

**Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network, Operational Phase
(VA/GLO/GEF/2005/PA01)**

**Mid-term Independent Evaluation (MTE) of IW:LEARN
Final Report V1.0
00039843**

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January 31st 2007**

UNOPS

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i. AMMENDMENTS

No	Amendment to Draft report of 10/12/06	Reason	By*	Date
1	Recommendations (Annex 1) separated into IW:LEARN and GEF Policy focus.	See Annex 12.1 – point A.	ARDS	31/01/07
2	Clarification concerning line manager abilities and constraints in recommendations (Annex 1). Comment provided in Annex 1.	Annex 12.1 – point 1	ARDS	31/01/07
3	Various typographic errors	Annex 12.1 – point 3a	ARDS	31/01/07
4	3.4.4: What does party score mean? Clarification provided.	Annex 12.1 – point 3b	ARDS	31/01/07
5	In 3.4.6, please remove ambiguity regarding carrier. Ambiguity, hopefully, removed.	Annex 12.1 – point 3c	ARDS	31/01/07
6	Sect 3.5.4 :LEARN, should be IW:LEARN. Corrected.	Annex 12.1 – point 3d	ARDS	31/01/07
7	Graphic on M and E guidelines...this graphic is unclear (3.7.2). Clarification provided.	Annex 12.1 – point 3e	ARDS	31/01/07
8	3.7.1: is it part of scom mandate to "be exemplar of good practice..."...this phrasing needs more supporting text. Text provided.	Annex 12.1 – point 3f	ARDS	31/01/07
9	A1.10 addition to draft SC ToR regarding exemplars of good practice.	Response to point 8 above	ARDS	31/01/07
10	Throughout body of text...phrasing "IW:LEARN is not a bad project"...the project should not be continually referred to as not being sick...please say it just once. Replaced (see 11 below).	Annex 12.1 – point 3g	ARDS	31/01/07
11	IW:LEARN should be referred to as a project that has potential for improvement. Changed in various places in the text.	Annex 12.1 – point 3h	ARDS	31/01/07
12	Re: ToR for SCOM....Note that it will take time to address the SCOM management structure and procedures. Noted in Annex 1.10.	Annex 12.1 – point 3i	ARDS	31/01/07
13	UNEP response to (draft) MTE report. Comments added.	Annex 12.2	ARDS	31/01/07
14	SEA-RLC response to (draft) MTE report. Clarification added to recommendations in Annex 1.	Annex 12.3	ARDS	31/01/07
15	Update to co-financing table in Annex 11 from PCU.	Email comment from D. Faloutsos dated 26/01/07	ARDS	31/01/07
16	Correction to short interview with D. Faloutsos in Annex 10.	Email comment from D. Faloutsos dated 26/01/07	ARDS	31/01/07
17	Various corrections and clarifications proposed by World Bank representative.	Email from Tracy Hart dated 26/01/07	ARDS	31/01/07
18	Various corrections and clarifications proposed by IW:LEARN CTA	Email from Dann Sklarew dated 30/01/07	ARDS	31/01/07
19	Minor corrections from Mish Hamid	Email	ARDS	31/01/07

*ARDS: A.R. Dawson Shepherd

A confirmation of no substantive additional comment was provided by Francis Vorhies and Andrew Hudson respectively on 23rd January.

ii. ACKNOWLEDGEMENTS

I should like to thank all those who were interviewed for their time and insights. My apologies to those that were not interviewed due to lack of time.

There is no doubt concerning the high level of commitment to delivering improved Transboundary Water Management amongst this community.

Particular thanks are due to Dan Sklarew CTA for IW:LEARN who was always responsive and helpful and to Mish Hamid (Programme Associate for IW:LEARN) who made all the arrangements for the interviews.

iii. EXECUTIVE SUMMARY

This report reflects the response to the monitoring and evaluation requirement of paragraph 34 of the IW:LEARN Project document¹ to undertake an independent Mid-Term Evaluation (MTE²).

This report reflects 26 working days of input. The MTE mobilized on 23rd October 2006 and a questionnaire format was agreed on October 30th. A second questionnaire was subsequently developed to support short interviews. Both questionnaires were used. The draft of the MTE was submitted to UNOPS on 10th December.

Information pertinent to the evaluation has been collated in a Microsoft Access database.

Relevant documents referred to in the Terms of Reference (ToR) for this MTE were reviewed (to a greater or lesser extent) and are listed in Annex 6.

A trip was undertaken to Nairobi between October 30th and 04th November at the time of the 1st Pan-Africa Structured Learning Workshop, (30 Oct to 2 Nov 2006), entitled "Strengthening Transboundary Water Resources Management in Africa". Part of one morning and one afternoon session was attended by the MTE. Face-to-face interviews were undertaken around workshop sessions. The planned trip to Washington was cancelled primarily because it could not be co-ordinated with the Steering Committee (SC) meeting on 20th November. In addition it was not considered to be necessary taking note of the strategy to minimize the carbon footprint of the MTE³.

15 structured interviews (Section 3.2.1) and 30 short interviews (Section 3.2.2) were undertaken. 45.5 hours or equivalent of 5.7 (8 hour) working days, were spent on actual interviews. Interviewees were selected in discussion with the Project Co-ordination Unit (PCU) and arranged by the PCU with its significant effort.

The following table provides a summary of projected progress in the delivery of each outcome and contribution towards delivery of the overall goal.

¹ GEF (2004). Project Executive Summary. GEF Council Work Program Submission. Strengthening Global Capacity To Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network (IW:LEARN), Operational Phase. Pp. 37. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

² The Term "Mid-Term Evaluator" and "Mid-Term Evaluation" should be viewed as synonymous.

³ Email from MTE to IW:LEARN dated 14th October refers. "I don't wish to be a pain but would like to propose a "carbon neutral" approach to the MTE and set an example. This requires firstly that any travel is justified and secondly that the associated carbon emissions are traded/compensated.

Block 1 Goal and outcomes	Block 2 APPR/PIR 2006		Block 3 Structured interviews			Block 4 Estimates for 3 scenarios from this MTE		
	APR/ PIR ⁴	APPR ⁵	Num- ber ⁶	Aver- age ⁷	All	1. Business as usual ⁸	2. Ends + recomm ⁹	3. Extend + recomm ¹⁰
Goal ¹¹	-	-	11	-0.85	MU	U	MU	S
Goal (A-E) ¹²	-	-	54	-0.17	S	MU	S	S
A	MS	MU	70	-0.16	S	U	S	HS
B	MS	MS	69	0.16	S	S	S	HS
C	S	S	75	0.13	S	MU	S	S
D	MU	MU	49	0.12	S	MU	S	S
E	MU	MS	71	0.59	MU	U	MU	S

Projected delivery of outcomes according to the most recent Project performance reports (APPR/PIR – block 2) range from marginally satisfactory (MS) through satisfactory (S) to marginally unsatisfactory (MU). The structured interviews (block 3) show a more positive perception with satisfactory performance projected for four of the five components and marginally unsatisfactory projected for delivery of Component E and the overall goal.

In summary IW:LEARN is a project that has potential for improvement. Project stakeholders generally view Project delivery as satisfactory. However, in the view of the MTE the IW:LEARN Project could do better. The key is to focus more clearly on building and delivering a bi-directional service delivery process that “thinks globally-acts locally-informs globally”. This re-enforces the “think globally-act locally” principle enshrined (in the view of the MTE) in Principle 22 of Agenda 21.

Three scenarios (block 4) are proposed by the MTE for the extent of delivery of the Project goal and five project outcomes.

In scenario 1 “business as usual” only Component **B** will achieve satisfactory (S) delivery of its outcome by the projected end of the Project in 2008. The rest will range from marginally unsatisfactory (MU – unsatisfactory with some positive elements) to unsatisfactory (U). In the business as usual scenario contribution to achievement of the overall goal is projected to be Unsatisfactory.

In Scenario 2 “MTE recommendations adopted and Project ends as scheduled” delivery of four of the five project outcomes is projected to be satisfactory. However, with respect to contribution to delivery of outcome E and the IW:LEARN project goal there will not have been time to mainstream¹³ and sustain IW:LEARN Project goods and services within the GEF IW community. Delivery of the goal and Component E is projected to be MU.

⁴ Section III: UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF.http://www.iwlearn.net/groups/scom/scm/scomdocs/nov06_pir

⁵ Process outcomes and indicators section: IW:LEARN (2006). GEF International Waters. Annual Project Performance Results Template. Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network Pp. 16. GEF_IWLEARN_Annual_Results_v2006_11_09. IW:LEARN.
http://www.iwlearn.net/groups/scom/scm/scomdocs/nov06_apr.doc

⁶ “X” (don’t know) responses excluded.

⁷ For averaging purposes the following numbers are applied to each score category: HS=+2, S=+1, MU=-1, U=-2 (the MS score category used by IW:LEARN is not included because this evaluation has adopted the 4 point scale specified in OESP (1997).

⁸ **Scenario 1:** Business as usual: The project ends as scheduled and no substantive positive changes delivered following the MTE recommendations;

⁹ **Scenario 2:** IW:LEARN ends as scheduled and substantive positive changes delivered following the MTE recommendations;

¹⁰ **Scenario 3:** Substantive positive changes delivered following the MTE recommendations and IW:LEARN is extended/continues to deliver accordingly beyond the life of the present project.

¹¹ Contribution of IW:LEARN to delivery of the IW:LEARN Project goal.

¹² Estimate averaged for each component for the contribution of each outcome to other components and to the goal

¹³ The term mainstreaming is used in the IW:LEARN MTE to mean “the process of acceptance of goods and services proposed as quality standards within the target (IW) environmental management portfolio”.

In Scenario 3 “MTE recommendations adopted and Project extended” delivery of Components A and B are projected to be HS and for the other three components and with respect to the overall goal delivery is projected to be satisfactory¹⁴.

These scenarios are discussed further in Section 3.4.5 below.

27 preliminary recommendations in response to 9 issues from the MTE were presented as a document to the Steering Committee on 13th November and reviewed under Agenda Item 2¹⁵. The draft MTE Report dated 10th December responded to recommendations and comments received from the Steering Committee on 29th November 2006. This Final Report is further modified to take note of comments from the SC teleconference dated 19th January 2007 (Annex 12.1), UNEP dated 18th January (Annex 12.2), SEA-RLC dated 03rd January (Annex 12.3), as well as comments from individuals listed in the Amendments in Section i of this report.

The recommendations, as requested by the SC (see Annex 12.1 point A), have been separated into two groups. The first group comprises recommendations to be considered by the IW:LEARN SC. These are summarized below and presented in greater detail in Annex 1 including:-

- A1.4. Service level (delivery) agreement
- A1.5. Proposed Outcome indicators
- A1.6. Sustainability/business Plan
- A1.7. Terminal evaluation ToR (Annex 3 main MTE report)
- A1.8. E-fora “surgeries” strategy;
- A1.9. ToR for GEF IW Projects representation on IW:LEARN SC.
- A1.10 ToR for IW:LEARN Steering Committee.

Recommendations considered by IW:LEARN SC:

No	Issue	Recommendation		
		No	Agreed ¹⁶	Recommendation
1	Review and adoption of recommendations	1	Yes	1. Agree to option to extend or option to close based on the status of the recommendations presented herein.
2	Links to policy should be clearer & And	3	Yes & No	Revised Mission Statement and Service Delivery Agreement/Charter
		4	No	Dissemination strategy delivered
3	IW:LEARN focus should be clearer	5	No	Customers sign-up to Mission Statement and Service delivery Agreement.
		6	No	Logical framework revised
4	Project cycle deficiencies	8	Yes	Business plan study
		10	Yes	Select terminal evaluation
5	Technical delivery	11	No	Independent review of IW:LEARN website and web based toolkit
		12	No	IW:LEARN & web based toolkit deficiencies substantively resolved.
		13	Yes	Approved Monitoring and Evaluation Plan and Sustainability Plan
		14	No	Key list of tools and/or guidelines to be disseminated by IW:LEARN.
		15	Yes	“Surgeries” strategy for IW:LEARN E-fora to be tested.
6	Project management	16	Yes	Agree single line of management authority
		17	Yes	Resolve co-financing commitments

¹⁴ The World Bank representative indicates that “‘Option to extend’: These scenarios are not very relevant for us. The MTE is to look at current status of implementation of the project, as designed in the ProDoc. It is not to look at extensions or performance post-project closure. Please revise.” The response from the MTE is that this comment is noted but that the ToR in A.2 requires that sustainability/project cycle issues be addressed in the MTE.

¹⁵ http://www.iwlearn.net/groups/scm/scm/scmdocs/nov06_agenda.doc

¹⁶ Provisionally proposed by SC following meeting of 20th November.

No	Issue	Recommendation		
		No	Agreed ¹⁶	Recommendation
		18	Yes	Steering Committee composition resolved
		19	Yes	Steering Committee information publicly available
7	Sustainability of web services	21	No	IAs separately or severally agree to fund IW:LEARN web site and toolkit for 2 years from October 2008
9	Resources for the changes	23	No	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.
		24	Yes	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.
		25	Yes	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 the wider community.
		26	Yes	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.
		27	Yes	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.

The second group comprises recommendations to be transmitted, in the form of this MTE report to GEF for consideration at a GEF policy level. These are summarized below and presented in greater detail in Annex 1.

Recommendations to be considered at the GEF Policy level:

No	Issue	Recommendation		
		No	Agreed ¹⁷	Recommendation
2 & 3	Links to policy should be clearer AND IW:LEARN focus should be clearer	2	No	Policy and strategy clarification from GEF
4	Project cycle deficiencies	7	No	Project cycle deficiencies identified to GEF
		9	Yes	Business plan recommendations mainstreamed into GEF IW Project cycle procedures
6	Project management	20	No	Steering Committee member commitments approved by line Managers.
8	Lessons learned	22	No	Guidelines for introducing core evaluation criteria into logical framework

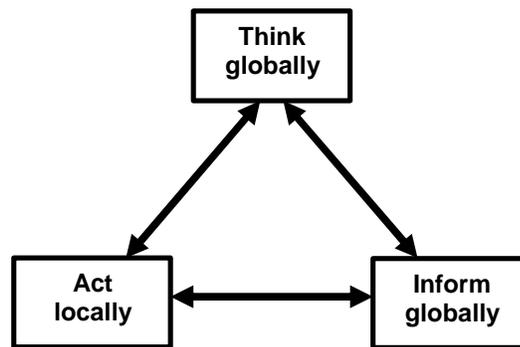
¹⁷ Provisionally proposed by SC following meeting of 20th November.

1.0 INTRODUCTION

This report reflects the response to the monitoring and evaluation requirement of paragraph 34 of the IW:LEARN Project document¹⁸ to undertake an independent mid-term evaluation (MTE).

A key insight from the evaluation has been the need to strengthen recognition by the GEF IW:LEARN Community that it is part of a (bi-directional) feedback process in which global policy informs local action and local action informs global policy. This feedback to inform policy is a key extension of the concept of “Think globally and act locally” enshrined in Principle 22 of Agenda 21. The present situation in which GEF IW projects see a limited obligation to inform the global community and the global community does not maximize the benefits from this information needs to change.

IW:LEARN: Learning Exchange and Resource Networking – Think globally, Act Locally – Inform globally”.



When the IW:LEARN Project storm has passed and the waters have calmed it will be a change in attitude that will be the true legacy. As a former Indonesia Minister of Fisheries, Rokhmin Dahuri said, “We will have succeeded if, instead of turning our backs to the sea, we look towards it”. The same can be said for the need to change attitudes towards water issues generally.

¹⁸ GEF (2004). Project Executive Summary. GEF Council Work Program Submission. Strengthening Global Capacity To Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network (IW:LEARN), Operational Phase. Pp. 37. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

The following is presented as one example of how IW:LEARN can work well (there are many other complimentary comments as well).

“Involved in two components of IW:LEARN in the last 6 months: Component B structured learning and Component A web toolkit. Component B - involved in May 2006 just when I started my current assignment as a participant at an IW lessons-learned meeting in Bangkok supported by IW:LEARN. This meeting allowed me to network and more specifically, as a new project manager, I could benefit from the experience of other IW Projects starting up, projects that are half way through and those coming to an end. The meeting has helped me to kick start a number of the management aspects of our project (setting up PMU, financial systems, filing systems through Terms of reference of staff, M&E, demonstration sites, website..... because starting from scratch). Now I have a network of email contacts to work with.... Recently had to develop a ToR for a regional consultant so got help from a WIOLAB (Western Indian Ocean) colleague who had experience to provide. Component A: Looking for a way to host a website - my background is not in IT. Guided by Sean Khan and colleagues at UNEP through the process using email communications. Able to populate the website myself once it was developed without trouble.... Simplified my job quite a bit..... UNEP actually developed the site technically in response to my requests and sent it as a dummy site and I then uploaded necessary information (didn't attend a training workshop). So far happy with the website..... Site went down and sent an email and the site was back up within a few hours. Now have a communications and networking person to work directly with UNEP so I am less directly involved.”

Vincent Sweeney

**Regional Project Coordinator Integrating Watershed and Coastal Area
Management for the wider Caribbean www.iwcam.org
07th December 2006 (extract from interview with MTE).**

And the following is presented as one example of how IW:LEARN could improve.

Partner GEF IW Projects..... Indicates that Yellow Sea Large Marine Ecosystem Project is in transition (link does not work). However, web site does work <http://www.yslme.org/>. PEMSEA (Partnerships in Environmental Management for the Seas of East Asia) link does not work here but the web link www.pemsea.org does work. SEARLC link does not work <http://www.iwsea.org/> (16/11/06 at 15.27). WIOLAB link <http://www.wiolab.org/> (West Indian Ocean Land based Activities) does not work 16/11/06 15.25 UK time).

Links rechecked on 07th December 2006 at 16.57 local UK time and SEARLC link now works but the others listed above still do not.

**IW:LEARN (2006). IW:LEARN Web Page About IW:LEARN.
http://www.iwlearn.net/abt_iwlearn/network/pp
Checks by MTE on 16 November 2006 and 07th December 2006**

1.1 Structure of this report

The two substantive components of this report are the Results in Section 3 and the Consolidated recommendations in Annex 1. The recommendations are presented as an Annex so that they stand out from the body of this Report and because they reflect the response to Steering Committee (SC) consideration of the draft recommendations submitted by the Mid-Term Evaluator on 13th November 2006. These recommendations also contain a number of sub-Annexes which provide a response to comments and requests for clarification from the SC.

- A1.4. Service level (delivery) agreement
- A1.5. Proposed Outcome indicators
- A1.6. Sustainability/business Plan
- A1.7. Terminal evaluation ToR (Annex 3 main MTE report)
- A1.8. E-fora “surgeries” strategy;
- A1.9. ToR for GEF IW Projects representation on IW:LEARN SC.
- A1.10 ToR for IW:LEARN Steering Committee.

Annexes 2-11 provide background information in support of the evaluation including Annex 3 with the draft terms of reference for the Final Evaluation and Annex 8 with an (incomplete) glossary of terms. The glossary reflects the need for a universal glossary to support delivery of Learning Exchange and Resource Networking to improve performance of the GEF IW Portfolio.

Annex 12 provides feedback on the draft report from the SC teleconference on 19th January, UNEP on 18th January and SEA-RLC on 03rd January. Individuals who provided comments are listed in the amendments section of this Report (Section i above).

The information collected for the evaluation is held within a Microsoft Access relational database.

1.2 Background

The following is taken from the Terms of Reference (ToR) for the MTE.

“The Global Environment Facility (GEF) International Waters: Learning Exchange and Resources Network (IW:LEARN), operational phase project commenced in October 2004. The project is based on the outcomes of a successful 3-year pilot and recommendations from the three GEF Implementing Agencies (IAs) – United Nations Development Programme (UNDP) United Nations Environment Programme, (UNEP), and the World Bank (WB) -- and their partners engaged in International Waters projects. This new phase scales up successful IW:LEARN initiatives and provides additional services to the GEF’s IW projects.

IW:LEARN’s overall objective is to improve the management of transboundary water systems by increasing the capacity to identify, disseminate and replicate best practices and lessons learned across the GEF IW projects. This objective is being achieved through a suite of learning exchanges, information sharing activities, joint demonstration activities, and related capacity building activities among GEF supported IW projects and their partners.

