Third Meeting of the Regional Project Steering Committee
for the SOPAC/UNDP/UNEP/GEF Project:
*"Implementing Sustainable Water Resources and Wastewater
Management in Pacific Island Countries"*

Rarotonga Island, Cook Islands, 25th – 30th July 2011

LESSONS LEARNED FROM THE INCEPTION PHASE OF THE GEF PACIFIC IWRM PROJECT AND OPTIONS FOR CONTINUED KNOWLEDGE EXCHANGE AND LEARNING

Summary

This document contains: 1) an analysis of lessons learned throughout the inception phase of the GEF Pacific IWRM Project; 2) an overview of the procedures established for the internal peer review of lessons learned reporting; and 3) recommendations for the intra-project sharing of these lessons during the project's implementation phase. Options for continued knowledge exchange and learning are provided for discussion by the Committee. The analysis indicated that project staff feel they have had the most difficulty with capacity issues and project management and the most success with stakeholder engagement. The analysis also showed that nearly half of the reports submitted to-date were not of an acceptable quality to be shared regionally as lessons learned. A peer review process was launched in order to build reporting capacity and improve quality of reports submitted. The RSC is invited to agree on the next steps for the lessons learned, particularly in terms of the most appropriate ways to share the lessons with other IWRM practitioners.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

BACKGROUND AND CONTEXT

The Global Environment Facility's (GEF) Integrated Water Resource Management (IWRM) Project must report on its progress to the responsible GEF Implementing Agencies (United Nations Development Programme (UNDP) and United Nations Environment Programme (UNEP)) on a quarterly basis. As part of this reporting, the Project Coordinating Unit has requested that the participating countries submit quarterly reports that include: a) a financial report with itemized expenses from the quarter; b) a cash advance request for estimated expenses associated with a costed workplan for the upcoming quarter; c) a narrative report on progress made during the quarter; and d) a minimum of three lessons learned throughout the quarter.

In March 2011, the GEF Knowledge Sharing and Monitoring Facilitator conducted an audit and review of lessons learned reporting for the inception period of the GEF Pacific IWRM Project. In order to streamline data collection and analysis, significant revisions were made to the lessons learned reporting form. Additionally, an internal peer review process was launched to help improve reporting capacity and encourage information exchange across the project. It is hoped that the peer review process will help countries produce consistently higher quality reports so that case studies can be developed and published for sharing between and among projects and with the global IWRM community.

Each country participating in the GEF Pacific IWRM Project effectively submits 2-4 lessons learned per quarter. It is anticipated that over the 5 year project there will be a significant data set of lessons learned generated. The mid-project evaluation and redesign of lessons learned reporting was intended to make the end products as useful and straightforward as possible, both for direct project beneficiaries and for other IWRM practitioners. It is envisaged that other practitioners might look to these lessons learned for guidance when designing and implementing future projects in the Pacific or in other small island developing nations.

1.   ANALYSIS OF LESSONS LEARNED FROM THE INCEPTION PHASE OF THE GEF PACIFIC IWRM PROJECT

1.1A   REVISION OF THE LESSONS LEARNED REPORTING FORM
In order to streamline data collection and analysis, significant revisions were made to the lessons learned reporting form. All the lessons learned data had been previously compiled into an MS Excel spreadsheet according to the categories on the first lessons learned reporting form. The categories used on the first reporting form were largely focused on the '*Project Preparation and Inception Period'* (see Table 1 below). These categories were determined to be too open-ended to enable a meaningful analysis of the data.

Table 1: Original lessons learned thematic categories

Project preparation and inception period			
1. Project preparation	**2. IWRM concept e.g.**	**3. Inception period e.g.**	**4. Steering Committee e.g.**
a. Diagnostic analysis/hotspot	a. Understanding	a. Clarity of tasks	a. Establishment
b. Demo project design	b. Acceptance	b. Support from RPCU	b. Membership
c. Regional project prep	c. Application	c. MoA and signing	c. Performance
d. ?	d. ?	d. Logframe revision	d. Sustainability
e. ?	e. ?	e. ?	e. ?
5. Stakeholder support / capacity / performance	**6. Social equity (including gender & disadvantaged)**	**7. Human resource capacity for the project e.g.**	**8. ???**
a. Government departments	a. Understanding	a. PMU (recruitment)	a.
b. NGOs	b. Acceptance	b. Start-up consultant	b.
c. Community	c. Implementation	c. Lead Agency (LA)	c.
d. Private sector	d. ?	d. Technical capacity	d.
e. ?	e. ?	e. RPCU	e.
		f. ?	f.

In response to this, a set of more streamlined thematic categories was developed. In order to develop these new categories, a review was conducted of all of the lessons learned submissions to-date. From this, an extensive list was compiled of the main and sub themes identified by the project managers in their submissions. The themes were then grouped together into the following "new" eight categories shown in Table 2.

Table 2: Revised thematic categories for lessons learned

Revised Thematic Categories for Lessons Learnt							
Capacity / Performance	Coordination / Integration	Project Management	Stakeholder Engagement	Technical	Political	Socio - Cultural	Communications

The purpose of this exercise was two-fold: 1) to streamline data capture for future analyses and 2) to make the selection of categories more straightforward for project staff by providing fewer options under broader categories. The latter was deemed necessary as the initial review indicated that the project staff completing the lessons learned reporting tended to select categories that matched the result or problem; however, the goal of the lessons learned exercise is to encourage reflection about what happened and most importantly *why*. The categories selected for reporting a lesson learned should therefore reflect the cause of the issue or success rather than the effect.

1.1B TRIAL OF THE NEW FORM

The new forms were trialled for the collection of the Year 3 Quarter 1 reports that were due on 8th of April 2011. Of the 12 countries that have active projects, only two did not submit the lessons learned report and a third country used the old reporting format; 9 out of 12 countries used the revised reporting form correctly. However, after thorough review of all of the lessons submitted, it became clear that, collectively, the project staff do not necessarily understand the concept behind a lesson learned. It was apparent that most were not mastering the reflection process required to determine *why* things happened and what they could have done differently to change the outcomes. Similarly, very few had adequately completed the question about what other practitioners should do to repeat the same success or avoid the same mistakes. Without this level of critical thought, the form becomes another way to report on progress as opposed to reflecting on learnings.

1.1C ADDITIONAL REVISIONS TO THE FORM

After the completion of this analysis, the reporting form for lessons learned was revised a final time to facilitate improved reporting. Feedback from the project staff was incorporated and instructions were revised to draw out more important information. At the time of this report, the form had not yet been trialled. The form is included in this document as Appendix 1.

1.2 LESSONS LEARNED EVALUATION – APPROACH AND DESIGN

The following questions were developed as criteria to review the lessons learned:
- *Has the author identified the correct main/sub theme? Should point to the root cause of the issue or success and not just the effects.*
- *Has the author correctly and clearly identified whether this was a success story or one that needs improvement?*
- *Has the author adequately described the expected and actual outcomes with enough information so that a reader who is unfamiliar with the project specifics can understand what happened?*
- *Has the author adequately reflected on what they should do differently or repeat in the future and listed all of the realistic options? Have they acknowledged their own mistakes and created a recipe for success through their suggestions?*
- *Has the author provided adequate, translatable advice for other IWRM practitioners to follow?*
- *Overall, has the author supplied sufficient, high quality data in their lesson so that it is accessible and useful to other IWRM practitioners?*

Using a Lessons Learned Grading Criteria Table and Marking Sheet developed for this process (see Table 3), each lesson learned report was given a mark for each category (column) out of a possible total number of points (bottom row). The number of possible points assigned to each category was based on what the Knowledge Sharing and Monitoring Facilitator deemed to be the relative importance of these categories to the lessons learned reporting process.

Table 3: Lessons learned grading criteria and marking sheet

Lessons Learned Review and Audit: GEF IWRM						
File Name:						
Year/Quarter Submitted:						
Themes *Correctly Selected*	Success / Failure *Properly Selected*	Expected Outcome *Adequately Described*	Actual Outcome *Adequately Described*	PMU Next Time *Adequately Completed*	Others Next Time *Adequately Completed*	Overall Quality / Effort
/10	/10	/15	/15	/20	/20	/(+/-)10
Total Score:						
Equivalency Grade:						

Scores were then totalled out of 100 and an equivalency scale (based on a US grading system) was used to give a final grade as follows:
90 – 100 = Excellent (Needs little to no improvement)
80 – 89 = Good (Needs only minor improvement)
70 – 79 = Fair (Needs substantial improvement)
60 – 69 = Poor (Needs significant improvement)
0 – 59 = Unsatisfactory (Needs significant improvement)

For evaluative purposes, Poor and Unsatisfactory marks were grouped together as Unsatisfactory. It was recommended that unsatisfactory lessons should be revised.

1.3   ANALYSIS OF TRENDS FROM LESSONS LEARNED REPORTING DATA

A total of 125 lessons learned reports were reviewed, gathered from 12 countries over the first seven quarters of the project (Q3 2009 through Q1 2011). Each lesson was evaluated according to the criteria listed above. Results were recorded in separate MS Word documents to be submitted back to the in-country project staff for review and consideration (NB: At the time of preparing this report, the results of this process have not yet been submitted to country staff). The data was also compiled into an MS Excel spreadsheet and analyzed to find trends in reporting data. The information is represented here graphically to show the trends in information gathered to-date (end Q1 2011).

