. Because many people contributed with organising an event or with contributing photographs, the feeling of ownership is wide.</i>	
coordination between the various project websites – ensure that a website is created for all gef project from the start of the project	
<i>Capacity building in the elaboration of Website.</i>	

Learning african experiences on transboundary water resources management made by african experts. Interesting experience on the need to combine surface and groundwater.	
Learning US experiences in transboundary water resources management & sharing and exchanging our experiences & how to apply in Iullemeden Aquifer System.	
The Iullemeden Website: http://iullemeden.iwlearn.org was built and is now very helpful for the three countries Mali, Niger and Nigeria to exchange information and data	
IWLEARN Learning exchange and network resource website useful, especially for database of current projects and their status. Website needs to be maintained.	
IW biennial Conferences effective to some extent for dialog across projects and to a lesser degree demystifying/clarifying GEF processes	
Acts like a bazaar for ideas for IW projects	
Enables GEF managers at HQ to rid of admin issues and better concentrate of substance	
Needs to have more thematic face to face training/capacity building events	
Needs to expand into issues such as TDA/SAP/NCAP development capacity building	
Newsletter is useful and this should be maintained by GEF	
Structure workshop on tools and methodology on transboundary water management –offered at cost	
IW:LEARN Website Toolkit and trainings in web-designing using the joint rules and principles of the representation information. The toolkit could be replicated to other sectors of GEF interventions.	
Access to the projects database allows stakeholders to learn and replicate the best practices and experiences. It is important to maintain the IW:LEARN Website containing the database after the project completion.	
Participating in the project events, the stakeholders learn extensively from one another how to improve transboundary IWRM, public involvement, overall project management and related issues.	
Sharing of information on activities and developments in IW:LEARN Projects. Can be made sustainable by continued development of modes of dissemination, electronic as well as other.	
Website development. Continued IT and development support is necessary to sustain this, both via reference materials and personnel who are able to respond in a timely manner to questions and help with problems encountered. Particularly helpful for projects which do not have dedicated IT personnel where communications or public information personnel are responsible for website development and maintenance..	
Training in special areas e.g. stakeholder participation, conflict resolution and participatory learning. Organization of more workshops and sharing opportunities necessary. Publication of manuals and guidance docs also useful.	
Activities Support: Continuity	
IT/Web Design : Establish a specific team	
Integration : Team Strengthening	
IW:Learn brand as a GEF knowledge management/learning tool for GEF projects portfolio. Follow up on regional and professional interests (e.g. groundwater) levels is necessary. The first is being assured, the second remains a challenge.	
Establishing a solid base for communities of practise	
New format of the IW biennial conferences	
Information dissemination on transboundary waters activities and experience - sustainability depends on the stakeholders	
Knowledge sharing and trainings – use and implementation also does not depend on the project, but rather on the stakeholders	
Regular IW conferences and meetings – maybe, UN support for such activities	
Exchange of lessons learnt: More topic-specific sessions, website forums, roundtables, etc.	
Networking: Maintain the biannual IW Conferences and possible organise regional roundtables	
Providing tools: Little has been done in terms of the development of tools that could be used by projects. The website toolkit is one, but apart from that it would be useful to have some more professional tools development, where it for more general project management, stakeholder involvement or at the technical level	
Assistance with website development. Train persons in such tools and keep network going	
GEF IW Conferences. Institutionalize with other international events (s.a. World Water Forum) and/or agencies, such as Global Water Partnership	
Experience Notes. Make it a condition of GEF project reporting that Experience Notes be produced (rather than just a few lines on Lessons Learnt in the PIR)	
Workshops on topical issues. Partner with existing entities, such as TNC, to continue the workshops, which should be demand-driven	

Website/clearing house. Institutionalize within UNEP or UNDP	
Enhancement of a networking 'culture' among the TWRM practitioners and creation of communities of practice – A substantial investment has been made through the IWLEARN. Within their capacities, it is the partners' responsibility and the stakeholders' interest to make best use of this investment.	
Promotion of communication and sharing among GEF projects – The sustainability may be secured through the incorporation of targeted exchange of experience and knowledge components within the future GEF IW Projects	
Enhancement of regional dialogue and exchange of experience among TWRM practitioners and international, national and local stakeholders in the SEE region – The sustainability will be secured through the continuation of activities under the Petersberg Phase II / Athens Declaration Process also with the appropriate involvement and support by the GEF.	
Initiation of and/or catalyzing support to cooperation processes in targeted transboundary water bodies in SEE region - The sustainability will be secured through the continuation of activities under the Petersberg Phase II / Athens Declaration Process (including with GEF's involvement) as well as through GEF projects in the region.	
Networking among IW projects	
Technical support for a project	
Share/obtain knowledge through workshops and on-line materials (tool kits) : sustainable	
Expand human network : sustainable	
Utilize promotional materials (e.g. DVD) produced by IW-LEARN	
Use web share-ware and get technical assistance from IT specialists	
Making links with all the GEF IW projects (being a common denominator for all GEF IW projects) not only to provide projects with a sense of belongings but also to provide a formal mechanism through which collective impacts of the GEF IW projects are explicitly presented (projects being parts of the larger goal beyond project objectives). The sustainability plan currently under development/finalization seems ensuring the sustainability of this component by "taxing" 1% of all GEF IW project budget to integrate core IW:LEARN activities into the project activities, such as participation in IWCs, production of IW ENs, website link to iwlearn.net, participation in demand-driven regional/sub-regional or thematic workshops for portfolio learning. The proposal seem to ensure not only the sustainability of IW:LEARN, but also the increased sense of ownership of it.	
Exchange among GEF IW projects to learn from peers. I favour this form of information exchange and transfer (peer-to-peer, so to speak) rather than UNDP or GEF telling a project what to do about the UNDP/GEF IW approaches and processes and convince people who are new to GEF IW processes (such as TDA/SAP) how effective and successful they are. The sustainability of this really depends on how much GEF allows individual projects to allocate the project budget to travel costs required for conducting these activities, if they need to be financed by projects on their own.	
Portfolio level learning on (demand-driven) themes. This (and also all the above points) makes GEF IW projects different from other transboundary water management projects supported by other multi-lateral or bilateral funding. I think it is important to sell the benefits of becoming the part of GEF IW community like this, beyond mere financial support flowing into a basin. (And in order to do so, we need to ensure that there are "benefits.") The sustainability (and effectiveness) of such "fringe benefits" will depend on the funding (again, GEF's criteria on financial plan needs to be particularly adjusted for the IW FA to incorporate this portfolio level learning needs) and to some (or large) extent how much RTA receive some sort of training on issues that GEF IW would like to focus as a global or regional portfolio so that we could effectively guide each of our projects to channel the funding to the portfolio level learning activities. It is particularly important for UNDP to be seen by projects (and people involved in the projects) as a useful channel beyond a specific basin or region, as we claim ourselves as "global learning network".	
IWLearn website needs to be maintained through one of the IAs and/or GEFSEC	
Community/network of TWM practitioners – steps have already been taken to earmark funding in all IW projects to maintain this and the IWCs	
LEARNING BETWEEN PROJECTS SHOULD BE BUILT IN TO THE PROJECT DESIGN AND BUDGET	
Able to use the website in future	
Though the IW :LEARN interactive website, a central node/platform/depository for accessing GEF IW projects documents, best practices,... - See sustainability plan	
Through the project team, an extremely useful pool of resources for addressing any IW GEF water related matters/request – this will unfortunately be gone once the project concludes	
IW Conferences are a useful platform for projects but also agencies to interact and learn about one another – See sustainability plan	
Information exchange platform – UNEP and UNDP take such developed platforms to be incorporated into their respective regular programme activities, so that they can be sustained by UNEP and UNDP	
Partnerships with external organisations and agencies that may help GEF projects to implement the activities within the projects. Such partnerships can be absorbed into the UNEP/UNDP regular programme	
GEF International Waters is the only Focal Area that has a learning hub for the portfolio. This is a major benefit in terms of mutual learning, replication potential and knowledge	

management. Although projects perhaps did not benefit as much as they could have, this is a major benefit that the IW:LEARN project has brought and benefits will increase as the portfolio further develops and project design is informed by previous experiences. The GEF Secretariat is making policy changes for new projects to sustain use of this learning hub for the portfolio.	
The GEF International Waters Conferences bring together project managers and government representatives - two of which were organized as part of the IW:LEARN project - fulfil a unique role comparable to the Conference of Parties held for the major conventions (CBD, Montreal Convention, UNCCD) for which GEF is the or a financial mechanism. Conference should in due course pay for themselves.	
Cross-project and cross-region information sharing re lessons learned, what works what doesn't, etc – both technical and institutional/policy approaches. Ensure sustainability of info sharing by requiring future GEF IW projects to include and budget for explicit info-sharing activities – e.g., technical workshops w/participants' travel funded	
Interaction among IW Stakeholders – sustainability is the question for all of these benefits actually. Its something we struggle with in many transboundary projects. Networking and the internet help, but there are still major difficulties.	
Development of effective training modules that are easily given via DL or CD-ROM. This is more sustainable; however, the modules need to be anchored in and used by accredited institutions for them to be useful and also improved/modified as necessary.	
Creation of discussion groups on IW issues, both real-time and virtual. Problem here is that real-time discussions require time and financing to get stakeholders to and from venue and my experience with virtual discussion groups is that they become sort of insider clubs and are usually dominated by one or two voices.	
Cross fertilization of knowledge among different disciplines and countries – follow through with videoconferencing is needed to gauge progression of knowledge and application of skills.	
Helped bring persons and institutions around common interests not only at the regional level, but also within a country, since in the two workshops that I participated in as a resource person, there was almost always more than one participant from a country.	

12 did not reply

ANNEX 7 MANAGEMENT RESPONSE TO THE MTE

IW:LEARN MTE Management Response and Steering Committee Direction

Version 2008-12-24

Table below from ADS, plus estimated time to deliver (days of effort) for each of IW:LEARN's key players: Steering Committee (SC), Washington DC-based office (DCO), and Nairobi-based Office (NBO). "IWTF" = GEF International Waters Task Force (outside scope of IW:LEARN) "N/A" = realizing this scope is beyond the TORs of the Project Coordination Team (SC+DCO+NBO). "???" = days of effort unknown at present (to be determined).

"E(asy)" = ≤1 person week of effort beyond "business as usual;" **"H(ard)"** = >1 person week of effort beyond b.a.u., **"X"** = effort outside of PCU TORs. Below, PCU identifies Recommendations 3-6, 9, 11-12, 15-16, 18, 24 and 27 as **"H(ard)"**;" and 2, 9, and 20-22 as **"X"** (outside of our TORs).

In its Nov. meeting, SC [tentatively] rejected (in ~~gray strikethrough~~ font) MTE Recommendations 2, 4-7, 11-12, 14, and 20-23. These have nonetheless been included in case SC decides to proceed differently in its direction hereafter.

Yellow highlights indicate items (3, 13, 15, 16, 18) for which Steering Committee direction may require updates to either IW:LEARN's work plan or structural design. **Green highlights** indicate items (16-18, 24, 27) requiring further input from Nairobi-based UNEP team before being able to move forward.

"Adoption progress" is a field for future completion by the Terminal Evaluator (in first quarter 2008).

No	Recommendation (January 2007)	Management Response (February 2007)	Steering Committee Direction (Feb. 2007)	Terminal Evaluator Comments
1E	Agree to option to extend or option to close based on the status of the recommendations presented herein.	PCU supports SC making tentative decision in Nov-Dec'07 to extend (to IW:LEARN 3, with prep. in 2008) or end in Oct'08; recommends revisiting in spring 2008, to consider terminal evaluation results.	SC endorses recommendation and plans to execute at fall SC meeting	Select Level: Decision followed through
2X	Policy and strategy clarification from GEF	n/a		
3H	Revised Mission Statement and Service Delivery Agreement/Charter	PCU to pursue mission statement refinement w/SC, draft by April, final by June; service delivery agreement only if IWTF commits to promoting participation by other projects. (DMS)	PCU should continue to publicize its services to GEF IW projects. If SC decides to pursue a 3 rd	Select Level: Followed through Publicity of services/activities not necessarily the Project n/a

No	Recommendation (January 2007)	Management Response (February 2007)	Steering Committee Direction (Feb. 2007)	Terminal Evaluator Comments
			phase of IW:LEARN, Mission Refinement and Service Delivery Agreement should be part of prep for next phase.	
4H	Dissemination strategy delivered	n/a		
5H	Customers sign up to Mission Statement and Service delivery Agreement.	n/a		
6H	Logical framework revised	n/a		
7E	Project cycle deficiencies identified to GEF			
8E	Business plan study	PCU to incorporate activities consistent with this study into the project's Sustainability Plan, for delivery to SC in June 2007. (DMS)	Lump business plan into sustainability planning (see #13 below), for delivery in April 2007.	See Sustainability Plan
9 X	Business plan recommendations mainstreamed into GEF IW Project cycle procedures	(Beyond scope of PCU to implement.)	[No objection]	
10E	Select terminal evaluation (TE)	TORs for Terminal Evaluator should be presented to SC at its fall 2007 meeting, with elements largely consistent with MTE recommendations. Based on GEF EO's upcoming <i>TE Guidelines</i> , TE should be hired by PCU or IA M&E personnel by December 31, 2007, w/3 m. mandate to produce TER	TE recruitment should use similar approach to MTE recruitment, amending MTE procedure w/inputs from UNEP M&E representative. TE approach, TOR and selection by SC (UNDP+UNEP reps), with administrative facilitation by PCU.	Select Level: Delayed but actioned
11H	Independent review of IW:LEARN website and web-based toolkit			
12H	IW:LEARN & web-based			

No	Recommendation (January 2007)	Management Response (February 2007)	Steering Committee Direction (Feb. 2007)	Terminal Evaluator Comments
	toolkit deficiencies substantively resolved.			
13E	Approved Monitoring and Evaluation Plan and Sustainability Plan	PCU to provide updated M&E and Sustainability plans to spring 2007 SC mtg. for signoff; any SC-directed revisions to be incorporated within 30 days of end of mtg. (JRMdS)	Circulate revised succinct and pragmatic versions by end of April 2007 to guide PCU implementation ("just the facts," collating what we're already doing).	Select Level: Plan delivered to SC after many revisions but final sign-off still awaited. Outputs at Quarterly in real time on www and iw-Bridges; and Outcomes annually – in PIR
14E	Key list of tools and/or guidelines to be disseminated by IW:LEARN.			
15H	"Surgeries" strategy for IW:LEARN E-fora to be tested.	PCU unable to fully deliver on this intensive activity without reallocation of resources from other activities.	Pilot on a limited basis (more demand driven and focussed), 1-2 in 2007, report back by fall SC meeting. TH volunteers to assist. (see A1.8 of MTE Report)	Select Level: Carried out at IWCs, successfully
16H	Agree single line of management authority	UNOPS CTA supports single line of authority whereby project manager for UNEP sub-project either reports programmatically to UNOPS CTA or else acts as full-time partner with respect to all reporting to SC, coordination and M&E for UNEP sub-project. [UNEP perspective still pending...]	Need MOU to clarify executing relationship between UNEP and UNOPS, including one voice represented to our constituents. SC recognizes that to date UNOPS CTA and PCU are only formally accountable and responsible for UNDP-implemented portion of project, and that accountability for UNEP portion still needs to be determined. SC endorses a rapid resolution	Select Level: SC identified course which saw split rather than one authority; UNEP acknowledged responsibility for its component and applied additional resources

No	Recommendation (January 2007)	Management Response (February 2007)	Steering Committee Direction (Feb. 2007)	Terminal Evaluator Comments
			<p>of a single line of authority, <i>de facto</i> and <i>de jure</i></p> <p>Outside of NBO, SC members support overall oversight and management by UNOPS PCU, but need to resolve with direct input from UNEP NBO.</p> <p>Need to come to resolution about this ASAP.</p>	
17E	Resolve co-financing commitments	PCU has sent letter per MTE recommendation; results have been mixed; A, B2, B4, C2 and D1 may not be fully deliverable without committed co-finance. [UNEP perspective still pending...]	PCU should chase co-finance only where needed to fully realize those activities.	Select Level: SC directed that cofinance should only be chased if essential to delivery
18H	Steering Committee composition resolved	Per recommendation, UNEP has removed its staff implementer from SC. Inclusion of 2 project reps on its SC, however need for SC clarification re: TOR, selection process and benefit to IW projects who participate. [UNEP perspective still pending...]	<p>SC supports recommendation to add 2 project reps to SC (or as observers), invites UNOPS PCU to determine how to recruit projects, establishing the most useful level of participation for mutual benefit by April 2007.</p> <p>UNEP decision re: its representative to our SC should be expedited.</p>	Select Level: Has happened with obvious benefits
19E	Steering Committee information publicly available	Ok by us (but need to exclude teleconferencing instructions)	Ok.	Select Level: Achieved at www
20X	Steering Committee member commitments approved by line Managers.			
21X	As separately or severally			