In pursuit of its global objective, IW:LEARN seeks to improve GEF IW projects’ information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits through the following 5 project components and outcomes:

Component*	Component title*	Component outcome*
A	<i>Facilitating Access to Information on Transboundary Water Resources Among GEF IW Projects</i>	<i>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.</i>
B	<i>Structured learning among IW Projects and co-operating partners.</i>	<i>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.</i>
C	<i>Biennial International Waters Conferences</i>	<i>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</i>
D	<i>Testing innovative approaches to strengthen implementation of the IW portfolio</i>	<i>A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM.</i>
E	<i>Fostering partnerships to sustain benefits of IW:LEARN and associated technical support</i>	<i>TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects, as well as institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)</i>

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iw2_execsumm.pdf

**TWM: Transboundary Water Management

1.3 Purpose of evaluation

The purpose of the MTE is to enable IW:LEARN, the GEF International Waters Task Force (IWTF) members and UNOPS to assess the progress in delivery of Project outcomes. Based on this assessment, IW:LEARN should take decisions on the future orientation and emphasis during its remaining time.

1.4 Products from the evaluation

Products include an approved questionnaire, a draft and this final MTE Report.

1.5 Key issues to be addressed

The key issues to be addressed are specified in the ToR for the MTE and are too numerous to repeat here. In summary they cover all aspects of IW:LEARN including the opportunities and constraints of:

- Project design
- Project implementation
- Project progress and impact (outcomes)

The ToR also specifies a number of challenges and difficulties faced that require comment, as appropriate:

- Where, why and how do we need knowledge sharing among IW projects?
- How participatory vs. "top-down" has IW:LEARN been? Is this properly balanced? If not, how so (and how to adjust)?
- What went wrong with e-forums? Where have the e-forums worked well and where have they not worked well and why? Potential for other approaches to engage projects in peer-to-peer learning (e.g., blogs, wikis, face-to-face workshops)?

- How to reconcile implementation plans with asynchronous start of UNDP and UNEP sub-projects?

It should be noted that many of these challenges and difficulties cannot be addressed directly since they tend to be symptoms and require identification and resolution of root causes.

2.0 METHODOLOGY

2.1 Access Database

A simple database was developed in Microsoft Access in the available time to support the MTE. The key elements of the database are listed below and described in greater detail in subsequent sub-sections:-

A dictionary/glossary (presented as Annex 7 of this report);
 A form for document referencing and review;
 A structured (long) questionnaire (presented in Annex 5 of this report);
 A semi-structured (short) questionnaire (presented in Annex 5 of this report);

2.2 Document review

A list of key documents to be reviewed was provided in Section 3(b) of the ToR for the MTE (See Annex 2). In addition since the IW:LEARN website can also be viewed as a document this was reviewed to the extent possible within the available time.

2.3 Field visits

A fact-finding trip was undertaken to Nairobi at the time of the 1st Pan-Africa Structured Learning Workshop, (30 Oct to 2 Nov 2006), entitled "Strengthening Transboundary Water Resources Management in Africa". Part of one morning and one afternoon session was attended by the MTE. Face to face meetings with selected participants and with UNEP were also undertaken during the field visit as detailed in the Interview results.

The planned trip to Washington was cancelled since it could not be co-ordinated with the Steering Committee meeting and was, therefore, not considered to be necessary taking note of the strategy to minimize the carbon footprint of the MTE¹⁹.

2.4 Interviews

All interviews were undertaken using an interview structure supported by a relational database in Microsoft Access.

2.4.1 Structured (detailed) Interview/Questionnaire:

A questionnaire was designed to support delivery of a detailed structured interview. The form used is presented in Annex 5.1. Background to the MTE evaluation and details about this questionnaire were posted on the IW:LEARN web site (http://www.iwlearn.net/abt_iwlearn/mte/) through the period of the MTE.

Interviewees were selected in discussion between the MTE and the CTA and arranged by the IW:LEARN PCU.

After entering general details about the interview (location, date, start time etc) the interviewee is asked to provide details of name and contact details, stakeholding/role in IW:LEARN, time involved

¹⁹ Email from MTE to IW:LEARN dated 14th October refers. "I don't wish to be a pain but would like to propose a "carbon neutral" approach to the MTE and set an example. This requires firstly that any travel is justified and secondly that the associated carbon emissions are traded/compensated.

with IW:LEARN in months and percentage of time involved together with the organization s/he works for and any notes/comments.

If any observers are present they are then asked to provide their details and this is recorded. Where observers are present their opinions may be expressed but can only be delivered through and with the agreement of the interviewee.

The interviewee is then asked, from the perspective of his/her role/stakeholding in IW:LEARN, for each of the 5 (A.B.C.D.E) project outcomes to comment on the nature of delivery and the expected outcome in terms of the evaluation criteria of:-

Evaluation criteria (see glossary in Annex 7)
1. Relevance 2. Effectiveness 3. Efficiency 4. Impact 5. Sustainability 6. Goal/cross-cutting ²⁰ .

For each outcome and for each evaluation criteria the interviewee is then asked to score a level of confidence for a proposed score of projected level/performance of delivery assuming business as usual.

Level of confidence in scoring
1. = none 2. = minor 3. = moderate 4. = major

Level of delivery/performance score
HS = Highly satisfactory S = Satisfactory MU = Unsatisfactory with some positive elements U = Unsatisfactory X = Unable to answer

Both the CTA and the World Bank representative comment on the above level of delivery/performance score scale. The CTA suggests that the scale is skewed towards the higher end (highly satisfactory is not balanced by highly unsatisfactory). The World Bank representative indicates that it seems to make more sense to use the IW-LEARN methodology with a 6-point scale.

The decision was taken by the MTE to use the four point scale from the UNDP OESP Results-oriented Monitoring and Evaluation Handbook (1997)²¹. This handbook does not specify highly unsatisfactory. MU (marginally (marginally unsatisfactory/ moderately unsatisfactory/ unsatisfactory

²⁰ In the case of comment on delivery of the overall goal only the goal criteria is used (ie. goal to goal).

²¹ OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. <http://www.undp.org/eo/documents/mae-toc.htm>

with some positive elements) is used and aims to reconcile the IW:LEARN progress reporting²² and OESP handbook categories. The lack of standardization in these scoring criteria together with the large range of definitions for the evaluation criteria suggests that there should be reconciliation rather than diversification in M&E guidelines as described in Section 3.7.2 below.

The interviewee is then asked for each combination of outcome and evaluation criteria to identify critical issues and suggest solutions. The interviewee is then asked, where possible, to provide objective evidence of the significance of the issue and a web-link to the evidence if this exists.

2.4.2 Open (short/general) Interview Questionnaire:

It quickly became apparent from the testing and initial use of the structured (detailed) interview framework that it was not appropriate to all interviews. The structured interviews took too long and most stakeholders had little knowledge of the IW:LEARN Project outcomes other than within their particular area of interest. An open ended general interview form was, therefore developed and this is presented in Annex 5.2.

The structure for the open ended general interview reflects that for the structured interview except that there are no pre-listed outcomes or evaluation criteria. Interviewees, after providing background information on themselves and their involvement with IW:LEARN, are then asked to list issues and proposed solutions. Where they have a knowledge of a particular component they are then asked to specify that component and then give an estimate of their confidence in scoring progress and then score estimated progress by the end of the project assuming business as usual (using the scales in 2.4.1 above).

3.0 RESULTS

It has been decided to present the results for all outcomes together rather than outcome by outcome in order to keep the report as concise as possible.

3.1 Document review

The documents that were examined are list in Annex 6. There is also a printout of notes taken from evaluation of the IW:LEARN website in Annex 8 including the following sub-sites:

- A8.1 About IW:LEARN
- A8.2 Documents
- A8.3 Help
- A8.4 Mission and Activities (containing comment on logical framework deliverables)
- A8.5 Steering Committee

The IW:Forums site was also examined but contained no active links.

3.2 Interviews

3.2.1 Structured interviews

15 structured interviews were undertaken, nearly all by telephone. The following table provides information on the interviews.

Date	Name	Sex	Email	Type	Minutes
27/10/2006	Andy Menz	M	andrewm@unops.org	SC/EA	86
27/10/2006	Tracy Hart	F	Thart@worldbank.org	IA/IWTF	101
31/10/2006	Janot Mendler ²³	F	janot@iwlearn.org	PCU	186

²² The "MU" marginally unsatisfactory determination for "Unsatisfactory with some positive elements" is taken from "UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF."

²³ Janot Mendler was also subject to a short interview

Date	Name	Sex	Email	Type	Minutes
01/11/2006	Sean Khan	M	sean.khan@unep.org	SC/IA	188
01/11/2006	Takehiro Nakamura	M	takehiro.nakamura@unep.org	SC/IA/IWTF	157
02/11/2006	Lubomyr Markevych	M	markevych@dnieper-gef.kiev.ua	IW Project	74
02/11/2006	Mick O'Toole	M	otoole.mick@gmail.com	IW Project	73
03/11/2006	Dr Peter Scheren	M	Peter.Scheren@unep.org	IW Project	48
06/11/2006	Ivan Zavadsky	M	ivan.zavadsky@unvienna.org	IW Project	61
07/11/2006	Steve Menzies	M	steve@bserp.org	IW Project	56
08/11/2006	Dann Sklarew	M	dann@iwelearn.org	PCU	227
08/11/2006	John Pernetta	M	pernetta@un.org	IW Project	85
10/11/2006	Andy Hudson	M	andrew.hudson@undp.org	SC/IA/IWTF	72
10/11/2006	Vladimir Mamaev	M	vladimir.mamaev@undp.org	SC	81
28/11/2006	Mish Hamid	M	mish@iwelearn.org	PCU	129
Total minutes					1624
Average					108

3.2.2 Short interviews

30 short relatively open interviews were undertaken mostly by telephone.

Date	Name	Sex	Email	Type	Minutes
31/10/2006	Janot Mendler ²⁴	F	janot@iwelearn.org	PCU	54
31/10/2006	Mei Xie	F	mxie@worldbank.org	SC/IA	15
01/11/2006	DeepaJani/Sean Khan/Christian Ledermann	F,M, M	deepa.jani@unep.org , sean.khan@unep.org , Christian.Ledermann@unep.org	IA/PAL	140
01/11/2006	Sean Khan	M	sean.khan@unep.org	IA, PAL	35
01/11/2006	Simon Thuo	M	sthuo@nilebasin.org	IW Project	10
02/11/2006	Alex Simalabwi	M	a.simalabwi@cgiar.org	IW Project	26
02/11/2006	Anthony Ribbink	M	a.ribbink@ru.ac.za	IW Project	10
02/11/2006	Diaa El-Quosy, PhD		lmewp@menanet.net	IW Project	14
02/11/2006	Dr Abdelkader Dodo	M	Abdelkader.dodo@oss.org.tn	IW Project	25
02/11/2006	H. Razafindrainibe	F	hajanirina.sage@blueline.mg	IW Project	9
02/11/2006	Lesley Staegemann	F	bclmееv@deat.gov.za	IW Project	20
02/11/2006	Spilsbury, M; Carmen Tavera	M/F	michael.spilsbury@unep.org	IA/PAL	79
02/11/2006	Ousmane S. Diallo	M	osdiallo@abn.ne	IW Project	24
03/11/2006	Dr Thomas Petermann	M	thomas.petermann@inwent.org	PAL	98
03/11/2006	E.Salif Diop	M	salif.diop@unep.org	IA/PAL	18
06/11/2006	Andy Garner	M	a.garner@iaea.org	IW Project	26
09/11/2006	Jennifer Jones	F	jjones@getf.org	PAL	27
10/11/2006	Jessica Troell	F	troell@eli.org	PAL	29
15/11/2006	Al Duda	M	Aduda@thegef.org	SC/GEF/ IWTF	35
15/11/2006	Carl Gustaf Lundin	M	carl.lundin@iucn.org	PAL	26

²⁴ Janot Mendler was also subject to a long interview

Date	Name	Sex	Email	Type	Minutes
27/11/2006	Chika Ukwe	M	c.ukwe@unido.org	EA	24
27/11/2006	Francis Vorhies	M	fvorhies@earthmind.net	PAL	60
28/11/2006	Joshua Ndubuisi	M	j.ndubuisi@gclme.org	IW Project	23
28/11/2006	Mark Smith	M	Mark.Smith@iucn.org	PAL	33
29/11/2006	Dimitris Faloutsos (GWP-Med)	M	dimitris@gwpmed.org	PAL	50
02/12/2006	Hamid Ghaffarzadeh	M	hamid.ghaffarzadeh@undp.org	IW Project	34
07/12/2006	Anond Snidvongs	M	anond@start.or.th	PAL	27
07/12/2006	Marcio Amazonas	M	mamazonas@na.ko.com	Private Sector	55
07/12/2006	Richard Cooper	M	iwsea@yahoo.com	PAL	56
07/12/2006	Vincent Sweeney	M	vsweeney.cehi@candw.lc	UNEP/GEF IW Project	24
Total					1106
Average					Approx. 27

3.2.3 Interview conclusions

The following summarizes the affiliation of the interviewees with respect to the general role categories specified in section 3.c of the ToR for the MTE (Annex 2 of this report).

Role*	INTERVIEWS			
	Structured	Short	Additional short	Total
EA		1		1
IA/IWTF	1			1
IA/PAL		3		3
(GEF)IW Project	6	12		18
Other		1		1
PAL		9		9
PCU/PCT	3		1	4
SC/EA	1			1
SC/GEF/IWTF		1		1
SC/IA	2	1	1	4
SC/IA/IWTF	2			2
Total	15	28	2	45

*EA: Executing Agency; IA: Implementing Agency; PAL: Partnership Activity Lead; (GEF) IW Project: Global Environment Facility International Waters Project; IWTF: International Waters Task Force; PCU/PCT (Project Coordinating Unit/Project Coordinating Team); SC: Steering Committee.

To some extent roles are overlapping. No interviewee specified that s/he was a member of the International Waters Task Force (IWTF). However, four of the interviewees were from the IWTF.

The time spent on the interviews of 45.5 hours or 5.7 (8 hour) working days, excluding preparation and analyses, represents a substantial investment in a participatory approach. Lessons learned are presented in Section 3.7 below. In summary structured interviews allow qualitative information on project status using evaluation criteria (relevance, effectiveness etc.,) but are too time consuming and are not appropriate for stakeholders who do not have a detailed knowledge of the Project structure. Short interviews have high value in terms of identifying issues but it is difficult to tie the information

into the M&E requirement for an evidence based approach to assessing delivery of outcomes particularly with reference to the evaluation criteria (relevance, effectiveness etc.,).

The results of the interviews are presented in support of the outcome evaluation in Section 3.4 below.

3.3 Project Management

3.3.1 PCU/PCT

- The PCU/PCT has been both vilified and congratulated for its project management.

“Whole project is over-structured and not particularly adapted to people’s needs. Process driven rather than results driven. Tried to solicit interest and get conflicting responses. Solution difficult because of personality differences.”

X

Carl Gustaf Lundin interview on 15th November 2006

“Good compared with other institutions - collegiate arrangement with Dann Sklarew and Janot - by email and by skype.”

✓

Lubomyr Markevych interview on 02nd November 2006

“Happy with administration. Internal communication has been good compared with almost all other types of project I have been involved in in the past. People at the PMU level know each other. Also at operational level there is mutual understanding of the need to achieve a common goal - very little evidence of the need for competition. This very often not the case in other partnerships. Institutional framework is good so far. Can have a beneficial impact on delivery of B2.1.”

✓

Dr Thomas Petermann interview on 03rd November 2006

It is the opinion of this Evaluator that the PCU/PCT is extremely dedicated and hardworking and any deficiencies can be primarily attributed to the following negative factors:-

- lack of clarity and focus on delivering pilot phase strengths;
- attempts to build on a pilot phase that had not fully matured;
- an overly complex project logical framework;
- Steering Committee structural and functional constraints.

It is also evident that there needs to be a strengthening of PCU/PCT to deliver a more pragmatic, quality assured, service oriented approach towards the delivery of goods and services. A number of recommendations are presented to address these issues in Annex 1.

3.3.2 Web site

Delay in the start of the UNEP component combined with unclear lines of command and control within the Project Coordination Team have had a significant negative impact on project delivery. The review of the website in Annex 8 identifies many deficiencies that can be considered to be a consequence of these two issues. The issues are addressed in the recommendations in Annex 1.

3.3.3 Steering Committee²⁵

Annex A8.5 provides brief observations concerning some of the information in the SC section of the IW:LEARN website http://www.iwlearn.net/groups/scom/folder_listing. The site was evaluated in late November 2006 and revisited on 09th December. Whilst the latest SC meeting²⁶ on 20th November contains only 6 agenda items (considerably reduced from earlier meetings), has many elements of good process and is supported by substantive documentation, the following constraints need to be addressed to improve SC performance and service delivery.

Firstly: The structure and function of the Steering Committee is in an area of the IW:LEARN website that is password protected. This does not support transparency and accountability and it is recommended (it is understood that this recommendation has been accepted) that the Steering Committee area should be publicly accessible.

Secondly: Whilst there is much to be said for the efforts to support the function of the SC in terms of agenda and associated support links this structure and function could be made more consistent and quality assured. In addition whilst it is evident that the number of Agenda items has been substantively reduced in the most recent meeting on 20th November there needs to be a clear way of linking items to outcomes between meetings. This can be achieved relatively easily by referencing follow-up actions and the status of actions against the original agenda item.

Ultimately the SC structure and function needs to be seen as a core element of IW:LEARN since it should provide a good practice example that can be adopted and adapted by GEF IW Projects and their Governmental and Non-Governmental partners. Development and delivery of necessary management actions requires some sort of Steering Committee or equivalent structure and function within each GEF IW Project.

Thirdly: IW:LEARN is supposed to facilitate improvements in the GEF IW portfolio but lacks representation from this constituency (there are no IW Project level representatives on the SC).

Recommendations for selecting SC representatives from the GEF IW Projects portfolio are presented in Annex A1.9 and for adjusting the structure and function of the SC are presented in Annex A1.10.

3.3.4 Co-financing

Problems in obtaining co-financing have been identified as an issue by some interviewees and recommendations have been presented accordingly in Annex 1. The Table in Annex 11 provided by the IW:LEARN PCU provides a summary of the status of co-financing as of 31st January. In summary the table indicates that approximately 32% of pledged co-financing has been received. Unfortunately the table does not indicate what percentage should have been received by this time. The IW:LEARN PCU has responded that it is difficult to determine when and how much co-financing will be forthcoming and that disbursements are currently in line with expectations so co-financing is not a problem.

In future it is suggested that the co-financing table be structured according to the template specified in the draft ToR for the final evaluation in Annex 3 (reflecting the guidelines).

²⁵ The World Bank representative comments that: "(i) The SC structure and function does not need to be reinforced as a core element of IW-LEARN. If anything, the SC is overdeveloped and overconsulted. The core element of IW-LEARN needs to (be) identifying and serving project needs. (ii) the SC does consider itself a good practice example, but it is not called for in ProDocs to disseminate this as core to IW-LEARN mission, which is serving project-level needs." The MTE notes these comments but considers that it is necessary for the SC to be more transparent and accountable and indeed the SC has accepted this and has responded accordingly to (some of) the relevant recommendations.

²⁶ http://www.iwlearn.net/groups/scom/scm/scomdocs/nov06_agenda.doc

3.4 Outcome Evaluation

3.4.1 Constraints

Whilst an outcomes based evaluation is critical to project cycle effectiveness there are certain conditions that reduce the confidence with which the delivery of outcomes can be predicted. The conclusions drawn from this Section should, therefore, be viewed with a certain amount of skepticism.