Figures 1 through 10 show trends amongst the Lessons Learned gathered within the first 7 quarters of the Project (Figures 5 through 10 can be found in Appendix 2). Continued lessons learned reporting is planned through month 60 of the 5 year project. The data for all figures is sourced from the GEF Pacific IWRM Project Ms Excel spreadsheet of compiled lessons learned data reporting as analyzed by the Knowledge Sharing and Monitoring Facilitator.

Percentage of Lessons Learned Submitted
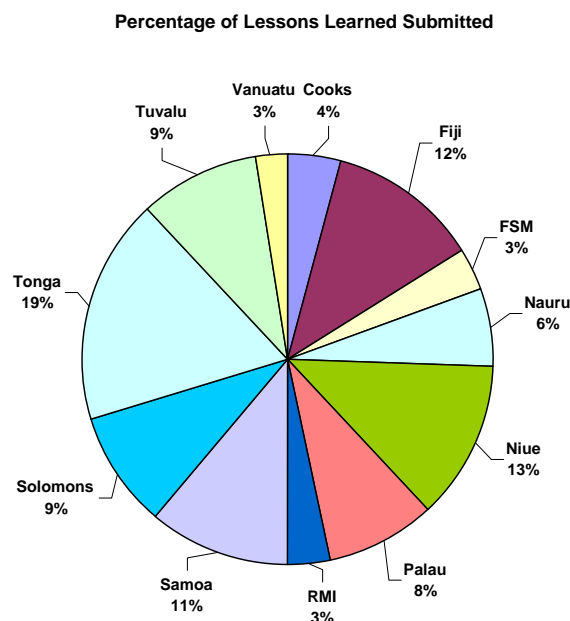
Figure 1: Precent of lessons learned submitted by country

Figure 1 shows the percentage of lessons learned submitted by each country; of the 125 lessons that were submitted 18% were submitted by Tonga versus 3% submitted by FSM, Vanuatu and RMI. It is important to note that there are inconsistent numbers of submissions across countries when analyzing the data for major reporting trends. Issues that might predominantly occur in Tonga could be overrepresented in comparison with issues in FSM, Vanuatu, RMI or other countries; however, there was no way to account for this discrepancy.

Quality of Lessons Learned Reporting
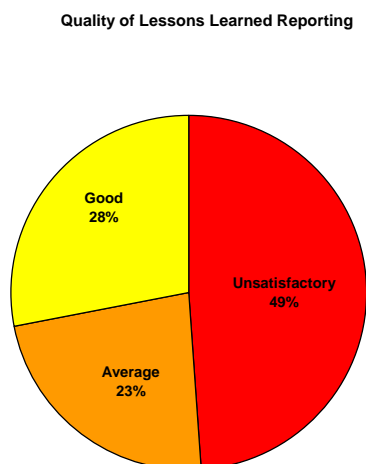
Figure 2: Quality of lessons learned submitted

Figure 2 shows the overall quality of lessons learned reporting. 49% of the lessons learned submitted scored a total of 69 points or less out of a possible 100 points; 23% of the lessons received average or satisfactory scores between 70 and 79 points and 28% received fairly good scores between 80 to 100 points (N.B. These are graded on a US grading scale; numerical scores have been removed from Figure 2 to show equivalency across all grading systems). The fact that nearly half of the reports are of such a low standard will make it difficult to develop them into case studies that can be shared with the IWRM community.

The MS Excel database was designed as a repository from which practitioners can extract data to show overall trends in reporting as well as changes in data over time. Figure 3 shows the average score per quarter by country over time. It can be observed that there is a general trend towards diminishing quality of lessons learned reporting over the past few quarters for at least 5 of the countries. Red arrows indicate points at which there is no longer sufficient data to analyze, either because no lessons were submitted or because those that were needed revision and could not be analyzed. An example high quality lessons learned report was circulated in Quarter 2 of Year 3 (2011) to assist in rectifying this situation.

Figure 3: Average lesson learned score per quarter over time

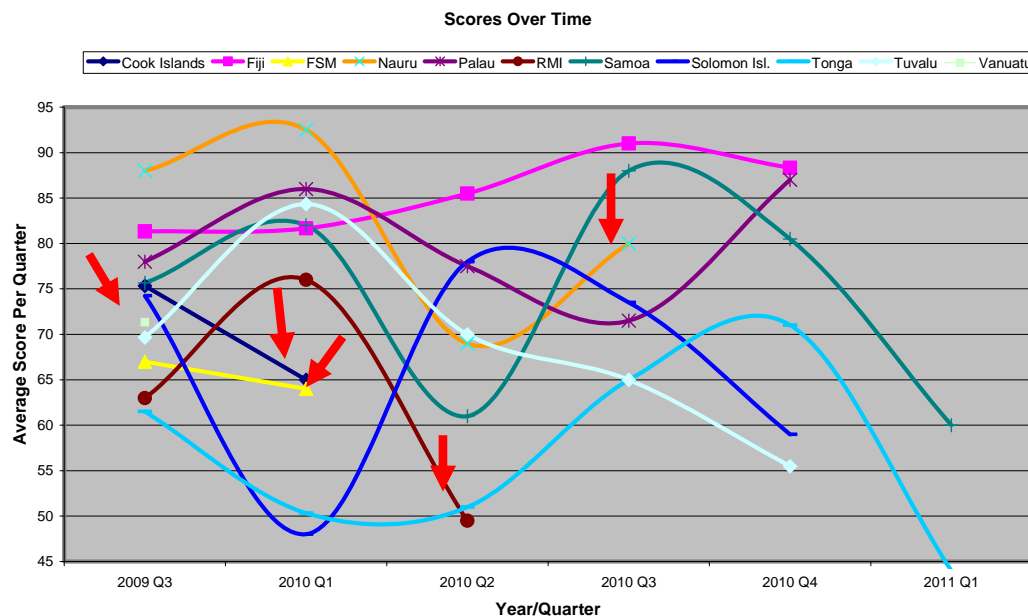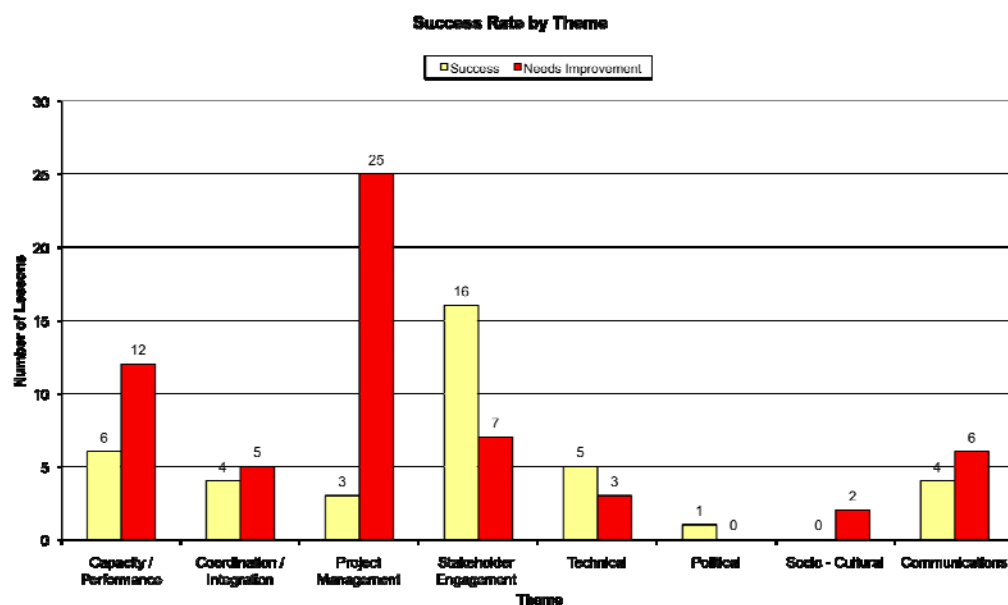**Figure 4: Number of lessons learned reports highlighting success stories vs. need for improvement**

Figure 4 shows the number of lessons learned reports which documented a success story versus the need for improvement for each of the 8 lessons learned themes. The highest number of success stories documented relate to the theme *"Stakeholder Engagement"*

indicating that national Project Management Units (PMUs) had generally perceived considerable positive benefits as a result of broad stakeholder involvement in project implementation. The analysis also indicates that the national PMUs generally perceived that the areas of *"Project Management"* and *"Capacity/Performance"* are those where improvement is most needed. Some examples of the types of Lessons Learned submitted for Project Management include:

- o Learnings about time management and meeting deadlines;
- o Learnings about project reporting, specifically logframes; and
- o Issues with delayed fund advances slowing down project implementation.

Many of the capacity related issues had to do with having available human capacity and expertise in country to complete required technical and project management activities. It would be interesting to regularly compare the same graph over the remaining years of the project, as this will likely yield higher level learning for PMUs. For example, the high number of success stories in the area of "*stakeholder engagement*" could certainly be expected during an inception phase of a project when enthusiasm amongst partners and local beneficiaries is high.

It might be expected that the priority areas for improvement will shift as PMUs develop more experience and exposure to the realities of implementing integrated approaches to water resource management in small island contexts. For example, socio-cultural, technical, and coordination/integration issues will likely become more apparent to PMUs as they work to deliver on expectations built during project inception and as stakeholders become more accustomed to working in a multi-stakeholder setting.