No	Recommendation (January 2007)	Management Response (February 2007)	Steering Committee Direction (Feb. 2007)	Terminal Evaluator Comments
	agree to fund IW:LEARN web site and toolkit for 2 years from October 2008			
22X	Guidelines for introducing core evaluation criteria into logical framework			
23	Postpone International Conference: The International Conference should be postponed to a future phase (if any) of IW:LEARN. IW:LEARN should focus on developing and delivering its core services rather than on another of the many Conferences on the global environment calendar.			
24H	Postpone SEARLC web site: There seems to be little benefit in continuing with the development of the SEARLC web site and associated activities until the IW:LEARN website and toolkit are fully operational.	[UNOPS] PCU supports revised role for SEA-RLC which is consistent with UNEP's overall Component A activities, along with resources reprogrammed accordingly, insofar as co-finance commitment is also realized. [UNEP perspective still pending...]	[Tabled for UNEP.]	Select Level: UNEP
25E	Participation by PCU Staff in international "side" events should be minimised. IW:LEARN should get its house in order and, to the extent possible, service its core customers before it attempts to market its (still to be improved) services to	Except where core activities (Component A, B or D) are co-located with international conference venue, PCU only to plan for side-event in conjunction with next Global Forum on Oceans before end of this project.	Agreed.	Select Level: Carried out as agreed But, money has been set aside for participation in World Water Forum

No	Recommendation (January 2007)	Management Response (February 2007)	Steering Committee Direction (Feb. 2007)	Terminal Evaluator Comments
	the wider community.			
26E	Workshops, cross-visits and exchanges designed to “identify” needs should be dropped in preference to a reduced number of workshops, cross visits and exchanges that will deliver shared and transferable solutions in the form of documented good practices and toolkits.	Needs assessment should be integrated into biennial IWC process, and not broadly revisited at future workshops during final ½ of the project. However, specific needs which emerge through workshop or activity-level M&E could point to additional item for IW:LEARN to address in this project phase or the next.	Agreed.	Select Level: implemented
27H	A revised budget for the remainder of the Project based on the above suggestions should be prepared for and approved by the Steering Committee and (if necessary) IAs and GEF by 30 th April 2007.	UNOPS will submit next Budget Revision for SC signoff by April 2007. Unless UNOPS CTA is given programmatic authority over UNEP sub-project, SC should work directly with UNEP to obtain revision from that IA/EA. [UNEP perspective still pending...]	Ok for UNOPS part of project (will vet w/UNDP SC rep). [UNEP-IW:LEARN tabled for UNEP.]	Select Level: OK

ANNEX 8 CO-FINANCING AND PROJECT EXPENDITURE

Co-financing and Leveraged Resources

CO-FINANCING SUMMARY (FROM PCU) (in USA Dollars, rounded to nearest full dollar, and no decimal places)											
ACTIVITY	SOURCE		TYPE	AMOUNT PLEGGED	RECEIVED						% OF PLEDGE RECEIVED
					2004	2005	2006	2007	2008	TOTAL	
A1/A2	UNEP-DEWA	UN Agency	Cash	477,700			46,5412			46,542	10
A1/A2	UNEP-DEWA	UN Agency	In-Kind	730,400			110,000			110,000	15
A1/A2	UNEP-ROLAC	UN Agency	Parallel	TBD						0	0
B1.1	UNEP-CEP	UN Agency	In-Kind	TBD						0	0
B1.2	InWEnt	NGO		0			5,000			5,000	-
B1.2/ B1.3/ B2.1.3/D2	IBRD-WBI	Multi-Laterals	Cash	100,000		20000		75,000		95,000	95
B1.2/ B1.3/ B2.1.3/D2	IBRD-WBI	Multi-Laterals	In-Kind	410,000		46000	88,473	63,550	4,600	202,623	49
B1.3	CTC-St. Petersburg	NGO	In-Kind	0		580				580	-
B1.3	UNECE	UN Agency	In-Kind	225,000		38,600				38,600	17
B2.1.1	UNESCO-IHP/ISARM/IGRAC	UN Agency	Cash	0						35,000	-
B2.1.1	UNESCO-IHP/ISARM/IGRAC	UN Agency	In-Kind	30,000						25,000	83
B2.1.2	IUCN-WANI	NGO	In-Kind	350,000						527,996	151
B2.1.3	LakeNet	NGO	In-Kind	48,000		12,000	12,000	12,000	9,000	45,000	94
B2.2.1	IUCN-GMP	NGO	In-Kind	300,000						77,500	26
B2.2.2	NOAA (USA)	Government	In-Kind	200,000			290,000			290,000	145
B2.2.2	University of Rhode Island	NGO	In-Kind	0			19,690			19,690	-
B2.3	World Fish Center	NGO	Cash	0			3,535		400,000	403,535	-
B3	Danube Project	IW Project	In-Kind	20,000			20,000			20,000	100

B3	EU via MIO-ECSDE	Multi-Lateral	Cash	40,000					25,500	25,500	64
B3	GTZ	Bilateral	Cash	0					17,664	17,664	-
B3	IAEA	Multi-Lateral	Cash	0				50,000		50,000	-
B3	PERSGA	IW Project	In-Kind	TBD						0	0
B3	FAO	Multi-lateral	Cash	0					12,000	12,000	-
B4	ELI ²⁸	NGO	In-Kind	300,000		71,116	37,881			108,997	36
B4	ELI Board (Soliciting Individual Donors)	NGO	Cash							0	
B4	Global Development Alliance (proposal under review)	NGO	Cash	150,000						0	0
B4	ITT Industries, Inc.	Private Sector	Cash	50,000						0	0
B4	Tinker Foundation (proposal under review)	NGO	Cash	65,000			65,000			65,000	100
C1	Bahia State Department of Environment	Brazil-Government	Sponsorship							0	0
C1	CHESF	NGO	Cash							0	0
C1	Faculdades Integradas Olga Mettig School of Tourism and Meeting Planning	NGO	In-Kind							0	0
C1	GETF-targeted Sponsors	Private Sector	Cash	75,000		36,000				36,000	48
C1/C2/E1/E2	GETF (and some sponsor)	NGO	Sponsorship (In-Kind and Cash)	350,000		101,000		139,000		240,000	69
C1	Inogen	Private Sector	Sponsorship							0	0
C1	Itaipu	NGO	Sponsorship							0	0
C1	Pestana Bahia Hotel	Private Sector	In-Kind							0	0
C1	Salvador	NGO	In-Kind							0	0

²⁸ Final returns from ELI still outstanding at time of writing but expected to be higher than pledged.

	Convention & Visitors Bureau										
C1	The Coca-Cola Company	Private Sector	Sponsorship							0	0
C1	WaterLeaders	NGO	Sponsorship							0	0
D1	SEA-START RC (Chulalongkorn U.)	NGO	In-Kind	290,400						0	0
D2	Germany-MoE,NC,NS	Government	In-Kind	150,000		131,537	41,154	19,380	3,000	195,070	130
D2	Greece-MoFA	Government	In-Kind	150,000						0	0
D2	GWP-Med	NGO	In-Kind	20,000		20,000	20,000	10,000	5,000	55,000	275
D2	UNECE	UN Agency	In-Kind	240,000						0	0
D2	Ministry of Env. And Phys. Plan. FYROM	Government	In-Kind	0			2,541			2,541	-
D2	Slovenian Ministry of the Environment	Government	In-Kind	0				22,135		22,135	-
D3	Japan Water Forum	NGO	Cash	0	259,582					259,582	-
D3	Japan Water Forum	NGO	In-Kind	0	189,668					189,668	-
D3	UNDP Cap-Net	UN Agency	In-Kind	1,400,000						0	0
E2.2.2	Francois Odendaal Productions - EcoAfrica	NGO	In-Kind	170,000						0	0
E2.2.3	Boston University	NGO	In-Kind	0		2,000	7,000			9,000	-
E2.2.3	Gender Water Alliance	NGO	Cash	30,000				30,000		30,000	100
E2.2.3	IISD/IIED/ Environment Canada+B55	NGO/ Government	Cash	6,081		3,040	3,040			6,080	100
	Dann Sklarew (UNOPS CTA)	Private citizen	In-Kind	13,000						13,000	100
	GWP	NGO	In-Kind	100,000						0	0
	INBO	NGO	In-Kind	50,000						0	0
	Jerod Clabagh-Transnatura	Private citizen	In-Kind	0		525				525	-
	UNDP-EEG	UN Agency	In-Kind	200,000						0	0
	TOTALS			6,740,581	449,250	482,398	771,855	421,065	476,764	3,279,828	49

ANNEX 9 INTERACTION BETWEEN THE PCU AND PROJECTS

RECORD OF ENCOUNTERS BETWEEN THE PCU AND PROJECT MANAGERS AND OTHER PERSONNEL

INITIALS (WHO)	WHAT (& WHERE)	WITH WHOM?	MMYY
JRMdS	visited on mission	Africa Governance Process MSP (3 co-executing partners' project offices)	InWEnt-0305,0907, UNESCO-0106, 0907, UNU-0907, 0308
JRMdS	off-site mtgs. (in same town)	Aghulas/Somali LME - govt counterparts, project partners	0505, 1006, 0607, 0408
JRMdS	off-site mtgs. (in same town)	Amazon - PM/Head of ACTO	0605, 1005
JRMdS	off-site mtgs. (in same town)	Artibonite Basin - UNDP and govt counterparts	0208
JRMdS	off-site mtgs	Baltic	0406, 0408
DMS	off-site mtgs. (in same town)	Baltic Sea	0306
JRMdS	visited on mission	BCLME	0505, 0406, 0906, 0607, 0408
DMS	off-site mtgs. (in same town)	BCLME	0106
MHH	visited on mission	Black Sea	1007, 0208
JRMdS	off-site mtgs. (in same town)	Black Sea - PM & project staff	0905, 0607, 0408
DMS	off-site mtgs. (in same town)	Black Sea – CTA	0408
JRMdS	off-site mtgs. (in same town)	Caribbean LME - PM	0306
DMS	off-site mtgs. (in same town)	Caspian – CTA, staff	0106 plus
JRMdS	off-site	Caspian	0905, 0106, 0607
JRMdS	visited on mission	CIC-Plata	1107, 0208
DMS	off-site mtgs. (in same town)	Coral Reef Lessons Learned Project (SC Member)	0708
DMS	off-site mtgs. (in same town)	Coral Triangle Initiative	0708
JRMdS	off-site mtgs. (in same town)	CTI - govt counterparts	0208, 0408, 0908
MHH	visited on mission	Danube	0106 plus
DMS	visited on mission	Danube	0106 plus
JRMdS	visited on mission	Danube	0905, 0106, 0306, 0506, 0207
DMS	off-site mtgs. (in same town)	Dlist-Benguela	803
JRMdS	visited on mission	DLIST	0605,
MHH	off-site mtgs. (in same town)	Dlist-Benguela	807
DMS	visited on mission	Dnpr	605
DMS	visited on mission	Eastern Europe Nutrient Management Best Practices	0605-0507, 0908
JRMdS	visited on mission	Global Forum-Oceans Coasts & Islands(SC member, WG leader)	1104, 605, 0408
DMS	off-site mtgs. (in same town)	Global Forum on Oceans (SC Member)	numerous

JRMdS	visited on mission	Governance Tools' MSP	906
JRMdS	visited on mission	Guarani	106
DMS	visited on mission	Guarani	1206, 0407
JRMdS	off-site mtgs. (in same town)	Gulf of Guinea LME - PM and project staff, UNIDO and govt counterparts	0106, 0306, 0906
JRMdS	off-site mtgs. (in same town)	Gulf of Mexico - PM, govt counterparts	306
DMS	off-site mtgs. (in same town)	Gulf of Mexico - PM, govt counterparts	0408 plus
JRMdS	off-site mtgs. (in same town)	Humboldt LME - UNDP and govt counterparts	707
JRMdS	off-site mtgs. (in same town)	Iullemmeden - PM and project partners	1006, 0608
JRMdS	off-site mtgs. (in same town)	IW-CAM - PM, staff, govt counterparts	0306, 0707, 0408
DMS	off-site mtgs. (in same town)	IW-CAM – PM, staff	1206, 0408, plus
JRMdS	off-site mtgs. (in same town)	Lake Chad - govt counterparts and project staff	1006, 1106, 1107
MHH	visited on mission	Lake Ohrid (though project had ceased already)	1006
MHH	off-site mtgs. (in same town)	Lake Shkodra (came pretty damn close to the ministry office)	307
JRMdS	off-site mtgs. (in same town)	Lake Tanganyika - PM, govt counterparts	707
JRMdS	visited on mission	Lake Victoria	1006, 0308, 0608
DMS	off-site mtgs. (in same town)	LakeNet (SC Member)	605
DMS	off-site mtgs. (in same town)	Lesotho Highlands	1107
JRMdS	visited on mission	MAP (Mediterranean)	506
DMS	off-site mtgs. (in same town)	Mekong River Water Utilization Project (principle has since left MRC)	605
JRMdS	off-site mtgs. (in same town)	MENARID (under preparation) - UNDP and partners	0106, 1008
MHH	visited on mission	Moldova Agricultural Pollution Control Project	1006
JRMdS	off-site mtgs. (in same town)	Niger Basin - PM, Executive Secretary, govt counterparts & project staff	905
JRMdS	visited on mission	Nile Basin	0605, 1006, 1106, 0607
JRMdS	visited on mission	Nubian	1006
MHH	visited on mission	Nubian Aquifer (project manager hosted at IAEA)	1007
JRMdS	off-site mtgs. (in same town)	NW Sahara - PM & partners	1006, 0608
JRMdS	visited on mission	Ohrid	0605, 1006
JRMdS	visited on mission	Okavango	505
JRMdS	visited on mission	OMVS	1004
JRMdS	visited on mission	Orange/Senqu	1107
JRMdS	off-site mtgs. (in same town)	PEMSEA - PM, project staff and govt counterparts	0306, 0607, 0408
DMS	off-site mtgs. (in same town)	PEMSEA - PM, project staff and govt counterparts	0305 plus
JRMdS	off-site mtgs. (in same town)	SADC groundwater - PM, SADC Water & govt counterparts	0605, 0907, 0608

DMS	visited on mission	San Juan River (executing agency PCU)	605
JRMdS	off-site	Sao Francisco	605
JRMdS	off-site mtgs. (in same town)	Sava River - PM, govt counterparts	0207, 0408
DMS	off-site mtgs. (in same town)	South China Sea	804
JRMdS	off-site mtgs. (in same town)	South China Sea - PM, project staff & govt counterparts SPREP-IWP - PM & Communications officer, National Coordinators and project staff	0605, , 0408 106, 0306
JRMdS	off-site mtgs. (in same town)	Timor/Arafua - UNDP and govt counterpart	908
JRMdS	visited on mission	Tisza	106
MHH	visited on mission	Tisza (hosted at ICPDR)	508
JRMdS	visited on mission	Train-Sea-Coast	405
MHH	off-site mtgs. (in same town)	Turkey Agricultural Pollution Control Project	1007
MHH	visited on mission	UNEP Mediterranean (MAP Office)	506
MHH	visited on mission	UNEP Wastewater Training MSP (in the Hague)	506
JRMdS	off-site mtgs. (in same town)	Volta Basin - PM, Executive Secretary, govt counterparts and project staff	1006, 1106, 0907
JRMdS	visited on mission	WIO-Lab	1006
JRMdS	off-site	Yellow Sea Also personally visited and/or met with off-site and worked closely with project manager and/or head of basin organisation or government counterparts and key partners from 20 project offices in Africa, 10 in East/Southeastern Europe, 10 in LAC, 10 in Asia/Pacific.	0607, 0408
JRMdS	testimonial		
MHH	testimonial	I would also add personal relationships to over 20 project managers, with further interactions with many more...	