1. this is only half-way through the Project and many activities contributing to the delivery of outcomes have either not started or are still to be completed;
2. the outcome statements in the project logical framework are fairly general making objective verification difficult;
3. there is a lack of objectively verifiable indicators and means of verification of delivery of project outcomes indicators (hence the requirement to identify indicators in A1.5 of this report);
4. the logic linking indicators of delivery of activities to outcomes could be clearer;
5. activities within particular components can be quite independent making it difficult to get a consensus view (one activity may be highly successful and another a dismal failure).
6. the mnemonic for "LEARN": **L**earning **E**xchange and **R**esource **N**etworking primarily relates to "tools" and at best implies, but does not require, action and delivery of outcomes;
7. the requirement to evaluate using the criteria of relevance, effectiveness, efficiency and sustainability dilutes the key "impact" focus of outcome evaluation;
8. the scoring scale specified in the results oriented guidelines²⁷ was used in this MTE but has only four points and is alphabetical rather than numeric making it difficult to support a spread of values and determine averages;
9. IW:LEARN stakeholders tend to be focused on activities rather than outcomes even assuming that they know what the outcomes are;

3.4.2 Source of information

Bearing in mind the above constraints three sources of information have been used to determine the likely delivery of the outcomes specified for IW:LEARN and the contribution of these outcomes to delivery of the overall goal.

1. The Mission and Activities section of the IW:LEARN website reviewed in A8.4²⁸
2. The November Annual Performance reports dated 09th and 10th of November^{29, 30}
3. The structured interviews (and incidental assessments from the short interviews)³¹.

The IW:LEARN Project logical framework has 5 outcomes as well as a goal. These are presented in Section 1.2 above.

1. The Mission and Activities section of the IW:LEARN website does not clearly focus on outcomes and there are structural problems (lack of active links to means of verification is one example) that make it difficult to follow the evidence trail from activity to outcome.

There is no doubt that there is an increasing recognition amongst the IW:LEARN community of the need to have an action oriented approach designed to deliver outcomes. This needs to be supported and documented. The extract notes from A8.4 for B3 year 2 overleaf shows such a linkage of "Activity" to "Action". However, there is a need to document this process more formally and take it one stage further to impact on outcomes.

²⁷ OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017.

<http://www.undp.org/eo/documents/mae-toc.htm>

²⁸ http://www.iwlearn.net/abt_iwlearn/pns

²⁹ UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF.

³⁰ IW:LEARN (2006). GEF_IWLEARN_Annual_Results_v2006_11_09. Pp. 16. IW:LEARN.

³¹ Methodology in Section 2.4 and summaries referred to in Section 3.2

The following box provides an extract showing how activities to actions can be documented. They should be clearly sequenced in the "Mission and Activities" section of the IW:LEARN website.

Background: Year 2: 1-4 multi-week inter-project exchanges - 1 completed ("Danube communications" workshop - http://www.iwlearn.net/abt_iwlearn/docs/danubeprep_commguide.doc (IW:LEARN Input acknowledged) also editable Wiki version http://europeandcis.undp.org/WaterWiki/index.php/Communications_Planning_Guide_for_International_Waters_Projects_-_Communicating_for_Results. Also Vienna Wiki http://europeandcis.undp.org/WaterWiki/index.php/Communication_for_Results_-_a_Planning_Guide_and_Resource_Kit_for_Water_Governance_Projects - link suggests that this evolves into the above planning guide but this is also editable).



Deyna Marsh: http://www.iwlearn.net/abt_iwlearn/docs/missionreport_marsh.doc
deyna@environment.org.ck. Proposed actions: ***"Using my experience in the exchange and the different lessons learnt to use communications to help achieve the objectives of the Cook Islands International Waters Project."*** Response to request from MTE for follow-up on 28/11/06:

"Stake in IW: LEARN: Participant in the IW: LEARN Exchange to the Communicating for Results Workshop held in Vienna and to the Global Conference on Oceans and Coasts in Paris. Using my experience in the exchange and the different lessons learnt to use communications to help achieve the objectives of the Cook Islands International Waters Project. - A communications strategy for the Cook Islands International Project was drawn up with the help from the Guide that was developed at the workshop in Vienna. This communications strategy helped the project to achieve the community level objective of the IWP which is to facilitate the development and implementation of the Water Catchment Management Plan. [Verification: 1. Communications Strategy – not online yet. 2. Takuvaine Water Catchment Management Plan and Regulations 3. Communications activities implemented] - I also attended a workshop by SPREP – Mainstreaming IWP communications which drew on important lessons learned from the IW projects across the Pacific and how other projects/government agencies can make use of the work that has already been started by the projects since they are coming to an end this year. This was particularly important for me and the Cook Islands IWP because the communications and monitoring work of the IWP would be sustained through the National Environment Service after 2006. [Verification: Trip Report and follow-up workshop] - A follow-up from this workshop was a similar workshop held in the Cook Islands on Communications and Communications Strategy development. Tamara Logan from SPREP facilitated this. This workshop was important because it showed the importance of having communications built into project plans to ensure objectives of these projects are met. The task of developing a communications strategy for the National Environment Service was in the hands of the Education and Awareness Division with the help of the Cook Islands International Waters Project. The Guide from the Vienna workshop as well as similar guides put together by SPREP was used in this exercise. Through this strategy as well as the project's input to the National Environment Service business plan will ensure that the national level objective of the Cook Islands IWP, to work with stakeholders to develop a freshwater strategy for the whole of Rarotonga, will be met. [Verification: Draft 1: National Environment Service Communications Strategy (November 2006) – not online yet, subject to comments by Tamara at present]. - The use of communications in the Cook Islands International Waters Project was one of 5 papers from the Pacific IWP accepted for the first World Congress on Communications for Development (Rome, October 2006). We were able to present our case studies in a poster format. [Verification: Submission to WCCD]"

Deyna Marsh (Assistant National Coordinator Cook Island International Waters Project)

2. November Annual Performance reports: These reports provide additional information to that provided in the Mission and Activities Section and should be consolidated within this section. The estimates of progress from these reports are presented in a summary table in the Evaluation Summary section 3.4.5 below.

3. Interviews. Information from interviews is held in the MTE Microsoft Access database. Extracts of issues raised and solutions proposed from the structured interviews are presented in A9 and for the short interviews in A.10

As described in the methodology in Section 2.4 above interviewees were asked to give an estimate of confidence in answering and an estimate of projected progress in delivery of the project outcomes and overall goal by the end of the project assuming business as usual.

3.4.3 Structured interviews

The following table provides a summary for all evaluation criteria and all outcomes of estimated progress based on 15 structured interviews for all evaluation criteria and all outcomes:-

Evaluation criterion	Responses by delivery/progress category ³²					Total ³³
	HS	S	MU	U	X	
Relevance	4	33	16	10	12	75
Effectiveness	6	24	18	9	18	75
Efficiency	2	23	18	11	21	75
Impact	5	23	16	10	21	75
Sustainability	5	21	15	11	22	74
Cross-cutting by Components	3	22	21	8	20	74
Delivery of goal	0	2	9	2	2	15
Total responses	25	148	113	61	116	463
% total responses	5.4	32	24.4	13	25.1	100

5.4% of responses indicated a highly satisfactory delivery, 32% satisfactory delivery, 24.4% marginally unsatisfactory delivery, 13% unsatisfactory delivery and 25.1% unable to answer. Bearing in mind the limited sample size there is no significantly low or high number of responses for any particular evaluation criterion. This suggests no inherent difficulty in responding against a particular evaluation criterion for those who felt able to answer.

The MTE gained the impression that those respondents who were able to give a response considered the evaluation criterion to be somewhat esoteric and difficult to understand and apply. The MTE also felt that many of the respondents did not have a sufficiently detailed understanding of the IW:LEARN project to give informed responses. This hypothesis is supported by the fact that almost a quarter of the responses were "X" (unable to answer) responses. Conversely respondents generally indicated moderate confidence in giving responses. This apparent contradiction may reflect the small sample size and the limited 4 point confidence scale which may encourage respondents to tend towards the mean.

³² HS=Highly Satisfactory; S=Satisfactory; MU:Marginally Unsatisfactory; U=Unsatisfactory; HU=Highly Unsatisfactory; X=Unable to answer.

³³ One response missing for sustainability and cross-cutting respectively for a component evaluation.

3.4.4 Short interviews

There was no comprehensive and consistent response in the short interviews regarding progress towards delivery in the outcomes. 30 short interviews were undertaken but not all respondents were asked to comment on progress since the main purpose of each interview was to identify key issues and proposed solutions. The information that was obtained concerning estimated progress is presented for completeness. In the table below respondents, as categorized by their role in IW:LEARN, gave an estimate of projected delivery of the outcome for the specified component assuming business as usual for the remainder of the project.

Component	Score* by role** in IW:LEARN*
All	EA(S), PAL (U), SC/GEF/IWTF (X), IW (S), IW (S), Other (X)
A	IW (X)
A2	IW (S)
B	PAL (MU), IW (X)
B2.1.2	PAL (S)
B2.1.2	PAL (HS)
B2.2.1	PAL (X)
B4	PAL (HS)
C	PAL (HS)
D1	PAL (X)
D2	PAL (HS)

Responses	17
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* HS = Highly Satisfactory; S = Satisfactory, MU = Marginally Unsatisfactory; U = Unsatisfactory, X = unable to answer,

** EA (executing Agency); IW (GEF International Waters Project); PAL (Partnership Activity Lead); IWTF (International Waters Task Force); SC/GEF (Steering Committee/Global Environment Facility).

All the four HS (highly satisfactory) responses came from PAL for their respective activity.

3.4.5 Evaluation summary³⁴

The following table summarizes conclusions concerning the delivery of the 5 IW:LEARN outcomes and their contribution towards delivery of the IW:LEARN goal.

Block 1 Goal and outcomes	Block 2 APPR/PIR 2006		Block 3 Structured interviews			Block 4 Estimates for 3 scenarios from this MTE		
	APR/PIR ³⁵	APPR ³⁶	Number ³⁷	Average ³⁸	All	1. Business as usual ³⁹	2. Ends + recomm ⁴⁰	3. Extend + recomm ⁴¹
Goal ⁴²	-	-	11	-0.85	MU	U	MU	S
Goal (A-E) ⁴³	-	-	54	-0.17	S	MU	S	S
A	MS	MU	70	-0.16	S	U	S	HS
B	MS	MS	69	0.16	S	S	S	HS
C	S	S	75	0.13	S	MU	S	S
D	MU	MU	49	0.12	S	MU	S	S
E	MU	MS	71	0.59	MU	U	MU	S

The table comprises four blocks of columns.

Block 1: The first column in block 1 provides the row label of the goal and 5 outcomes. Within this block the second row "Goal (A-E)" provides for entry of scores based in the structured interviews where interviewees were asked to score for each outcome the contribution that the specified outcome will make to progress in delivery of the other outcomes and the project goal assuming business as usual.

Block 2: The second block of columns provides the scores for each outcome based on the recent performance reports produced by IW:LEARN.

Bearing in mind the constraints identified in 3.4.1 above and the qualitative nature of the assessments and projections projected delivery of outcomes according to the most recent Project performance reports (APPR/PIR – block 2) ranges from marginally satisfactory (MS) through satisfactory (S) to marginally unsatisfactory (MU).

Block 3: The third block provides the results from the structured interviews. In order to provide averages numbers were attributed to each of the score bands HS=+2, S=+1, MU=-1, U=-2 (the MS score category used by IW:LEARN is not included because this evaluation has adopted the 4 point scale specified in OESP (1997)).

³⁴ The World Bank representative indicates that "'Option to extend': These scenarios are not very relevant for us. The MTE is to look at current status of implementation of the project, as designed in the ProDoc. It is not to look at extensions or performance post-project closure. Please revise." The response from the MTE is that this comment is noted but that the ToR in A.2 requires that sustainability/project cycle issues be addressed in the MTE.

³⁵ Section III: UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22.

UNDP/GEF. http://www.iwlearn.net/groups/scom/scm/scomdocs/nov06_pir

³⁶ Process outcomes and indicators section: IW:LEARN (2006). GEF International Waters. Annual Project Performance Results Template. Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network Pp. 16. GEF_IWLEARN_Annual_Results_v2006_11_09. IW:LEARN.

http://www.iwlearn.net/groups/scom/scm/scomdocs/nov06_apr.doc

³⁷ "X" (don't know) responses excluded.

³⁸ For averaging purposes the following numbers are applied to each score category: HS=+2, S=+1, MU=-1, U=-2 (the MS score category used by IW:LEARN is not included because this evaluation has adopted the 4 point scale specified in OESP (1997)).

³⁹ **Scenario 1:** Business as usual: The project ends as scheduled and no substantive positive changes delivered following the MTE recommendations;

⁴⁰ **Scenario 2:** IW:LEARN ends as scheduled and substantive positive changes delivered following the MTE recommendations;

⁴¹ **Scenario 3:** Substantive positive changes delivered following the MTE recommendations and IW:LEARN is extended/continues to deliver accordingly beyond the life of the present project.

⁴² Contribution of IW:LEARN to delivery of the IW:LEARN Project goal.

⁴³ Estimate averaged for each component for the contribution of each outcome to other components and to the goal

The CTA has indicated that the 4-point scale is lopsided towards the HS side. The WB representative has indicated that a five point scale should have been used. Both concerns support the need for an M&E standard (see 3.7.2 below).

The structured interviews (Block 3) show a more positive perception than Block 2) with satisfactory performance projected for four of the five components and marginally unsatisfactory projected for delivery of Component E and the overall goal.

Block 4: The fourth block provides qualitative estimates for progress according to 3 scenarios:-

- Scenario 1:** Business as usual: The project ends as scheduled and no substantive positive changes delivered following the MTE recommendations;
- Scenario 2:** IW:LEARN ends as scheduled and substantive positive changes delivered following the MTE recommendations;
- Scenario 3:** Substantive positive changes delivered following the MTE recommendations and IW:LEARN is extended/continues to deliver accordingly beyond the life of the present project.

3.4.6 Scenario 1: Business as usual

The MTE “business as usual” scenario in block 4 is less positive than that projected from the assessments presented in blocks 2 and 3.

Goal: Contribution towards delivery of the goal is projected as unsatisfactory because IW:LEARN is unlikely to fill a key niche supporting more effective management unless it focuses on facilitating actions that deliver outcomes using relevant **L**earning **E**xchange and **R**esource **N**etworking tools. These tools and associated activities are not an end in themselves but a means to an end. In addition IW:LEARN should be delivering goods and services like an operational phase but appears to be spending time in pilot phase style exploration and experimentation. Core goods and services should have been tried and tested during the Pilot Phase. In addition it is unclear what foundations from the Pilot Phase are being made operational.

Component A: Component A is given a projected unsatisfactory rating because the delays in starting and the mode of delivery have generated a negative legacy that may not be resolved in the next two years. Whilst it is evident that improvements are being initiated there needs to be a much more pragmatic and service oriented approach to the delivery of web tools. A multilingual glossary or thesaurus of keywords and key phrases needs to underpin learning exchange and resource networking, support the delivery of outcomes and underpin objective indicator based monitoring and evaluation

Component B: Only Component B has a projected satisfactory delivery (assuming business as usual). This “Satisfactory” rating is projected because many of the associated activities build on and are part of thematics that are already within the IW management mainstream. IW:LEARN provides leverage and value added but within this Component it still has to support actions that deliver outcomes if it is to become highly satisfactory.

Component C: Component C is given a projected MU rating because it is understood that the first Conference focused on raising awareness about GEF rather than feedback between IW Project practice and GEF IW policy as it relates to the delivery of the IW:LEARN goal. If issues relating to more effective delivery of the IW:LEARN goal cannot be addressed by the second conference then the Conference will be just another Conference in a flotilla of Conferences.

Component D: Component D is given a projected MU rating. However, this should be qualified by the comment that Component D contains a good subcomponent (D2) whilst the relatively poor performance of Component D1 reflects the delayed start-up of Component A.

Component E: The unsatisfactory score for Component E relates to the level of mainstreaming⁴⁴ of IW:LEARN goods and services into the IW community and the lack of a clear strategy for delivering a higher than U level of mainstreaming (one clear mechanism for achieving sustainability) by the end of the Project. Identification of the IW:LEARN niche, development of a service level agreement and delivery of goods and services within this niche according to this service level agreement are actions that should facilitate mainstreaming and sustainability.

3.4.7 Scenario 2: Recommendations delivered, project ends

It is suggested that delivery of the approach proposed within the framework of recommendations presented in Annex 1 should improve delivery of Component outcomes A-E to a satisfactory level. However, there will not be sufficient time to detect an impact on delivery of the goal except by implication. In addition there may not be sufficient time to deliver component E to a satisfactory level because it requires uptake and mainstreaming of a quality assured, action to outcome focused, approach to delivering more effective TWM.

3.4.8 Scenarion3: Recommendations delivered project extended

It is not considered possible that outcomes can be delivered to the level projected for Scenario 3 within the time available under Scenario 2 (two years) because it requires development and then acceptance of a different approach if mainstreaming is to be delivered:-

- develop a quality assured action to outcome focused approach to delivering more effective TWM
- within a niche that is critical to this delivery and
- that is of sufficient value that it is mainstreamed

3.5 Other Issues

Before moving onto the recommendations the ToR also specify a number of challenges and difficulties faced that require comment, as appropriate:

- Where, why and how do we need knowledge sharing among IW projects?
- How participatory vs. “top-down” has IW:LEARN been? Is this properly balanced? If not, how so (and how to adjust)?
- What went wrong with e-forums? Where have the e-forums worked well and where have they not worked well and why? Potential for other approaches to engage projects in peer-to-peer learning (e.g., blogs, wikis, face-to-face workshops)?
- How to reconcile implementation plans with asynchronous start of UNDP and UNEP sub-projects?

3.5.1 Knowledge sharing?

The “why” of knowledge sharing needs to be a part of the IW:LEARN Mission Statement and inform the Service Level Agreement for delivery of IW:LEARN goods and services.

Why? No person is an island. Impacts on ecosystem not only have to be managed locally but throughout their range. Effective TWM requires that people share knowledge about how to address environmental issues and address them in a coordinated manner. Hence the suggested phrase “Think globally – Act locally – Inform globally”.

At a more practical level TWM stakeholders have a wealth of experience that needs to be shared to avoid having to re-invent the wheel (or inventing a square one).

⁴⁴ The term mainstreaming in this evaluation summary is defined as the process of acceptance of goods and services proposed as quality standards within the target (IW) environmental management portfolio.

Where and how? It is suggested that the primary tool for knowledge sharing should be the “surgeries” process proposed in A1.8 supported by the IW:LEARN website and IW:LEARN Project web toolkits. “Think globally-Act locally-Inform globally” should be the knowledge process with the emphasis on action delivering outcomes. Knowledge should be shared using a common thesaurus/glossary of keywords and key phrases that are uniquely indexed and can be translated into different languages using this index. There are a variety of web database mechanisms that can help increase participation and feedback including keyword/key phrase supported questionnaires.

3.5.2 Participatory vs top down?

In summary there is a disengagement (or lack of engagement) between project stakeholders rather than a “top down” linkage that is adversely affecting participation. Factors contributing to this disengagement are suggested as:-

- the complexity of the IW:LEARN logical framework;
- the lack of a bi-directional, top down AND bottom-up, approach (Think globally – Act locally – Inform globally”) to the delivery of goods and services;
- the lack of quality assurance systems for the delivery of these goods and services against which to hold providers (at the top and bottom end) accountable;
- the lack of a common vocabulary to categorise and monitor delivery;
- the lack of web database mechanisms for supporting and monitoring feedback on the delivery of outcomes.

UNEP comments (A12.2 point 4) with respect to “the lack of quality assurance systems” above that:

“UNEP is still in the process of organising internal oversight system of the UNEP component of the project, and wishes to transmit responses to the proposed reporting line and overall responsibility of the project component. UNEP’s Task Manager, Project Manager and Technical Coordinator are UNEP staff members and they cannot report to individuals external to UNEP. At this stage, it is crucial to inform the project partners that internal management system will be re-organised and reporting system be reinforced. Further, in order to fill the gaps between the UNDP and UNEP components, reinforced planning, reporting and delivery oversight between UNEP and UNDP are recommended.”

The proposed recommendations in Annex 1 aim to facilitate a change of attitude at all levels of the IW:Portfolio to one in which all stakeholders are a part of a three phase process that is bi-directional between the phases. All the parties of the IW:Portfolio should be viewed as both providers and beneficiaries of goods and services and all parties need to recognize “why” they have both global and local obligations. It is not appropriate for an IW:Project to say that its constituency is entirely local and that it has no obligation to inform the global community concerning the lessons that it has learned. Likewise it is not appropriate for a global player to ignore the feedback from local practitioners when it comes to developing global policy designed to facilitate coordinated action. Global players and local practitioners need each other to deliver improved management.