Project management training was provided to national project managers during the project inception workshop and is an emphasis of the regular meetings of the project's Regional Steering Committee. This has been strengthened via delivery of the '*Project Management*' training course, which is part of the Pacific IWRM sponsored Post-Graduate training programme on IWRM and is currently being provided in collaboration with the International Water Centre. Many of the IWRM Project Managers are participating in this programme. Similarly, Project Advisors have also provided face-to-face project management training during technical assistance missions undertaken as part of the project.

Despite this, the findings indicate that national project staff found '*Project Management'* as being the key area in which improvement was required. This raises an important point with respect to the capture of capacity built through projects such as this. The project management requirements of this project are common to all UNDP implemented GEF projects in the Pacific region, and the participating countries all possess significant project management capacity (albeit some latent) and experience in the local management of GEF projects. The capture and national and regional level transfer of existing expertise, plus that developed through GEF Pacific IWRM Project, represents a significant opportunity and challenge for this and other investments of the GEF in the Pacific.

Additional analyses are included in Appendix 2. Figures 5-10 show the main themes of the lessons, broken down by demonstration project category, contrasting successes against areas needing improvement. Figures 9 and 10 show the lessons learned by theme for each of the three regions of the Pacific (Melanesia, Micronesia, and Polynesia) grouped by successful lessons and those that need improvement respectively. These figures were included in the appendix only, as it appears that there is no striking anomaly dependent on the demonstration project category or region at the time of evaluation. It was also determined that unequal representation across the countries has skewed the results of these analyses. It would be pertinent to revisit this evaluation at the close of the project when countries might be more equally represented in the data set, i.e. after any internal "*teething problems*" have been resolved. It would be interesting to examine if and how the main issues identified in implementation evolve over the project lifecycle. Linkage of this approach to national and regional participatory monitoring and evaluation in a results-based framework for water and sanitation would also likely yield significant improvements in terms of government service delivery, community engagement, and secure access to safe water and sanitation in the longer-run.

1.3A   Main Highlights of Analysis

A summary of the main highlights of the analysis of the lessons learned submitted during the project's inception period are listed below:

- ◦ The Project is approaching quarter 8 out of 20, so lessons learned submitted to date are focused on the implementation period of the project.
- ◦ There is unequal representation across countries in terms of numbers of lessons learned submitted per quarter for evaluation; therefore, issues encountered in Tonga, which submitted 18% of the 125 lessons reviewed, might be weighed more heavily than issues encountered in Vanuatu, Marshall Islands or the Federated States of Micronesia, as these countries submitted only 3% of the total lessons.
- ◦ In terms of overall quality of the reporting submitted, nearly half of the documents were found to be unsatisfactory, generally lacking the level of analysis and reflection required to provide lessons for improved implementation.
- ◦ Over the past few quarters, there is a general trend towards diminishing quality of reporting for at least 5 of the countries.
- ◦ Project management and capacity/performance were the areas recognized as most in need of improvement by the project staff completing these reports across all countries.
- ◦ Stakeholder engagement is the area of implementation considered to be most successful by the project staff completing these reports across all countries.
- ◦ The evaluation should be revisited periodically throughout the project, as this analysis reflects only the inception period and it will be interesting to see how priority issues and successes evolve over the project lifecycle.

2.   AN OVERVIEW OF PROCEDURES ESTABLISHED FOR THE INTERNAL PEER REVIEW OF LESSONS LEARNED REPORTING

During its second meeting in 2010, the Regional Technical Advisory Group (RTAG) for the GEF Pacific IWRM Project approved a peer review process for the lessons learned reporting. This was encouraged as a means of exchanging information and promoting learning across the Project while simultaneously developing reporting capacity amongst in-country project managers to improve reporting quality. The Knowledge Sharing and Monitoring Facilitator designed the peer review process and associated documentation based on the RTAG's decision.

The first three peer reviewers were selected based upon their consistently higher reporting quality in comparison with the other countries based upon the reviews of the Year 2 Quarter 4 and Year 3 Quarter 1 quarterly reports conducted by the Knowledge Sharing and Monitoring Facilitator. Five individual lessons were selected for review, based on which countries were submitting consistently poorer quality reports in comparison with the other countries, as determined by the same reviews mentioned above. The Year 3 Quarter 1 lessons learned were evaluated from each of the comparatively poorer performing countries. Particular lessons were selected that were considered the most appropriate for peer review based on two major factors: a) whether or not they could be readily edited and improved into proper lessons learned or case studies, and b) whether it appeared that the project manager might benefit from additional outside perspectives in their analysis of what happened or what could be improved and/or replicated.

The peer review form was designed to be anonymous to encourage honest and constructive feedback. The first set of five lessons to be reviewed were entered into a peer review template, specific country details were removed to ensure anonymity, and they were then emailed to three selected reviewers. Reviewers were given several weeks to complete their analysis and reviews were sent directly to the Knowledge Sharing and Monitoring Facilitator in the Regional Project Coordinating Unit (RPCU) Office. The reviews were then compiled for each country and a summary of comments, also anonymous, were emailed to the project staff in the countries whose lessons were reviewed. Project staff receiving feedback were asked to revise their lessons and submit them with the upcoming quarter's reporting and to take the

feedback into consideration when drawing up their next quarter's lessons learned submissions.

Additionally, the Knowledge Sharing and Monitoring Facilitator developed an example of a high quality lesson learned to serve as a model for all project staff. This model drew on the material submitted in previous lessons learned so that it was: (a) relevant to the work the project staff are familiar with, and (b) so that the reviewers might have something to work against throughout the process. An example of a high quality lesson learned peer review was also developed and both items were circulated to all project staff, along with a description of the process for the peer review, and a copy of the template for the peer review (these example documents are included in Appendices 3-5).

Reflective questions were incorporated into the peer review in order to ensure that the exercise was also a learning process for the reviewers. The reviewers are meant to reflect on how their own advice, or the information in the lessons learned, can be useful for their own projects or programmes. The goal of this exercise was to build capacity by showing specific examples of high quality products.

3.   RECOMMENDATIONS FOR THE INTRA-PROJECT SHARING OF LESSONS LEARNED DURING PROJECT IMPLEMENTATION

At the last meeting of the project's Regional Technical Advisory Group (RTAG) it was determined that high quality lessons learned would be displayed on the project website in order to encourage real-time sharing of lessons and experience. However, due to the generally low quality of lessons submitted, there are relatively few lessons submitted to date that are of an acceptable standard to be shared online. Additionally, there have been concerns raised by project staff that many of these lessons could contain sensitive data about mistakes made or poor performance by partners etc. There are concerns that posting this information online could allow it to find its way back to those persons being critiqued and have a deleterious affect on project implementation. Knowing that these lessons might be published would potentially discourage project staff from submitting certain lessons in an open and honest manner.

Staff of the Regional Project Co-ordinating Unit (RPCU) are currently developing a '*blog'* space on the Kava Bowl portion of the project's website in order to encourage more real-time discussion and sharing of lessons. It is important, however, that the valuable information about project implementation captured in the growing lessons learned database be packaged in a way that is accessible to future practitioners, and more importantly, active practitioners.

The Global Environment Facility's International Waters Focal Area has developed a web-based tool for exchanging knowledge known as IW:LEARN (International Waters: Learning Exchange and Research Network). The International Waters Focal Area of the GEF is aimed at transboundary water management and this network is designed to share implementation experiences to improve management.

RPCU staff are working with national project staff to develop high quality case studies on a select few lessons submitted, with the aim of sharing this information on the GEF IW:LEARN site. However, the current quality of reporting will make it incredibly time consuming for the RPCU and national PMUs to convert many of the lessons into this polished format. If this is the final output format selected by the RSC, it will be likely that many of the lessons learned submitted will not be improved to a level that they can be shared with other practitioners; therefore, a considerable amount of valuable project information will effectively be lost to the greater IWRM community at the close of this project.

Conclusions

This document provided a review of a preliminary, although comprehensive, analysis of inception period lessons learned reporting for the GEF Pacific IWRM Project. This preliminary analysis resulted in the refinement of the reporting forms to ensure capture of more meaningful data. Inception period reporting was analyzed and information repackaged to identify trends across the region. The analysis indicated that the majority of lesson learned reports being submitted are of a substantially lower quality than what is necessary in order for them to be shared with other practitioners. Lessons learned reporting is inconsistent, with forms frequently being submitted while incomplete, or not at all, leaving gaps in project data. Over the past few quarters, there is a general trend towards diminishing quality of reporting for many of the countries. The most obvious reporting trend is the PMU identified need for improved project management capacity in-country. The area where project staff felt they were having the most success was in stakeholder engagement.

At the same time that the review and analysis were conducted, a peer review process was launched for the lesson learned reporting. The purpose of the peer review process was to improve overall reporting capacity amongst project managers to ensure that the Project is capturing valuable lessons about IWRM implementation. Slight modifications were made to the peer review process approved by the RTAG, whereby Regional Project Coordinating Unit staff selected the reviewers based on consistent comparatively higher performance on lessons learned reporting, as determined by the evaluative analysis. Countries to be reviewed were selected based on consistent comparatively poorer performance on lessons learned reporting, as determined by the evaluative analysis. The first peer review was completed and feedback delivered to countries in time for the following quarter's quarterly reporting period.