ANNEX 10 EXPERIENCE NOTES

Experience Notes Tracker

10 JUL 2008

Color Breakdown:

[White] are done, [Blue] Are awaiting IW:LEARN or IWTF edits/approval, [Grey] are in production, [Red] are still at the concept stage

2006 Notes

Topic	Project (IA)	Writer	IWL Lead	Status/Notes
1. Parliamentary Conference	Yellow Sea (UNDP)	Yihang Jiang	MHH	IWTF No Objection
2. Demonstration Site Selection and Design	Caribbean IWCAM (UNEP)	Vincent Sweeney	MHH	IWTF No Objection -Stems from UNEP Bangkok meeting
3. Demonstration Project Selection and Design	Western Indian Ocean (UNEP)	Peter Scheren	MHH	IWTF No Objection -Stems from UNEP Bangkok meeting
4. Project Management Structure	Sao Francisco (UNEP)	Isabelle Vanderbeck isabelle.vanderbeck@unep.org Nelson da Franca nelsonf@oeabrasil.com.br Maria Apostolova mapostolova@oas.org	MHH	IWTF No Objection -Stems from UNEP Bangkok meeting
5. Stakeholder Involvement	Pantanal and Upper Paraguay (UNEP)	Isabelle Vanderbeck isabelle.vanderbeck@unep.org Nelson da Franca nelsonf@oeabrasil.com.br Maria Apostolova mapostolova@oas.org	MHH	IWTF No Objection -Stems from UNEP Bangkok meeting
6. Stakeholder Involvement	Western Indian Ocean (UNEP)	Peter Scheren	MHH	IWTF No Objection -Stems from UNEP Bangkok meeting
7. Project Management Structure	Western Indian Ocean (UNEP)	Peter Scheren	MHH	IWTF No Objection -Stems from UNEP Bangkok meeting
8. Reworking Project Implementation	Lake Chad (IBRD)	Tracy Hart, Mish Hamid (ed.)	MHH	IWTF No Objection
9. Building Community Acceptance for Constructed Treatment Wetlands	Albania Ecosystems (IBRD)	Tracy Hart		IWTF No Objection
10. Agricultural Code of Good Practices	Romania Agricultural	Tracy Hart		IWTF No Objection

contribution up to policy reform debates and down to farmer technologies	Pollution Control (IBRD)			
11. NGO Forum	Danube River (UNDP)	Kari Eik	DMS	IWTF No Objection
12. Small Grants Program	Danube River (UNDP)	Kari Eik	DMS	IWTF No Objection
13. Designing Constructed Wetlands for Multiple Uses	Ningbo (IBRD)	Lina Ibarra Ruiz/Tracy Hart	MHH	IWTF No Objection

2007

1. Using Community Based Projects to Test Locally Appropriate Technologies	Red Sea (IBRD)	Lina Ibarra Ruiz/Tracy Hart	MHH	IWTF No Objection
2. Global Oceans Forum GEF-MSP Project Opens Up Opportunity for Framework of Cooperation on the Environment among Community of Portuguese-Speaking Countries	Global Oceans Forum (UNEP)	Biliana Cicin-Sain/Miriam Balagos	MHH	IWTF No Objection
3. Building Successful Technological and Financial Partnerships with the Private Sector to Reduce Pollutant Loading to a Major River Basin	Danube TEST	David Vousden	MHH	IWTF No Objection
4. Institutional Training and Capacity Building in support of Private Sector Partnerships	Danube TEST	David Vousden		IWTF No Objection
5. Fisheries Commission	Pacific SIDS (UNDP)	Barbara Hanchard <barbara.hanchard@ffa.int>	MHH	IWTF No Objection
6 Piloting a new convention: how the GEF GloBallast pilot countries spurred approval of the IMO ballast water convention	GloBallast (UNDP)	Alan Fox, alan.fox@transboundaryconsulting.com	DMS	IWTF No Objection
7. The Dnipro (Legal)	Dnipro River	Alan Fox,	DMS	IWTF various

Agreement: negotiations and outcomes surpassing expectation	(UNDP)	alan.fox@transboundaryconsulting.com		objections...awaiting project response
8. Small Grants Program - NTEAP	GEF Small Grants (UNDP)/Nile Basin (UNDP/WB)	Sulan Chen/Amir	MHH	IWTF No Objection
9. Investigating the Suitability of Using Engineered Wetlands as a Low-cost Alternative for Treating Sanitary Sewage	Lake Manzala (UNDP)	Mish Hamid, Mirey Attallah (ed.)	MHH	IWTF No Objection
10. Stakeholder Advisory	Kura Aras (UNDP)	Mish Hamid, Mary Matthews (ed.)	MHH	GEF objection, need to investigate
11. Formenting Online Community of Practice	DList-Benguela	Rean van der Merwe	MHH	Awaiting IWTF No objection
12. Benguela Current Commission	BCLME (UNDP)	David Vousden	MHH	Significant objections from project and implementing agency reps

2008

1. Google Earth	South China Sea (UNEP)	Chris Patterson	MHH	Pushing him lightly...expected 14 July
2. Fisheries Refugia	South China Sea (UNEP)	Chris Patterson	MHH	Pushing him lightly...expected 14 July
3. Updating a TDA	Black Sea (UNDP)	Bill Parr	MHH	IWTF comments to Bill, sort of waiting penultimate green light
4. Black Sea Day	Black Sea (UNDP)	Adriana Miljkovic/Niloufar Akpinar	MHH	Produced, awaiting PCU comments
5. IW:LEARN Portfolio wide meetings	IW:LEARN (UNDP/UNEP)	Mish Hamid w/IW:LEARN team	MHH	
6. Wetland Restoration	Bulgaria Wetlands (IBRD)	Marietta Stoimenova?	MHH	Originally expected Mar07, will emerge from learning exchange after May08
7. Replication Strategy	Mediterranean (UNEP/WB)	Paolo Guglielmi guglielmi@inforac.org	MHH	Solicited - Jun 08 - Virginie Hart
8. Inter-Ministerial Committees	Mediterranean (UNEP)	Paolo Guglielmi? guglielmi@inforac.org	MHH	Solicited - Jun 08 - Virginie Hart
9. Other Black Sea Note (small grants, BSIS, project replication or Black Sea Educational Pack)	Black Sea (UNDP)	Mish Hamid or Alan Fox??	MHH	Vladimir speaking with him after BS TE
11. Sound Science to Improve Policy and Management of Coral	Coral Reef Learning (IBRD)	Anthony J Hooten	MHH	

12. Improving Coral Reef Science	Coral Reef Learning (IBRD)	Anthony J. Hooten	MHH	
13. IWEN for their industry-media (BBC) partnership to develop and distribute	Globallast Partnerships (UNDP)	Jose Matheickal jmatheic@imo.org	MHH	Solicited Jun08, Jose will write it
14. Experience notes for all PEMSEA demosites	PEMSEA (UNDP)	Adrian Ross saross@pemsea.org	AH	Wrote Jun 08
15. Bermejo...soil erosion control...how did communities benefit	Bermejo River (UNEP)		MHH	
16. WIO-LAB on constructed wetlands...World Water Day	WIO-LaB	Peter Scheren?	MHH	Written July 08
17. Caspian Concern Groups (CCG)	Caspian Sea	Hamid Ghaffarzadeh	MHH	Written July 08
18. Strategies for Engagement of the Private Sector in LME Management	Benguela Current LME (UNDP)	David Vousden (Ahud could get mid-term eval to spend a day Davidvousden@aol.com (consultant - pay))	MHH	Wrote Mick Jun08 -Asked Mick for a referral person/Ahud suggested
19. Regional Dialogue Processes (Experience Sharing and Consensus-Building Between Processes Between Projects)	IW:LEARN (UNDP)	JRMdS/MHH	MHH	
20. Development of Partnerships for New GEFable Learning Project Proposals	IW:LEARN (UNDP)	JRMdS	MHH	
21. Targeted Training (Technical Workshops, Expertise)	IW:LEARN (UNDP)	DMS	MHH	
22. Demand-Driven Knowledge Packages (perhaps the LME video???)	IW:LEARN	DMS	MHH	
Experience with development of GPA-LBS protocols to regional seas conventions	Caspian Sea, Black Sea, GCLME, Red Sea, or Mediterranean (UNDP...UNEP)	Hamid Ghaffarzadeh	MHH	Wrote Jun08/Ahud suggested
[Economic Valuation]	Caspian (UNDP)	Hamid Ghaffarzadeh	MHH	Wrote Jun08

	or South China Sea (UNEP)			
Local and on-site use of water supply protection and sanitation strategies	Pacific SIDS SAP (UNDP)		AH	
UNIDO has today agreed to deliver 1 or more.	Global Mercury (UNDP)		AH	
Building multi-jurisdictional support and commitment to a regional SAP	Plata/Maritime Front (UNDP)		AH	
Use of joint cruises for science-based marine fisheries management application	Guinea Current LME (UNDP)		AH	
Demonstrating approaches to integrating renewable groundwater resources into national water budget in arid regions	Egypt Desert Groundwater (UNDP)		AH	
Public/Private Partnerships focused on Coca cola both for Black Sea and Danube)	Black Sea and Danube (UNDP)	¿??	AH	
Joint research cruise (Black Sea but could also reflect on Danube experience).	Black Sea (UNDP)	¿??	AH	Potential for joint CEP-GCLME-YSLME-BSERP
NGO engagement - especially small grants effort	Black Sea or Danube	¿??	AH	

Notes Possible with Additional Funding

GIS Applications in Marine Resource Management	Rio de la Plata (UNDP)	Patricia Himschoot???	MHH	Paula Caballero says could be done for money probably, problems with original person gone/Ahud suggested
--	------------------------	-----------------------	-----	--

Tabled by IWTF or Unable to Initiate (Lack of Author or Resources)

International Coral Reef Action Network		Liza Agudelo	DMS	IWL Editing Stage
*Initial experience and	Okavango River	Info is in the PIR –Ahud		/Ahud suggested

best practice in delivering TDA/SAP Training	(UNDP)	Hartmutt Krugmann kruginfo@cyberhost.com.na (project manager; IF he's still there, resigned in late '05)		
Revolving Funds	Slovenia Credit Facility (IBRD)	Tim Darosett	MHH	Wrote Jun08 this content will come out of the EASC and the note will be written by Tim Darosett as part of a larger GEF funded piece on revolving funds - June 2007
??	NW Sahara (UNEP)	Djamel Latrech	MHH	Wrote Jun08 Delayed -Stems from UNEP Bangkok meeting
??	Mediterranean (UNEP)	Ante Baric??	MHH	Wrote Takehiro about it -Stems from UNEP Bangkok meeting
*Demonstration Activities as a means to strengthen country and institutional ownership of SAPs	Red Sea LME (UNDP)	We could easily get the Final Eval consultant to spend a day on it—Ahud Tim Huntingdon tim@consult- poseidon.com (consultant - pay) Meriwether Wilson/Lucien Chabason - Meriwether.wilson@ed.ac.uk	MHH	Wrote Meriwether Jun08 /Ahud suggested
*Integrating sustainable artisanal gold mining into national law	Global Mercury (UNDP)	I'm confident I could get project staff to generate it quickly—Ahud Shefa Siegel shefa@shaw.ca project staff	MHH	Wrote Jun08/Ahud suggested
*Demonstration Activities as a means to strengthen country and institutional ownership of SAPs	Red Sea LME (UNDP)	We could easily get the Final Eval consultant to spend a day on it—Ahud Tim Huntingdon tim@consult- poseidon.com (consultant - pay) Meriwether Wilson/Lucien Chabason - Meriwether.wilson@ed.ac.uk	MHH	Wrote Meriwether Jun08 /Ahud suggested
*Integrating sustainable artisanal gold mining into national law	Global Mercury (UNDP)	I'm confident I could get project staff to generate it quickly—Ahud Shefa Siegel shefa@shaw.ca project staff	MHH	Wrote Jun08/Ahud suggested
Case study, with legal	Lake Ohrid	Dejan Panovski/Arian Merolli	MHH	Written Jan08/Thart

agreement as focus	(IBRD)			suggested (2007)
Energy from waste	Georgia ARET (IBRD)	Darejan Kapanadze Dkapanadze@worldbank.org	MHH	Written Jan08
Harmonization of water legislation -- Water Charter	Senegal River Basin (IBRD)	Djibril Sall??? Omvs-CCC@sunumail.sn; djibril.sall@omvs.org	MHH	Written Jan08
Regional collaboration on environmental flow legislation and harmonization	Mekong River (IBRD)	???	MHH	Thart written to ask for name
Coastal Contamination	Argentina Coastal Contamination (IBRD)	???	MHH	Thart written to ask for name
Community-based weevil activities for water hyacinth control	Lake Victoria (IBRD)	???	MHH	Thart written to ask for name

Visitor Statistics for IW:LEARN Experience Notes

http://iwlearn.net/publications/experience-note		UNIQUE PAGEVIEWS (2006, 2007, 2008)*			
TITLE OF EXPERIENCE NOTE	FIRST POSTED ON WEBISTE	2006	2007	2008 (to 31 July)	TOTAL
Experience Note: Lessons-learned on Project Management Structure: Rio São Francisco	13 Sept 2006	3	124	57	184
Experience Note: How Codes of Good Agricultural Practices Contribute to Nutrient Reduction	13 Sept 2006	2	54	15	71
Experience Note: Lessons-learned Reporting on Demonstration Site Selection and Design: WIO-LaB	13 Sept 2006	0	21	6	27
Experience Note: Lessons-learned Reporting on Project Management Structure: WIO-LaB	13 Sept 2006	0	101	21	122
Experience Note: Regional Conference on Parliamentary Environment and Sustainable Use of Marine Resources in the Yellow Sea	13 Sept 2006	1	16	7	24

Experience Note: Lake Chad: Tackling Implementation Challenges Early On	13 Sept 2006	4	26	6	36
Experience Note: Lessons-learned Reporting on Demonstration Site Selection and Design: IWCAM	13 Sept 2006	1	24	5	30
Experience Note: Lessons-learned Reporting on Stakeholder Involvement: Pantanal and Upper Paraguay	13 Sept 2006	2	24	6	32
Experience Note: Lessons-learned Reporting on Stakeholder Involvement: WIO-LaB	13 Sept 2006	1	37	5	43
Experience Note: Small Grants Programme (SGP) in the GEF/UNDP Danube Regional Project (DRP)	28 Sept 2006	3	29	1	33
Experience Note: Designing Constructed Wetlands for Multiple Uses (Ningbo)	28 Sept 2006	1	77	12	90
Experience Note: International Development of NGOs: Danube Environmental Forum (DEF)	28 Sept 2006	1	57	20	78
Experience Note: Building Community Acceptance for Constructed Treatment Wetlands (Albania)	29 Sept 2006	3	40	18	61
Experience Note: Institutional Training and Capacity Building in Support of Private Sector Partnerships	4 June 2007	N/A	16	6	22
Experience Note: Opening Opportunities for Cooperation Frameworks on the Environment Among Lusophone Countries	4 June 2007	N/A	5	4	9
Experience Note: Coastal Management: Using Community Based Projects to Test Locally Appropriate Technologies	4 June 2007	N/A	26	13	39
Experience Note: Building Successful Technological and Financial Partnerships with the Private Sector to Reduce Pollutant Loading	4 June 2007	N/A	20	5	25
Experience Note: Piloting a New Convention: How GloBallast Pilot Countries Catalyzed Approval of the Ballast Water Convention	3 Nov 2007	N/A	3	3	6
Experience Note: Participation in a Fisheries Commission and the Adoption of Conservation and Management Measures for Sustainable Use of Transboundary Oceanic Fish Stocks	3 Nov 2007	N/A	5	4	9
Experience Note: Demonstrating the Suitability of Using Engineered Wetlands as a Low-cost Alternative for Treating Sanitary Sewage	30 Nov 2007	N/A	5	12	17

Experience Note: Think Regional, Act Local: The GEF's Small Grants Programme and Nile Project Partnership in Addressing Transboundary Water Issues	30 Jan 2008	N/A	N/A	12	12
Experience Note: Using Sound Science to Influence Policy and Improve Management of the World's Coral Reefs	5 May 2008	N/A	N/A	0	0
Experience Note: Improving Scientific Information and Management for Coral Reef Ecosystems Around the World	5 May 2008	N/A	N/A	0	0
Experience Note: Stakeholder Participation and Engagement: Fostering a Community of Interest	5 May 2008	N/A	N/A	0	0
The Dnipro Agreement: Negotiations and Technical Cooperation Surpassing Expectations	5 May 2008	N/A	N/A	0	0
Experience Note: Updating a Transboundary Diagnostic Analysis	6 May 2008	N/A	N/A	0	0

ANNEX 11 WEBSITE STATISTICS

Website Statistics for IW:LEARN TDA and SAP Reports

TDA Documents (URL: http://iwlearn.net/publications/TDA)		DATE FIRST POSTED ON WEBSITE	UNIQUE PAGEVIEWS (2007, 2008)*		
FILE NAME	TITLE OF TDA		2007	2008 (1 Jan – 31 July)	TOTAL
sanjuan_tda.doc	San Juan River Basin - Transboundary Diagnostic Analysis (TDA) including root cause analysis.	13 Sept 2006	47	35	82
lakepeipsi_tda_2005.pdf	Lake Peipsi/Chudskoe - TDA	13 Sept 2006	25	166	191
yellow-sea-tda.pdf	Yellow Sea LME - TDA	17 Oct 2007	9	21	30
tda-october-2005	GCLME TDA	no record	1	2	3
bclme_tda_1999.pdf	Benguela Current Large Marine Ecosystem Programme - Transboundary Diagnostic Analysis(TDA)	17 Oct 2005	75	66	141
bermejotda_2000.pdf	Bermejo River Basin Project - Transboundary Diagnostic Analysis of the Binational Basin of the Bermejo River	13 Sept 2006	46	27	73
dniprotda_2002.zip	Dnipro Basin Environment Programme - Transboundary Diagnostic Analysis(TDA) for the Dnipro River Basin. 2003. (3.3 MB)	13 Sept 2006	25	27	52
laketanganyika.pdf	Lake Tanganyika Biodiversity Project - Lake Tanganyika, The Transboundary Diagnostic Analysis	17 Oct 2005	36	37	73
tdamed_1997.pdf	Mediterranean Action Plan -Transboundary Diagnostic Analysis for the Mediterranean Sea	17 Oct 2005	50	54	104
okavango_1998.pdf	Okavango River Basin Transboundary Diagnostic Analysis (TDA)	17 Oct 2005	55	75	130
southchinasea_tda_2000.pdf	TDA for the South China Sea	13 Sept 2006	36	25	61
voltatda_finalreport_2002.pdf	Volta River Basin - Preliminary(TDA) Transboundary Diagnostic Analysis, Final Report.	17 Oct 2005	50	35	85
wio_tda_2002.pdf	Western Indian Ocean - Preliminary TDA for Land-Based Activities	17 Oct 2005	13	16	29
ceptda_2002.zip	CASPIAN ENVIRONMENT PROGRAMME - TRANSBOUNDARY DIAGNOSTIC ANALYSIS(TDA) FOR THE CASPIAN SEA	17 Oct 2005	34	31	65
niger_2001.pdf	Niger River Basin Project - Analyse Diagnostique du Bassin du Fleuve, Rapport Provisoire.	17 Oct 2005	68	45	113