3.5.3 What is wrong with e-forums?

There is substantive evidence from practitioners that E-fora, up until now, have not been an effective tool for learning exchange and information networking. A number of reasons have been suggested for this:-

- poor internet communications discourage participation;
- participants reluctance to communicate with strangers or to make comments that may be attributable;
- constraints on time (no clear perceived benefit so low priority);
- risk of making commitment (unsure whether there will be firm ongoing reciprocation and support);

- community is multilingual and e-fora tend to be presented and moderated in English;

In addition none of the links on the IW Forums site (http://www.iwlearn.net/abt_iwlearn/iwforums) were active (09th December 2006) making communication difficult.

Despite these constraints the impression was gained that the approach should be explored further to address these concerns rather than dropped.

It is the opinion of the MTE that there is nothing, in principle, wrong with e-fora provided that they are not viewed as “stand-alone”. E-fora need to be a part, albeit an important part, of a well managed process that contains other elements. E-surgeries or E-tutorials might be better titles but again need to be part of a process. This process is outlined in the recommendations section in A1.8.

3.5.4 Reconciliation of UNDP-UNEP implementation plans

IW:LEARN is focused on the use of web tools to help deliver learning exchange and resource networking in support of improved TWM. For this reason and because UNEP has committed to providing ongoing support beyond the life of the Project any reconciliation should veer in favor of the effective delivery of component A.

However, it also needs to be recognized that Component A is only providing an electronic framework to service and support delivery of the other Components. Without this service focus Component A becomes a tool without an application.

Reconciliation therefore, needs to deliver Component A in response to the relevant needs of the other Components. In principle it has been recommended that reconciliation be delivered by IW:LEARN having a unified command and control structure with a single line of management responsibility. To some extent this could be achieved by a fully functional Steering Committee but in practice it is suggested by this MTE that the overall IW:LEARN Project delivery be the responsibility of one manager, specifically the UNOPS employed CTA. If this recommendation is accepted then the necessary approvals and authorizations need to be documented to avoid misinterpretation.

In expectation of acceptance of the recommendation for a single line of management authority for IW:LEARN it is recommended that the CTA and relevant representatives of UNEP develop and deliver a service level agreement for the IW:LEARN website and IW:LEARN web toolkits by 31/03/07.

3.6 Recommendations

27 preliminary recommendations in response to 9 issues from the MTE were presented as a document to the Steering Committee on 13th November and reviewed under SC Agenda Item 2⁴⁵. The decisions and comments arising from the review were supplied to the MTE on 29th November. A response, by the MTE, was incorporated in these recommendations in the December 10th draft MTE report as Annex 1. These recommendations contained additional clarifications concerning:-

- A1.4. Service level (delivery) agreement
- A1.5. Proposed Outcome indicators
- A1.6. Sustainability/business Plan
- A1.7. Terminal evaluation ToR (Annex 3 main MTE report)
- A1.8. E-fora “surgeries” strategy;
- A1.9. ToR for GEF IW Projects representation on IW:LEARN SC.
- A1.10 ToR for IW:LEARN Steering Committee.

Comments received from the SC teleconference and other sources (see Amendments table in Section i above) are addressed in this Final Report. In response to comments the 27 recommendations are separated into those to be directed to the IW:LEARN SC and those to be directed to the GEF policy level (Annex 1).

⁴⁵ http://www.iwlearn.net/groups/scom/scm/scomdocs/nov06_agenda.doc

3.7 Lessons learned

3.7.1 IW:LEARN

Project design is critical: The conclusions from the Final evaluation of the IWLEARN Pilot Phase do not appear to substantively inform the operational Phase. For example the recommendation to make the logical framework clear and simple was not followed. The IW:LEARN operational Phase logical framework is overly complicated and could be more consistent and intuitively clearer in terms of vertical logical. It is also unclear from the evaluation what it is from the Pilot Phase that is to be made operational.

Web design is critical: The IW:LEARN Project is prejudiced on the use of the internet to facilitate Learning Exchange and Resource Networking. The fact that Component A has been slow to start and is only just beginning to deliver a functioning web site has detracted substantively from the integrated delivery of the other components.

Service delivery ethic is critical⁴⁶: Goods and services are not being delivered in a replicable and accountable manner and the PCU and SC do not seem to view themselves as needing to be exemplars of good practice that can be adopted and adapted by IW:Projects. The SC responded to the above statement during a teleconference with the SC on 19th January. The SC questioned whether it was part of the SC mandate to be exemplars of good practice and suggested that the statement have more supporting text⁴⁷.

The SC has already accepted the preliminary recommendation of the MTE that the SC site should be accessible to the public. In addition greater involvement of Project Stakeholders in SC operations has been proposed. These (and other) exemplars of good practice should maximize participation and accountability in the management of IW:LEARN. These exemplars could act as a benchmark and frame of reference for IW Projects themselves. The alternative – that, for example, the IW:LEARN SC has no requirement to operate in a manner that, to the extent possible, can be replicated in IW:LEARN Project SC – seems likely to detract from effective project delivery. It also seems to go against the “philosophy” of service oriented good practice that should underpin GEF IW Projects delivery.

The SC mandate is ultimately determined by the Prodoc guidelines and such revisions as may be agreed following the MTE. The issue of ToR for the SC is addressed in Annexes 1.9 and 1.10.

3.7.2 IW:LEARN MTE

Evaluation reporting: Whilst the IW:LEARN website has made efforts to report on delivery, principally through the Mission and Activities pages, the information:-

- is not complete
- lacks links to objective evidence
- lacks substantive quantification of progress
- does not inform on delivery according to the evaluation criteria of relevance, effectiveness etc.

This has made it extremely difficult to undertake a review of progress other than qualitatively.

⁴⁶ The World Bank representative comments that: “(i) The SC structure and function does not need to be reinforced as a core element of IW-LEARN. If anything, the SC is overdeveloped and overconsulted. The core element of IW-LEARN needs to (be) identifying and serving project needs. (ii) the SC does consider itself a good practice example, but it is not called for in ProDocs to disseminate this as core to IW-LEARN mission, which is serving project-level needs.” The MTE notes these comments but considers that it is necessary for the SC to be more transparent and accountable and indeed the SC has accepted this and has responded accordingly to (some of) the relevant recommendations.

⁴⁷ The World Bank representative comments that this (good practice exemplar requirement) needs to be omitted or substantiated relative to the project objectives. The MTE responds that, whilst the SC structure and function does not need to be sustained, the nature and philosophy of its operations can impact on the IW:LEARN Project legacy including the legacy of its associated GEF IW customers. The recommendations from the MTE are aimed at improving the contribution of IW:LEARN to delivery of the project goal.

Evaluation criteria: There are real problems in delivering an evidence based evaluation when there are so many issues to be addressed. There is simply insufficient time to do more than scratch the surface. It is better to do something well rather than do everything superficially.

Most practitioners are not well versed in the evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability and asking them to estimate progress with this constraint, let alone one where the outcomes are numerous and open to more than one interpretation, is counterproductive.

The definitions of the evaluation criteria differ between different organizations. There should be some effort to create a common vocabulary.

Interview strategy: Structured interviews that allow for semi-quantitative analyses using the evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability are extremely time consuming and only appropriate for stakeholders who have a detailed knowledge of the project structure. Short open structure interviews are useful for identifying issues and solutions from the stakeholders but do not really provide for semi-quantitative analysis of the status of delivery of outcomes. This is partly because stakeholders may not have a full understanding of outcomes but also because an open structure is not comprehensive.

It is suggested that interviews (other than focused web delivered questionnaires) are not used to evaluate project delivery but to identify key issues and solutions to inform recommendations for improved performance. The PCU should deliver an M&E system built around the outcome indicators in Annex A1.5 that should provide a platform (including a questionnaire) to evaluate project delivery.

The scoring scale specified in the results oriented guidelines⁴⁸ has only four points and is alphabetical rather than numeric making it difficult to support a spread of values and determine averages. It is suggested that it would be better to have numeric scale from -3 (Highly Unsatisfactory), -2 (Unsatisfactory), -1 (Marginally Unsatisfactory), 0 (X=Unable to answer), +1 (Marginally Satisfactory), +2 (Satisfactory), +3 (Highly satisfactory).

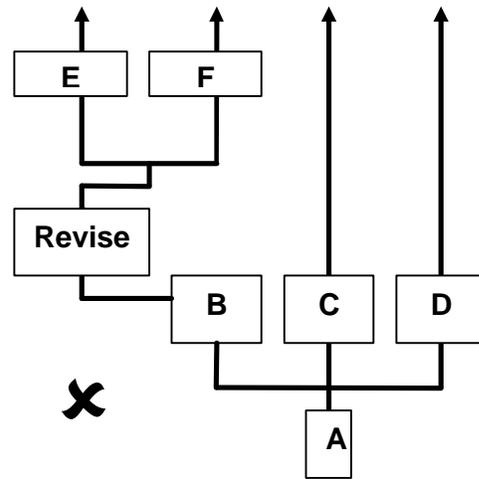
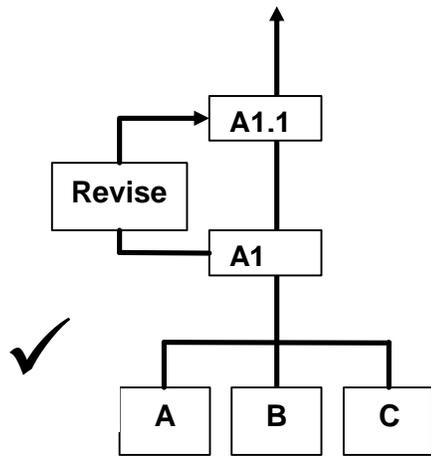
M&E guidelines:

Following on from the definitions above there is a plethora of different M&E guidelines. There is a need for guidelines to evolve according to the process on the left rather than according to the procedure on the right.

In the process on the right side of the diagram an M&E guideline A has three derivatives "B", "C" and "D". These derivatives evolve into further derivatives which are not integrated/ reconciled. The result is a range of M&E guidelines which do not support standardization.

In the process on the left side of the diagram parent M&E guidelines "A", "B" and "C" are integrated to form a standard guideline "A1". This guideline is revised, as necessary, in a linear process (A1.1 to A1.2 etc) resulting in a single current M&E guideline supporting standardized M&E delivery.

⁴⁸ OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. <http://www.undp.org/eo/documents/mae-toc.htm>



The problems arising out of the use of the process on the right hand side are admirably demonstrated by the comments from the World Bank representative and CTA regarding the scale for scoring Project delivery. The methodology used by this MTE is given in Section 2.4.

ANNEX 1 RECOMMENDATIONS

Final Recommendations Version 3.0⁴⁹ 31st January 2007

A1.1 Introduction

Amendments: V1.0 dated 13th November 2006 to V2.0 dated 10th December 2006 based on recommendations and comments received from the Steering Committee on 29th November 2006. V3.0 based on comments from SC teleconference dated 19th January 2007 (A12.1 of this Report), UNEP dated 18th January 2007 (A12.2) and SEA-RLC dated 03rd January 2007 (A12.3) and individual comments (see Section i of this Report).

No	Amendment	Reason	By	Date
1	Feedback on Issue 5.2 from UNEP as footnote	Email from UNEP	MTE	12/10/06
2	Recommendation 11 added - IW:LEARN web page to be multilingual	Support delivery of outcome and outcome indicators evaluation	MTE	12/10/06
3	Section 9 "resources for the changes": recommendation 23 broken down into recommendations 23-27.	IW:LEARN, (2006). IW:LEARN Mid-term evaluation draft recommendations. Draft decisions and recommendations from Steering Committee. Pp. 9. 29 November 2006. IW:LEARN.	MTE	12/10/06
4	Recommendations table revised	As above	MTE	12/10/06
5	Additional clarifications added:- - A1.4. Service level (delivery) agreement - A1.5. Proposed Outcome indicators - A1.6. Sustainability/business Plan - A1.7. Terminal evaluation ToR (Annex 3 main MTE report) - A1.8. E-fora "surgeries" strategy; - A1.9. ToR for GEF IW Projects representation on IW:LEARN SC. - A1.10. ToR for IW:LEARN Steering Committee.	As above	MTE	12/10/06
6	Recommendations separated out into those for IW:LEARN SC and those for GEF Policy consideration with associated rephrasing.	Annex 12.1	MTE	31/01/07
7	Comments from UNEP	Annex 12.2	MTE	31/01/07
8	Comments from SEA-RLC	Annex 12.3	MTE	31/01/07
8	Minor rephrasing to reflect 6 above and minor additions.	MTE	MTE	31/01/07

MTE: Mid-term evaluator

⁴⁹ V1.0 - Dawson Shepherd, A (2006a). IW:LEARN; V2.0 - Dawson Shepherd, A (2006b). IW:LEARN. V3.0 - Dawson Shepherd, A (2007).

Acknowledgements: I should like to thank everybody who has been interviewed to date for their time and patience. I have no doubt, from these interviews, that all the members of the IW:LEARN family are dedicated to delivering the Overall Project Goal.

Participation: It is important to emphasise that this evaluation should, to the greatest extent possible, result in initiatives that are agreed to, and owned by, the participants. In addition it is possible that some of the conclusions and recommendations presented below are based on factually incorrect information. This is not intended and in this respect several experienced minds are better than one relatively rushed one! This is why these recommendations were presented for the consideration of the Steering Committee prior to preparation of this Final Report.

This evaluation is not intended to be critical but constructive. However, it is very difficult to emphasise the need for possible correction without implying criticism. Please do not be offended and bear in mind IW:LEARN is a project that has potential for improvement. This is an opportunity to make it better.

Definitions: Customers - GEF International Waters Customers- beneficiaries of IW:LEARN goods and services comprising IW Projects, IAs, PALs, GEF and Private sector partners.

Actions: See A12.1.

Conclusions: IW:LEARN (or an equivalent instrument) is critical to both the delivery and the legacy of IW Portfolio Projects. Both the delivery and the legacy are essential to improved transboundary waters management. There is some progress in the contribution of IW:LEARN to achieving this goal. However, IW:LEARN does require adjustment and will not fulfil its potential if business continues as usual.

Option to extend⁵⁰:

Assuming necessary corrections are made then IW:LEARN will need to continue after October 2008 if there is to be any substantive legacy. January through December 2007 should be provided to meet the recommendations presented below. If substantive progress in delivering these recommendations is seen to have been made by the end of 2007 this will allow the final ten months of the IW:LEARN Project to be used to provide firm foundations for a continuation. Ideally any continuation of core goods and services should use institutional funds and not Project funds although IW Projects should contribute value-added.

Option to close:

If, at the end of 2007, IW:LEARN cannot show evidence of the delivery of the proposed recommendations in a clear and objective way, then IW:LEARN should move to closure. This should be done in a way that minimises adverse impact on Project stakeholders and results in a comprehensive inventory of IW:LEARN tools.

Without a secure future it is difficult to see what significant incentive IW Projects have to invest in building the IW:LEARN knowledge base.

A1.2 Recommendations

The following recommendations are suggested as a way of improving IW:LEARN Project delivery. The key recommendations comprise recommendation 1 (decision based on a review of progress at the end of January 2008) and recommendation 21 (evidence of a secure commitment from IAs to provide funding for core IW:LEARN goods and services for 2 years from October 2008).

⁵⁰ The World Bank representative indicates that “‘Option to extend’: These scenarios are not very relevant for us. The MTE is to look at current status of implementation of the project, as designed in the ProDoc. It is not to look at extensions or performance post-project closure. Please revise.” The response from the MTE is that this comment is noted but that the ToR in A.2 requires that sustainability/project cycle issues be addressed in the MTE.

A table is provided at the end of the recommendations containing a summary of comments on the recommendations from various sources (See Amendments in A1.1 above).

As proposed in the SC teleconference on 19th January the recommendations are separated into those addressed to the IW:LEARN SC and those addressed to the GEF Policy level.

A1.2.1 Recommendations for IW:LEARN SC

No	Issue/Comment	Recommended solution/action
1	Review and adoption of recommendations	<p>Recommendation 1 - by end January 2008:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>During January there should be a review of the status of delivery of the recommendations presented below.</p> <p><u>Option to extend:</u> A critical condition for acceptance of the "option to extend" should be the commitment from IAs concerning future funding specified in Recommendation 21. If this recommendation has been met and the Steering Committee is agreed that sufficient of the other recommendations have been met to justify continuation of the Project then the Steering Committee should recommend and approve the option to extend.</p> <p><u>Option to close:</u></p> <p>If this commitment is not secure then the Steering Committee should recommend and approve the Option to close.</p> <p><u>Default to closure:</u></p> <p>In the event that the Steering Committee cannot come to an agreement then the default will be for the Project to move to closure.</p>

2	Links to policy could be clearer:	
2.1	Policy linkages: No clear linkages are evident between the International Waters (IW) Portfolio and the Biodiversity and Climate Change Conventions ⁵¹ .	Recommendation 2 to GEF Policy (see A1.2.2 below).
2.2	OP overlap: The GEF IW Operational Programs (OP) overlap. Whilst the root causes of many problems need to be addressed in an overlapping way there should be no need for duplication and confusion between what are supposed to be discrete Operational Programmes ^{52,53} .	Recommendation 3 - by end April 2007:
2.3	One OP on project document: The Project Document form apparently allows only one OP to be specified where several are applicable.	Recommendation partly accepted by SC 29 th November 2006.
2.4	GEF Policy dissemination: IW:LEARN does not presently appear to disseminate GEF Policies, Strategies and Programs in a clear way.	Based on latest GEF Policies and Strategies and feedback on 1 above IW:LEARN should develop a revised Mission Statement and Service Delivery Agreement/Charter specifying core services to its core customers(as defined above). The Service Delivery Agreement should specify SMART services that will be delivered and complaints procedures in the event that the services are not being delivered. To the extent possible this Statement and Agreement should be developed in consultation with the current IW Projects and GEF Secretariat and approved by the Steering Committee.
3 IW:LEARN focus could be clearer		Recommendation 4 - by end June 2007:
3.1	OP-10 Component focus: The Component "Regional or global technical support projects" under Operational Program 10 (Contaminants based operational Program) appears to be viewed as a discrete component, perhaps designed to support delivery of all IW Up's, but certainly not focussed on delivery of the other Components in the relatively pragmatic OP-10.	Recommendation not accepted by SC 29 th November 2006.
		A public communications and/or branding consultancy should identify and obtain agreement with the Steering Committee for delivering a dissemination strategy for the IW:LEARN brand that specifies simple complementary commitments required from core customers.
		The agreed dissemination strategy should be delivered.
		Recommendation 5 - by end December 2007:
		Recommendation not accepted by SC 29 th November 2006.
		All eligible IW Projects and GEF Secretariat should have been given the opportunity to sign-up to the Mission Statement and Service delivery Agreement. Links to signatories and non-signatories should be notified on each and every signatory IW Portfolio Project home page and on the IW:LEARN home page.

	<p>3.2 Logical framework: 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). I am informed that IW:LEARN mnemonic means Learning Exchange and Resource Network. To the extent possible the logical framework should have supported delivery of this simple concept. As it is the statements are difficult to understand (an issue highlighted in the terminal evaluation of the Pilot Phase component 1 that should have been addressed).</p> <p>All these constraints inevitably result in problems in logistics and communications and in delivering a Project that is more than the sum of its parts.</p> <p>3.3 Customer focus: There is a lack of understanding, in fact if not in theory, as to the real customers of the Project - the Projects under the GEF IW Projects Portfolio – or the GEF Secretariat. In fact both groups are important – The Projects and the Global Community which is paying for the GEF IW Project Portfolio. However, practically speaking the global community cannot be everybody and the focus has to be on the GEF Secretariat as the substantive global customer until such time as IW:LEARN has the systems in place to support broader outreach.</p> <p>IW:LEARN does not appear to be permeated with the philosophy of “Think globally, act locally” but “Think locally, act locally using global funds”. Projects must appreciate the significance of supporting the GEF global perspective.</p>	<p>By end December 2007 IW:LEARN should have the systems in place to support the Service Delivery Agreement and complaints procedure.</p> <p>Recommendation 6 - by end December 2007:</p> <p>Recommendation not accepted by SC 29th November 2006.</p> <p>If possible 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 re-enforce 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.</p> <p>See recommendations 3-6.</p>
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⁵¹ For example International Waters is not listed in the COP/SBSTTA search criteria (<http://www.biodiv.org/convention/search.aspx>).