The RTAG had hoped to display lessons learned reporting on the Project's website to encourage timely exchange of information; however, concerns have been raised from project staff that some of this material is sensitive and should not be displayed publically. Therefore, the RSC should reconsider the most appropriate next steps for exchanging information.

4. SUMMARY OF KEY ISSUES FOR CONSIDERATION BY THE RSC

This preliminary analysis of lessons learned reporting highlights several key issues which the RSC may wish to consider, including:

- **Procedures for the Capture of Lessons Learned** – revised thematic categories and forms; grading criteria, and peer review process;

- **Enhancing the Relevance of Lessons Learned Reporting Amongst Water and Sanitation Related Stakeholders** – integrating lessons learned reporting into the routine governance practices of National Water Committees, IWRM Project Steering Committees, and sub-regional coordination mechanisms;

- **Approach for the Regional and Global Sharing of Lessons Learned** – confidentiality; linkages with other GEF initiatives, including IW:LEARN; and publication strategy; and

- **National and Regional Capture and Exchange of Human Resource Capacity for IWRM –** matching capacity development with real learning needs of national/regional IWRM initiatives.

The following provides advice and recommendations with respect to each of the above for consideration and decision by the RSC. The capture and sharing of lessons learned is an important project management tool aimed at refining IWRM practices and members are urged to provide the following their fullest attention.

4.1 PROCEDURES FOR THE CAPTURE OF LESSONS LEARNED

The revised approach outlined in this document has resulted in improvements to both lessons learned reporting and regularity of feed-back between national IWRM staff and RPCU members. The peer review process has been embraced by project staff and preliminary results indicate improvements to lessons learned reports for the countries trialled.

Recommendation 1: The RSC Endorse and Commit to the Continued Implementation of the Revised Process for the Capture of Lessons Learned, including Use of the Revised Forms, Grading Criteria, and Peer Review Process Established by the Project;

4.2 ENHANCING THE RELEVANCE OF LESSONS LEARNED REPORTING AMONGST WATER AND SANITATION RELATED STAKEHOLDERS

The lessons learned process should be considered central to the refinement of national IWRM practices, as well as for the informal sharing of examples of best practice, both at national and regional levels. It is likely that the effective use of "*lessons*" will yield significant improvements to government service delivery, community engagement, and efforts to secure access to safe water and sanitation in the longer-run.

Despite this, the somewhat haphazard approach to lessons learned reporting adopted by national IWRM teams so far may point to a lack of importance being given to this process by supervisors and members of national committees. This is not surprising given the donor driven approach to lessons learned reporting adopted throughout the Pacific in recent decades. The results of the analysis outlined in this paper point to a perception of lessons learning reporting being an activity which is largely incremental in nature, i.e., national lead agencies may not recognise the national level benefits of unilateral or even multi-lateral investment in time spent developing and reviewing lessons.

Certainly many existing members of National Committees and IWRM project teams will have participated in similar discussions of how to capture and use lessons learned. Whilst such discussions may have "*ticked a box*" in a project status or terminal report, it is likely these past efforts to capture lessons may have passed without any on-the-ground benefit of significance. This presents a significant barrier for the progression of this work. Any effort to convince national stakeholders of the benefits of lessons learned reporting and extension should acknowledge the past contributions of national stakeholders' efforts in this area and provide some analysis of the up-take or results of their efforts.

Recommendation 2: The RPCU should seek support from partner organisations and related projects to: (a) undertake a review of past lessons learned approaches used in other GEF International Waters throughout Asia-Pacific and other regions promoting IWRM in Small Island Developing States contexts; and (b) undertake a comparative assessment of the lessons learned approaches that have worked and contributed to improved implementation, especially in the Pacific Islands region.

Recommendation 3: The RPCU should work with National Project Management Units to develop communications materials aimed at promoting the usefulness of lessons learned reporting for three key audiences: (a) community organisations and NGOs; (b) water resource and sanitation practitioners; and (c) members of Demonstration Project Committees and National Water Committees.

The capture and sharing of lessons learned is also central to the replication and up-scaling of IWRM demonstration project activities. The direct linkage of the lessons learned approach adopted through this project and national initiatives for replication may assist in raising the relevance of lessons learning reporting and sharing amongst stakeholders.

Recommendation 4: National Project Management Units should ensure that the lessons learned approach of the project be a key element of IWRM replication planning.

4.3   APPROACH FOR THE REGIONAL AND GLOBAL SHARING OF LESSONS LEARNED

Confidentiality and anonymity are difficult to reconcile in Pacific Island contexts. Most island cultures operate on the basis of consensual decision-making following extensive consideration of local cultural, political, and traditional leadership norms. Whilst the countries may exhibit some similarities, country-specific circumstances often differ so much that it would be quite easy for most Pacific Islanders to easily identify the sub-region or country referred to in an individual lessons learned report that had been made "*confidential*". The consensual basis to decision making also creates problems with respect to the "*anonymity*" of reports in that national level stakeholders could easily identify their collective contributions to the documented lesson.

The request for the large number of lessons learned from each country per quarter is likely to increase the risk of confidentiality and anonymity issues becoming problematic. This risk is also likely intensified by the grading and peer reviewed process initiated over recent months. Although given the learning opportunities the peer review process has created via the feedback loops established between the reporting projects, the RPCU, and the evaluator (also a member of a national IWRM team) it is recommended this part of the process be continued and supported by national teams. It would appear, however, that the process could benefit from a reduction in the number of reports expected from each country per quarter in order that more time could be spent on preparing and reviewing higher quality lessons.

The quality and time required to finalise individual lessons also points to a need to consider how these lessons may best be used. A simple and often requested solution from agencies overseeing projects is to "*throw these up online*" without much thought being given to the usefulness or relevance of the reports. Conversely, the challenge often faced by those involved in the coordination of national and regional level execution of activities is that individual lessons learned captured on a regular basis only form one part of the equation needed to inform actions aimed at addressing root causes of priority management issues.

The RSC may therefore wish to continue the regular collation of lessons learned data as per Recommendation 1 above via a private area of the GEF Pacific IWRM Project Website accessible to Project Managers only to ensure confidentiality. It may also wish to consider the development of regular recommendations regarding how these lessons might be best compiled into higher level learning tools for consideration of the project's RTAG and RSC on an annual basis. Such learning tools may include project knowledge documents which address the 8 "*new*" thematic learning areas. Linkages with the GEF supported IW:LEARN Project should also be explored.

Recommendation 5: Individual Lessons Learned Reports be filed in a private area of the GEF Pacific IWRM Project website (www.pacific-iwrm.org) and that recommendations be provided to RTAG and RSC on an annual basis with respect to the compilation of these into Pacific IWRM Knowledge Documents or other publications. [May require the establishment of a Regional Knowledge Management Task Force]

Recommendation 6: The current expectation that each national IWRM demonstration project produce 3-4 lessons learned reports per quarter be reduced to 1-2 reports per quarter.

4.4   NATIONAL AND REGIONAL CAPTURE AND EXCHANGE OF HUMAN RESOURCE CAPACITY FOR IWRM

The analysis conducted above points to a need to: (a) review the existing expertise of the staff preparing lessons learned reports; and to (b) analyse the key barriers to successful implementation of IWRM initiatives. Whilst the latter will likely be identified by the mid-term

evaluation of the project scheduled for September 2011, it is likely that both contribute to significant bias in any analysis of the lessons learned data.

Recommendation 7: Conduct capacity assessment of project staff with respect to benchmarking their relative expertise in facilitating integrated approaches to water resource management in small island contexts.

Recommendation 8: Regular advice be prepared for the consideration of the RTAG and RSC about how the lessons learned process can best assist national IWRM teams in overcoming national level barriers to successful IWRM implementation.

As mentioned above, all participating countries possess significant project management capacity (albeit some latent) and experience in the local management of GEF projects. The capture and national and regional level transfer of existing expertise, plus that developed through GEF Pacific IWRM Project, represents a significant opportunity and challenge for this and other investments of the GEF in the Pacific.

Recommendation 9: Develop a project initiative to identify mechanisms for the capture and exchange of human resource capacity for IWRM in small island contexts.

Appendix 1: Lessons Learned Template Revised July 2011

GEF-PACIFIC IWRM PROJECT

LESSONS LEARNED

INSTRUCTIONS

Purpose

The national GEF-IWRM demonstrations are piloting the IWRM approach throughout the Pacific. One purpose of a pilot is to learn lessons about what works well and what does not work so well. Lessons can be successes for repeating or issues for improving. They can be about processes (how things were done) or products (outputs). By analysing our experiences and documenting these lessons, other IWRM practitioners can learn from our experiences, build on our successes, and (hopefully) avoid the difficulties that we had. Replication of the IWRM approach in other districts, regions or country-wide will then start from a stronger base.

Process

Think about lessons learned during the quarter about IWRM implementation that can help other practitioners. This lesson could be:

**A successful experience you have had during the quarter

**Something that did not work so well and where planning or actions would need improvement if the same activity was approached a second time

For each lesson, analyse what contributed to the success or the lack of success. *Make clear recommendations for the steps that others should follow to repeat the success or to improve upon the outcome.*

** Select one Main Theme and one Sub Theme from the lists provided or enter your own theme in the space provided. *A description of each of the 8 identified themes has been provided below for clarification.*

** In the table, enter the Year and Quarter Submitted and Select whether the Lesson you are presenting is a success story or one that needs improvement.