FILE NAME	TITLE OF SAP	DATE FIRST POSTED ON WEBSITE	2007	2008 (1 Jan – 31 July)	TOTAL
http://www.iwlearn.net/iw-projects/Fsp_112799467056/reports/bclme_sap_1999.pdf	BCLME SAP (Draft)	17 Oct 2005	36	35	71
http://www.iwlearn.net/iw-projects/Fsp_112799468006/reports/bermejo_sap_2000_spanish.pdf/view	Bermejo SAP (Spanish)	17 Oct 2005	125	92	217
http://www.iwlearn.net/iw-projects/Fsp_112799468006/reports/bermejo_sap_english.pdf/view	Bermejo SAP (English)	17 Oct 2005	34	28	62
http://www.iwlearn.net/iw-projects/Fsp_112955519569/reports/caspiansea_sap_2003.pdf/view	Caspian SAP	13 Sep 2006	24	17	41
http://www.iwlearn.net/iw-projects/Fsp_112799470973/reports/dnipro_sap_2004.pdf/view	Dnipro SAP	13 Sep 2006	17	15	32
http://www.iwlearn.net/iw-projects/Fsp_112799467365/reports/danube_sap_1999.pdf/view	Danube SAP	17 Oct 2005	57	26	83
http://www.iwlearn.net/iw-projects/Fsp_112799468696/reports/tanganyika_sap_2000.pdf/view	Lake Tanganyika SAP (English)	17 Oct 2005	28	27	55
http://www.iwlearn.net/iw-projects/Fsp_112799468696/reports/tanganyika_sap_2000_french.pdf/view	Lake Tanganyika SAP (French)	17 Oct 2005	15	16	31
http://www.iwlearn.net/iw-projects/Fsp_11279946812/reports/mediterranean_sap_1998.pdf/view	Mediterranean Sea SAP	17 Oct 2005	62	42	104
http://www.iwlearn.net/iw-projects/Fsp_112799468357/reports/persga_sap_1998.pdf/view	Persga SAP	13 Sep 2006	36	37	73
http://www.iwlearn.net/iw-projects/uneppscs/reports/southchinasea_sap_1999.pdf/view	South China Sea SAP (Draft)	13 Sep 2006	19	14	33
http://www.iwlearn.net/iw-projects/Fsp_112799467803/reports/volta-sap_2002.pdf/view	Volta basin SAP (Draft)	17 Oct 2005	39	16	55
http://www.iwlearn.net/iw-projects/Fsp_11279946939/reports/wio_sap_2002.pdf/view	Wiolab SAP (Draft)	17 Oct 2005	15	4	19
http://www.iwlearn.net/iw-projects/Fsp_112799468755/reports/tumen_sap_2002.pdf/view	Tumen River Basin SAP	17 Oct 2005	21	17	38
http://www.iwlearn.net/iw-projects/sprep/reports/pacificislands_sap_1997.pdf/view	International Waters of the Pacific Islands Region SAP	17 Oct 2005	26	13	39
http://www.iwlearn.net/iw-projects/Fsp_112799470632/reports/pemsea_sds_2003.pdf/view	East Asian Seas (Sustainable Development Strategy for the Seas of East Asia)	13 Sep 2006	43	15	58
http://www.iwlearn.net/iw-projects/Fsp_11279946709/reports/blacksea_sap_1996.pdf/view	Black Sea SAP	17 Oct 2005	21	16	37

ANNEX 12 LIST OF PCU PUBLICATIONS

ACTIVITY	PUBLICATION
B1.2	<u>1st Pan-Africa TWRM (Transboundary Water Resources Management) Structured Learning Workshop Final Report</u>
B1.3	<u>Workshop Conclusions - St. Petersburg workshop on public participation and information management</u>
B2.1.1	<u>Book of Abstracts: Managing Shared Aquifer Resources in Africa</u>
	Aquifer Community Report including results from the Groundwater Track Group Sessions held at the GEF IW
	<u>Biennial Conference, Salvador, Brazil, June 20-25, 2005</u>
	<u>Book of Abstracts: Managing Shared Aquifer Resources in Africa</u>
	<u>Groundwater Management Session at IWC4 - Conclusions</u>
	<u>Workshop @ IWC4: Hydrogeological Information Management Through IGRAC for Transboundary Aquifer Resources Management - Report</u>
B2.1.2	<u>River Community Report from IWC3</u>
B2.2	<u>A Handbook on Governance and Socioeconomics of Large Marine Ecosystems</u> <u>Workshop Report - Cape Town Economic Valuation for Large Marine Ecosystems</u>
B3	<u>Communicating for Results: A Communications Planning Guide for International Waters Projects - prepared by GEF projects through IW:LEARN stakeholder learning exchange</u>
B4	Public Participation Handbook - expected Fall 2007
	<u>Workshop Summary - Summary of key lessons derived from presentations at the Africa Public Participation Workshop</u>
	<u>Workshop Report - Summary of key lessons derived from presentations at the Asia Public</u>

	<i>Participation Workshop</i>
<i>C</i>	<i>Conference Reports: IWC 3, IWC4</i>
D2	Numerous documents available on activity page or www.watersee.net
E2	Large Marine Ecosystem video http://www.iwlearn.net/abt_iwlearn/pns/partner/lme-video
	Gender and Water Online Exhibit, Final Report
	IW Experience Notes series www.iwlearn.net/experience

ANNEX 13 ACHIEVEMENT OF OUTPUTS AND ACTIVITIES ACCORDING TO THE PCU

ACTIVITIES AND OUTPUTS	ACHIEVEMENT ACCORDING TO THE PCU
Activity B1 Organize 2-5 multi-project learning exchanges on a regional scale	
Output B1.1: Caribbean Inter-linkages Dialog (in cooperation with UNEP and OAS)	<u>Catalytic Impacts:</u>
Output B1.2: Exchange across freshwater and marine GEF IW projects and partners in Africa (in cooperation with ANBO, ACWA, NEPAD and/or African Regional Seas Secretariats)	<p>-1st Pan Africa IWRM Workshop in Nairobi (2006) with 33 beneficiaries and 9 GEF projects -2nd Pan Africa Workshop on Public Participation (together with activity B4) in Maseru (2007) with 33 beneficiaries and 10 GEF projects -Learning products places on iwlearn.net</p> <p><u>Catalytic Impacts:</u> 1. Key catalytic outcome of partnership with InWEnt was enlarging basin network to forge first pan-African network of freshwater and marine GEF IW projects. Cost-sharing enabled InWEnt to offer 3rd workshop on high priority concern with adaptation to climate change among African IW projects, leveraging current experience from UNDP community-based adaptation projects in Africa (in progress, August 2008). Partnership with InWEnt also lead to replication of D2 Petersburg Process in new GEF IW UNDP MSP (approved & launched Sept 2007) in support of AMCOW and Africa Water Vision 2025 which builds on basin dialogues to engage parliamentarians and media, integrate groundwater and climate considerations, and test lake systems twinning.</p>
Output B1.3: Exchange among IW projects across Eastern Europe, Central Europe and Central Asia (in partnership with the UNECE Transboundary Waters Secretariat and the Peipsi Center for Transboundary Cooperation)	<p>-Workshop on Public Participation and Information Management (2005) with 64 participants and at least three GEF projects -Learning products posted to iwlearn.net</p> <p><u>Catalytic Impacts:</u> Partnership with UNECE helped leverage resources to deliver 3 workshops in a series, "Capacity for Watershed Cooperation" (legal basis; info exchange and participation; joint monitoring and assessment, including early warning and alarm systems) to Eastern Europe, Caucasus and Central Asian nations, in context of EU Water Initiative and the UNECE transboundary Water Convention; outputs also contributed to and provided entry point for IW:LEARN to involve the Convention in Petersburg-Athens Process learning (Activity D2, below).</p>
Activity B2 Organize and conduct multi-project learning exchanges for 3-5 subsets of similar projects in the GEF portfolio	
Output B2.1: Exchanges among Freshwater Projects (with IUCN; including Groundwater/Aquifers, also with UNESCO/ISARM and GWP-Med; River Basins, also with WBI and INBO; Lake Basins, also with LakeNet	<p>B2.1.1 -Electronic Forum launched -Session conducted at 3rd IWC -Workshop conducted at 4th IWC -Digital Aquifer module launched by IGRAC</p> <p><u>Catalytic Impacts:</u> 1. UNESCO (PAL) has contributed to formulation and launch of new regional GEF groundwater projects including Africa (Africa Governance Process MSP component on g/w & climate launched Sept. '07), SEE (Dinaric Karst), Mediterranean (MENARID).</p> <p>B2.1.2 -River electronic forum -Africa Regional Freshwater exchange (Economic Valuation workshop) (2006 in Ouagadougou) with 28 beneficiaries and 4 GEF projects -LAC workshop on Environmental Flows launched (2008 in Foz de Igauacu) with 22 beneficiaries and 4 GEF projects -Asia Regional Freshwater exchanges launched on Economic Valuation (2008 in Hanoi) with 45 beneficiaries and 4 GEF projects -Exchange presents findings at IWC4 -Learning products on iwlearn.net</p>

	<p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. IUCN regional workshops for river basin projects (Economic Valuation in Africa, E-Flows in LAC, PES in Asia/Pacific) were also offered to lake basin and aquifer projects (and to all LME projects for PES) to promote regional learning exchange and establishment of on-going peer networks; IUCN distributed VALUE, FLOW and PAY toolkits to GEF IW stakeholders at IWCs & regional workshops, will develop additional toolkits - RULE (water governance reform), NEGOTIATE, (multi-stakeholder platforms) and SHARE, which will integrate the toolkits into a transboundary framework ensuring closer alignment to the priorities of GEF IW. IUCN circulated VALUE, FLOW, and PAY toolkits to GEF IW stakeholders at IWCs and regional workshops. 2. In addition to IW economic valuation initiatives proliferating across GEF portfolio, 3. Success of IWLEARN regional thematic workshops led to demand for replication at national and basin levels; Workshops have been written into IUCN regional demonstration strategies in East Africa, Southern Africa and Central America, for implementation with partners; Repetition of workshops also being led by GEF projects, for example by IW-CAM, preparing regional flows workshop; IUCN-WANI Phase 2 includes a learning component that will develop partnerships needed to support learning utilising an expanded toolkit series. <p><u>B2.1.3</u></p> <ul style="list-style-type: none"> -Lake Electronic forum -Session at IWC3 -Session at IWC4 -Learning products on iwlearn.net
Output B2.2: Exchanges among Large Marine Ecosystem (LME) projects (with IUCN, NOAA, IOC, URI, GPA and Regional Seas)	<ul style="list-style-type: none"> -Marine electronic forums launched -2 multi-month electronic forums (2005Q2 and Q4) and face-to-face exchanges at IWC3 (2005Q2) -LME Governance and Socioeconomics Workshop (2006 in Providence, RI, USA) for 20 beneficiaries and 9 GEF projects -Workshop on Economic Valuation for LME management (2007 in Cape Town) for 17 beneficiaries and 7 GEF projects -3-day workshop in Hanoi on Payments for Ecosystem services (2008Q2) with 45 beneficiaries and 4 GEF projects -Incorporated into IWC4 focused learning discussion (see IW:LEARN Activity C2) -Handbook on Governance and Socioeconomics of Large Marine Ecosystems published (2006Q3) -Learning products on iwlearn.net <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. UNEP GPA produced 500 copies of IW:LEARN Handbook on LME Governance and Socioeconomics, circulated to over 100 nations' ministry reps at IGR-2 (Beijing 2006), 2. IUCN, NOAA and Univ. Rhode Island sustaining dissemination of additional copies produced with IW:LEARN resources. 3. GEF IW BCLME and MACEMP projects, among others, circulate LME Handbook to their partners/constituents 4. 7 LME workshop participants responded to the four month post workshop progress report, indicating 23 of their recommendations had been accepted by management, w/4 integrated into management plans (and 2 more expected to be)
Output B2.3: Exchanges among Coral Reef projects (with WorldFish Center)	<ul style="list-style-type: none"> -Exchange launched at ITMEMS-3 (2006 in Cozumel) for 19 beneficiaries (5 GEF project personnel) and 1 GEF project -Reviewed at 4th GEF IW Conference (2007Q3) -2nd exchange at International Coral Reef Symposium (2008 in Ft. Lauderdale, FL) -WorldFish Center will work with IW:LEARN's Component A leads to ensure learnig from this activity and a related MSP are available via the IW-IMS on iwlearn.net <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. Initial findings pertinent to coral managers from GEF Coral Reef Targeted Research and Coral Lessons Learned projects examined and implications explored among GEF and other coral managers for first time. 2. Pipeline GEF Coral Triangle Initiative-Learning project receives direct technical assistance from at least 3 GEF IW projects to integrate learning services on a demand-driven basis into project design. 3. WorldFish Center co-finance leverages \$940,000 from parallel GEF project and \$400,000 from other WorldFish funds. 4. GEF CRTR project and GEF coral learning MSP interacting to help GEF coral projects, with potential for future coordination. Participants jointly identified 50 relevant [+measurable] things they'd do differently upon returning to office as a result of what they learned
Activity B3 Coordinate inter-project exchanges between GEF IW projects and partner	
Output B3: 5-7 multi-week staff/stakeholder exchanges	<ul style="list-style-type: none"> -1. Project Communications @ Danube (5 projects (2006) -Communications Guide produced

between pairs of 10-14 projects, at least half of which are new (or pipeline) projects, at a rate of 1-4 exchanges per year for 4 years, through 2008	<ol style="list-style-type: none"> 2. Nutrient Pollution Reduction @ Moldova (3 projects) (2006) 3. Coastal Zone and Tourism Management @ PERSGA (3 projects) (2006) 4. Groundwater Management Study Tour @ USGS (3 projects) (2007) 5. Web 2.0 Technologies & Communities of Practice @ UNDP-Bratislava (project) (2007) -Experience Note produced 6. Targeted Workshop (1/2): Stakeholder Engagement @ Montenegro (2 projects) (2008) 7. TDA/SAP Process (1 project) (2008) 8. Targeted Workshop(2/2): IWRM @ Macedonia (2 projects) (2008) 9. Wetland Restoration and Management @ ICDPR/Austria (1 project) (2008) 10. River Basin Commission Formation @ ICDPR/Austria/Hungary/Serbia (2 projects) (2008) <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. Targeted Workshops, IW:LEARN investment of \$40000 leveraged an additional \$120000, allowing for up to 8 total targeted workshops (exchanges) for SE Europe region under Athens-Petersberg 2. IW Communications Manual drafted by and for GEF IW projects 3. Regional conference (Black Sea - Danube) enabled as part of stakeholder exchange
Activity B4 Provide face-to-face and virtual training to enhance public participation in Transboundary Waters Management	
Output B4: Training for at least 15 projects (5 government-NGO partnerships per year for at least 3 years) to jointly develop, refine and/or implement activities to increase public access and involvement in TWM decisions in their respective basins	<ul style="list-style-type: none"> -Training materials developed -Handbook developed -LAC workshop (2006 in Montevideo) for 47 beneficiaries and 9 GEF projects -AFR workshop (2007 in Maseru) for 33 beneficiaries and 10 GEF projects -ASIA workshop (2008 in Hanoi) for 25 beneficiaries and 4 GEF projects <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. ELI to assist InWent in Orange River stakeholder involvement process 2. ELI created new "International Waters" practice area, which has received funding from both Tinker Foundation and the Coca-Cola Company to support participation in water management in beneficiary nations. Coke investment, in particular, resulted in a manual and training for private sector water managers at local catchment scales across beneficiary nations. 3. GEF IWCAM (Caribbean) project received direct peer-assist from other GEF IW projects in LAC to advance planning and implementation of its stakeholder involvement activities. 4. GEF-affiliated Mekong River Commission received targeted intervention from ELI legal experts to support its stakeholder involvement initiatives. 5. Recent Petersburg-Athens Process workshop delivered training based on info provided by ELI-IW:LEARN draft Participation Handbook (see Activity D3).
Activity C1 and C2 Organize third GEF International Waters Conference (Salvador, 2005) and fourth GEF International Waters Conference (Cape Town, 2007)	
Output C1: 3rd IW Conference Output C2: 4th IW Conference	<ul style="list-style-type: none"> -Portfolio learning at 3rd GEF IWC in Salvador de Bahia, Brazil in 2005 (293 participants, 84 countries, 85 GEF projects) -Proceedings disseminated via iwlearn.net -Portfolio learning at 4th GEF IWC in Cape Town, South Africa in 2007 (318 participants, 68 countries, 70 GEF projects) -Proceedings disseminated via iwlearn.net <p><u>Catalytic Impacts:</u></p>
Activity D2 Provide face-to-face and virtual training, knowledge sharing and capacity-building and cooperation between IW stakeholders in Southeastern Europe and the Mediterranean Sea	
Output D2.1: Five 3-day roundtables for senior officials engaged in Southeastern European TWM by 2006.	<ul style="list-style-type: none"> -International Roundtable on Protection and Sustainable Use of Transboundary Waters in South-Eastern Europe held in Berlin, 5-7 December 2005 -Roundtable workshop on transboundary lake management and related IWRM issues held in October 2006 - Lake Ohrid -Support also to Multipurpose Management of Sava River Basin Workshop - November 2006 in Zagreb -Roundtable workshop on transboundary groundwater management and related IWRM issues held in November 2007 Slovenia, -Roundtable on Public Participation in the Mesta-Nestos River Basin conducted in April 2008 in Sofia -8 capacity building documents prepared