⁵² The GEF Operational Programmes need to be reconciled to avoid overlap and duplication. For example the issue of “Invasive alien species” is addressed in “non indigenous species in ballast water” in OP-10 (Contaminants based operational Program) and non-indigenous species in OP-8 (Waterbody based operational Program).

⁵³ It is understood that these are under revision for GEF IV.

4.	Project Cycle deficiencies	
4.1	<p>Pilot phase legacy: There seems to be little objective evidence that key issues (such as overly complex terminology) raised in the terminal evaluation of Component 1 of the Pilot Phase by Mee were addressed in the Project Document for the Operational Phase. In addition evidence that the legacy from the Pilot Phase has been substantively built on is lacking (for example the Projects database from the Pilot phase is not online and some commentators suggest that the legacy of the Pilot Phase website has been lost..</p>	<p>Recommendations 7 and 9 to GEF Policy (see A1.2.2 below).</p> <p>Recommendation 8: By end July 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>Based on this Mid-Term evaluation and input from the Public Communications consultancy the Steering Committee should request the PCU to commission a study to develop a simple business paper specifying what pre-conditions IW Portfolio Projects, IAs and PALs should meet with respect to IW:LEARN to maximise mutual benefits.</p>
4.2	<p>Rushed transition from Pilot to Operational Phase: It is understood that the Operational Phase Project development was relatively rushed. I consider that this has had adverse consequences for IW:LEARN. A more tempered approach would have produced a less complicated logical framework and maximised the legacy of the pilot phase.</p>	<p>The plan should be approved by the Steering Committee and transmitted to GEF for consideration.</p>
4.3	<p>Operational Phase lacks tools: This is the operational phase of a pilot project. It should, therefore be delivering tried and tested systems. There is little evidence for this even for core services. The key interface between the Projects, Pals, IAs, the GEF, the Private Sector and IW:LEARN should be to help answer the question "How can I do this more effectively?" and not "Why do I need to do it?"</p>	
4.4	<p>STAP review inadequately resourced: It is understood that the STAP roster technical review was done without substantive opportunity to comment on the logical framework. In my view there is no more important milestone in the Project approval process than the STAP roster technical review and it should be resourced accordingly.</p>	
4.5	<p>Projects require incentive of sustained knowledge base: Projects within the IW:LEARN portfolio have little incentive or requirement to interface with IW:LEARN. To some extent this is because IW:LEARN is a project with an end date. Its core (improved) services</p>	

need to be ongoing if Projects (and their legacies) are to have confidence in using them. In addition there must be clear pre-conditions for future GEF IW project approvals that there is project level justification, and resources, for the continuing development and use of the IW:LEARN facility.

4.6 **ToR for the final evaluation:** ToR for the Final Evaluation. The process of procurement for the Mid-Term Evaluation was relatively rushed⁵⁴. The procurement for the Terminal Evaluation should not be rushed.

Recommendation 10 - by end January 2008:

Recommendation accepted by SC 29th November 2006.

Six months before Project end date: Unless the terminal evaluation is to be done ex-post (after the end of the Project) the Terminal Evaluator(s) should be selected and the evaluation scheduled over the three months before the end of the Project.

In either case the evaluation should be electronic to maximise cost-effectiveness. Up to date accounts should be provided and the PCU should allocate up to 10% of its staff time in its workplan to supporting the evaluation.

Serious consideration should be given to a substantive increase in the budget for the final evaluation.

The ToR for the evaluation should be fine tuned dependent on whether IW:LEARN is likely to continue or not. Consideration should be given to including the following in the ToR:-

- i. A review of the extent to which the recommendations specified in the Mid-Term evaluation have been delivered;
- ii. A review of percent delivery of IW:LEARN goods and services using objectively verifiable deliverables posted/linked on the IW:LEARN web site map (or equivalent logical framework based structure) and with active links to the electronic source documents.
- iii. A simple electronic/telephone survey of the satisfaction of core customers (as defined above) concerning the relevance, impact and sustainability of the material goods and services they have received. The survey should also request respondents to identify any key electronic documented materials they will continue to use.
- iv. An assessment of the utility of the IW:LEARN web site in exchange of information between

⁵⁴ The evaluator had to buy his own ticket and also take (and pass) the UNOPS "Basic Safety in the Field, - Staff Safety, Health and Welfare (to facilitate mobilisation) two days before he was due to mobilise to the first field mission to Nairobi.

		<p>IW:LEARN and core customers including:-</p> <ul style="list-style-type: none"> - a review of objectively verifiable deliverables linked to IW:LEARN deliverables present on the link areas of ten IW Projects that are using the web toolkit. - an assessment of the extent to which IW:LEARN is delivering a common vocabulary to support its dissemination and to ensure interoperability of the products produced by its core IW:LEARN customers. <p>v. A listing of what and where the electronic documented legacy from IW:LEARN is.</p> <p>vi. Recommendations based on lessons learned from the IW:LEARN Project particularly with respect to Project Cycle Management.</p>
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5.	Technical delivery	
5.1	<p>Operational Phase lacks tools: The Project still has to mature into an operational phase. There is too much trial and error in delivery of services.</p>	<p>Recommendation 11 - by end August 2007:</p> <p>Recommendation not accepted by SC 29th November 2006.</p> <p>The IW:LEARN website and toolkit should be independently reviewed to determine how they can be made fit for purpose. The criteria should be that they are:</p> <ul style="list-style-type: none"> - intuitively simple to use; - support the Mission Statement, Service Delivery Agreement and Business Plan; - be supported by key words/phrases from existing sources (glossary/thesaurus) that facilitate the labelling of and search for information; - support the automatic upload and dissemination of key information links from IW Project web pages through IW:LEARN; - support the upload, archiving and dissemination of key electronic documents from IW Project web pages through IW:LEARN; <p>- support the download to IW Project web sites</p>
5.2	<p>Web site and web based toolkit improvement: The web site and toolkit are central to IW:LEARN. The web site has not been working well^{55, 56} (see also Annex 8) and there are adverse comments concerning the toolkit and associated level of "help". These deficiencies have alienated a number of stakeholders. In defence these activities were late in starting and it has been indicated that there is a strong commitment from UNEP to resolving them. However, there is no worse outcome, for a business using web based technology for marketing purposes, than a website that fails to work properly and is intuitively not easy to use. Once customers are lost it is very difficult to get them back.</p> <p>Good concept: The concept of using the toolkits to allow Projects to manage their own information and, without additional effort, to interface with</p>	

IW:LEARN and other Projects is a good one. However, a great deal of thought still needs to go into the process. The public communication of this networking philosophy is not strong. For example Projects should be able to clearly see that particular information on their website is accessible through the IW:LEARN web site and to the greatest extent possible the IW:LEARN web site should be a clear “higher level” and “branded” reflection of web toolkit sites.

No common thesaurus/glossary: The web site and toolkit has no thesaurus and/or glossary. There are plans to develop these. A dictionary of common terms and definitions is critical to effective information communication and especially so to support non-English speaking stakeholders. Without a common terminology there is no common language with which to communicate.

5.3 **M&E and Sustainability Plan.** The Project still has to deliver an approved monitoring and evaluation plan and a sustainability plan. It does not set a good example to Project level practitioners who are faced with the same requirements and who would benefit from complimentary good guidelines and practices developed and exemplified by IW:LEARN.

5.4 **Good practice guidelines and toolkits:** There seems to be a lack of “good practice” tools. IW:LEARN seems to be asking and answering the question “Why do I need to do it?” rather than “How can I do this more effectively?”. This is contrary to the relatively pragmatic guidance provided in OP-10. It should also not be necessary to spend time identifying

of key information from IW:LEARN.

- IW:LEARN web page to be multilingual

Recommendation 12 - by end December 2007:

Recommendation **not** accepted by SC 29th November 2006.

A repeat independent review should show that the substantive deficiencies identified in the July/August review have been resolved.

Recommendation 13 - by end June 2007:

Recommendation accepted by SC 29th November 2006.

The PCU should have prepared, and the Steering Committee agreed, a Monitoring and Evaluation Plan and a Sustainability Plan. To the extent possible these Plans should be a model that can be used by IW Projects and include “how do I” guidelines to facilitate replication.

Objective evidence of delivery of the M&E plan should be posted as links to electronic verifying documents on the IW:LEARN web site map (or equivalent logical framework structure) with a clear link from the M&E site on the home page.

Recommendation 14 - by end December 2007:

Recommendation **not** accepted by SC 29th November 2006.

The PCU and Steering Committee, in consultation with IW customers should agree a list of key documented tools and/or guidelines. (These may already exist within IW:LEARN or elsewhere but need to be mainstreamed).

⁵⁵ GEFSec Comment (appears misplaced as addresses component A): “ICT Assistance to Projects not evident. Website disrupted for weeks at a time”. Page 3. IW:LEARN (2006). SC APPR-APR-PIR Scores Form for IWLEARN thru June 2006. Pp.12. IW:LEARN.

⁵⁶ Email from UNEP dated 5th December 2006: “Per the draft MTE, down times are within an acceptable range. Our uptime is ~97% using the worst case scenario where all outtages are at least 24 hours even if scheduled or partial outage (e.g. 2 hrs). The following down times were recorded: 12 Feb 2006 -- 30 Nov 2006 – 1st May 2006 resumed next day, 21 Oct 2006 resumed same day, 22 Oct 2006 resumed next day, 29 Oct 2006 resumed same day, 11-14 Nov 2006 planned outage”.

5.5	<p>issues when there is already a Transboundary Diagnostic Analysis or a Strategic Action Plan to work from. If the analyses and plans exist then IW:LEARN should be facilitating delivery by providing good practice tools. If the analyses and plans do not exist then the focus should be on using existing good practice TDA/SAP tools to develop them.</p> <p>E-Fora: It has been indicated that the E-Fora have not been an effective tool for finding common solutions to common problems in the IW Project family. It is certainly evident that the number and pro-activity of participants in the E-fora have been small and the objectively verifiable deliverables have been limited. However, in theory E-fora should have value where the participants have a strong vested interest in the outcome.</p>	<p>By end December these tools and/or guidelines should have been produced in at least draft form, be labelled using the IW:LEARN glossary/thesaurus to facilitate searching, and be clearly accessible on the IW:LEARN website and through the Web toolkit.</p> <p>Recommendation 15 - by end June 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>Consideration should be given to scheduling and providing “surgeries” using roster experts where IW Projects can access a particular area of relevant expertise at particular times (perhaps using skype or equivalent). This would provide an opportunity for the IW community to get advice and for the expert to communicate key good practice guidelines and toolkits. The outcome of each surgery should be questions and answers appended to a relevant “surgery toolkit” clearly labelled using the IW:LEARN glossary/thesaurus to facilitate searching and posted in a “surgery area” of the IW:LEARN website and IW Projects web toolkit sites.</p>
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6	Project Management	
6.1	<p>Line of Authority: The lack of a single line of Authority and accountability (command and control structure) is detracting from Project delivery. Whilst the Steering Committee should, in theory, be able to address multiple lines of command it is not an efficient or effective use of its time.</p>	<p>Recommendation 16 - by end March 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>The Steering Committee should request the PCU to identify and all IAs to agree a single line of management authority for PCU Management of the Project.</p>
6.2	<p>Co-financing commitments: It appears that there are some problems with delivery of certain co-financing commitments⁵⁷.</p>	<p>Recommendation 17 - by end December 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>The IW:LEARN Steering Committee should instruct the PCU to write a letter by end April 2007 copied to the GEF secretariat to all partners who still have outstanding commitments asking them to provide a clear statement as to the status of the commitment. The letter should also indicate that if co-financing commitments cannot be met by end July 2007 then it will not be possible to partner with IW:LEARN.</p>

⁵⁷ For example ELI is still seeking 35% of its co-financing commitment and it is suggested that if this commitment is not met then it will be difficult to deliver technically.

6.3	<p>Steering Committee Structure and function: Following on from 5.1 the Steering Committee could be better focussed on maximising integration between Project components. To some extent this reflects the fact that particular Implementing Agencies (IAs) are responsible for particular deliverables. Individual members of the Committee may feel that they are responsible for these deliverables rather than for the project as a whole.</p>	<p>By end December 2007 PCU should have a firm indication of the status of the co-financing commitments.</p> <p>Recommendation 18 - by end March 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>Excepting for at least two representatives from IW Projects the Steering Committee should comprise the IAs and GEF. It should not contain persons who are actively involved in the technical or financial implementation of the Project and who may have a conflict of interest with respect to delivery of particular components. Such persons may be represented on the Steering Committee Secretariat.</p> <p>Recommendation 19 - by end April 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>The mode of operation of the Steering Committee, agenda, minutes and opportunity to raise items should be publicly available to the IW Projects.</p>
6.4	<p>Adequate time for Steering Committee duties: It must also be noted that the Steering Committee members do not seem to have been allocated sufficient time by their line managers to maximise the likely effectiveness of their contributions.</p>	<p>Recommendation 20 to GEF Policy (see A1.2.2 below).</p>

7	Sustainability of Web Services	
7.1	<p>Sustainability plan: At present there is no secure plan for delivering IW:LEARN goods and services beyond October 2008. It is understood that UNEP is making efforts to institutionalise the web components of IW:LEARN as a module in EcoMundus.</p>	<p>Recommendation 21 - by end December 2007:</p> <p>Recommendation not accepted by SC 29th November 2006.</p> <p>The PCU should draft a letter to be approved by the Steering Committee requesting the IAs to commit separately or severally to cover management costs for the IW:LEARN website and toolkits, including a help desk within their recurrent budget(s) after October 2008.</p> <p>The IAs separately or severally should have provided a written response to the Steering Committee indicating a commitment to funding after the end of the Project. The commitment should be from October 2008 for at least two years.</p>

8	Lessons learned	
8.1	Public communications: Many of the interviewees to date have not had a clear knowledge and understanding of the IW:LEARN Project. This is hardly surprising in view of the overly complicated and obscure text in the logical framework.	A Project which is prejudiced on communication should have a clear public communications strategy and an easily grasped conceptual framework (see earlier recommendations).
8.2	Evaluation criteria: The evaluation criteria originally developed by the OECD of relevance, efficiency, effectiveness, impact and sustainability are difficult to grasp as discrete concepts.	There should be some effort to reconcile and simplify core evaluation criteria and provide guidance on how objectively verifiable indicators and means of verification can be developed for Project logical frames to facilitate evaluation.
9	Resources for the changes	
	Re-allocation of resources: Implementing the recommendations will require the re-allocation of some resources from existing budgets. To some extent it is up to the Steering Committee with help from the PCU to make these difficult decisions. The first call on funds has to be the IW:LEARN web site and web toolkit. These tools have to be improved to support inventory and dissemination of core IW Project legacies. The second call has to be the development of good practice guidelines and toolkits that will reduce the need for IW Projects to re-invent the wheel.	<p>Recommendation 23 - by end April 2007: Recommendation not accepted by SC 29th November 2006.</p> <p>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.</p> <p>Recommendation 24 - by end April 2007: Recommendation accepted by SC 29th November 2006.</p> <p>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.</p> <p>Recommendation 25 - by end April 2007: Recommendation accepted by SC 29th November 2006.</p> <p>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 the wider community.</p> <p>Recommendation 26 - by end April 2007: Recommendation accepted by SC 29th November 2006.</p>

	<p>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.</p> <p>Recommendation 27 - by end April 2007:</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>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 30th April 2007.</p>
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Recommendation 27 - by end April 2007:

Recommendation accepted by SC 29th November 2006.

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 30th April 2007.

End	
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A1.2.2 Recommendations for GEF Policy

The report together with these recommendations should be transmitted to the relevant GEF Policy body for its consideration and action.

Issues 1, 5, 7 and 9 are entirely addressed by recommendations presented to the IW:LEARN SC in A1.2.1 above.

No	Issue/Comment	Recommended solution/action
2	Links to policy could be clearer:	
2.1	Policy linkages: No clear linkages are evident between the International Waters (IW) Portfolio and the Biodiversity and Climate Change Conventions ⁵⁸ .	<p>Recommendation 2 - by end February 2007:</p> <p>Recommendation not accepted by SC 29th November 2006.</p> <p>GEF should consider the operational constraint whereby the IW:LEARN Project SC does not consider that it should:</p> <p><i>“request the PCU to identify, and then approve and submit to GEF in writing, requests for clarification on any GEF policy, strategy or operational issues that are causing confusion to IW:LEARN delivery. GEF should respond. This procedure should be repeated at annual intervals”.</i></p>
2.2	OP overlap: The GEF IW Operational Programs (OP) overlap. Whilst the root causes of many problems need to be addressed in an overlapping way there should be no need for duplication and confusion between what are supposed to be discrete Operational Programmes ^{59,60} .	
2.3	One OP on project document: The Project Document form apparently allows only one OP to be specified where several are applicable.	
2.4	GEF Policy dissemination: IW:LEARN does not presently appear to disseminate GEF Policies, Strategies and Programs in a clear way.	
3	IW:LEARN focus could be clearer	
3.1	OP-10 Component focus: The Component “Regional or global technical support projects” under Operational Program 10 (Contaminants based operational Program) appears to be viewed as a discrete component, perhaps designed to support delivery of all IW Up’s, but certainly not focussed on delivery of the other Components in the relatively pragmatic OP-10.	
3.2	Logical framework: The logical framework does not provide a clear roadmap for delivering the overall goal.	

⁵⁸ For example International Waters is not listed in the COP/SBSTTA search criteria (<http://www.biodiv.org/convention/search.aspx>).

⁵⁹ The GEF Operational Programmes need to be reconciled to avoid overlap and duplication. For example the issue of “Invasive alien species” is addressed in “non indigenous species in ballast water” in OP-10 (Contaminants based operational Program) and non-indigenous species in OP-8 (Waterbody based operational Program).

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There is limited vertical logic (there should be clear logical links between one component and the next). I am informed that IW:LEARN mnemonic means **L**earning **E**xchange and **R**esource **N**etwork. To the extent possible the logical framework should have supported delivery of this simple concept. As it is the statements are difficult to understand (an issue highlighted in the terminal evaluation of the Pilot Phase component 1 that should have been addressed).

All these constraints inevitably result in problems in logistics and communications and in delivering a Project that is more than the sum of its parts.

3.3 Customer focus: There is a lack of understanding, in fact if not in theory, as to the real customers of the Project - the Projects under the GEF IW Projects Portfolio – or the GEF Secretariat. In fact both groups are important – The Projects and the Global Community which is paying for the GEF IW Project Portfolio. However, practically speaking the global community cannot be everybody and the focus has to be on the GEF Secretariat as the substantive global customer until such time as IW:LEARN has the systems in place to support broader outreach.

IW:LEARN does not appear to be permeated with the philosophy of “Think globally, act locally” but “Think locally, act locally using global funds”. Projects must appreciate the significance of supporting the GEF global perspective.