** Select up to 5 keywords from the list, or enter your own in the space provided.

** Describe, in detail, the lesson learned, the issue/event, and the expected outcome vs actual outcome.

** Analyse what the PMU could have done differently to correct the situation, or what they did successfully to ensure the positive outcome.

** Provide recommendations and advice for other IWRM practitioners unfamiliar with this project.

Major Themes

CAPAPCITY/PERFORMANCE
Human capacity in terms of ability, availability, technical knowledge (training required), or willingness to perform required tasks

COOPERATION/INTEGRATION
Willingness or ability of agencies, people, organizations, and communities to work together across sectors

PROJECT MANAGEMENT
Management and oversight of administrative tasks, project staff, building partnerships, leading project tasks, staying within timeframes and budgets, completing appropriate reporting, etc.

STAKEHOLDER ENGAGEMENT
Engagement with all relevant stakeholders (including minority groups, all levels of government, NGOs, business, agriculture, etc), raising awareness, generating project support and buy-in

TECHNICAL
Availability of technical expertise to complete construction, scientific surveys, IT support, graphics and multimedia advertisement as necessary

POLITICAL
Political constraints that either enhance or limit project functions

SOCIO-CULTURAL
Traditional customs/behaviours that impact the project, i.e., equal participation/representation across genders, taboos, ideas about sanitation and hygiene, etc.

COMMUNICATIONS
Sharing information freely in the appropriate languages and formats so that it is accessible to and understood by intended audience, effective communication with partners, staff, project team

LESSONS LEARNED

Country: _____
Prepared by: _____
Year: _____
Quarter: _____
Lesson #: _____

Main Theme: *Select 1 theme by double-clicking on box to the left of the appropriate theme name - Under default value select "Checked"*

☐ Capacity / Performance   ☐ Technical
☐ Coordination / Integration   ☐ Political
☐ Project Management   ☐ Socio – Cultural
☐ Stakeholder Engagement   ☐ Communications

Other: (if other, enter your own Main Theme here) _____

Sub Theme:

☐ Capacity / Performance   ☐ Technical
☐ Coordination / Integration   ☐ Political
☐ Project Management   ☐ Socio – Cultural
☐ Stakeholder Engagement   ☐ Communications

Other: (if other, enter your own Sub Theme here) _____

Grey Boxes to be completed by GEF PCU Office Staff Only:						
Lessons Learned Review and Audit: GEF IWRM						
File Name:						
Year/Quarter Submitted (YYYY/Q#):			**Success (Y/N):**		**Needs Improvement (Y/N):**	
Lesson Learned Evaluation Criteria (Project Staff – please keep these in mind when completing the form)						
Themes *Correctly Selected*	Success / Failure *Properly Selected*	Expected Outcome *Adequately Described*	Actual Outcome *Adequately Described*	PMU Next Time *Adequately Completed*	Others Next Time *Adequately Completed*	Overall Quality / Effort
/10	/10	/15	/15	/20	/20	/10
Total Score: /100						
Equivalency Grade:						
Comments:						

Keywords: *Select up to five (5) keywords by double-clicking on box to the left of the word - Under default value select "Checked"*

☐ Adaptability
☐ Awareness Raising
☐ Capacity Building
☐ Collaboration
☐ Communication
☐ Community Consultation/ Engagement/ Participation
☐ Coordination
☐ Cultural traditions
☐ Event (Workshop/ Survey/ WorldWaterDay/ Exhibition)
☐ Funding

☐ Gender
☐ Human Capacity
☐ Incentives
☐ Information/ Knowledge (Sharing/Access/Management)
☐ Integration
☐ Leadership
☐ Monitoring/Evaluation
☐ Ownership
☐ Participation
☐ Partnership
☐ Performance

☐ Planning/Scheduling
☐ Project Management
☐ Recruitment
☐ Reporting (Logframes etc)
☐ Stakeholder Engagement
☐ Steering Committee
☐ Technical Expertise
☐ Time Management
☐ Traditional Governance
☐ Transparency

Other: (if other, enter your own keyword(s) here) _____

Lesson Learned: *Ask yourself: What is the lesson that I learned through my implementation efforts? Answer that question in one summary line here.*

Issue/Event: *Provide a description and background information about the issue or event that you will be analysing. What is the IWRM project aiming to do and how is this event important to the overall implementation of the IWRM project? What was the purpose of the event (in the context of the project)? Be careful to avoid using abbreviations for the benefit of those unfamiliar with the project and local organizations. Remember that others reading this might not know much about the particular project you are working on.*

Expected Outcome: *Explain what you expected or hoped would happen. WHY did you expect things to work out that way? What evidence or experience do you have that lead you to believe this was the expected outcome?*

Actual Outcome: *Explain what actually happened, giving details about HOW and WHY things happened the way they did. If applicable, explain HOW and WHY the actual outcome differed from what you expected or hoped would happen.*

What PMU (PCU, Lead Agency) would do next time [to repeat the success or improve on the outcome]? Decide which scenario (A/Success or B/Needs Improvement) most accurately represents what happened and then answer the associated questions.

Scenario A/Success: Everything happened according to plan. Explain what the key factors were in achieving the success(actions/components/steps/people/events etc). What efforts did the PMU (or others) make to achieve this goal? What worked so well and WHY? What specific steps would you take to repeat this success in the future? In retrospect, was there any alternative method that might have worked better? If yes, what would have been different or improved and what would you had to have changed?

*Scenario B/Needs Improvement: Things did not turn out as expected. Think of the <u>root causes</u> of WHY things went wrong and then list of all of the things that the PMU could have done, in retrospect, to avoid these mistakes. The key to this exercise is identifying the <u>root causes of WHY things went wrong</u> to make sure your suggestions get at the heart of the issue. Be **creative** but **realistic** and think of as many realistic suggestions as possible!*

What advice can you offer to other practitioners (who are unfamiliar with the details of your project)? What should they do next time [to repeat the success or improve on the outcome]?

Now that you have all of this great experience, you can share your advice for how to succeed, or for what mistakes to avoid, with other IWRM practitioners around the world. Assume that the other practitioners are unfamiliar with your particular project work and describe the key things they should consider when implementing similar projects.

Appendix 2: Lessons Learned Trends Analysis – Additional Figures

WasteWater Management and Sanitation Demonstration Projects' Success Rate
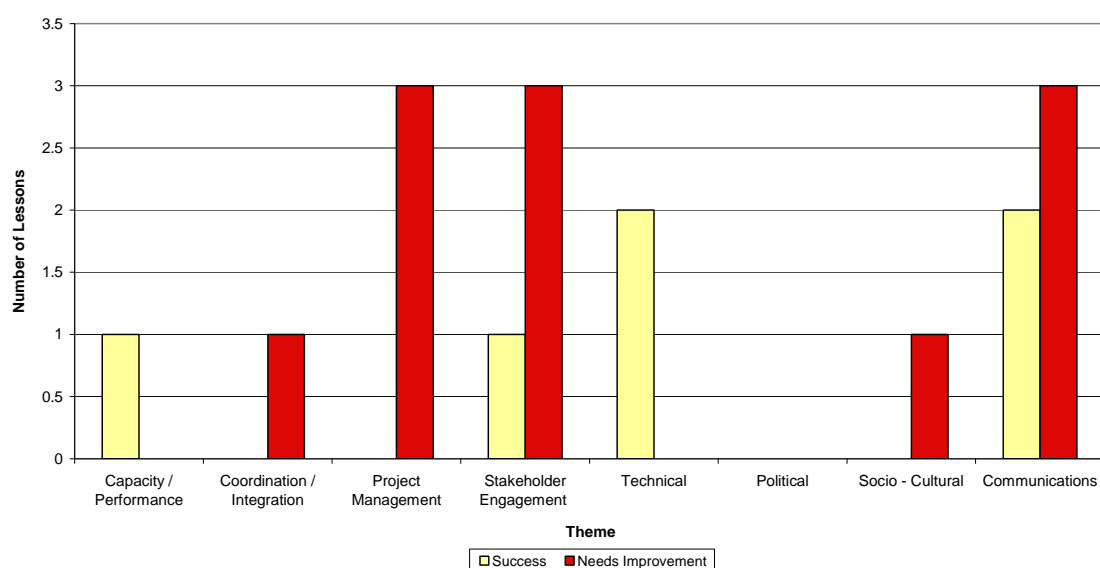

Figure 5: Number of lessons highlighting success stories for wastewater management and sanitation demonstration projects