	<p>-One side event at an international conference</p> <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. UNECE Water Convention contributing to Petersberg/Athens Process to improve IWRM 2. Significant additional investment by the German government, UNESCO in activities associated with the Athens-Petersberg Process 3. Process to be continued under Mediterranean SP 4. Groundwater roundtable convened key national focal points of the Dinaric Karst Aquifer GEF project with subsequent country endorsement 5. Fully partner-funded roundtable on Multiple Use of Transboundary Water Resources convened stakeholders in the Sava River Basin 6. Slovenia, Croatia, Bosnia and Herzegovina and Serbia sign a protocol to the Sava River Basin Declaration to cooperate on groundwater management in the basin. 7. Matching funds raised by GWP-Med to support proposal stemming from Ohrid Roundtable for series of targeted learning exchanges in SEE region (see B3) 8. 6th Petersberg Roundtable on Bringing Value to Infrastructure Investments in TWRM in Africa transferred lessons and built upon partnerships developed under activity D2 in SEE region, raised profile of groundwater and climate issues in TWRM in Africa
Output D2.2: Internet-based targeted information exchange network on Transboundary Waters (for Southeastern Europe Transboundary River Basin and Lakes Management Program) launched by 2005, sustained through regional partners by 2006	<p>-Transboundary Water Information Network established, www.watersee.net</p> <p>-3 electronic dialogues conducted</p>
Activity D3: CSD/GEF Roundtable on IWRM or other priority issue to emerge from CSD-12 (April 2004).	
Output D3: One roundtable meeting to clarify the role of IWRM or related IW issue of common priority to the CSD and the GEF.	<p>-GEF projects brought to Tokyo IWRM CSD in December 2004</p> <p><u>Catalytic Impacts:</u></p>
Activity E1: Develop partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies (IAs), Executing Agencies (EAs), and external organizations	
Output E1: By 2008 sustainability plans implemented, including transfer of various services to appropriate organizations	<p>-Sustainability plan prepared</p> <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. New learning MSPs and FSP PIF delivered to and approved by GEF Council as part of follow-up to IW:LEARN
Activity E2 Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community.	
Output E2.1: At least 2 side events at TWM-related meetings each year for 4 years, with 2-3 GEF projects/year receiving IW:LEARN cost-share to participate	<p>-4 projects to 2 side events in 2004 (see activity subpage)</p> <p>-1 project to one event in 2005 (see activity subpage)</p> <p>-3 conferences, 5 side events and 9 projects supported in 2006</p> <p>-Support to GEF IW side event at GEF Assembly in 2006 (E2.1 related).</p> <p>-2 projects supported to UNEP workshop in Bangkok on Experience notes (under activity E2.X).</p> <p>-Co-organized sessions at Moldova nutrient management Conference and supported 3 projects (under Activity B3 and E2.X) and PEMSEA Congress (under Activity D1) in 2006.</p> <p>-1 conference, 1 project supported in 2007</p> <p>-1 project supported to attend April 2008 Global Forum on Oceans, Coasts and Islands, proceeded immediately by IW:LEARN workshops on public participation (Activity B4.3) and LME management (Activity B2.3)</p> <p><u>Catalytic Impacts:</u></p> <ol style="list-style-type: none"> 1. IW Experience Notes program, providing GEF projects means to document and share transferable experiences. 27 Experience notes produced to date

	<p>2. Offers from at least 3 nations at IGR-2 to translate LME Video into their languages (Chinese, Spanish, and Romanian) for local broadcasting.</p> <p>3. Chinese LME video produced and Russian text translated; CBD using LME video for biodiversity education and awareness activities, excerpts used in film about Biliiana Cicin-Sain receiving "Prize of the Sea" award.</p> <p>4. PIF under development to support partnerships proposed to organize GEF IWC5 (pacific region), Global Forum on Oceans in Indonesia, and regional learning in Marine Coral Triangle. UNDP and NOAA produced and disseminated educational packet for schools, based on images and content from the video (and including video on CD in pocket)</p>
Output E2.2: 1-2 GEF IW outreach publications, syntheses, videos and/or CD-ROMs disseminated to TWM community each year for 4 years – including 1 co-produced LME video documentary and periodic GEF IW bulletins	<p>-1 IW Bridges newsletter produced (as GEF IW bulletin) in 2005</p> <p>-5 IW Bridges newsletters produced (in 2006)</p> <p>-13 IW Experience Notes published on-line, of which several distributed at GEF Assembly and GPA in 2006</p> <p>-LME video documentary, Turning the Tide: Sustaining Earth's Large Marine Ecosystems, produced and distributed to all Secretariats of all GEF LME projects.</p> <p>-LME video seen by over 100 nations reps, translated in-kind by partners into Mandarin and Chinese.</p> <p>-500 copies of LME Governance handbook printed for circulation at GPA in 2007.</p> <p>-LME video documentary presented to over 100 nations' ministerial representatives at IGR-2 in 2007.</p> <p>-2 IW Bridges published in 2007</p> <p>-More than 12 IW Experience Notes prepared in time for the 4th GEF IW Conference in 2007.</p> <p>-2 Bridges issues published in 2008 with 2 more planned. (Monthly E-Bulletin now in production under Component A)</p> <p>-Expected 100% co-finance for production of an educational packet for schoolchildren, based on LME video documentary.</p> <p>-2 IW Experience Notes launched in 2008</p> <p><u>Catalytic Impacts:</u></p> <p>1. LME governance workshop participants carry over XXXX recommendations back to their home projects.</p> <p>2. Offers from at least 3 nations at IGR-2 to translate LME Video into their languages (Chinese, Spanish, and Romanian) for local broadcasting.</p>
Output E2.3: Gender and Water Exhibit at GEF IW Conferences and related international events	<p>-IW:LEARN's Gender and Water exhibits have (as of 2008) opened at GEF IWC3 (LAC expo, Brazil 2005) and GEF IWC4 (Africa expo, South Africa 2007) and toured at least 25 global, regional and national events in at least 20 countries in Latin America and the Caribbean (LAC), Africa, Europe, North America, and Asia/Pacific regions.</p> <p><u>Catalytic Impacts:</u></p> <p>1. GWA partners foster and sustain Gender & Water exhibit tour in LAC region</p> <p>2. South Pacific IWP project supports Gender, Water and Climate traveling exhibit</p> <p>3. South Asia 'chapter' added to traveling Gender & Water exhibit (enlarging original scope from LAC and Africa to 3 GEF regions) and will expand to invite participation of Asia/Pacific GEF IW projects.</p>



International Waters: Learning Exchange and
Resource Network (IW:LEARN)

**GEF IW:LEARN
10-31²⁹ Commission
Sustainability Plan
(Draft 03 July)**

²⁹ October 31, 2008 represents the end of the final full month of 8 years of collaboration among IW:LEARN PCU leads, Dann Sklarew, Janot Mendler de Suarez and Mish Hamid. Their combined IW:LEARN experience of over 25 years informs the sustainability recommendations presented herein and further informed by World Bank and UNEP..

GEF IW:LEARN

10-31 Commission

Sustainability Plan

Draft (03 July)

The GEF International Waters Learning Exchange and Resource Network (IW:LEARN) began in 1997 as an experimental portfolio-wide internet-mediated knowledge management and capacity building initiative, building on ad hoc regional networking among UNDP projects in the LAC (Latin America and Caribbean) region.

During its 2000-2003 pilot phase, IW:LEARN developed the GEF International Waters Resource Centre at www.iwlearn.org, and with the World Bank piloted the DLIST Distance Learning Information Sharing Tool (www.dlist.org) in the Benguela Current region, a virtual ICZM course and MPA managers network in the PERSGA (Red Sea) region, while providing website development and KM training and on-demand technical assistance for GEF IW projects, and holding the second GEF IW Conference.

The current operational phase IW:LEARN project was formulated in partnership with the original three GEF Agencies, to establish regional and thematic learning exchanges among subsets of the GEF IW portfolio, organize the 3rd and 4th biennial GEF IW conferences, and expand the GEF IW resource center with a suite of new portfolio learning tools.

Implementing Agencies and other partner organizations selected for expertise in the relevant region or ecosystem group were engaged to co-finance, deliver and scale up a variety of successful pilot phase structured learning activities, and to test some innovative approaches for regional learning with projects currently in the GEF IW portfolio. Plans under development with these partners (“PALs”) and GEF Agencies to carry IW:LEARNING forward are described by service line (as opposed to component activities) in this sustainability plan.

The purpose of this document is to outline the steps organizations affiliated with the GEF IW:LEARN project can undertake to sustain its overall service lines. Following current project closure, it is likely that only a subset of current IW:LEARN services may continue indefinitely, due to lack of demand, lack of resources and/or lack of commitment among partners. Thus this plan also aims to assist the GEF IW Task Force and IW:LEARN partners in determining whether the expected level of effort to sustain each service line is commensurate with expected benefits.

The decision to align this sustainability plan along IW:LEARN operational phase service areas emphasizes how IW:LEARN evolved from project-based activities in 2000 to the current approach of programmatic services for GEF IW projects and partners. This builds upon the framework of the current project document while importantly capturing the overall demands of the portfolio. Along those lines, each service line is justified by portfolio demands, a description and the overall vision for sustainability. Directly following each service line, existing GEF and non-GEF cash pledges as well as in-kind pledged contributions from GEF agencies as well as a suite of non-governmental agencies are presented. Following that, recommendations are offered to specific implementing agents. Finally, the plan concludes with a list of “Blue Standards”, each one a suggestion for all GEF IW projects (along with their partner agencies) to follow in order to perpetuate global IW learning following the conclusion of the current IW:LEARN project. A single Annex re-captures all of the recommendations by implementing agent and schedules sustainability milestones at three critical junctures: (1) 2008 closure of the current UNDP-implemented IW:LEARN component, (2) 2009 closure of the overlapping UNEP IW:LEARN component, and (3) GEF-5 replenishment in 2010.

Below, twelve service lines are divided into the following five categories and ten sub-categories:

- ◆ 1.0 Knowledge Management
 - 1.1 IW:LEARN.NET (and associated sub-platforms)
 - 1.2 ICT Technical Support for Content Management Systems
- ◆ 2.0 Targeted Trainings and Workshops, Peer to Peer Learning Exchanges and Study Tours, Regional and Global Dialogue Processes and Communities of Practice
 - 2.1 Targeted Training (Technical Workshops, Expertise)

- 2.2 Peer-to-Peer Learning Exchanges/Study Tours (Twinning Between Projects)
- 2.3 Regional Dialogue Processes (Experience Sharing and Consensus-Building Between Processes Between Projects)
- 2.4 Support to Global Dialogues
- 2.5 Support for Communities of Practice
- ◆ 3.0 Portfolio-Wide Learning: Biennial International Waters Conferences
- ◆ 4.0 Information Assembly and Dissemination
 - 4.1 Information Capture, Synthesis, Sharing, Dissemination and Outreach Services (Experience Notes and Newsletter)
 - 4.2 Demand-Driven Knowledge Packages
 - 4.3 Ad Hoc Needs-Contributions (Expertise?) Referral Service
- ◆ 5.0 Implementing Agency Support to Transboundary Waters Learning and Knowledge Management

In general, overarching points that emerge from this plan:

- ◆ Sustaining IW:LEARN services requires significant cash and in-kind pledges, as well as top-down policy directives enshrined in new GEF IW project documents
- ◆ The GEF Secretariat should consider the placement of a JPO or JPA in the role of coordinating certain services in this plan across the entire portfolio. The JPO program in general should be considered as a means to sustain IW:LEARN services among the individual GEF Agencies.
- ◆ The GEF Secretariat and/or IWTF should consider establishing a set of portfolio-wide “Blue Standards” for GEF to mainstream IW:LEARN across all GEF Agencies and all new strategic partnerships and projects. (see conclusion)

Key questions the authors place before IW:LEARN stakeholders and decision-making partners:

- ◆ Are each of the service lines outlined below worth sustaining?
- ◆ If so, who will champion and who will help to realize continuation of valued services?
- ◆ Are the pledges, recommendations and schedule herein necessary and sufficient to sustain each valued service?
- ◆ If not, what needs to be added or changed to realize the sustainability of those services?
- ◆ Are there other services that should be considered as part of a sustainability plan or continuation of IW:LEARN ?
- ◆ "How can IW:LEARN services been scaled-up across the GEF portfolio, IW and beyond?"

It should be emphasized that successful sustaining of IW:LEARN services requires not simply a succession of learning projects for the IW portfolio. Instead, learning efforts within and across focal areas should be institutionalized into programs and processes across all GEF projects, in this and all other focal areas – and integrated into feedback loops with GEF M&E -- if the GEF is to truly become an adaptive, learning-oriented partnership from the strategic portfolio scale through to the operational project level.

1.0 KNOWLEDGE MANAGEMENT

1.1 IW:LEARN.NET (and associated sub-platforms)

- ◆ **THE DEMAND:** GEF IW partners pursue similar processes and products throughout the project cycle. The opportunity to emulate, replicate or adapt good practices is facilitated through easy access to projects' outputs and institutional memory (e.g., PIFs, TDA/SAP documents, Stakeholder Involvement Plans, workshop materials, data and project-driven tools like GIS and databases), news and contact information, as well as interactive tools to support portfolio-wide project management (e.g., job posting dissemination lists, community of practice platforms, etc.)
- ◆ **THE SERVICE:** iwlearn.net is an Internet-based hub and content management system for the GEF IW portfolio. It contains project-related information, contacts, documents (e.g. experience notes, case studies, TDA, SAP, etc), events and news/RSS feeds, along with community of practice platform support and associated services (vacancies announcements, a course catalog, blogs/email lists, project website archiving service, etc.). Iwlearn.net has established linkages with relevant networks and inter-focal learning resources; e.g. Cap-Net, GWP, ALM. Electronic outputs from all GEF IW Conferences, GEF IW guidance materials and products of GEF IW:LEARN and other IW-related learning are also included. Finally, the hub and its operations are a repository of GEF IW knowledge and project outputs that would have otherwise been lost.
- ◆ **SUSTAINING BENEFITS:** Ensuring sustainability for the iwlearn.net site is an important concern for the UNEP-managed components of IW:LEARN, which are currently funded through October 2009. During this period, GEF IW learning and other IW-related projects will continue as the principal source of content (data and information) for iwlearn.net: new project web sites, on-line transboundary water management tools, IW Experience Notes, links to project newsletters, data sets, job opportunities, etc. In order to secure sustainability after October 2009, the GEF IW team looks at UNEP to institutionalize a system (including staff) for maintaining and regularly updating iwlearn.net, in addition to archiving and standardizing data and information generated by the GEF projects. Finally, the on-going aim of the IW:LEARN content management system is to promote and support an adaptive learning culture among the GEF International Waters portfolio of projects.

Pledged contributions to date	
GEF Cash	In-Kind
<ul style="list-style-type: none"> ◆ <u>UNEP (\$543,000)</u> <ul style="list-style-type: none"> ○ For development through October 2009. 	<ul style="list-style-type: none"> ◆ <u>UNDP:</u> <ul style="list-style-type: none"> ○ RTAs oversee and backstop project contributions and updates ○ Updates integrated into UNDP projects' periodic reporting
Cash	
	<ul style="list-style-type: none"> ◆ <u>UNEP</u> <ul style="list-style-type: none"> ○ In-kind support for ongoing administration and maintenance of the IW:LEARN website ○ Consider to integrate IW:LEARN learning content into ecosystem knowledge management system ○ Oversee and backstop project contributions and updates ○ Staff time to interlink existing platforms and provide access to project data sets (maps, graphics, datasets), and improve visualization of the portfolio (Hotspots). ○ Cutting edge technology put towards visualization of the GEF International Waters portfolio and IW hot spots and bright spots

1.2 ICT TECHNICAL SUPPORT FOR CONTENT MANAGEMENT SYSTEMS

- ◆ **THE DEMAND:** Projects need means for developing and deploying professional Web-based content management systems (CMS), including collaboration tools and web sites which are consistent with GEF expectations; easy to manage and update; able to syndicate content to national and regional or global partners; and at a reasonable cost in order to facilitate user-friendly information sharing and knowledge transfer within project regions and across the GEF IW portfolio.
- ◆ **THE SERVICE:** IW:LEARN provides training and technical support to GEF IW projects in creating or upgrading project content management systems (CMS) to be consistent with GEF IW guidelines, and services include website development, hosting, establishment/facilitation, use of the IW:LEARN toolkit, etc. Projects may also seek assistance in deploying specialized tools, such as GIS and visual data/communications graphics.
- ◆ **SUSTAINING BENEFITS:** From 2004 to 2009, these content management system services are provided by UNEP IW:LEARN. Members of IW:LEARN's SC have suggested that each project have a dedicated budget line to cover CMS costs. Using guidelines provided by UNEP IW:LEARN, projects could choose to contract for UNEP services or other service providers for CMS development and deployment. Whether UNEP IW:LEARN 'help desk' support and regional IT workshops for projects are to be sustained has yet to be determined.