4.	Project Cycle deficiencies	
4.1	<p>Pilot phase legacy: There seems to be little objective evidence that key issues (such as overly complex terminology) raised in the terminal evaluation of Component 1 of the Pilot Phase by Mee were addressed in the Project Document for the Operational Phase. In addition evidence that the legacy from the Pilot Phase has been substantively built on is lacking (for example the Projects database from the Pilot phase is not online and some commentators suggest that the legacy of the Pilot Phase website has been lost..</p>	<p>Recommendation 7 - by end December 2007:</p> <p>Recommendation not accepted by SC 29th November 2006.</p> <p>GEF should consider the operational constraint whereby the IW:LEARN Project SC does not consider that it should:</p> <p><i>“Based on this Mid-Term evaluation the Steering Committee should request the PCU to prepare a communication to GEF indicating the problems with IW:LEARN resulting from deficiencies in the application of Project Cycle procedures. The Steering Committee should approve and transmit</i></p>

<p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> <p>4.6</p>	<p>Rushed transition from Pilot to Operational Phase: It is understood that the Operational Phase Project development was relatively rushed. I consider that this has had adverse consequences for IW:LEARN. A more tempered approach would have produced a less complicated logical framework and maximised the legacy of the pilot phase.</p> <p>Operational Phase lacks tools: This is the operational phase of a pilot project. It should, therefore be delivering tried and tested systems. There is little evidence for this even for core services. The key interface between the Projects, Pals, IAs, the GEF, the Private Sector and IW:LEARN should be to help answer the question “How can I do this more effectively?” and not “Why do I need to do it?”</p> <p>STAP review inadequately resourced: It is understood that the STAP roster technical review was done without substantive opportunity to comment on the logical framework. In my view there is no more important milestone in the Project approval process than the STAP roster technical review and it should be resourced accordingly.</p> <p>Projects require incentive of sustained knowledge base: Projects within the IW:LEARN portfolio have little incentive or requirement to interface with IW:LEARN. To some extent this is because IW:LEARN is a project with an end date. Its core (improved) services need to be ongoing if Projects (and their legacies) are to have confidence in using them. In addition there must be clear pre-conditions for future GEF IW project approvals that there is project level justification, and resources, for the continuing development and use of the IW:LEARN facility.</p> <p>ToR for the final evaluation: ToR for the Final Evaluation. The process of procurement for the Mid-Term Evaluation was relatively rushed⁶¹. The procurement for the Terminal Evaluation should not be rushed.</p>	<p><i>the communication to GEF and post the Communication and any response in the Mission Statement and Service Delivery Agreement areas of the IW:LEARN and IW Project toolkit websites”.</i></p> <p>Recommendation 9 - by end December 2007</p> <p>Recommendation accepted by SC 29th November 2006.</p> <p>The GEF should respond to the business paper indicating whether it can ensure that new Projects in the GEF IW portfolio will be approved, to a reasonable extent, based on the requirements specified in the simple business plan.</p> <p>One suggested precondition is that new Projects in the IW:Portfolio should have a ring fenced public communications/branding budget. This budget justified and used to complement the IW:LEARN dissemination strategy and include funds for dissemination and translating of key IW:LEARN disseminated guidelines and toolkits in key project specific stakeholder languages.</p>
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⁶¹ The evaluator had to buy his own ticket and also take (and pass) the UNOPS “Basic Safety in the Field, - Staff Safety, Health and Welfare (to facilitate mobilisation) two days before he was due to mobilise to the first field mission to Nairobi.

6	Project Management	
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6.2	<p>Co-financing commitments: It appears that there are some problems with delivery of certain co-financing commitments⁶².</p>	
6.3	<p>Steering Committee Structure and function: Following on from 5.1 the Steering Committee could be better focussed on maximising integration between Project components. To some extent this reflects the fact that particular Implementing Agencies (IAs) are responsible for particular deliverables. Individual members of the Committee may feel that they are responsible for these deliverables rather than for the project as a whole.</p>	
6.4	<p>Adequate time for Steering Committee duties: It must also be noted that the Steering Committee members do not seem to have been allocated sufficient time by their line managers to maximise the likely effectiveness of their contributions.</p>	

8	Lessons learned	
8.1	<p>Public communications: Many of the interviewees to date have not had a clear knowledge and understanding of the IW:LEARN Project. This is hardly surprising in view of the overly complicated and obscure text in the logical framework.</p>	<p>A Project which is prejudiced on communication should have a clear public communications strategy and an easily grasped conceptual framework (see earlier recommendations).</p> <p>There should be some effort to reconcile and simplify core evaluation criteria and provide guidance on how objectively verifiable indicators and means of verification can be developed for Project logical frames to facilitate evaluation.</p>
8.2	<p>Evaluation criteria: The evaluation criteria originally developed by the OECD of relevance, efficiency, effectiveness, impact and sustainability are difficult to grasp as discrete concepts.</p>	

⁶² For example ELI is still seeking 35% of its co-financing commitment and it is suggested that if this commitment is not met then it will be difficult to deliver technically.

Recommendation 22 - By end December 2007:

Recommendation **not** accepted by SC 29th November 2006.

GEF should consider the operational constraint whereby the IW:LEARN Project SC does not consider that it mandated (even assuming that it agreed the recommendation) to deliver the MTE recommendation 22 that:

“The PCU should prepare and the Steering Committee approve a letter to be transmitted to GEF and IAs indicating that guidelines should be developed as to how to incorporate core evaluation criteria into the logical framework of future Projects and review whether the five criteria of relevance, efficiency, effectiveness, impact and sustainability could be reconciled into a simpler more easily understood framework for use by practitioners.

There should be a written response which should be posted on the M&E sites of IW:LEARN and IW Project Web toolkit sites.”

End

A1.3 SC consolidated recommendations and MTE comments

RECOMMENDATIONS TABLE (v. 2007-01-31)

The recommendations contain comments and responses to comments from the SC and have been separated into those proposed for consideration by the IW:LEARN SC (A1.3.1) and those proposed for consideration at the GEF policy level (A1.3.2).

A1.3.1 Consolidated recommendations for IW:LEARN SC

No	Issue	Recommendation		By when	By who	Agree?	SC Comment/MTE clarification
		No	Recommendation			Yes/No	
1	Review and adoption of recommendations'	1	1. Agree to option to extend or option to close based on the status of the recommendations presented herein.	31/01/08	SC	Y	<p>SC comment: Make decision on possible continuation of IW:LEARN programme at Nov-Dec. 2007 face-to-face SC meeting, so as to serve as input to Terminal Evaluation. Status quo should be for current project to close on closing date. It is unclear whether this is proposing early closure per current closure date.</p> <p>UNEP comments (A12.2 point 5) that: <i>UNEP has already started incorporating some of the recommendations made in the mid-term review and started discussing with major partners in order to address the recommended actions. It is suggested that a clear work plan be established and agreed upon among the IAs in addressing the recommendations.</i></p> <p>MTE: The MTE is not proposing early closure just a change in focus towards exit rather than seeking continuation if these recommendations are not delivered by the respective due date.</p> <p>SC comment: Upon finalization of the MTE, the PCU should revise – and SC review and authorize – its 2007 work plan to address MTE recommendations upon which IAs agree.</p> <p>MTE: A draft 2007 work plan has already been prepared by PCU in response to this recommendation.</p>

No	Issue	Recommendation		By when	By who	Agree?	SC Comment/MTE clarification
		No	Recommendation			Yes/No	
2 & 3	Links to policy should be clearer And IW:LEARN focus should be clearer	3	Revised Mission Statement and Service Delivery Agreement/Charter	30/04/07	PCU/SC and core customers	Y and N	<p>SC comment: Agree that core mission should be more clearly expressed to clients. <u>Yes</u> to “tweak” mission statement for more clear expression and communication (on Web site, brochures, newsletters, etc.) of our purpose and service line(s) addressing such); Communications should be jargon-free (i.e. refrain from use of prodoc language).</p> <p>Linguistic [“crisp”] refinement (clarification) of mission should have minimal implications for project work plan. However, mission refinement nonetheless should help IW-LEARN mandate to be stripped to its core: delivering on ProDoc and ProDoc only for the short-term (vs. new or emerging corporate mandates, as often occurred in 2006).</p> <p><u>No</u> to service agreement. Need to specify expectations of benefits and obligations from the side of IW Projects and IW:LEARN (need to define what a service delivery agreement is).</p> <p>UNEP comments (A12.2 point 5) that: <i>“The mission statement (or project objective) can be made more clear and client-oriented. Instead of service agreement, the work plan for the remaining duration of the project should be amended based on the clarified IWLEAN focus. Further logframe can be amended to clarify the logical steps to achieve anticipated outcomes of the project.”</i></p> <p>MTE: A service delivery agreement (or service level agreement) is described below (A1.6). It needs to be adapted from the more usual uni-directional to bi-directional because IW:LEARN and IW:LEARN customers are both providers and beneficiaries of goods and services. The “Think global-Act Local” philosophy needs to be delivered by IW:LEARN as “think globally-act locally-inform globally”. This requires commitment to local to global to local (bidirectional) feedback.</p>

No	Issue	Recommendation		By when	By who	Agree? Yes/No	SC Comment/MTE clarification
		No	Recommendation				
		4	Dissemination strategy delivered	30/06/07	Consultancy/SC/PCU	N	<p>SC comment: This is provided for in current components/activities. No consultant needed, as this is part of core IW:LEARN outreach activities</p> <p>Project is not expected to develop any additional communication strategy, beyond what is already being practiced.</p> <p>UNEP comments (A12.2 point 5) that: <i>“It is understood that Project Management Team will come up with a draft communication strategy to be delivered”</i>.</p> <p>MTE: SC is asked to reconsider this recommendation. IW:LEARN activities need to reflect, demonstrate and catalyse delivery of models of good practice. These models can be adopted by, nested within, and used by IW:Projects to ensure consistency, maintain standards and avoid re-inventing the wheel. This “nesting” of activities (dissemination and IW:LEARN web based toolkits being two examples) should be a key strategy for branding and delivering IW:LEARN goods and services using a “Think globally- Act locally – Inform globally” process.</p> <p>The UNDP Project Document (paragraph 134, page 43) provides a framework but no detailed roadmap for dissemination and there appears to be no accessible clear synthesis derived from the Project document that can be adopted by Projects on the IW:LEARN web site (searching the site with the keyword “dissemination” only produces the UNDP project document at the overall IW:LEARN level).</p>

No	Issue	Recommendation		By when	By who	Agree?	SC Comment/MTE clarification
		No	Recommendation			Yes/No	
		5	Customers sign-up to Mission Statement and Service delivery Agreement.	30/12/07	Core customers	N	<p>SC comment: Unclear what incentives clients have to sign and what enforceability this document has.</p> <p>UNEP comments (A12.2 point 5) that: <i>“The mission statement (or project objective) can be made more clear and client-oriented. Instead of service agreement, the work plan for the remaining duration of the project should be amended based on the clarified IWLEAN focus. Further logframe can be amended to clarify the logical steps to achieve anticipated outcomes of the project.”</i></p> <p>MTE: Commitment to the Mission and delivery of goods and services meets the suggested portfolio requirement to “Think globally-Act locally-Inform globally”. IW:LEARN needs to reinforce and not ignore this bidirectional linkage.</p> <p>The incentives clients (customers and service providers) have to sign-on is that they are funded to a greater, or lesser, extent by the global community and the global community requires local actions to be informed globally to maximise global benefits. In addition it is in the interests of GEF IW Projects to be part of a system that helps them, separately and severally, to benefit from shared knowledge.</p> <p>Any documented commitment has no pragmatic enforceability unless it is mainstreamed into pre-conditions for funding within the project cycle with ring fenced funding to support delivery. However, there is also a moral imperative to be altruistic.</p>

No	Issue	Recommendation		By when	By who	Agree? Yes/No	SC Comment/MTE clarification
		No	Recommendation				
		6	Logical framework revised	30/12/07	PCU/SC	N	<p>SC comment: This is substantial undertaking, with little payoff per impact on project in terms of disruption, but agreed there is need for tightening indicators (clarify and distinguish outcome (results/impact) indicators from output indicators – with guidance from MTE report -- refine latter to ensure meaningful and relevant to development outcome). Benefit of revisiting this exercise in depth, in terms of actual improvement to IWL project outcomes, is still of concern; PCU should not waste a lot of time & staff effort on this.</p> <p>Comment from UNEP (see Annex 12.2 point 1). <i>“UNEP EOJ and DGEF strongly support the recommendation to revisit the logical framework to improve the 'intervention logic' and develop realistic performance indicators that will help focus future management of the IW-LEARN project on delivering against the stated objectives. Similarly we support the recommendation to prepare an 'M&E and Sustainability plan”.</i></p> <p>Comment from UNEP (see Annex 12.2 point 5): <i>“If we are to make the IWLEARN focus clear and the 'mission statement' is to be revised, then we should also re-consider how to reach the clarified mission of the project. If we are to revise the mission statement for the sake of clarifying the mission statement for outside audience, there will also be a need to re-consider how we achieve the mission. The MTE recommendation clearly says "The logical framework does not provide a clear roadmap for delivering the overall goal.”</i></p> <p>MTE: Unfortunately there is very little ownership/knowledge of the logframe amongst beneficiaries. It is, therefore, unlikely that a revision will be productive at this stage. Revising the Mission Statement does not necessarily require that the logframe be revised merely that it be couched in clearly understandable service delivery terms. Any new phase of IW:LEARN should, however, have a clear logframe.</p> <p>Suggested outcome indicators are presented in A1.5 of this report.</p>
MTE Annex 1 of MTE Final Report:	IW:LEARN (VA/GLO/GEF/2005/PA01) Consolidated recommendations.						<p>31 January 2007 V3.0 Page 46 of 209</p>

No	Issue	Recommendation		By when	By who	Agree?	SC Comment/MTE clarification
		No	Recommendation			Yes/No	
4	Project cycle deficiencies'	8	Business plan study	31/07/07	SC/PCU/Consultant/GEF	Y	SC comment: Business plan is essentially part of preparation for successor to IW:LEARN Operational Phase project and, as such should be integrated into sustainability plan and finalized with inputs from terminal evaluation in 2008
		10	Select terminal evaluation	30/01/08	PCU/SC/Terminal Evaluator	Y	<p>SC comment: A TOR incorporating these sorts of items should be prepared for and approved by Steering Committee at its Fall 2007 meeting (Agree with the need for early start on timeline, but do not agree on all of the sub-recommendations).</p> <p>The need for participation of all IAs in the development and implementation of the Final Evaluation from UNEP is appropriate (A12.2 point 2). The matter of the level of consultation in processing the MTE ToR and contract needs to be addressed externally to this report. It is understood by the MTE that the process involved the SC which includes UNEP.</p> <p>MTE: In the absence of clarification the draft terminal ToR (A.3) to this report can be revised by the SC as appropriate/necessary.</p>

5	Technical delivery	11	Independent review of IW:LEARN website and web based toolkit	31/08/07	Consultant/PCU	<p>SC comment: Independent review is not necessary; it should be conducted in-house (by PCU). In-house should include inputs from a cadre of experts from IW projects' IT professionals, to evaluate and make recommendations for the site.</p> <p>Comment from UNEP (see Annex 12.2 point 5): <i>"It is recommended that the website be reviewed by some of the GEF projects from the perspective of ease and usefulness of the site in accessing target information or utilising it as the platform for mutual learning. It is not only IT issues and also what content and information can be included in the web site. Although it is not clearly indicated in the MTE report, there must be a clear linkage between what information is needed and available and how the website should present such".</i></p> <p>N</p> <p>MTE: The recommendation for an independent review was made because of possible vested interest in the existing system by the IW:LEARN administration. It is still considered to be expedient. In expectation of acceptance of the recommendation for a single line of management authority for IW:LEARN it is further recommended that the CTA and relevant representatives of UNEP develop and deliver a service level agreement for delivery of the IW:LEARN website and IW:LEARN web toolkit by 31/03/07. With respect to the comment from UNEP a market survey, customer needs assessment and so on is an integral part of developing a service level agreement (A1.4) and a sustainability/business plan (A1.6).</p>
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		12	IW:LEARN & web based toolkit deficiencies substantively resolved.	31/12/07	Consultant/PCU, IA (UNEP)	N	<p>SC comment: Re-review may be achieved by PCU, with projects' and SC inputs, followed by Terminal Evaluation.</p> <p>Comment from UNEP (see Annex 12.2 point 5): <i>“There needs a thorough re-thinking of the toolkit linkage with the website and mission statement that should be further clarified”.</i></p> <p>MTE: See above comments to recommendation 11.</p>
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		13	Approved Monitoring and Evaluation Plan and Sustainability Plan	30/06/07	PCU/SC	<p>SC comment: Factual correction: Initial M&E plan and framework Sustainability Plan were accepted by SC (signed-off on ProDoc), evidence being their incorporation into [Section IX and Annex E of] the UNDP ProDoc. Given adaptive nature of project – and need to refine outcomes and indicators -- both plans would benefit from revision within the next 6 months.</p> <p>Renew focus on sustainability strategy – There are two parts to sustainability planning: all PALs are tasked with developing plans to sustain activities deemed useful and worth sustaining as one of their final deliverables; in addition, IW:LEARN PCU should begin to get specific recommendations (regarding what and how to sustain) from MTE. Such will be refined or supplemented by FTE recommendations to form the basis of a concept for continuing (sustaining) those aspects of IW:LEARN that may require ongoing coordination – either as a project or mainstreamed into IA and/or GEFSec and other partners (PALs) institutions.</p> <p>UNEP also comments directly in support of a sustainability plan (A12.2 point 1).</p> <p>MTE: The M&E plan substantively comprises monitoring and reporting on the indicators in the Project logical framework. Suggestions for outcome indicators and means of verification are presented below. (A1.5). There appears to have been no update of the sustainability planning following-on from the UNDP Project Document. Suggestions concerning sustainability planning are presented below (A1.6).</p>
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		14	Key list of tools and/or guidelines to be disseminated by IW:LEARN.	30/12/07	PCU/SC/Customers	<p>SC comment: This is not an IW:LEARN deliverable. Beyond specific demand-driven topics (e.g., participation, economic valuation, LME governance), IW:LEARN is a conduit (mechanism) for delivery of such guidelines but not tasked with nor supported to comprehensively develop such on its own.</p> <p><u>TN @ UNEP adds:</u> It is believed that this recommendation is talking about a need for guidelines on what constitutes good practices and how to formulate information on good practice information. This is based on the understanding that good practice information should serve as a basis for mutual learning. It is believed to be a critical question about how the project would deliver 'mutual learning'. Therefore, more thoughts should be given into the matter.</p> <p>N</p> <p>Comment from UNEP (see Annex 12.2 point 5): <i>“This recommendation is discussing a need for guidelines on what constitutes good practices and how to formulate information on good practice information. This is based on the understanding that good practice information should serve as a basis for mutual learning. This is a critical question about how the project would deliver 'mutual learning' and for effective delivery of mutual learning, lessons learnt information systematically generated and presented can be easily exchanged and used for mutual learning purposes.”</i></p> <p>MTE: The specific demand-driven topics should result in tools and or guidelines. These need to be quality assured, inventoried, catalogued, electronically archived and accessible to the GEF IW Portfolio to maximize the IW:LEARN document legacy and ongoing opportunity for dissemination.</p>
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		15	"Surgeries" strategy for IW:LEARN E-fora to be tested.	30/06/07	PCU/SC/Customers	Y	<p>SC comment: IW:LEARN should be testing new applications like on-line chats, blogs, wiki's and so forth to bring rosters of experts to bear on specific projects' problems, not remain glued to e-fora as required tool or format..E-fora already sufficiently tested and failed. "Surgeries" approach should be further clarified and elaborated in MTE report.</p> <p>MTE: See clarification on surgeries strategy (A1.8)</p>
6	Project management	16	Agree single line of management authority	31/03/07	PCU/IAs/GEF	Y	<p>SC comment: CTA should be empowered (as he is already ultimately responsible), with authority over entire project; need to hire 1 full-time person to manage UNEP portion of project (supported by funds re-directed from closeout of activity D1), with Mr. Khan's role revised to offer technical advising, as opposed to responsible for outreach to projects, delivery and coordination w/PCU.</p> <p>Include clear line of reporting and delivery for UNEP and UNDP components of project.</p> <p>Requests from SC members for PCU human resources should be delivered directly to CTA (e.g., for new MSPs, external events, etc.) to vet to ensure alignment with core IW:LEARN deliverables and appropriate human resource allocation across existing tasks and activities.</p> <p>MTE: Concur.</p>
		17	Resolve co-financing commitments	31/12/07	PCU, SC, IAs, PALs, GEF	Y	<p>SC comment: Only where co-financing affects ability to deliver.</p> <p>MTE: Concur.</p>