Watershed Management Demonstration Projects' Success Rate
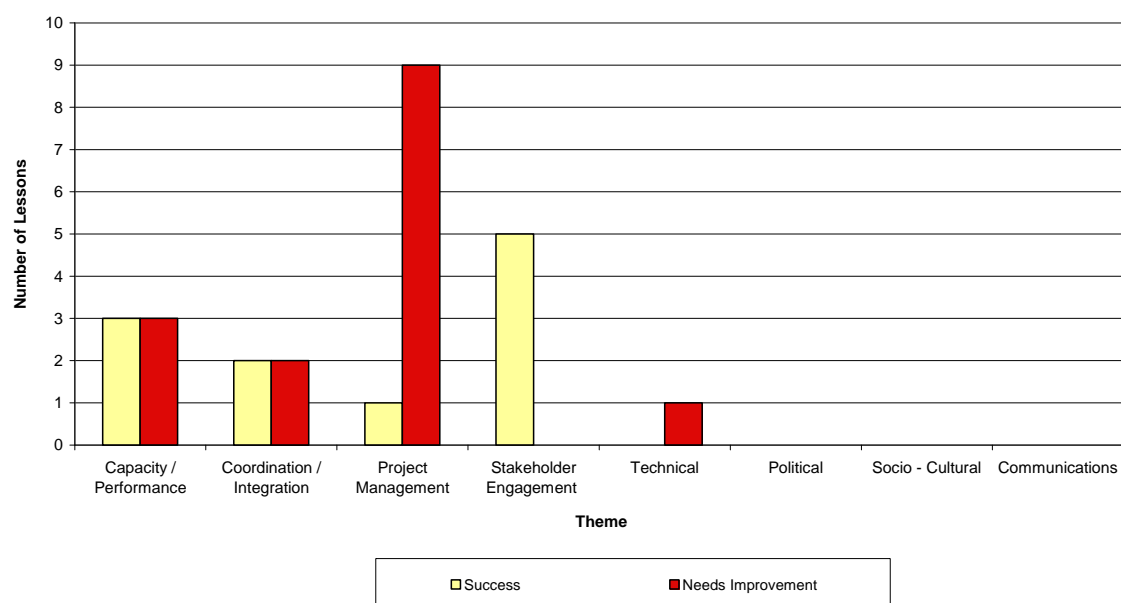
Figure 6: Number of lessons highlighting success stories for watershed management demonstration projects

Water Resource Assessment and Protection Demonstration Project's Success Rate
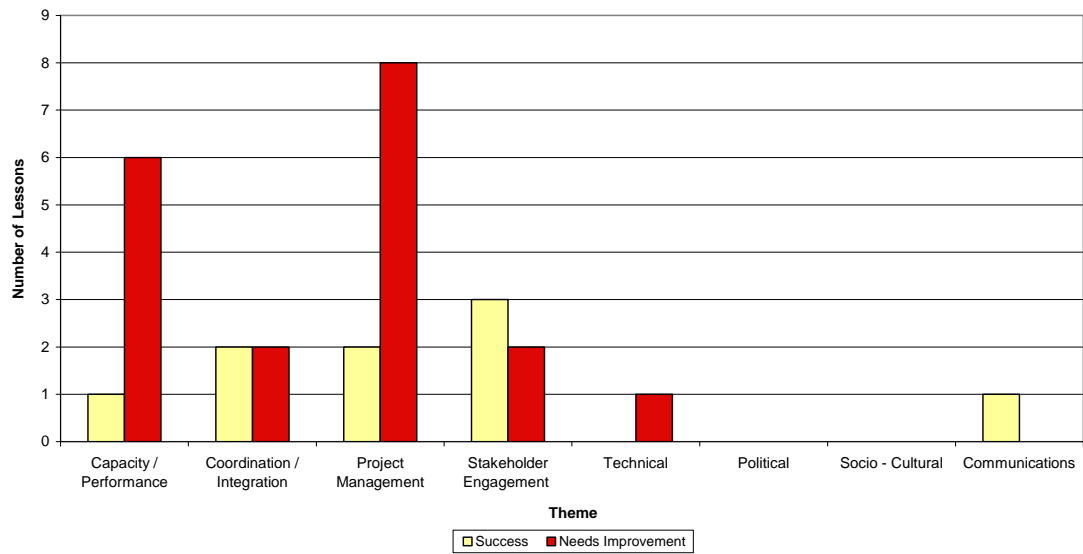
Figure 7: Number of lessons highlighting success stories for water resource assessment and protection demonstration projects

Water Use Efficiency Demonstration Projects' Success Rate

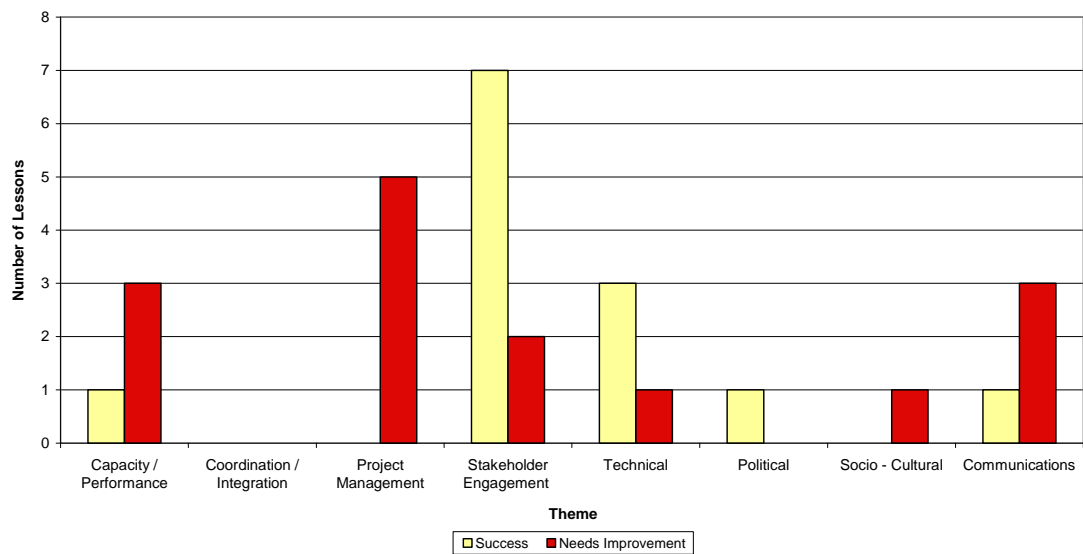**Figure 8: Number of lessons highlighting success stories for water use efficiency demonstration projects**

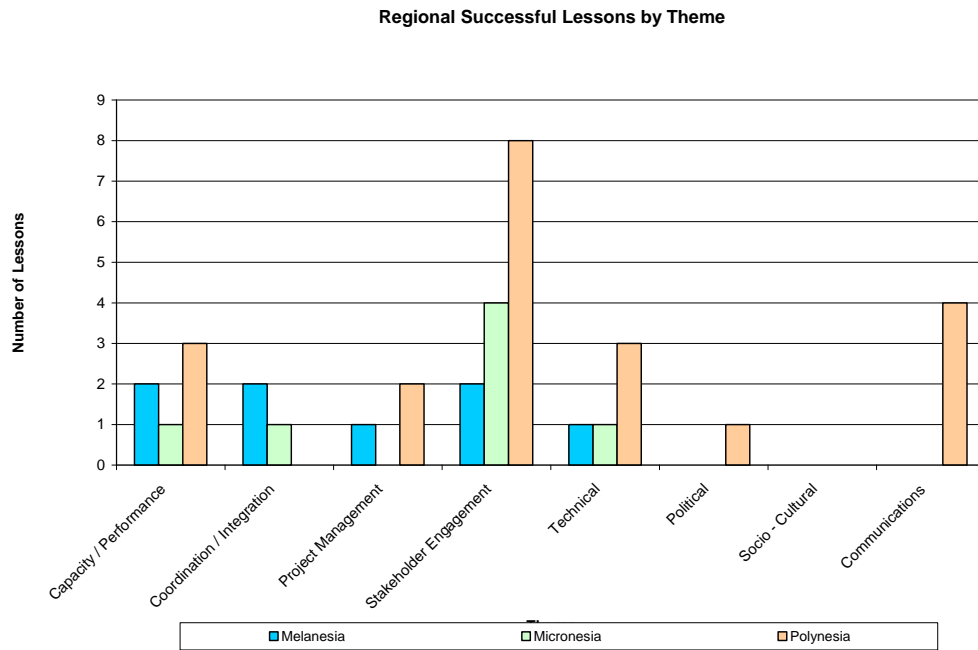**Figure 9: Number of lessons learned highlighting success stories by theme and region**