Pledged contributions to date	
GEF Cash	In-Kind
	<ul style="list-style-type: none"> ◆ <u>UNDP:</u> <ul style="list-style-type: none"> ○ Regional Technical Advisors provide bridge to keep UNDP-GEF IW portfolio informed of UNEP IW:LEARN ICT support services (and UNEP IW:LEARN appraised of UNDP projects' needs?)
Cash	
	<ul style="list-style-type: none"> ◆ <u>UNEP:</u> <ul style="list-style-type: none"> ○ DGEF provides bridge to keep UNEP-GEF IW portfolio informed of UNEP IW:LEARN ICT support services (and UNEP IW:LEARN appraised of UNEP projects' needs?) ○ Encouraging systematic use of the IW:LEARN toolkit as basis for project websites consistent with the overall UNEP capacity building strategy

2.0 TARGETED TRAININGS AND WORKSHOPS, PEER TO PEER LEARNING EXCHANGES AND STUDY TOURS, REGIONAL AND GLOBAL DIALOGUE PROCESSES AND COMMUNITIES OF PRACTICE

- ◆ This section and its subsections cover the suite of products and services that once constituted IW:LEARN's Component B or structured learning. The component covered learning across subsets of the GEF IW portfolio (regional, ecosystem-type and topical) during the operational phase with focused workshops and the development of capacity building materials (see 4.2). These have addressed key capacity needs outlined in surveys prior to the project. This component also included the successful learning exchange activity (see 2.2). The component also included IW:LEARN support for regional dialogue processes (see 2.3). This section also includes the former Activity D2, D3 and E2.1 Conference Participation.

2.1 TARGETED TRAINING (TECHNICAL WORKSHOPS, EXTERNAL EXPERTISE)

- ◆ **THE DEMAND:** GEF IW projects often share capacity building needs around a variety of complex issues related to adaptive IW management. GEF leverages its investment when similar projects can learn from one another, and from outside experts, so as to improve the efficiency, effectiveness and impact of

implementation. Cohorts of IW projects often seek out in depth interactions with their peers in order to replicate; best practices and learn from each others' prior experiences.

- ◆ **THE SERVICE:** Development and delivery of training workshops to address common capacity building needs of GEF IW projects. IW:LEARN held more than a dozen targeted training workshops focused on subsets of the portfolio (large marine ecosystems, river basins, etc.) and on a variety of topics (public participation, economic valuation, IWRM, payment for ecosystem services, information management and environmental flows).
- ◆ **SUSTAINING BENEFITS:** In general, the project envisions sustainability via IW:LEARN's constituent agencies and partnership activity leads, the NGO's and IGO's already responsible for such activities.

Pledged contributions to date	
GEF Cash	In-Kind
<ul style="list-style-type: none"> ◆ <u>UNDP</u>(\$1,000,000 x .03 = \$30,000 in GEF-4 (or GEF-5)) ◆ <u>UNEP</u>(\$1,000,000): <ul style="list-style-type: none"> ○ Matching co-financing for nutrient learning MSP through UNEP/GPA 	<ul style="list-style-type: none"> ◆ <u>ELI</u> <ul style="list-style-type: none"> ○ Offers to continue participation workshops and technical assistance on a cost-recovery basis, including some work underwritten by Coca-Cola Company ◆ <u>Global Forum on Oceans</u> <ul style="list-style-type: none"> ○ Will continue to support LME portfolio learning & experience-sharing on key policy and management issues. ◆ <u>InWEnt</u> <ul style="list-style-type: none"> ○ Will continue IWRM, infrastructure & investment planning w/African basin dialogue series.) ◆ <u>IUCN-WANI</u> <ul style="list-style-type: none"> ○ Payment for Ecosystem Services training will be replicated for the CTI region in conjunction with 2009 Global Oceans meeting in Manado. ○ Will continue to support the Environmental Flows network (all freshwater GEF IW projects have been invited to join), and replication for Caribbean region, and ◆ <u>LakeNet</u> <ul style="list-style-type: none"> ○ Agreed to post outputs of Africa Governance Process twinning & science/policy dialogues ◆ <u>ReefBase</u> <ul style="list-style-type: none"> ○ Potential partner in CTI Coral Reef Regional Learning Project. ◆ <u>UNDP</u> <ul style="list-style-type: none"> ○ Preparation of UNDP-GEF TDA/SAP learning MSP concept ○ <u>UNDP-GEF CTI regional learning project</u> will support coral learning ○ <u>UNDP-GEF Governance Tools MSP</u> supports analysis of effective TWRM experience and targeted training for applied replication ◆ <u>UNEP</u> <ul style="list-style-type: none"> ○ Preparation of a UNEP-GEF nutrient learning MSP concept ○ <u>UNEP-GEF IW Science MSP (w/UNU-INWEH)</u> will support science learning ◆ <u>UNESCO-IHP</u> <ul style="list-style-type: none"> ○ Will provide coordination for regional &
Cash	
<ul style="list-style-type: none"> ◆ <u>WBI</u>(\$??) <ul style="list-style-type: none"> ○ Will develop a fee-based (transboundary) water governance course based on IWRM. Could specifically allocate some budget to ensure that IW is part of the development of that 5-day course, its delivery and testing. Will also pledge to market the course to GEF IW projects when it is complete. 	

	thematic groundwater & climate learning, including cooperation with ISARM regional networks, IAEA (groundwater networking & technical study tours) and other partners
--	---

2.2 PEER-TO-PEER LEARNING EXCHANGES/STUDY TOURS (TWINNING BETWEEN PROJECTS)

- ◆ **THE DEMAND:** Projects overtime have expressed the need for financing to support workshops not previously envisioned and/or study tours to relevant institutions to enhance their management capacity and create twinning relationships with comparable basins. In general, projects express the need for flexible financing to support capacity-building not assigned budget lines in their own project documents.
- ◆ **THE SERVICE:** Facilitated study tours and multi-day/week interactions among GEF IW projects in order to address specific, pragmatic IW management challenges. IW:LEARN ran at least seven learning exchanges and/or study tours in the course of the operational phase project (as well as others during the PDF-B) phase. These exchanges took a variety of formats, from multi-project workshops to single-project study tours. By all accounts, the program was a major success for IW:LEARN, delivering benefits to involved stakeholders but also occasionally producing outputs for the rest of the portfolio.
- ◆ **SUSTAINING BENEFITS:** In general the budgets of GEF projects are starting to include funds for “learning costs”. There remains a need for some level of coordination, to provide effective matching of needs with relevant institutions and capacities.

Pledged contributions to date	
GEF Cash	In-Kind
	◆ <u>UNDP</u>
Cash	○ Will establish logical framework indicators to track financial & learning results of learning exchange activities & review percent allocation as part of MTE/FE

2.3 REGIONAL DIALOGUE PROCESSES (EXPERIENCE SHARING AND CONSENSUS BUILDING BETWEEN PROJECTS)

- ◆ **THE DEMAND:** Integration of GEF IW projects into emerging and ongoing regional IW-related processes. In the context of transboundary waters management, the value-added of international institutions fostering transboundary cooperation.
- ◆ **THE SERVICE:** Convene, financially and technically support GEF IW projects participation (and integration) in regional dialogue processes to foster transboundary cooperation across projects and national partners within a given region or sub-region. This builds upon IW:LEARN's direct involvement with at least five regional dialogue processes (in the Caribbean, Africa, Europe, as well as the two major Petersberg Process dialogues in southeastern Europe and Africa) and provided support to other global dialogues (like the Global Oceans Forum and the CSD). Primarily, IW:LEARN served as the GEF's representative as core partner on the Athens-Petersberg Phase II Process for southeastern Europe. IW:LEARN provided both coordination as well as direct meeting support to the process, which convened stakeholders to foster transboundary cooperation. With InWent IW:LEARN convened the 1st and 2nd GEF IW Pan-Africa IWRM dialogues, bringing together freshwater & marine projects and

building a foundation for continuing River Basin Dialogues and replication of inter-parliamentary dialogues in Africa. IW:LEARN has also been supporting steps toward a multi-focal area dialogue in the Caribbean, which is to be replicated in the CTI project. IWLEARN recommends continued GEF support for regional dialogue processes.

- ◆ **SUSTAINING BENEFITS:** Have GEF and other partners (e.g., InWEnt, Athens-Petersberg partners) launch or continue a series projects or initiatives to continue these integrative processes.

Pledged contributions to date	
GEF Cash	In-Kind
	<ul style="list-style-type: none"> ◆ <u>AOSIS</u> <ul style="list-style-type: none"> ○ will incorporate outputs and outcomes of Caribbean Inter-focal learning into SIDS forward planning and peer learning ◆ <u>Athens Declaration & Petersberg Process II Core Partners (German & Greek governments, GWP-MED, WB, UNECE, UNESCO) and country partners</u> <ul style="list-style-type: none"> ○ will continue regional dialogue, experience-sharing & targeted training activities in SEE.
Cash	
<ul style="list-style-type: none"> ◆ <u>German Ministry of Environment, Nature Protection and Nuclear Safety (BMU)(\$40,000):</u> <ul style="list-style-type: none"> ○ for continued targeted workshops ◆ <u>German Ministry of Development Cooperation (BMZ)(\$??)</u> <ul style="list-style-type: none"> ○ through InWEnt, UNESCO-IHP, and UNU-INWEH are co-financing partners in Africa Governance Process regional learning project ◆ <u>Global Forum, Asian Development Bank and the government of Australia (\$??)</u> <ul style="list-style-type: none"> ○ are co-financing partners in CTI regional learning project ◆ <u>UNESCO-Venice (\$40,000) (\$??)</u> <ul style="list-style-type: none"> ○ for continued targeted workshops ◆ <u>UNEP/GTZ (\$40,000):</u> <ul style="list-style-type: none"> ○ Water and climate change Workshop, September 2008, Kampala ◆ <u>UNEP/DEPI(\$100,000):</u> <ul style="list-style-type: none"> ○ South-South cooperation to strengthen the environmental component of IWRM planning, legislative and implementation processes 	<ul style="list-style-type: none"> ◆ <u>UNDP-GEF Africa Governance Process MSP with regional partners (SIWI, SADC Parliamentary Forum, GWP, etc) via InWEnt</u> <ul style="list-style-type: none"> ○ to do African River Basin dialogues ◆ <u>UNDP-GEF Coral Triangle Initiative/PAS</u> <ul style="list-style-type: none"> ○ regional learning will build on outputs and outcomes of Caribbean Inter-focal learning. ◆ <u>UNDP/UNEP-GEF MENARID Project</u> <ul style="list-style-type: none"> ○ Mutual learning exchange on the vulnerability and management of groundwater resources – to be linked to and/or IWC-6 ◆ <u>UNEP</u> <ul style="list-style-type: none"> ○ will incorporate IW:LEARN experiences in ongoing water-related South-South cooperation activities with capacity building focus

2.4 SUPPORT TO GLOBAL DIALOGUES

- ◆ **THE DEMAND:** Ongoing international dialogues like UN Commission on Sustainable Development, the International Conference on Integrated Water Resource Management (IWRM), the IUCN Congress, the Inter-American Dialogue, the GPA Intergovernmental Review, the World Water Forum, the Global Forum on Oceans, Coasts and Islands and the International Nitrogen Initiative provide relevant fora to build the capacity of international waters projects as well as opportunities to showcase their results and exchange information with peers. Moreover, many of these meetings are of political significance, and thus of consequence to transboundary water management. Without funding to attend global meetings, projects need supplementary support in order to attend the events, to showcase GEF achievements, represent GEF interests, and to bring what they learn back to the rest of the GEF portfolio.
- ◆ **THE SERVICE:** IW:LEARN [Activity E2.1] provides travel support for Conference Participation to an IWTF-selected set of representative projects to attend IW-pertinent global meetings. Through that, a number of projects' personnel participated in high priority international meetings, at the discretion of the IW:LEARN Steering Committee and/or IWTF.

- ◆ **SUSTAINING BENEFITS:** IW:LEARN provides funds as a pass through from GEF as well as some coordination of agenda planning and event and travel logistics. If this service is to be sustained, appropriate vehicles for providing funds and coordinating event planning and logistics need to be identified and deployed.

Pledged contributions to date	
GEF Cash	In-Kind
Cash	

2.5 SUPPORT FOR COMMUNITIES OF PRACTICE PLATFORMS

- ◆ **THE DEMAND:** In the time between workshops, study tours and conferences lies a lack of face-to-face interaction among GEF IW projects. Continued interaction and information-sharing among projects in these periods not only bridges the gap between meetings but enables the transfer of knowledge on an *ad hoc* or continual basis. Online Community of Practice (CoP) platforms offer one solution to meet this demand.
- ◆ **THE SERVICE:** The IW:LEARN Operational Phase project document called for the establishment of so-called structured learning communities across sub-sets of the GEF IW portfolio (and beyond).. Initially, five were launched for the Large Marine Ecosystem, Coral Reef, Aquifer, Lake and River Basin CoP's amongst the GEF IW community (and beyond). These communities initially consisted of basic email-based discussion forums, designed to be facilitated by subject-matter experts among IW:LEARN partners ("PALs"). Subsequently, further regional and thematic CoP's emerged for southeastern Europe, Africa, constructed wetlands, nutrient reduction and the Caribbean. Online CoP's include a discussion forums as a basic building block, but have since grown to become more sophisticated social networking platforms that include a variety of other Web 2.0 modules like wiki's, blogs, contact networking and others. A CoP platform consists of a website that is more than a passive repository of a variety of knowledge resources (documents, presentations, contacts, events) rather an active tool that stakeholders really want to visit and contribute to. However designed, IW:LEARN did find that these require significant maintenance and management and are most successful in the lead-up and followup to face-to-face meetings.
- ◆ **SUSTAINING BENEFITS:** In general it is hoped that truly sophisticated CoP platforms become user-driven and thus self-sustaining. However, in the interim, the basic discussion forums could be sustained by professional electronic community facilitators (often called "hosts"), with substantive support from relevant GEF agencies, PALs and other expert organizations.

Pledged contributions to date	
GEF Cash	In-Kind
Cash	

3.0 PORTFOLIO-WIDE LEARNING: BIENNIAL INTERNATIONAL WATERS CONFERENCES

- ◆ **THE DEMAND:** The International Waters Conference is a response to the following needs among the GEF IW Portfolio to:
 - Share experiences & good practices among GEF IW projects
 - Promote learning and capacity building for GEF IW projects
 - Guide ongoing IW projects to apply evolving GEF policies and procedures with respect to project implementation
 - Improve project performance through conference sessions
- ◆ **THE SERVICE:** The IWC's are a major legacy of the IW:LEARN project, in which eight years feedback and experience have informed development of an actively participative format, which should be continued and improved upon, in particular to bring more depth into sharing of practical experience, peer-to-peer and participant-driven learning sessions in priority aspects of TWRM. The IWC's are also the GEF IW forum for sharing practical experience in scientific & technical

innovation and successful legal and institutional approaches, stocktaking and consensus-building in regional and portfolio-wide priority areas to increase replication and transfer of effective practices across project regions.

- ◆ **SUSTAINING BENEFITS:** In general, sustainability for the next two IWC's is built into new GEF projects currently under preparation. IW:LEARN recommends that the **GEF and agencies initiate transition to at least partial cost-recovery through registration fees.** For example, for a \$150,000-\$250,000 conference, 200 country representatives at \$250 would recover \$125,000 plus \$75,000 from another 100 GEF or project partner participants at \$750.