		18	Steering Committee composition resolved	30/03/07	PCU, SC	Y	<p>SC comment: Need to determine how to add 2 project reps (selection, cost of participation, incentives, etc.), perhaps in part by making more of meetings virtual, rotating project representation, etc....SC mtgs could be 1-2 hr telcons once every month or so; agenda should be stripped of all minor business & decisions should be 1st referred to IA rep (e.g., Andy Hudson for UNDP-implemented portion), and 10% rule of thumb could be applied for budget decisions (anything under can be dealt with at UNOPS level).</p> <p>More project ownership through SC representation and support for demand-driven activities (like stakeholder exchanges, website flexibility to respond to clients, etc) would be great.</p> <p>Need to determine how they are to be selected. ToR for process.</p> <p>MTE: ToR for selection process proposed (A1.9)</p>
		19	Steering Committee information publicly available	31/04/07	PCU/SC Customers	Y	<p>SC comment: Yes, make globally accessible, with notification via iwlearn.net/about section and possibly publish link in <i>IW Bridges</i> newsletter.</p>
7	Sustainability of web services	21	IAs separately or severally agree to fund IW:LEARN web site and toolkit for 2 years from October 2008	31/12/07	PCU/SC/IAs	N	<p>SC comment: This is primarily UNEP's role, with GEFSec and GEF projects; note UNEP will already keep site and services going for 1 yr beyond close of UNDP-IW:LEARN project (in part due to late start.). World Bank will not commit World Bank funds to post IW-LEARN financing. World Bank would follow GEFSec directive to require part of GEF funding to be committed to IW-LEARN for new projects.</p> <p>Comment from UNEP (see Annex 12.2 point 5): <i>"Although the recommendation is concerned about the website, this is relevant to the sustainability planning of the whole project as discussed above."</i></p> <p>MTE: This is part of any sustainability strategy. However, it is considered that the IW:LEARN web site has little sustainability</p>

							in isolation and funding for delivery of core associated goods and services to ongoing GEF IW Projects should be provided if the option to close is not activated on the due date.
9	Resources for the changes	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.	30/04/07	PCU/SC/IAs/GEF	N	<p>SC comment: (Separate this into 5 distinct recommendations.)</p> <p>MTE: done</p> <p>No re: IWC4</p> <p>MTE: Opinion still stands. However, if the Conference is to proceed it should be much more focused and pragmatic and strengthen the proposed approach of “Think global-Act local-Inform global” to build the GEF IW Portfolio community. In this respect it could best mirror the form, structure and operations of a Conference of the Parties with:</p> <ul style="list-style-type: none"> - Executive/bureau: the SC; - Secretariat: the PCU; - Parties: the GEF IW Projects, relevant GEF bodies, IAs, EAs, PALs; - Observers – other relevant invitees.
		24	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.	30/04/07	PCU/SC/IAs/GEF	Y	<p>SC comment: Y re: SEA RLC cancellation</p> <p>MTE: Discussions with SEA-RLC (see A10) suggest that SEA-RLC would consider some sort of retrenchment but cancellation is too extreme especially since performance reflects, to some extent the delayed start of Component A. It is recommended that a substantially reduced though relatively high profile activity is agreed with and delivered by SEA-RLC.</p> <p>Annex 12.3 contains comment from the SEA-RLC concerning the MTE recommendations. The SEA-RLC understanding of “high profile” accords with the service-oriented approach proposed by the MTE. However, IW:LEARN needs to focus on delivering effective integrated IW:LEARN and IW:LEARN web toolkit sites to the IW community. SEA-RLC should submit a pragmatic service-oriented proposal for consideration by IW:LEARN to support this objective.</p>

		25	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 the wider community.	30/04/07	PCU/SC/ IAs/GEF	Y	SC comment: Y re: only strategic (1-2 more) outside events MTE: Concur.
		26	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.	30/04/07	PCU/SC/ IAs/GEF	Y	SC comment: Y re: demand-driven MTE: Concur – “Surgeries” enabled.
		27	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.	30/04/07	PCU/SC/ IAs/GEF	Y	SC comment: Y re: budget revision, as part of regular annual tweaking. MTE: Concur.

A1.3.2 Consolidated recommendations for GEF Policy

No	Issue	Recommendation		By when	By who	Agree?	SC Comment/MTE clarification
		No	Recommendation			Yes/No	
2 & 3	Links to policy should be clearer And IW:LEARN focus should be clearer	2	Policy and strategy clarification from GEF	28/02/07	PCU/SC/GEF	N	<p>SC comment: This is exogenous to project implementation. Recommendation rejected. IW:LEARN SC has no obligation to deliver this recommendation unless the identified issue is having an adverse impact on project delivery.</p> <p>MTE: The Steering Committee qualifies its “no” decision with “unless the identified issue is having an adverse impact on project delivery” The MTE has argued that both issue 2 and 3 are having an adverse impact. IW:LEARN needs to be more clearly focussed on action oriented delivery of OP-10/IW-2 areas specified in the Project Document. It will be easier to transmit global thoughts to local actions and provide relevant information globally if the policy framework is clear.</p> <p>A case in point is the request by the MTE to include a donation for carbon set-aside for travel so that, to the extent possible, the MTE could be carbon neutral. IW:LEARN could also adopt such an approach since climate change is an issue that needs to be addressed in respect of TWM. No set-aside mechanism apparently exists for disbursements through UNOPS because there is no approval for this from GEF. Conversely World Bank reportedly has such a mechanism. IW:LEARN SC should inform the GEF of such issues that may impact on TWM good practice.</p> <p>GEF should consider the operational constraint whereby the IW:LEARN Project SC does not consider that it should: “request the PCU to identify, and then approve and submit to GEF in writing, requests for clarification on any GEF policy, strategy or operational issues that are causing confusion to IW:LEARN delivery. GEF should respond. This procedure should be repeated at annual intervals”.</p>

4	Project cycle deficiencies	7	Project cycle deficiencies identified to GEF	30/12/07	MTE/SC/PCU/GEF/Web sites	N	<p>SC comment: This recommendation is outside the scope of IW:LEARN's mission or mandate. (Also unclear how this has an impact on current IW:LEARN project quality). In addition, every implementing agency is quite occupied with this task at the moment.</p> <p>MTE: Projects have an obligation to inform on project cycle issues since this is what the project cycle is all about – improving future performance based on applying lessons learned. It can of course be indicated that the MTE report delivers this obligation.</p> <p>It is difficult to see how current IW:LEARN project quality can be improved without applying the proposed philosophy of “think globally-act locally-inform globally”. After all IW:LEARN expects to improve IW portfolio performance by facilitating learning exchange and resource networking so the IW:LEARN administration should set an example to be followed by its partner projects by informing globally on project cycle issues.</p> <p>GEF should consider the operational constraint whereby the IW:LEARN Project SC does not consider that it should:</p> <p><i>“Based on this Mid-Term evaluation the Steering Committee should request the PCU to prepare a communication to GEF indicating the problems with IW:LEARN resulting from deficiencies in the application of Project Cycle procedures. The Steering Committee should approve and transmit the communication to GEF and post the Communication and any response in the Mission Statement and Service Delivery Agreement areas of the IW:LEARN and IW Project toolkit websites”.</i></p>
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		9	Business plan recommendations mainstreamed into GEF IW Project cycle procedures	31/12/07	GEF	<p>SC comment: As part of sustainability planning. (Request that MTE Report address this in context of sustainability planning.) NOTE: GEF projects should not be forced to use IW-LEARN, which should compete with other options for project learning/TA/CB, etc.</p> <p>MTE: See the section on sustainability planning in A1.6 of this report. Reference "NOTE" comment from SC above: If IW:LEARN is preconditioned to providing goods and services to GEF IW projects then there is no reason why there should not be reciprocation by IW Projects. It is important to create some level of mutual obligation in this process. This does not preclude other options as well and these options will be adopted if they provide relevant goods and services in a quality assured manner.</p> <p>In the meantime GEF IW Projects may also need to deliver goods and services to beneficiaries that have few options and need to reciprocate in some way. IW:LEARN-GEF IW reciprocal arrangements should demonstrate mechanism for addressing this "limited options" example.</p> <p>The GEF should respond to the business paper indicating whether it can ensure that new Projects in the GEF IW portfolio will be approved, to a reasonable extent, based on the requirements specified in the simple business plan.</p> <p>One suggested precondition is that new Projects in the IW:Portfolio should have a ring fenced public communications/branding budget. This budget justified and used to complement the IW:LEARN dissemination strategy and include funds for dissemination and translating of key IW:LEARN disseminated guidelines and toolkits in key project specific stakeholder languages.</p>
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6	Project management	20	Steering Committee member commitments approved by line Managers.	31/06/07	PCU/SC/IAs	N	<p>SC comment: This is not line with practices at other GEF IW projects. This cannot be done without \$ given to IAs from GEFSEC to support active involvement beyond project overhead, which goes directly to oversight of project components.</p> <p>The SC requested that it be noted that there are operational constraints to apportioning resources to support particular projects and that this recommendation is not accepted.</p> <p><i>MTE: This recommendation does not reflect a criticism of individual SC members who work hard but of the need to address operational constraints that may adversely effect the delivery of the IW:LEARN Project. It is more transparent and accountable if SC members have a specified and agreed time allocated for SC support.</i></p> <p><i>IW:LEARN activities should inform good operational practices and act as the champion for these practices (this issue is raised in Section 3.7.1. GEF IW Projects presumably have to address issues of (often) inadequate resources for their respective SC (or equivalent management boards) and IW:LEARN should demonstrate good practice. MTE: Revised ToR for SC proposed (A1.10).</i></p> <p><i>GEF should consider the operational constraint whereby the IW:LEARN Project SC (even assuming it accepted this recommendation 20) is not mandated to deliver the MTE recommendation 20 that:</i></p> <p><i>"The PCU should have identified, and the Steering Committee, agreed, a reasonable amount of time that each and every Steering Committee member should allocate to IW:LEARN.</i></p> <p><i>Each Steering Committee member should have obtained written agreement from respective IA/GEF line Managers to allocate this amount of time."</i></p>
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8	Lessons learned	22	Guidelines for introducing core evaluation criteria into logical framework	31/12/07	PCU/SC/IAs/GEF	<p>SC comment: This is not an IW:LEARN responsibility, but one of GEFSec and M&E Unit. IW:LEARN is only responsible for disseminating guidelines they generate. Where feasible and in response to expressed needs, IW-LEARN may nonetheless provide examples or guidance to projects on M&E good practices, based on direction from GEF IWTF or other authoritative body.</p> <p>The SC requested that it be noted that there are operational constraints to apportioning resources to support particular projects and that this recommendation is not accepted.</p> <p>MTE: Mechanism for this is the recommendations from the MTE report. However, IW:LEARN has to accept some responsibility to inform the wider community that it serves with respect to concerns that may negatively impact on the GEF IW Project portfolio.</p> <p>N</p> <p>GEF should consider the operational constraint whereby the IW:LEARN Project SC considers that it is not mandated (even assuming that it accepted the recommendation) to deliver the MTE recommendation 22 that:</p> <p><i>“The PCU should prepare and the Steering Committee approve a letter to be transmitted to GEF and IAs indicating that guidelines should be developed as to how to incorporate core evaluation criteria into the logical framework of future Projects and review whether the five criteria of relevance, efficiency, effectiveness, impact and sustainability could be reconciled into a simpler more easily understood framework for use by practitioners.</i></p> <p><i>There should be a written response which should be posted on the M&E sites of IW:LEARN and IW Project Web toolkit sites.”</i></p>
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A1.4 Service level (delivery) agreement

The following reflects a response to comments associated with recommendation 3. Please note that this only provides a framework due to the limited time available to this evaluator.

A service level (delivery) agreement should improve transparency, accountability and “corporate” (project) governance and should be an element of a business/sustainability plan.

Service Level (delivery) Agreement (SLA): A formal negotiated document that defines (or attempts to define) in quantitative (and perhaps qualitative) terms the service being offered to a Customer..... An SLA is best described as a collection of promises.....the general structure of the agreement is: Contract, Amendments, Service Description, Service Hours, Service Availability, Reliability, Customer Support, Service Performance, Functionality, Change Management Procedure, IT Service Continuity, Security, Printing, Charging (if applicable), Service Reviews, Glossary, Amendment Sheet.
http://www.knowledgetransfer.net/dictionary/ITIL/en/Service_Level_Agreement.htm

In the case of the IW:LEARN Project IW Projects, IAs, PALs, GEF and Private sector partners are all potential customers of IW:LEARN goods and services but they are also providers. For example IW Projects are supposed to provide good practices and lessons-learned to the wider GEF IW community facilitated through use of the IW:LEARN web toolkit. For IW:LEARN and its project partners a Service Level Agreement should, therefore, be a bi-directional agreement.

It is appropriate that any IW:LEARN Service Level (delivery) agreement should provide a good practice model that can be nested, adapted and delivered within GEF IW projects to build a service delivery ethic within these Projects. PALs and other substantive contractors for IW:LEARN goods and services should have a Service Level Agreement as a part of their contract with IW:LEARN.

The process for developing and delivering a service level agreement should be:-

1. Define the “participation” principles, practices and procedures to be used to deliver “agreement” and agree the procedures according to the procedure;
2. Develop and agree a Mission statement for IW:LEARN;
3. List and agree the core (bi-directional) goods and services to be provided that comply with the Mission statement⁶³;
4. Quantify delivery expectations in a SMART way (see glossary in Annex 7 for definition of SMART)
5. Identify indicators for monitoring/objectively verifying delivery of each quantified expectation in a SMART way;
6. Identify monitoring and reporting mechanisms – preferably electronic/web supported (why, what, where, when how and by whom);
7. Present 1-6 above as a “Branded” IW:LEARN quality procedure;
8. Socialise, seek and obtain agreement according to participation principles in 1 above;
9. Audit service level agreement delivery, provide feedback to partners and revise as necessary.

⁶³ Email from Vincent Sweeney dated 07th December 2006 suggests that there are expectations regarding re-imbusement of expenses that should be met as part of the service level agreement.

A1.5 Proposed Outcome indicators

Comment from UNEP (see Annex 12.2 point 5): “*Outcome indicators proposed in the MTE (A1.5) are logical, but the way to actually measure the degree of achievement using these indicators seems to be difficult, unless the project provides additional resources for measuring these indicators. Based on the proposed indicators, revision should be carried out and how to measure and monitor the indicators should be further clarified among the IAs*”.

A1.5.1 Introduction

The following reflects a response to comments associated with recommendations 6, 13 and 23. Please note that this only provides a framework due to the limited time available to this evaluator.

Objective evidence of delivery of outcome indicators (and indeed all input and activity indicators specified in the logframe) should be posted on an M&E section of the IW:LEARN website. It is suggested that the site reflect the existing Mission and Activities sub-structure of the Site Map with active links to objective evidence of progress/delivery against each output in the status/notes section (rather than the links section where the links may not be M&E related).

Where possible each M&E verification link should specify the date and the link should be labelled with the relevant logframe alphanumeric code(s). In this respect, to the extent possible, all evidence should also be titled and catalogued by keyword and logframe alphanumeric. Where there are multiple evidence links then these should be in a look-up list in reverse date order.

If possible there should be a date of assessment and an indication of percent progress in delivery.

The extent to which the evaluation of delivery of outcome indicators (or indeed input and activity indicators) should be prejudiced on the evaluation criteria of relevance, efficiency, effectiveness, impact(addressed by outcome indicators) and sustainability needs to be agreed and associated sub-indicators and means of verification identified and monitored accordingly. To some extent it may be possible to automatically generate reports on delivery for these evaluation criteria by analyses of the outcome indicator questionnaire returns. For example, the resources for activities versus the frequency with which the activity is reported as contributing to a particular outcome, provide an efficiency-outcome linkage.

An M&E search engine that identifies all M&E support documents by keyword and logframe alphanumeric should also be considered.

A1.5.2 Component A

Component*	Component title*	Component outcome*
A	Facilitating Access to Information on Transboundary Water Resources Among GEF IW Projects	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.

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

Indicator code: AO1

Indicator: IW:LEARN Project web and web toolkit accessed information used to effect TWM.

Clarification: Breakdown of responses to questionnaire showing glossary keyword/key phrase sourced information is being used to effect management selected keyword/key phrase.

Quantification: “a” searches by “b” keywords/key phrases by “c” institutions⁶⁴ (individual and institutional demographics) in “d” languages” produce “e” pieces of information which are used to effect “f” management keyword/key phrases to level of “g” usefulness.

⁶⁴Institutions can comprise Projects which have a defined end date and in themselves are not sustainable and Organizations that may continue indefinitely and so can be viewed as sustainable.

Means of verification: Completed questionnaires.

Preconditions:

- GEF IW Projects use the IW:LEARN toolkit;
- IW:LEARN Project website multilingual to reflect multilingual capabilities of web toolkit;
- IW:LEARN Project website supports an expanding multilingual glossary of “no duplicate” keywords/key phrases (that can have multiple and/or evolving synonyms);
- the glossary to include key management keywords/key phrases and key stakeholding keywords/key phrases to support the outcome evaluation questionnaire;
- the glossary is incorporated into and updated in IW:LEARN toolkits,
- the IW:LEARN Project website and IW:LEARN web toolkit Project partners label information using the keywords/key phrases in the glossary;
- The IW:LEARN Project web site and IW:LEARN web toolkit have search engine(s) that can filter the information by search language, extract the information using the keywords/key phrases and label and present the information according to percent match of keyword/key phrase and link to source website.
- the IW:LEARN Project website and IW:LEARN web toolkit sites deliver⁶⁵:
 - a multilingual questionnaire (and request/justification for a response) when information is accessed requiring the searcher to provide an email contact, name of GEF IW Project affiliated to (or other affiliation) and keyword/key phrase selected role in GEF IW Project (or other affiliation);
 - a follow-up questionnaire sent to the registered email specifying the information accessed and asking the searcher to:
 - select a relevant “management keywords/key phrases for which the information was useful;
 - for each keyword selected indicate how useful (very, moderately, slightly, not, don’t know)
 - free text comment allowing links to electronic evidence for comment/score

A1.5.3 Component B

Component*	Component title*	Component outcome*
B	Structured learning among IW Projects and co-operating partners.	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.

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

Indicator code: BO1

Indicator: IW:LEARN Project web and web toolkit accessed information used by a wide GEF IW demographic to effect TWM.

Clarification: Demographic breakdown of responses in AO1 questionnaire. Questionnaires completed showing glossary keyword/key phrase sourced information is being used to effect management selected keyword/key phrase.

Quantification: “a” searches by “b” keywords/key phrases by “c” institutions (individual and institutional demographics) in “d” languages” produce “e” pieces of information which are used to effect “f” management keyword/key phrases to level of “g” usefulness.

Means of verification: Completed questionnaires.

Preconditions: As per AO1.

⁶⁵ The use of keyword/key phrase checklists will facilitate translation since each keyword/key phrase will have a common and unique linking code for that keyword/key phrase in different languages.

A1.5.4 Component C

Component*	Component title*	Component outcome*
C	Biennial International Waters Conferences	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

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

Indicator code: CO1

Indicator: Conference (COP modeled) - recommended actions used in TWM

Clarification: breakdown of responses in AO1 questionnaire. List of COP action oriented recommendations agreed according to COP agreement protocols and catalogued according to the IW:LEARN keyword/key phrase glossary used to deliver TWM.

Quantification: "a" searches by "b" COP keywords/key phrases by "c" institutions (individual and institutional demographics) in "d" languages" produce "e" pieces of information which are used to effect "f" management keyword/key phrases to level of "g" usefulness.

Means of verification: Completed questionnaires.

Preconditions: As per AO1.

A1.5.5 Component D

Component*	Component title*	Component outcome*
D	Testing innovative approaches to strengthen implementation of the IW portfolio	A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM**.

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

Indicator code: DO1

Indicator: IW:LEARN Project web and web toolkit accessed (GEF) IW tools and approaches used in TWM.

Clarification: Breakdown of responses in AO1 questionnaire. List of (GEF) IW tools and approaches used to effect TWM.

Quantification: "a" searches by "b" keywords/key phrases by "c" institutions (individual and institutional demographics) in "d" languages" produce "e" pieces of IW Tools and approaches branded information which are used to effect "f" management keyword/key phrases to level of "g" usefulness.

Means of verification: Completed questionnaires.

Preconditions: As per AO1.

A1.5.6 Component E

Component*	Component title*	Component outcome*
E	Fostering partnerships to sustain benefits of IW:LEARN and associated technical support	TWM** learning and information sharing mechanisms mainstreamed ⁶⁶ and institutionalized into GEF IA and ongoing projects, as well as institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

Indicator code: EO1

Indicator: IW:LEARN Project web and web toolkit information used by a wide demographic to effect TWM.