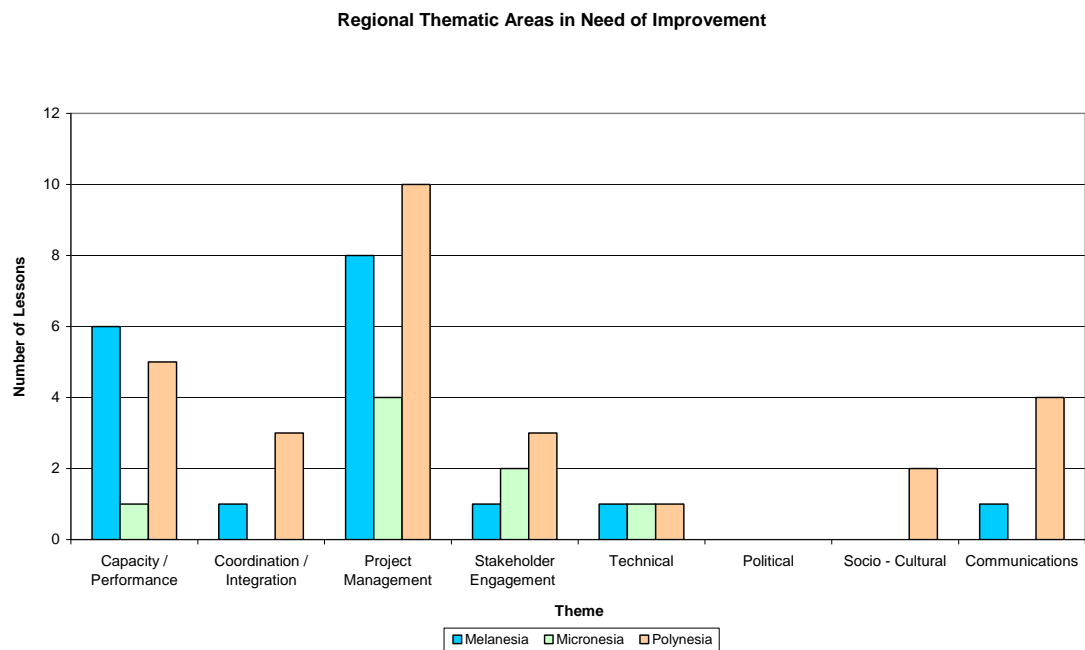Regional Thematic Areas in Need of Improvement

Figure 10: Number of lessons learned highlighting areas identified as in need of improvement by theme and region

Appendix 3: High Quality Lesson Learned Example

GEF-PACIFIC IWRM PROJECT

LESSONS LEARNT EXAMPLE

INSTRUCTIONS

Purpose

The national GEF-IWRM demonstrations are piloting the IWRM approach throughout the Pacific. One purpose of a pilot is to learn lessons about what works well and what does not work so well. Lessons can be successes for repeating or issues for improving. They can be about processes (how things were done) or products (outputs). By analysing our experiences and documenting these lessons, other IWRM practitioners can learn from our experiences, build on our successes, and (hopefully) avoid the difficulties that we had. Replication of the IWRM approach in other districts, regions or country-wide will then start from a stronger base.

Process

Think of a minimum of 3 lessons learnt during the quarter that can help other IWRM practitioners.

   **At least 1 lesson should be a success you have had during the quarter

   **At least 1 lesson should be something that did not work so well and where you would do it
      differently next time.

   **The third lesson can be about either a success or an "improvement-needed".

For all lessons, analyze what contributed to the success or the lack of success. *Make clear recommendations for the steps that others should follow to repeat the success or to improve upon the outcome.*

To complete the form:

   **Select a Major Theme from the drop down menu. If your lesson does not fit one of these themes,
      an additional space has been provided for you to enter your own.

      A description of each of the 8 major themes has been provided below for clarification.

   ** Some examples of potential sub-themes are included in drop down menu. Select one of these sub-
      themes or, if none of these fit for your lesson, enter your own sub-theme in the space provided.

The remainder of the form is the same, although the format has been updated; simply enter text in the boxes provided, they should expand as you type.

Major Themes

CAPAPCITY/PERFORMANCE
Human capacity in terms of ability, availability, technical knowledge (training required), or willingness to perform required tasks

COOPERATION/INTEGRATION
Willingness or ability of agencies, people, organizations, and communities to work together across sectors

PROJECT MANAGEMENT
Management and oversight of administrative tasks, project staff, building partnerships, leading project tasks, staying within timeframes and budgets, completing appropriate reporting, etc.

STAKEHOLDER ENGAGEMENT
Engagement with all relevant stakeholders (including minority groups, all levels of government, NGOs, business, agriculture, etc), raising awareness, generating project support and buy-in

TECHNICAL
Availability of technical expertise to complete construction, scientific surveys, IT support, graphics and multimedia advertisement as necessary

POLITICAL
Political constraints that either enhance or limit project functions

SOCIO-CULTURAL
Traditional customs/behaviours that impact the project, i.e., equal participation/representation across genders, taboos, ideas about sanitation and hygiene, etc.

COMMUNICATIONS
Sharing information freely in the appropriate languages and formats so that it is accessible to and understood by intended audience, effective communication with partners, staff, project team

Page 1 of 3

22

LESSONS LEARNT EXAMPLE

DEMONSTRATION Lesson Number: 1

Country Anywhere **Prepared by** Kelly Hines **Year** 2011 **Quarter** 1

SELECT MAJOR THEME: PROJECT MANAGEMENT

ENTER YOUR OWN MAJOR THEME:

SELECT SUB-THEME: CLICK HERE TO SELECT SUB-THEME

ENTER YOUR OWN SUB-THEME: Planning (workplan), time management, personnel management

Issue/Event Title: World Water Day Event

Check Appropriate Boxes by Double-Clicking until X appears (In pop-up Menu, Select "Checked"):

Success story?	☐ YES	☒ NO	
Improvement needed?	☒ YES	☐ NO	

Describe the issue/event
[What was expected vs. what happened: analyse what lead to the success or lack of it]

Expected outcome: Expected to have all agencies of the Steering Committee participating equally and fully in the preparations for a successful and organized World Water Day Event. We expected this because at the last Steering Committee meeting, members of the 5 main organisations/departments made a verbal committement to plan and participate. We also expected that all presenters would deliver accurate and appropriate messages and we expected a large crowd, including many school children, in attendance.

Actual Outcome: The venue chosen was too small to accommodate enough people and at the last minute, the school children invited were asked not to come in order to make sure we had enough room for the ministers and display tables from the various organisations involved. Overall attendance was about 75 persons, including the 20 people organising, 4 of whom were giving speeches. Some of the presenters delivered speeches with inaccurate information about water quality in the area but there was no opportunity to clarify without being rude and disrespectful to the speaker. During preparation, too many organisations were involved and it was unclear who was responsible for certain tasks. Therefore, we only realized the day before the event that we did not have enough flower garlands for the honorary guests and that the local newspaper had not been notified. We spent all night the night before the event preparing the last minute details and though the event was good, it did not receive the TV coverage we had hoped because there was a big earthquake that day in a nearby country and that took over the broadcasting time.

What PMU (PCU, Lead Agency) should do next time [to repeat the success or improve on the outcome]: This event could have been improved with more careful advanced planning and better managerial skills:
   At the initial Steering Committee meeting, a World Water Day SubCommittee (WWDSC) Chairperson should have been chosen to be in charge of overseeing the event.
Different organisations should've been assigned to different specific tasks (i.e. Ministry employees in charge of selecting the venue, audio-visual equipment and ordering the food,

Page 2 of 3

LESSONS LEARNT EXAMPLE

Red Cross should be in charge of sending invites to attendees and organising agenda and making arrangements and training presenters, and PMU in charge of media promotions, t-shirt designs, decorations, hand-outs and introductory speeches).

The Steering Committee should have set deadlines well in advance of the date to have their tasks completed

The WWDSC Chairperson should have followed up to make sure that all materials were set up in advance and that things were coordinated (i.e. that the venue chosen by the Ministry could accommodate the number of people on the Red Cross' invite list --- or --- the presenters submitted their presentations for review in advance in order to do a quick fact-check and ensure accuracy and relevancy of the material presented.

TV coverage should have been arranged for more than just World Water Day- relevant pieces could be made up into a mini-series to be run for the remainder of the month and at hours that ensure high volume viewing.

What others (who?) should do next time [to repeat the success or improve on the outcome]: When organising a World Water Day event, make sure that there is a clear person in charge with an organised workplan for the event and that participating organisations are clear about their goals. Start planning well ahead and set deadlines with time to spare so that mistakes can be corrected in advance of the actual day (because there will always be mistakes - no one is perfect!). Make sure there is enough space at the venue and enough advertising to encourage a big audience (because that's the point isn't it!). Research what other organisations have done to make sure you're not making the same mistakes, and replicate their good, creative ideas. Make sure that presenters are carefully chosen and briefed on the main goals of the presentations beforehand.   Also make sure there is time to review presentations in advance to ensure they are of good quality (facts-checked). Having a detailed workplan and budget, even for a one-day event, can help it run more smoothly and efficiently. Start planning well in advance so that you don't run into last-minute issues. At the beginning of the quarter, review your workplan and think about timing of tasks and events. Work backwards on your calendar to make sure you are starting far enough in advance with your planning! (i.e. World Water Day is March 22nd, you need two weeks close to the start to do decorations, confirmations, review presentations, three weeks before that you need to send the invites out, which means you'll need to start preparing the first draft invite seven weeks before the actual day. The SubCommittee will have to approve the invites, so you'll have to schedule a meeting during that 7th week before the event, so invites for the Steering Committee meeting should go out 11 weeks before the event, giving people one month's advanced noticed for the meeting…)

Page 3 of 3

Appendix 4: Template for Anonymous Peer Review Process

GEF-PACIFIC IWRM PROJECT

LESSONS LEARNT PEER REVIEW TEMPLATE

To be submitted to GEF office ONLY – NOT for Distribution

Goal

The goal of the reviews is to pinpoint areas where reporting can be improved. We want to raise the reporting standard to make each lesson learnt submitted something worthy of sharing throughout the Pacific and with the IWRM community worldwide.