Pledged contributions to date	
GEF Cash	In-Kind
<ul style="list-style-type: none"> ◆ <u>UNDP (\$764,000):</u> <ul style="list-style-type: none"> ○ Ensure the participation of all GEF IW project managers in all IWCs (Australia 2009, Egypt 2011): 25 x 2 x \$4,000 = \$200,000 ○ Full sponsorship of two country representatives per project at all future IWCs (2009, 2011) (require or request countries or PALs to leverage support for additional country participation when more than 2 project countries) 25 x 2 x \$4,000 = \$200,000 ○ Full participation of all UNDP-GEF IW Cluster staff at all IWCs (2009, 2011) 2 x 8 x \$4,000 = \$64,000 ○ Meet IWC planning and management costs through regional knowledge MSPs, see #7.0 (e.g. GFOCI/CTI, MENARID Learning) 2 x \$150,000 = \$300,000 ◆ <u>WBI (\$50,000)</u> <ul style="list-style-type: none"> ○ Budget from the WBI/GEF to subsidize staff travel and a select number of WBI staff whom are chosen to present. 	<ul style="list-style-type: none"> ◆ <u>UNDP:</u> <ul style="list-style-type: none"> ◆ Full participation of all UNDP-GEF IW Cluster staff at all IWCs (2009, 2011) ◆ UNDP contribution to IWC agenda-setting/planning; delegated to RTA for region where IWC to be held to enhance regional and local focus and involvement. ◆ <u>UNEP:</u> <ul style="list-style-type: none"> ◆ Continued substantive UNEP involvement in training and workshops at all IWCs ◆ Participation of UNEP water staff (DGEF and non-DGEF) at all IWCs (2009, 2011) ◆ UNEP's contribution to IWC agenda-setting/planning
Cash	
<ul style="list-style-type: none"> ◆ <u>UNEP</u> <ul style="list-style-type: none"> ○ Participation of UNEP staff at all IWC's 	

4.0 INFORMATION ASSEMBLY AND DISSEMINATION

4.1 INFORMATION CAPTURE, SYNTHESIS, SHARING, DISSEMINATION AND OUTREACH SERVICES (EXPERIENCE NOTES AND NEWSLETTER)

- ◆ **THE DEMAND:** Projects face ongoing needs and challenges in IW management. The sharing and replication of good practices by other projects and institutions constitutes the most fundamental mission of IW:LEARN.

- ◆ **THE SERVICE:** This service line includes the IW Bridges newsletter, IW experience notes briefs, gender mainstreaming and other materials to raise-awareness, scalability, replication, impact and sustainability of GEF IW interventions
- ◆ **SUSTAINING BENEFITS:** Generally the sharing of experience and news will be continued through GEF AGENCY level quality control with project staff preparation. Mandates to contribute will be required. UNEP-IW:LEARN will continue the newsletter service initially. Experience notes production can be sustained through a wide variety of modalities, but assurance of quality must be maintained at the GEF Agency level.

Pledged contributions to date	
GEF Cash	In-Kind
Cash	
<ul style="list-style-type: none"> ◆ <u>UNEP(\$150,000):</u> <ul style="list-style-type: none"> ○ for South-South cooperation to reduce gaps on environment-related water issues through information exchange 	<ul style="list-style-type: none"> ◆ <u>ELI</u> will continue marketing availability of participation handbook, training and transboundary experiences via Bridges, IWCs, and direct emailing to new GEF projects ◆ <u>NOAA:</u> LME Video translation (along with ed guidebook) and subsequent dissemination will be supported by NOAA (Dr. Ken Sherman team) in cooperation with UNDP GPA/Regional Seas and UNDP Water Governance Cluster). ◆ <u>UNDP:</u> <ul style="list-style-type: none"> ○ Regional Technical Advisors QA/QC IWENs; PTA thru IWTF final review and approval ○ Utilize in-house communications resources to continue preparation of biennial highly effective results-oriented UNDP project write-ups derived from IW Results Template ○ Add gender indicators for project mgmt, SIP & implementation. ○ Specify inclusion of Gender Audit in project mgmt & SIP. ○ Participation in and support to UN-Water TF on TBW ◆ <u>UNEP:</u> <ul style="list-style-type: none"> ○ QA/QC for IWENs thru IWTF final review and approval as well as for IW project datasets (through GEMS Water) ○ Dissemination and sharing of GEF transboundary waters information through the ecosystem management sub-programme ○ Promotion of the ecosystem approach for transboundary waters management through UNEP activities and participation in international events

4.2 DEMAND-DRIVEN KNOWLEDGE PACKAGES

- ◆ **THE DEMAND:** Create a common set of materials and multimedia tools which can be used across GEF IW projects to meet their shared IW management and project management objectives.
- ◆ **THE SERVICE:** Identification, development and dissemination of targeted, demand-driven knowledge packages for multiple projects use in the field (with inputs solicited from those “in the know” across and beyond the GEF portfolio). Also included here are so-called help desk services. IW:LEARN is the central factory for production of demand-driven knowledge packages (called packages because they reach beyond a simple document) for the GEF IW portfolio. Examples of this include the LME Governance Manual,

the Public Participation Handbook and the LME DVD “Turning the Tide,” *Communicating for Results*. In addition, the project has often been the target of requests by multiple projects or other stakeholders to package information on an ad hoc basis (ex. Best practices in TDA Consultant TOR’s or M and E plan best practices).

Pledged contributions to date	
GEF Cash	In-Kind
<ul style="list-style-type: none"> ◆ <u>UNDP-GEF Governance Tools MSP</u> <ul style="list-style-type: none"> ○ will produce such packages in the area of legal and institutional frameworks. ◆ <u>UNDP-GEF Nutrient Reduction Good Practices MSP</u> <ul style="list-style-type: none"> ○ Would produce such packages in the area of nutrient reduction. 	
Cash	

4.3 AD HOC NEEDS-CONTRIBUTIONS (EXPERTISE?) REFERRAL SERVICE

- ◆ **THE DEMAND:** Projects often face management questions or challenges that can be answered or addressed from sources across the Portfolio.
- ◆ **THE SERVICE:** IW:LEARN has functioned as an exchange place to address outstanding issues faced by one project which may have been resolved by another (or outside the GEF IW community). In addition, IW:LEARN’s electronic forums have served as a vehicle announcements and requests for assistance.
- ◆ **SUSTAINING BENEFITS:** The iwlearn.net site should function as an open, transparent information marketplace where questions can be posed by GEF IW stakeholders to their peers. To that end a new section should be built out for this purpose to complement the existing mailing lists. Otherwise, secondarily this function can and should be met through contacts and relationships created through biennial IWCs and regional/thematic knowledge sharing events and be supported by GEF IW projects and contacts database kept up-to-date at iwlearn.net.

Pledged contributions to date	
GEF Cash	In-Kind
	<ul style="list-style-type: none"> ◆ <u>UNDP</u> <ul style="list-style-type: none"> ○ Ad hoc matching by RTAs and PTA through partnerships identified during IWC and other knowledge sharing events.
Cash	

5.0 IMPLEMENTING AGENCY SUPPORT TO TRANSBOUNDARY WATERS LEARNING AND KNOWLEDGE MANAGEMENT

- ◆ **THE DEMAND:** Prevent undue reinvention or duplication of effort among GEF partners by promoting inter-agency IW learning and knowledge management across their respective projects and partners.
- ◆ **THE SERVICE:** Linking and sharing GEF Agencies' internal IW learning and knowledge management efforts shared across agencies, so that the coherent whole may be more beneficial than the sum of its parts with respect to achieving GEF IW strategic programs, MDGs, etc.
- ◆ **SUSTAINING BENEFITS:** Guided and coordinated by IWTF (or its successor), GEF Agencies establish in-house mechanisms for collecting, delivering and disseminating IW learning opportunities and knowledge products among their respective IW-related projects (both GEF and non-GEF supported), with the knowledge base enhanced as deemed necessary through future OP10 projects.

Pledged contributions to date	
GEF Cash	In-Kind

<ul style="list-style-type: none"> ◆ <u>UNDP (\$100,000):</u> <ul style="list-style-type: none"> ○ About US\$500,000 of the 2008-2011 budget of the UNDP Water Governance Facility is devoted to Transboundary Waters Cooperation; an estimated 20% of this is related to learning and knowledge management and every effort will be made to link, coordinate and share with pertinent GEF IW activities as part of the IW:LEARN sustainability plan. 	<ul style="list-style-type: none"> ◆ <u>UNDP:</u> <ul style="list-style-type: none"> ○ Liaison, coordination and information sharing between UNDP Water Governance Facility and UNDP-GEF IW team (now part of wholly integrated UNDP Water Governance Cluster) ◆ <u>UNEP:</u> <ul style="list-style-type: none"> ○ Liaison, coordination and information sharing between parts of UNEP working on water related issues
Cash	
<ul style="list-style-type: none"> ◆ <u>UNEP</u> <ul style="list-style-type: none"> ○ is developing as part of its Mid-Term Strategy a \$20m ecosystem management sub-programme for 2010-2010. An important part will relate to transboundary waters including good practices and lessons learned. Amount to be worked out in the course of 2009. 	

RECOMMENDATIONS FROM THE PROJECT COORDINATION UNIT

The following list of recommendation constitute suggestions from the IW:LEARN project coordinating unit to the various implementing agents associated with the International Waters community of projects. These recommendations reflect what the PCU feels the existing pledges do not cover.

1.0 KNOWLEDGE MANAGEMENT

1.1 IW:LEARN.NET (and associated sub-platforms)

Recommendation to the IWTF

- ◆ Require all GEF IW project managers to provide updates of their project profiles on a regular basis (quarterly or semi-annual), personal contact information as needed and to syndicate and disseminate project news via the IW:LEARN site (utilizing email updates or RSS feeds).

Recommendation to the GEF

- ◆ Direct the GEF-Online database administrator to periodically furnish UNEP IW:LEARN with newly uploaded GEF IW project data as well as changes to existing project records.
- ◆ Track GEF Agencies' obtaining of detailed information on newly staffed and soon-to-close IW projects, so that their information can be added and archived, respectively, on iwlearn.net, and also so that new projects can be solicited for periodic updates.
- ◆ Require that all data and information produced or compiled with GEF IW support be freely available in the public domain.

Recommendation to the UNDP

- ◆ Promote additional linkages (via RSS feeds and other means) between the UNDP Waterwiki and iwlearn.net.
- ◆ Consider scaling the WaterWiki platform to the global level and broaden its stakeholders to include all GEF IW projects, as part of a proposed global expansion to support UN-Water (which includes all original GEF GEF Agencies and other partners).

Recommendation to UNEP

- ◆ Provide staffing support through 2009 to sustain, enlarge, inter-link and/or replicate existing IW:LEARN-related platforms like DList-Benguela, the Africa Module (Community of Practice Platform and Africa Petersberg site), groundwater network (IGRAC Digital Aquifer module), LakeNet, E-Flows network (IUCN) to serve relevant and wider scope of IW regions and GEF IW Learn communities.
- ◆ By November 2009, have in place perpetual mechanism to administer and maintain iwlearn.net site in-house or through GEF partners.
- ◆ Upscale best practices database to include GEF IW experiences, practices and tools

1.2 ICT TECHNICAL SUPPORT FOR CONTENT MANAGEMENT SYSTEMS

Recommendation to the GEF

- ◆ Require all GEF funded projects to set aside a nominal amount (\$20,000 suggested) for sub contracts to IW:LEARN for website development, maintenance and hosting, attendance to training workshops, archiving of project related content.
- ◆ Consider extending IW:LEARN type services under the existing infrastructure across other focal areas to put in place knowledge management system for all of GEF

2.0 TARGETED TRAINING, WORKSHOPS, PEER TO PEER LEARNING EXCHANGES/STUDY TOURS AND REGIONAL DIALOGUE PROCESSES,

2.1 TARGETED TRAINING (TECHNICAL WORKSHOPS, EXTERNAL EXPERTISE)

Recommendation to the GEF

- ◆ Mainstream regional, sub-regional and thematic dialogues and workshops into all GEF IW projects by allocating minimum of 0.5% of IW project budgets to regional and thematic cross portfolio learning.

Recommendation to the IWTF

- ◆ Provide additional oversight and quality control in new targeted training activities (workshops) via new global and regional GEF IW learning projects, or the GEF Secretariat, WBI or a UN Junior Professional Officer (JPO) or Associate Professional Officer (APO) or Junior Professional Associate (JPA) whose TORs would include this role.
- ◆ (To serve marine projects) determine whether the GEF Secretariat or UNEP Regional Seas JPO/JPA/APO should serve as liaison/coordination with NOAA, IOC, Global Forum and perhaps IUCN Global Marine Program to identify and oversee delivery of new workshops addressing multiple projects' needs, and internal marketing of previously developed training programs (e.g., LME governance, economic valuation, payment for ecosystem services, participation)
- ◆ Facilitate inclusion of BD, LD, CC and POPs projects in regional IW dialogue processes

Recommendation to IUCN-WANI

- ◆ Liaise with GEF Projects in the Wider Caribbean to plan the next their next phase in the Wider Caribbean region to include replication of tailored Valuation, PES and other trainings for the region

Recommendation to UNDP (hiring/ collaborating w/ UNOPS)

- ◆ UNDP should encourage UNOPS to replicate/adapt its workshop for project management, which proved to be a very useful & productive mechanism for collective and targeted learning, which featured sharing of management tools and approaches developed by individual projects for possible replication and also generated plans for further targeted inter-project and project-directed learning activities.
- ◆ Explore w/other GEF Agencies how to involve their project managers in sharing experiences

Recommendation to the WBI

- ◆ Identify resource people, financially support and/or coordinate targeted training, where feasible.
- ◆ We understand that WBI is to develop a global training course on Water Governance in a Political Economy, featuring integrated water resources management and good practices and implementation. It is suggested that WBI consider to add the subject of “IW and trans-boundary water management dimension” to this course. Upon completion, the course may be tried in different regions, especially in Africa where most IW issues are present.
- ◆ Deliver training workshops to targeted regions and countries where IW issues are challenging, with special attention to development of local capacity building institutions and academics.

2.2 PEER-TO-PEER LEARNING EXCHANGES/STUDY TOURS (TWINNING BETWEEN PROJECTS)

Recommendation to the IWTF

- ◆ Appoint a responsible “Learning” staffperson or combination of persons (as part of a larger terms of reference) at GEFSEC or an GEF AGENCY to coordinate ongoing study tour programs (matching needs with existing practical experience)
- ◆ Use the PIR and pipeline processes to recommend learning exchange matching of successful projects w/low-performing projects and pipeline projects
- ◆ Encourage inter-project exchanges for emerging projects as part of the PPG phase
- ◆ Include a budget line for at least 2 learning exchanges (either as host or guest for learning trip) in all GEF IW projects
- ◆ Vet proposals as well as identify and recommend project matches for learning exchanges.
- ◆ Delegate additional oversight to UNDP Regional Technical Advisors, World Bank Task Team Leaders and UNEP Task Managers

2.3 REGIONAL DIALOGUE PROCESSES (EXPERIENCE SHARING AND CONSENSUS BUILDING BETWEEN PROJECTS)

2.4 SUPPORT TO GLOBAL DIALOGUES

2.5 SUPPORT FOR COMMUNITY OF PRACTICE PLATFORMS

3.0 PORTFOLIO-WIDE MEETINGS: BIENNIAL INTERNATIONAL WATERS CONFERENCES

Recommendation to the IWTF

- ◆ Further develop the interactive (actively participatory) structure of the last IWC, adapted to meet substantive priorities shared across projects and partners.
- ◆ Suggest contracting a skilled, interactive process-aware agenda developer/MC as part of CTI, MENARID, and any future projects providing financing for IWCs
- ◆ GEF IW projects should include directive and budget for portfolio learning contributions to and active participation of project and participating government representatives in future IWCs.
- ◆ GEF Agencies should be encouraged to support active participation of GEF AGENCY support staff in IWCs and in assisting their projects to effectively contribute to and participate in GEF IWCs.
- ◆ Like UNDP, GEF Agencies should make parallel project-level commitments to financing participation in future IWCs; IWC management costs should be met through regional knowledge projects such as CTI/GFOCI and MENARID (see pledged contributions below).

4.0 INFORMATION ASSEMBLY AND DISSEMINATION

4.1 INFORMATION CAPTURE, SYNTHESIS, SHARING, DISSEMINATION AND OUTREACH SERVICES (EXPERIENCE NOTES AND NEWSLETTER)

Recommendations to the IWTF

- ◆ Mandate that each project contribute at least two IW Experience Notes (IWEN) over their lifecycle, with GEF Agencies ensuring necessary budgeting from projects or other sources.
- ◆ Implementing Agencies should ensure IWEN production as part of the mid-term evaluation and terminal evaluation processes, or mainstream IW Experience Notes requests through the annual PIR ‘reflection’ process every two years to optimize harvesting of experience.
- ◆ Ensure that quality-control of IWEN’s continues with initial review at the GEF Agency-level but with continued submission to IWTF (see later recommendation on staff allocation).
- ◆ Require that IWEN’s be disseminated through iwlearn.net.
- ◆ Document tools developed by projects in IWENs and promote familiarization & replication/adaptation of useful tools developed by projects, IW management (e.g., economic valuation, gender & water expo), project management (e.g., Black Sea PM tool) and Information Management (SCS GIS)
- ◆ Either embed in new projects supporting IWC & portfolio learning, or consider establishing a GEFSEC-based JPO/JPA “editor-in-chief” or combination of JPO/JPA’s to quality-assure IWENs prior to posting.
- ◆ Require project managers to provide at least one article/year to UNEP-IWLEARN.
- ◆ Facilitate IW projects including Gender audit process w/support for addressing findings. Subsequent Project Document and PIR processes to include indicators and measurements, respectively, for gender inclusion, e.g., names, # and % of women and men participating in (SC, PCU/PMU management and staff, as expert presenters, on advisory committees, meetings and outreach events)
- ◆ Budget funding for all IW projects to generate at least one poster/participating country (\$5k/country) to highlight gender issues in TWRM in project meetings; make existing and new Gender/Water traveling expo posters available on www.iwlearn.net for project use (downloadable for local printing)
- ◆ UN agencies should continue promoting knowledge generation/sharing and awareness raising on transboundary waters issues thru recently constituted UN-Water Task Force on Transboundary Waters

Recommendations to the GEF Secretariat CEO

- ◆ Apply resources to hire a full-time JPA (\$70,000/year) to oversee the above services for the IW portfolio and manage the GEF IW Experience Note vetting process.