Many of the Lessons Learnt are translatable across projects. **Reviewers are strongly encouraged to think about how these lessons learnt by our colleagues might be applicable to your own projects.**

Process

Each quarter, 3 countries will review the reports from 3 other countries. Reviewers will complete the form below for each lesson as *honestly* as possible, providing *constructive criticism* to our colleagues. Reviews will be *anonymous* and will be submitted directly to the GEF office. GEF Staff will provide an anonymous summary of feedback to the countries being reviewed.

Criteria

Criteria to consider when providing feedback for lessons learnt:

- **Is this lesson written well enough to be shared with others? If not, how can the author improve upon it? What additional information should be included? What has been overlooked?**
- **Did the author select the correct headings (themes, success vs failure) and identify the _true_ cause of the problem?**
- **Has the author considered all of the possible actions that they could have taken to improve the situation? Are the actions specific enough to be helpful? If not, please suggest alternative things they could have done to achieve better results, and/or suggest more detailed actions, if necessary.**
- **Has the author offered helpful and translatable advice to other practitioners? Is the advice generalized enough to be useful to someone outside of the project?**
- **Was the submission complete? Were the forms filled out completely? Properly? Is there enough information here to convey the full scope of the issue? If not, suggest where more information can be added.**

Please add additional criteria as you see fit.

For SOPAC OFFICE USE ONLY:
Lessons: ███████████
Reviewers: ███████████
Date:

Page 1 of 2

LESSONS LEARNT PEER REVIEW TEMPLATE

THIS SECTION WILL BE COMPLETED BY GEF OFFICE STAFF

ANONYMOUS LESSON LEARNT TO BE REVIEWED

Lesson Number: XX-#
Year X Quarter X
MAJOR THEME:
ENTER YOUR OWN MAJOR THEME:
SUB-THEME:
ENTER YOUR OWN SUB-THEME:
Issue/Event Title:
Success story? ☐ YES ☐ NO
Improvement needed? ☐ YES ☐ NO
Expected outcome:
Actual Outcome:
What PMU (PCU, Lead Agency) should do next time [to repeat the success or improve on the outcome]:
What others (who?) should do next time [to repeat the success or improve on the outcome]:

COMPLETE YOUR PEER REVIEW OF THE ABOVE LESSON LEARNT BY FILLING IN YOUR ANSWERS IN THE SPACES PROVIDED BELOW:

PEER REVIEW: XX-# Reviewer: Date:
Provide edits or suggestions for how the Project Manager should improve the quality of this lesson learnt so that it can be shared widely:
Themes:
Success/Improvement Needed:
Expected Outcome:
Actual Outcome:
What the PMU should do next time:
What others should do next time:
Overall comments:
Is this lesson relatable to your own project? ☐ YES   ☐ NO
If YES, please briefly explain how the lessons learnt here might be applicable to your own project:
How might your advice to these countries be applicable to your own reports?:

Page 2 of 2

Appendix 5: High Quality Lesson Learned Peer Review Example

LESSONS LEARNT PEER REVIEW EXAMPLE

ANONYMOUS LESSON LEARNT TO BE REVIEWED:

Lesson Number: UL-1

Year 3 Quarter 1

MAJOR THEME: STAKEHOLDER ENGAGEMENT

ENTER YOUR OWN MAJOR THEME: Raising Awareness

SUB-THEME: Community Engagement

ENTER YOUR OWN SUB-THEME: Working with a committee

Issue/Event Title: World Water Day

Success story? ☒ YES ☐ NO

Improvement needed? ☒ YES ☐ NO

Expected outcome: The annual event, World Water Day, was seen as an ideal opportunity to raise awareness of water issues. Working with the PACC project, the IWRM formed a WWD committee of interested parties who worked together to plan activities and events. Over a series of meetings, activities such as water quality testing, Primary Challenge Quiz, WWD Expo and marine life science workshops were devised and organised. Events took place over the week (20th – 26th) and all activities were broadcast on the radio.

It was intended that adults and student alike would benefit from the world water day activities in a range of ways and that all would have increased awareness as well as a sense of personal responsibility towards water management. Open invitations were given to all members of the community, schools and government staff.

Actual Outcome: The event was a success; awareness was raised with a clear message. However there are several areas in need of improvement:

Firstly, too many activities were devised with multiple events occurring in one day; it is proposed that next year the number of activities be reduced and only one activity take place each day.

Secondly, organisation and communication was an issue. The contribution of a committee is priceless; however, with a committee comes difficulties: namely that once you have invited them, you are obliged to do what they say.

1. It was difficult to restrict the committee to the budget
2. Committee members would commit to activities and then forget
3. Overlap of activities

It is recommended that in the future:

1. The committee is given more detail of budget limitations (projects are not bottomless pits) and encouraged to feel ownership of the activity management.

2. Commitment from committee members needs to be taken seriously and support should be organized and responsible. Better project/committee communication should be established and more in-depth follow up meetings with committee individuals.

3. The overlap of activities can be attributed to a lack of leadership in the committee. An overarching management of the activities as an entire event is needed for these activities to be complimentary. It is proposed that in the future, one organiser is selected by the committee who then delegates tasks to committee members. In this way activities can be more efficiently managed and unnecessary confusion eliminated.

Page 1 of 3

LESSONS LEARNT PEER REVIEW EXAMPLE

As a final thought, much of the preparation for WWD activities were crammed into a short time because many people were involved with the local elections, which were happening at the same time.

What PMU (PCU, Lead Agency) should do next time [to repeat the success or improve on the outcome]: Improve communication and not be too enthusiastic.

What others (who?) should do next time [to repeat the success or improve on the outcome]: When considering community engagement activities; concentrate on the message and ensure proposed activities are fun and engaging. Don't have an election around the time of WWD so that you can have enough time to prepare instead of rushing long days at work.

COMPLETE YOUR PEER REVIEW OF THE ABOVE LESSON LEARNT BY FILLING IN YOUR ANSWERS IN THE SPACES PROVIDED BELOW:

PEER REVIEW: UL-1   Reviewer: Project Manager's Name   Date: 26-4-11

Provide edits or suggestions for how the Project Manager should improve the quality of this lesson learnt so that it can be shared widely:

Themes: Perhaps a better theme classification for this lesson would be Project Management with a sub-theme of time management and project oversight or coordination -- this seems to better capture the true issues.

Success/Improvement Needed: Since you must select either that the lesson is a "success story" or an "improvement needed", this would be better classified as "improvement needed" since you're really learning a lesson about how to do World Water Day better in the future.

Expected Outcome: Good amount of information included here, though it might help to include a list of partners so the reader can have a better idea of how many organisations were involved.

Actual Outcome: Much of this information should be moved into "what the PMU should do next time" as well as into the "what others should do next time".

What the PMU should do next time: In this section you can include just a bit more specifically what the PMU might do next time - how they should select someone to oversee the organisation, who might be appropriate, etc.

What others should do next time: This is nearly all included, just needs to be organized in a cohesive section so that it can be shared with others! It looks like the suggestion is: When organising a big event like World Water Day, make sure to select a single person to oversee the many organisations and persons involved so there is integration and coordination.

The suggestion of rescheduling the election for a time other than WWD seems unrealistic and will probably not be very helpful for other Project Managers. A better suggestion might be to check your workplans on a six-month or quarterly basis and identify potential unavoidable obstacles (like elections) in advance. This way you can start your project planning and meetings well in advance. Work backwards on the calendar to select the proper timeframe to start your WWD planning, which might be

LESSONS LEARNT PEER REVIEW EXAMPLE

several months in advance of the actual date. Remember when creating a workplan to factor in cushion time for other last minute emergency projects or other unavoidable conflicts, like elections.

Overall comments: Overall there is a lot of good information here. There is enough information explaining the event and the issue so that someone can clearly understand the story. There was a little trouble pin-pointing the exact cause of the issues and therefore (i.e. project management vs community engagement) as the issues wasn't with being unable to engage the community but instead with a shortcome in project preparation and organisation. This is also reflected in the confusion over whether this was a "success story" or one that "needs improvement"; only one of those should be selected. If you want to write about a positive lesson that you learned from working together with people on World Water Day, just write a second lesson learnt but with the positive spin showing the positive lessons you learned and that can be a separate "success story" while this is one that "needs improvement".

Information just needs to be organized a bit better so that the advice for other practitioners is seen more clearly. As such, the bulk of the text should be in addressing the last two questions of the lessons learnt form. Some other ways to improve success should be considered, i.e. not just avoiding scheduling conflicts, but learning how to work around them (like planning ahead for elections etc).

Reporting needs a bit of work to reorganize the information and to identify the root causes of the issues before it is ready to be delivered as a case study.

Is this lesson relatable to your own project? ☒ YES ☐ NO
If YES, please briefly explain how the lessons learnt here might applicable to your own project: We have been having some trouble coordinating the work done by our subcommittee. I will suggest that we appoint a chairperson to oversee the process and make sure everyone is coordinated. Our own World Water Day activities were also hindered because they overlapped with a last minute mandatory meeting declared by one of the ministers. Will make the suggestion that we work harder to plan ahead in advance and raise awareness before the event so that there are fewer avoidable conflicts but will also work to identify unavoidable conflicts and try to work around them so we do not have the same problem as in this example.

How might your advice to these countries be applicable to your own reports?: I have been misclassifying some of my lessons learnt and will try to more carefully identify the root causes in the future. Also, I will make sure to thoroughly address the last two questions in more detail than I have in the past and not just dwell only on the description of what happened.