Recommendation to the Gender and Water Alliance

- ◆ Continue providing support to ongoing LAC, Africa and Asia traveling Gender/Water exhibit.

Recommendation to UNEP

- ◆ Sustain the E-Bulletin service at least thru the end of the UNEP-IW:LEARN project. As a corollary, seek further methods to make it self-sustaining via project submissions.

4.2 DEMAND-DRIVEN KNOWLEDGE PACKAGES

Recommendation to the IWTF

- ◆ Identify similar packages on an *ad hoc* basis through help desk service (below) and/or through future GEF IW learning activities and International Waters Conferences, then utilize existing medium sized projects and consultancies through GEF Agencies to produce them.

Recommendation to UNEP

- ◆ Continue to intake, post and provide access to these packages through iwlearn.net.

4.3 AD HOC NEEDS-CONTRIBUTIONS (EXPERTISE?) REFERRAL SERVICE

Recommendations to the IWTF

- ◆ Utilize overall entity leading on the set of 4.x services as an ad hoc intake/first responder for needs/experience matching.

Recommendation to UNEP

- ◆ IW:LEARN help-desk services should be continued in an publicly visible information marketplace format, such as a user support forum (existing gef-iw-managers e-forum could be utilized or the DLIST website could be replicated).
- ◆ Sustain the existing suite of forums (aquifer, river, lake, marine, wetlands, nutrients, jobs, gef-iw-managers and so forth) as announcement and expertise referral vehicles. Appoint someone to be responsible for moderating postings to avoid both spam and out-of-office messages. Finally, on a semi-annual basis publicize the lists to E-bulletin subscribers and also to the list membership themselves, to both solicit new members and re-affirm to subscribers with whom they are sharing information.

5.0 DEVELOPMENT OF PARTNERSHIPS FOR NEW GEFABLE LEARNING PROJECT PROPOSALS³⁰

Recommendation to the IWTF

- ◆ Encourage incubation of regional and thematic learning projects by all GEF Agencies

Recommendation to the GEF Secretariat

- ◆ Program sufficient funds into GEF-5 for 4-8 learning MSPs
- ◆ Assignment of single GEF partner entity (or individual) to oversee harmonization of inputs, activities (processes) and outputs across these MSPs.
- ◆ Ensure integration of all GEF IW projects in relevant IW portfolio learning projects

Recommendation to GEF Agencies

- ◆ Ensure next GEF IW:LEARN-titled project(s) includes a management-support TOR to assist GEF Agencies in development of IW:LEARN-compatible learning MSPs.
- ◆ Encourage creation and integration of GEF portfolio learning projects across all GEF Agencies

³⁰ As discussed at the December SC meeting, this was not considered by all as appropriate use of staff time and resources under the IW:LEARN project in support of development of partnerships.

DRAFT BLUE STANDARDS

The following standards constitute guidance to (GEF) IW projects on what they can do to sustain inter-project learning. If a project were to meet these draft standards, it would require approximately 1% of their budget.

1. **Develop a cost-effective professional project website (or page)** consistent with IW:LEARN content management guidelines, to communicate project achievements and results, easily maintained and including Web 2.0 features for knowledge management, knowledge sharing and learning among partners and across projects. Encourage utilization of the UNEP-IW:LEARN services and Website Toolkit, both available at: <http://www.iwlearn.net/websitetoolkit>). Use of the latter enables linkage of the project website to the iwlearn.net content management system, however please note that while IW:LEARN provides standards for learning and websites, it is not an exclusive provider of such services. *This service would actually cost approximately \$20,000 over the life of the project.*
2. Every GEF IW Project Document shall include a specific mechanism and budget as necessary the **production of at least 2 quality IW Experience Notes** capturing project experiences for dissemination to comparable projects seeking to replicate successes and review hard-learned lessons. *This service would actually cost approximately two days of a project manager or evaluator's time.*
3. Every GEF IW Project Document shall specify commitment and funding for projects to send 1 project representative and 1-2 national representatives to **biennial GEF IW Conferences** to facilitate project experience sharing and replication through portfolio learning. *This service would actually cost approximately \$18,000 (\$2000 for travel, \$1000 for daily subsistence) over the life of the project.*
4. Specify commitment and funding for **production of knowledge-sharing exhibits** for the Innovation Marketplace at GEF IW conferences to share with other projects. *This service would actually cost approximately \$2,000 over the life of the project.*
5. Every GEF IW Project Document shall specify commitment and funding for appropriate project partner(s) or staff representative(s) to **participate in at least one IW learning event per project year**, including regional dialogues and/or targeted training workshops. *This service would actually cost approximately \$12,000 over the life of the project.*
6. Every GEF IW Project Document shall specify commitment and funding either to host or for appropriate project partner(s) or staff representative(s) to participate in at least **one inter-project learning exchange** or peer-to-peer study visit during the project period. *This service would actually cost approximately \$3,000 over the life of the project.*
7. **Project news will be sent** on a regular basis to bulletin@iwlearn.org for global distribution and/or be syndicated on the IW-Learn website (via .rss feeds). *This service would actually cost a minor in-kind contribution over the life of the project.*
8. Provision shall be made by all GEF IW projects to submit and verify at least annually that all **project contact information and documents** (TDA/SAP docs, regional workshop inputs/outputs, M&E Plans, Stakeholder Involvement Plans, Sustainability Plans, datasets & geographic information)) are accurate and available via iwlearn.net. *This service would actually cost a minor in-kind contribution over the life of the project.*
9. Project **vacancy announcements** (for project personnel, evaluators, etc.) will be sent in timely fashion to jobs@iwlearn.net, respectively, for global distribution and/or to be syndicated on the IW-Learn website (via .rss files). *This service would actually cost a minor in-kind contribution over the life of the project.*
10. Each project shall include sufficient resources, responsibilities and activities to **perpetuate and benefit from global project-to-project learning** (e.g., IWENs, iwlearn.net contributions including news syndication, participation in IWCs and regional events, etc.) *This service would actually cost a minor in-kind contribution over the life of the project.*

11. **Include gender mainstreaming indicators** in the project logical framework. *This service would actually cost a minor in-kind contribution over the life of the project.*

Annex I. Proposed Milestones in lead up to GEF-5 (July 2010)

This annex summarizes all of the recommendations in the sustainability plan and presents them here by the recommended agent and the relevant phases where implementation of the recommendation would be most logical. The phases are as follows:

- ◆ Phase One...the period before the closure of the UNDP-UNOPS part of IW:LEARN (31 October 2008): transition of UNOPS-provided services to post-UNOPS sustaining entities.
- ◆ Phase Two...the period after Phase One and before the closure of the UNEP part of IW:LEARN (planned for 30 September 2009 : Transition of UNEP-provided services to sustaining entities.
- ◆ Phase Three...the period after Phase Two and before a potential new IW:LEARN during the 5th GEF replenishment by July 2010: Preparation and GEF Sec resource allocation for any IW &/or GEF portfolio-wide successor to global IW:LEARN in GEF-5.

Milestones			
Agent	Phase One	Phase Two	Phase Three
IWTF	Require all GEF IW Project Managers to provide updates of their project profiles on a regular basis (quarterly or semi-annual), personal contact information as needed and to syndicate and disseminate project news via the site (utilizing email updates or RSS feeds). <u>UNEP IW:LEARN</u> and its successor will conduct intake.	Ongoing	Ongoing

		<p>Provide additional oversight and quality control in new targeted training activities (workshops) via new <u>global and regional GEF IW learning projects, or the GEF Secretariat, WBI or a UN Junior Professional Officer (JPO) or Associate Professional Officer (APO) or Junior Professional Associate (JPA)</u> whose TORs would include this role.</p>	
		<p>(To serve marine projects) determine whether the <u>GEF Secretariat or UNEP Regional Seas JPO/JPA</u> should serve as liaison/coordination with <u>NOAA, IOC, Global Forum and perhaps IUCN Global Marine Program</u> to identify and oversee delivery of new workshops addressing multiple projects' needs, and internal marketing of previously developed training programs (e.g., LME governance, economic valuation, payment for ecosystem services, participation)</p>	

	Facilitate inclusion of <u>BD, LD & CC projects</u> in regional IW dialogue processes		
		Appoint a responsible “Learning” staffperson (as part of a larger terms of reference) at <u>GEFSEC, STAP or an GEF AGENCY</u> to coordinate ongoing study tour programs (matching needs with existing practical experience)	
	Use the PIR and pipeline processes to recommend learning exchange matching of successful projects w/low-performing projects and pipeline projects		
	Encourage inter-project exchanges for emerging projects as part of the PPG phase		
	Include a budget line for at least 2 learning exchanges (either as host or guest for learning trip) in all GEF IW projects		
	Vet proposals as well as identify and recommend project matches for learning exchanges.		
	Delegate additional oversight to <u>UNDP Regional Technical Advisors, World Bank Task Team Leaders</u> and equivalent <u>UNEP</u> managers		

	Further develop the interactive (actively participatory) structure of the last IWC, adapted to meet substantive priorities shared across projects and partners.		
		Suggest contracting a skilled, interactive process-aware agenda <u>developer/MC</u> as part of CTI, MENARID, and any future projects providing financing for IWCs	
	<u>GEF IW projects</u> should include directive and budget for portfolio learning contributions to and active participation of project and participating government representatives in future IWCs.		
		<u>GEF Agencies</u> should be encouraged to support active participation of GEF AGENCY support staff in IWCs and in assisting their projects to effectively contribute to and participate in GEF IWCs.	
	Like <u>UNDP</u> , <u>GEF Agencies</u> should make parallel project-level commitments to UNDP; apart from IWC management costs covered from new learning MSP/FSPs (see pledged contributions below).		
	Mandate that each <u>project</u> contribute at least two IW Experience Notes (IWEN) over their lifecycle, with GEF Agencies ensuring necessary budgeting from projects or other sources		

	Implementing Agencies should ensure IWEN production as part of the mid-term evaluation and terminal evaluation processes, or mainstream IW Experience Notes requests through the annual PIR 'reflection' process every two years to optimize harvesting of experience.		
	Ensure that quality-control of IWEN's continues with initial review at the GEF Agency-level but with continued submission to IWTF (see later recommendation on staff allocation).		
	Require that IWEN's be disseminated through iwlearn.net .		

	Document tools developed by projects in IWENs and promote familiarization & replication/adaptation of useful tools developed by projects, IW management (e.g., economic valuation, gender & water expo), project management (e.g., Black Sea PM tool) and Information Management (SCS GIS)		
	Either embed in new projects supporting IWC & portfolio learning, or consider establishing GEFSEC-based JPO/JPA “editor-in-chief” for quality assuring IWENs prior to posting		
	Require <u>project managers</u> to provide at least one article/year to UNEP-IWLEARN.		
	Facilitate <u>IW projects</u> including Gender audit process w/support for addressing findings. Subsequent Project Document and PIR processes should include indicators and measurements, respectively, for gender inclusion, e.g., names, # and % of women and men participating in (SC, PCU/PMU management and staff, as expert presenters, on advisory committees, meetings and outreach events)		

	Budget funding for all IW projects to generate at least one poster/participating country (\$5k/country) to highlight gender issues in TWRM in project meetings; make existing and new Gender/Water traveling expo posters available on www;iwlearn.net for project use (downloadable for local printing)		
		Identify similar packages on an <i>ad hoc</i> basis through help desk service (below) and/or through future GEF IW learning activities and International Waters Conferences, then utilize existing medium sized projects and consultancies through GEF Agencies to produce them.	
		Utilize overall entity leading on the set of 4.x services as an ad hoc intake/first responder for needs/experience matching.	
GEF Agencies		Ensure next GEF IW:LEARN-titled project(s) includes a management-support <u>TOR</u> to assist IAs in development of IW:LEARN-compatible learning <u>MSPs</u> .	
		Encourage incubation of regional and thematic learning projects by all <u>GEF Agencies</u>	

GEF	Direct the GEF-Online database administrator to periodically furnish <u>UNEP IW:LEARN</u> with newly uploaded GEF IW project data as well as changes to existing project records.		
		Track <u>GEF Agencies</u> obtaining of detailed information on newly staffed and soon-to-close IW projects, so that their information can be added and archived, respectively, on iwlearn.net, and also so that new projects can be solicited for periodic updates.	Ongoing
	Require that all data and information produced or compiled with GEF IW support be freely available in the public domain.		
			Require all GEF funded projects to set aside a nominal amount (\$20,000 suggested) for sub contracts to IW:LEARN for website development, maintenance and hosting, attendance to training workshops, archiving of project related content.

		Consider extending IW:LEARN type services under the existing infrastructure across other focal areas to put in place knowledge management system for all of GEF	
		Mainstream regional, sub-regional and thematic dialogues and workshops into all GEF IW projects by allocating minimum of 0.5% of IW project budgets to regional and thematic cross portfolio learning.	
	Apply resources to hire a full-time <u>JPA</u> (\$70,000/year) to oversee the above services for the IW portfolio and manage the GEF IW Experience Note vetting process.		
			Program sufficient funds into <u>GEF-5</u> for 4-8 learning MSPs
			Assignment of single <u>GEF partner entity</u> (or individual) to oversee harmonization of inputs, activities (processes) and outputs across these MSPs.

	Ensure integration of all GEF IW projects in relevant <u>IW portfolio learning projects</u>		
Gender and Water Alliance		Continue providing support to ongoing LAC, Africa and Asia traveling Gender/Water exhibit.	
IUCN-WANI	Encourage <u>IW-CAM</u> and <u>Artibonite projects</u> to liaise with <u>IUCN</u> planning for next phase of <u>WANI</u> in the Wider Caribbean region to include replication of tailored Valuation, PES and other trainings for the region		
UNDP		Promote additional linkages (via RSS feeds and other means) between the <u>UNDP Waterwiki</u> and <u>iwlearn.net</u> .	
	Consider scaling the WaterWiki platform to the global level and broaden its stakeholders to include all GEF IW projects, as part of a proposed global expansion to support <u>UN-Water</u> (which includes all original GEF IAs and other partners).		

	<p><u>UNDP</u> should encourage <u>UNOPS</u> to replicate/adapt its workshop for project management, which proved to be a very useful & productive mechanism for collective and targeted learning, which featured sharing of management tools and approaches developed by individual projects for possible replication and also generated plans for further targeted inter-project and project-directed learning activities.</p>		
	<p>Explore w/other <u>GEF Agencies</u> how to involve their project managers in sharing experiences</p>		
			<p>Ensure next GEF IW:LEARN-titled project(s) includes a management-support <u>TOR</u> to assist GEF Agency in development of IW:LEARN-compatible learning <u>MSPs</u>.</p>

UNEP	Provide staffing support through 2009 to sustain, enlarge, inter-link and/or replicate existing IW:LEARN-related platforms like DList-Benguela, the Africa Module (Community of Practice Platform and Africa Petersberg site), groundwater network (IGRAC Digital Aquifer module), LakeNet, E-Flows network (IUCN) to serve relevant and wider scope of IW regions and GEF IW Learn communities.		
		By November 2009, have in place perpetual mechanism to administer and maintain iwlearn.net site in-house or through GEF partners.	
		Upscale best practices database to include GEF IW experiences, practices and tools	
	Sustain the E-Bulletin service at least thru the end of the UNEP-IW:LEARN project. As a corollary, seek further methods to make it self-sustaining via project submissions.		
		Continue to intake, post and provide access to these [knowledge] packages through iwlearn.net.	
	IW:LEARN help-desk services should be continued in an publicly visible information marketplace format, such as a user support forum (existing gef-iw-managers e-forum could be utilized or the DLIST website could be replicated)		
		Sustain the existing suite of forums (aquifer, river, lake, marine, wetlands,	

		<p>nutrients and so forth) as announcement and expertise referral vehicles. Appoint someone to be responsible for moderating postings to avoid both spam and out-of-office messages. Finally, on a semi-annual basis publicize the lists to E-bulletin subscribers and also to the list membership themselves, to both solicit new members and re-affirm to subscribers with whom they are sharing information.</p>	
WBI		<p>Identify resource people, financially support and/or coordinate targeted training, where feasible.</p>	
		<p>We understand that WBI is to develop a global training course on Water Governance in a Political Economy, featuring integrated water resources management and good practices and implementation. It is suggested that WBI consider to add the subject of “IW and trans-boundary water management dimension” to this course. Upon completion, the course may be tried in different regions, especially in Africa where most IW issues are present.</p>	
		<p>Deliver training workshops to targeted regions and countries where IW issues are challenging, with special attention to development of local capacity building institutions and academics.</p>	