Clarification: Breakdown of responses in AO1 questionnaire. List of (GEF) IW tools and approaches used to effect TWM are used by institutions that are likely to be sustained long-term.

Quantification: "a" searches by "b" keywords/key phrases by "c" institutions (individual and institutional demographics) in "d" languages" produce "e" pieces of IW Tools and approaches branded information which are used to effect "f" management keyword/key phrases to level of "g" usefulness.

Means of verification: Completed questionnaires.

Preconditions: As per AO1.

⁶⁶ The term mainstreaming is used in the IW:LEARN MTE to mean "the process of acceptance of goods and services proposed as quality standards within the target (IW) environmental management portfolio".

A1.6 Sustainability/business Plan

The following reflects a response to comments associated with recommendations 8, 9, 13 and 21. Please note that this only provides a framework due to the limited time available to this evaluator.

There are three basic options, or a combination of these options, to mainstream⁶⁷ the delivery of IW:LEARN goods and services after the end of current funding:-

1. GEF and partners extend IW:LEARN into a further operational phase – the Donor community provides funds – this is putting-off the point at which funding needs to be found to sustain IW:LEARN long-term although it is indicated by the MTE that a further phase is needed if the MTE recommendations are implemented to maximise the IW:LEARN outcomes and contribution to delivery of the overall goal;
2. Core goods and services are institutionalised into one or more of the Implementing Agencies with funding coming from the recurrent budgets of these Agencies. Whilst UNEP has, apparently, indicated a willingness to continue funding in the longer term it is unclear whether this will be to host an evolving or static legacy (i.e. a library);
3. IW:LEARN is institutionalised into an NGO or Private Sector organisation with funding coming from a variety of sectors including the private sector.

A business/sustainability plan is necessary whichever of these options or combination of options is adopted since such a plan will be a necessary pre-requisite to delivering sustainability. The business/sustainability plan should contain the following:-

1. A clear mission/business statement that identifies the core of the mission/business;
2. A service level agreement clearly specifying what core goods and services will be delivered and how delivery can be transparent, reflect good corporate governance and be quality assured;
3. A market survey of these core goods and services presented in the service level agreement to determine whether there is a need for these goods and services and whether there is an unfilled niche for IW:LEARN or equivalent to deliver these goods and services;
4. A survey to determine "willingness to pay" – for what goods and services and how much – where potential for payment exists;
5. A branding exercise to determine whether there is an IW:LEARN "niche" brand and if there is how this brand can be marketed to maximise the return to corporate and other sponsors;
6. An indication of what revenue stream is required to deliver these core goods and services;
7. A breakdown of this stream into discrete packages that could be marketed to particular kinds of partners;
8. Matching these packages to potential sources of funding;
9. Soliciting and obtaining commitment from the sources to fund;
10. If and when a framework of assured funding exists target the "gaps" to be filled to relevant sponsors;

It is, frankly, difficult to see how an institutionalised project like IW:LEARN can move to secure a new kind of public-private sector financing. There is little evidence of an effort:-

- either to develop a marketing partnership with key private and/or NGO sponsors, to structure the delivery of IW:LEARN goods and services in such a way that it is attractive to sponsors;
- or to explore/seek innovative sponsorship.

It is possible that the core projected legacy of IW:LEARN – the IW:LEARN project website and Projects using the IW:LEARN website toolkit - could be absorbed within another organisation that has a mandate to deliver similar goods and services. If packaged correctly it might also be able to leverage funds from innovative sources, for example, from carbon offset trading sources (ecological processes that sustain the carbon cycle may deteriorate without management. The cost of delivering management could, therefore, be viewed as a valid call on carbon offset funds).

⁶⁷ The term mainstreaming is used in the IW:LEARN MTE to mean "the process of acceptance of goods and services proposed as quality standards within the target (IW) environmental management portfolio".

A1.7 Terminal evaluation ToR

The ToR for the Terminal Evaluation are presented as Annex 3 and responds to comments associated with recommendation 10 above.

A1.8 E-fora “surgeries” strategy

Comment from UNEP (see Annex 12.2 point 6): “*The e-fore surgery strategy looks useful in enhancing the efficiency of the e-discussion*”.

The following reflects a response to comments associated with recommendation 15. Please note that this only provides a framework due to the limited time available to this evaluator.

There is substantive evidence that E-fora are not an effective tool for learning exchange and information networking. A number of reasons have been suggested for this:-

- poor internet communications discourage participation;
- participants reluctance to communicate with strangers or to make comments that may be attributable;
- constraints on time (no clear perceived benefit so low priority);
- risk of making commitment (unsure whether there will be firm ongoing reciprocation and support);
- community is multilingual and e-fora tend to be presented and moderated in English;

In addition none of the links on the IW Forums site (http://www.iwlearn.net/abt_iwlearn/iwforums) were active (09th December 2006) making communication difficult.

Despite these constraints the impression was gained that the approach should be explored further to address these concerns rather than dropped.

Francis Vorhies 27/11/06:

Issue
Internet based discussion on marine economic valuation had no emails over several months. Difficult to deliver knowledge without recipients. Very supply driven. No perceived demand. Have technology to do online learning but people don't do it yet.
Solution
Need face to face socialising before using electronic media and face-to-face workshops. Rivers workshops draft evaluation showed the value of talking through issues in small groups. Experimenting with development of personal action plans with mentoring programme and then start electronic discussion forum (e-learning initiative).

It is therefore suggested that the following approach is tried out:-

- 1 Identify key “hot” issues/thematic (this may done from existing documents, from questionnaires and from conferences, workshops and side meetings) and label according to keywords/key phrases from the IW:LEARN multilingual glossary;
2. Identify expert(s) to run each issue surgery;
3. The expert to prepare and IW:LEARN Project/GEF IW Projects to email notification and post link(s) to this multilingual (languages to be specified) briefing document (Service level agreement) on the hot issue/thematic under relevant keyword(s)/key phrase(s) on a “Surgeries” area of the IW:LEARN project and web-toolkit home pages:-

i why this is an issue to the GEF IW community;

- ii. how it reflects the IW:LEARN project mission and service level agreement;
- iii. how it is amenable to “think global-act-local-inform global”
- iv. objectives and deliverables from the surgery:
 - expert produces an IW:LEARN branded draft technique/good practice wikipedia document^{68, 69} embedded within this Service level agreement template for addressing the hot issue/thematic (keyword/key phrase identified) by “specified date”.

It is suggested that the Wikipedia be process driven and action oriented with each stage of the process labelled with a relevant keyword/key phrase from the multilingual glossary (to facilitate standardisation and translation) and decision-tree structured to inculcate a decision tree approach to delivering management;

 - relevant stakeholders (relevance criteria to be developed) apply for and are selected (selection criteria to be developed including whether the applicant has failed to obtain a certificate at the end of another surgery) to become surgery participants (observers may participate informally);
 - expert transfers the specified technique/practice to interested GEF IW Project surgery participants over “specified period”;
 - surgery participants to develop and deliver personal action plans over “specified period” using the wikipedia framework;
 - surgery participant reports on progress and lessons learned and inform revisions to the wikipedia document;
 - revised multilingual wikipedia for the technique/good practice based on feedback produced at the end of the surgery;
 - completed outcome M&E registration and follow-up M&E questionnaires for the specified wikipedia;
 - certificates of satisfactory completion to those completing the surgery accessible through the IW:LEARN web site and IW:LEARN Project toolkit websites used to provide an IW:LEARN surgery certified expert pool;
- v. support provided:-
 - provision of branded draft technique/good practice document in a range of languages;
 - web based application form for participation;
 - resources for a specified number of selected surgery participants to attend a specified number of workshops to socialise the wikipedia and develop personal action plans using the wikipedia to address the hot issue/thematic;
 - expert available at “specified workshops” and through specified electronic means at specified times over a specified period to help surgery participants to:-
 - learn to use the draft hot issue/thematic wikipedia document;
 - develop, deliver and report on delivery of personal action plans;
 - revise the hot issue/thematic wikipedia document in specified languages to reflect lessons learned;
 - complete outcome registration and follow-up questionnaire for the specified wikipedia;
 - certification for successful participants and maintenance of a register of course certified hot-issue experts.

⁶⁸ Action number/sub-action number, keyword/key phrase label, SMART action, Indicator of delivery and means of verification.

⁶⁹ For example :

http://europeandcis.undp.org/WaterWiki/index.php/Communications_Planning_Guide_for_International_Waters_Projects_-_Communicating_for_Results

A1.9 ToR for GEF IW Projects representation on IW:LEARN Steering Committee.

The following reflects a response to comments associated with recommendation 18 regarding the selection of SC representatives from GEF IW Projects. Please note that this only provides a framework due to the limited time available to this evaluator.

1. IW:LEARN home page SC site and email to all relevant GEF IW Projects with:
 - i. SC TOR (see proposed revisions);
 - ii. eligibility criteria for nominee
 - GEF IW Project practitioner for project that is active for the next and subsequent SC meeting;
 - nominated by IW Project practitioner from same GEF IW Project;
 - seconded by IW Project practitioner from another GEF IW Project;
 - time commitment approved by line manager;
 - picture, brief biodata and justification for nomination by nominee posted on website;
 - registration details including name, contact details, GEF IW Project and role for nominee, nominator, seconder and line manager registered on IW:LEARN nominee web site;
2. Voter registration form on IW:LEARN SC website
 - i. eligibility criteria for voter
 - GEF IW Project practitioner for project that is active for the next and subsequent SC meeting;
 - ii. voter registration details including name, contact details and role in GEF IW Project on IW:LEARN voter registration web site;
 - iii. proxies registration (must be registered voters);
3. Votes cast for eligible/registered nominees by registered voters or approved proxy for registered voter over a specified time period;
4. Nominees with highest and second highest vote become representatives on SC. Third and subsequent highest votes act as reserves. In the event of a tie the Chairperson of the SC has the casting vote.

A1.10 ToR for IW:LEARN Steering Committee

Comment from UNEP (see Annex 12.2 point 7): *“The proposed TOR for the SC (A1.10) needs further consideration and revision. There needs clarification on what exactly SC would do and what role each of the members would play. The proposed new TOR framework seems to be clarification of the existing TOR.”*

The MTE comments that the ToR are both a clarification of and elaboration of the existing ToR.

The World Bank representative comments that *“This ToR is a significant departure from our current operating procedures. I do not see how this ToR has come out of the MTE review, as I understand the MTE to review current status of implementation of IW:LEARN ProDoc. As our meeting decisions largely proceed due to consensus, I would be averse to taking votes as a means of fostering collaboration across 4 agencies and the PCU. I think that this can and should be handled largely outside the context of the MTE.”*

The MTE comments that it is up to the IW:LEARN community how it takes these recommendations forward. The ToR for this MTE (A2) specifies the remit for “mid-term course corrections to improve upon expected project delivery of its products and services”.

¹ http://www.iwlearn.net/groups/scom/scm/scmdocs/nov06_agenda.doc

Please note that this only provides a framework due to the limited time available to this evaluator.

Whilst the latest SC meeting⁷⁰ on 20th November contains only 6 agenda items (considerably reduced from earlier meetings), has many elements of good process and is supported by substantive documentation the following is proposed to improve SC performance and service delivery.

Maximising participation, transparency and good governance require that the structure and function of the SC be documented and available. A prominent web link to the publicly accessible SC site should be evident on the IW:LEARN home page. A link to this site and an SC (or equivalent) site (as a nested product) should also be provided within the home pages of IW:LEARN toolkits to support good governance in respective GEF IW Project delivery.

Where possible GEF IW Projects should be assisted in building Project SC structure and function based on any good practice procedures adopted and operated by the IW:LEARN SC.

The ToR for the IW:LEARN Project SC should be a prominent part of the IW:LEARN SC web page and the ToR for GEF IW Project SC (or equivalent) should be a prominent part of the respective IW:LEARN web toolkits IW:LEARN SC web page.

No	Existing Steering Committee ToR ⁷¹	Proposed ToR
1	Background	Remit
	The project's Steering Committee (SC) provides strategic direction, guidance and assessment to maximize the project's progress, relevance and impact on its beneficiaries.	The Project's Steering Committee (SC) provides strategic direction, guidance and assessment to maximize project outcomes relevance, effectiveness, efficiency, impact and sustainability to its core customers (beneficiaries). To the extent that is practical and possible the IW:LEARN SC should operate according to defined good practices that can be used as exemplars to help IW Projects deliver more effective transboundary water management.
2		Secretariat
		The IW:LEARN PCU will act as the Secretariat to the SC, organising meetings, ensuring that agenda items and background information is circulated prior to meetings, that minutes are taken and reported on the IW:LEARN website.
3		SC composition
		The SC should comprise at least one representative from each of the IA, UNOPS (other relevant EAs) and GEF together with two representatives from the GEF IW Project community (see selection guidelines for GEF IW Project representatives in these recommendations A1.9).
4		SC impartiality
		SC representatives should be given clearance from their respective administrations to deliver

⁷⁰ http://www.iwlearn.net/groups/scm/scm/scmdocs/nov06_agenda.doc

⁷¹ Annex H, Paragraph A1 Page 109: UNDP (2004). United Nations Development Programme Project Document. PIMS 2838 GLO/03/G41/A/1G/31. Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network. IW:LEARN. Pp. 137. UNDP. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf

		<p>the SC remit impartially during the delivery of their duties and release them for at least six working days per year to do so. The letters of clearance should be available on the SC website.</p> <p>SC members should, in the context of their membership duties, impartially deliver the remit specified above. Any potential conflict of interest should be notified to the Chairperson as soon as it is known. An SC member may continue to vote so long as this is agreed by the meeting but the conflict of interest and agreement should be minuted for that vote. Where the conflict of interest cannot be agreed/resolved then the voting rights will be withdrawn and an alternate representative should be found.</p> <p>SC members should be provided travel and subsistence costs for attending any meetings at UNOPS specified rates.</p> <p>An honorarium may be provided subject to availability of funds.</p>
5		SC meetings (formal)
	<p>Meet semi-annually, and communicate on an ad hoc basis as necessary, to review project performance and impact, approve annual work plans and needed updates to this project document or its budget, and provide strategic input to realize valuable outcomes expected from the project.</p>	<p>The SC should meet in formal session at least twice a year according to its remit to review project performance and impact, approve annual work plans and needed updates to this project document or its budget, and provide strategic input to realize valuable outcomes expected from the project.</p> <p>A formal meeting should comprise any meeting at which a minimum of 50% of the SC attends (attendance may be virtual), at which an agenda has been duly notified, a chairperson elected, minutes taken and the minutes approved (excepting the last meeting where the closing minutes will be approved at the closing of that meeting).</p> <p>Where less than two formal meetings are delivered in each twelve month period this should be notified on the SC website by the PCU together with any adverse implications for consideration by the GEF IW Portfolio community and the Final Evaluation for IW:LEARN.</p> <p>An agenda comprising at least: (1) approval of the minutes of the previous meeting; (2) any other business; (3) time and date of next meeting - should be provided on the IW:LEARN website at least 10 working days prior to each meeting. Where substantive items are proposed these should be supported by written clarification and if necessary personal representation.</p> <p>Agenda items may be submitted by any member</p>

		<p>of the SC at least one month prior to any meeting or under any other business. Members of the GEF IW community may submit an agenda item through an SC member. Where the item is not considered to meet with the IW:LEARN SC meeting remit then the SC member should so notify the submitter with the reason. If the submitter is not satisfied s/he may submit an appeal to the Chair of the SC through the PCU who will notify it under "Any other business".</p>
6		Voting
	<p>Liaise and facilitate collaboration as needed between IW:LEARN PCU and its partners and beneficiaries, including IAs, the GEF's International Waters Inter-Agency Task Force (IWTFIWTF)</p> <ul style="list-style-type: none"> - Work with Program Coordination Unit (PCU) personnel to develop and carry out a sustainability plan for successful project products and services. - Individual members will guide programmatic implementation of specific IW:LEARN activities identified as being implemented (or overseen) by their respective IAs, including providing specific day-to-day coordination with PCU personnel. 	<p>The Chairperson should not vote excepting in the case of a tie where s/he will provide the casting vote.</p> <p>All agenda items should be voted on by the SC. A vote should be initiated by a nomination that is seconded supported by a clear statement allowing a response "yes", "no" or "abstain". This statement together with the votes cast should be minuted. A majority should carry the vote. Where the majority abstains (or there is no nominator and/or seconder) then this should be minuted and the agenda item can then be considered closed unless and until it is raised again.</p> <p>SC members may nominate or second an agenda item to a vote by post or proxy to the SC Secretariat in expectation of a formal meeting at least 5 working days before that meeting.</p> <p>The general responsibilities opposite should not be part of the formal ToR of the SC members since they reflect a potential conflict of interest and/or opportunity for undue individual influence.</p>

A.2 TERMS OF REFERENCE FOR THIS MTE

Terms of Reference for Mid-Term Evaluation of GEF IW:LEARN Operational Phase Project (2004-2008)⁷².

**Consultants' Terms of Reference
For the Mid-term Independent Evaluation (MTE) of IW:LEARN
Strengthening Global Capacity to Sustain Transboundary Waters:
The International Waters Learning Exchange and Resource Network, Operational Phase
(VA/GLO/GEF/2005/PA01)**

Note: UNEP has raised concerns about the MTE contracting process (see Annex 12.2 point 2). This is a matter for the SC and not the MTE itself. However, it is understood that, to the extent possible, the SC (which includes a representative from UNEP) was involved.

1. Introduction & Background

The Global Environment Facility (GEF) International Waters: Learning Exchange and Resources Network (IW:LEARN), operational phase project commenced in October 2004. The project is based on the outcomes of a successful 3-year pilot and recommendations from the three GEF Implementing Agencies (IAs) – United Nations Development Programme (UNDP) United Nations Environment Programme, (UNEP), and the World Bank (WB) -- and their partners engaged in International Waters projects. This new phase scales up successful IW:LEARN initiatives and provides additional services to the GEF's IW projects.

IW:LEARN's overall objective is to improve the management of transboundary water systems by increasing the capacity to identify, disseminate and replicate best practices and lessons learned across the GEF IW projects. This objective is being achieved through a suite of learning exchanges, information sharing activities, joint demonstration activities, and related capacity building activities among GEF supported IW projects and their partners.

In pursuit of its global objective, IW:LEARN seeks to improve GEF IW projects' information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits through the following 5 project components and outcomes:

Component*	Component title*	Component outcome*
A	Facilitating Access to Information on Transboundary Water Resources Among GEF IW Projects	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.
B	Structured learning among IW Projects and co-operating partners.	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	Biennial International Waters Conferences	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	Testing innovative approaches to strengthen implementation of the IW portfolio	A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM.
E	Fostering partnerships to sustain benefits of IW:LEARN and associated technical support	TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects, as well as institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)

⁷² http://www.iwlearn.net/abt_iwlearn/mte/mte-tor/

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

To increase the ownership of this global project among GEF IAs and those served by IW:LEARN, this GEF Full-Sized Project (FSP) is being co-implemented by all three IAs. Working with these and other partners, the intercontinental IW:LEARN Project Coordinating Unit (PCU) directs IW:LEARN's Project Coordination Team (PCT) from Washington, Nairobi and [starting in 2007] Bratislava. Each IA oversees a subset of activities. The management structure is diagrammed below in Annex I. (See details in IW:LEARN Operational Phase FSP Project Document (ProDoc) or its abridged Executive Summary, both on-line via http://www.iwlearn.net/abt_iwlearn/pubs.)

This TOR is designed to support a consultant conducting an independent mid-term evaluation (MTE) for the Operational Phase IW:LEARN project, including project performance vis Project Document outcomes, institutional arrangements, financing (disbursements and co-financing), impacts and opportunities for learning and mid-term course corrections to improve upon expected project delivery of its products and services. Both UNDP- (UNOPS-) and UNEP-implemented (executed) sub-projects will be considered .

2. Objectives and scope of the mid-term evaluation

The objective of the MTE is to enable IW:LEARN, the GEF International Waters Task Force (IWTF) members and UNOPS to assess the progress in delivery of Project outcomes and based on this assessment, to take decisions on the future orientation and emphasis of the project during its remaining time.

The evaluation is an activity in the project cycle which attempts to determine, as systematically and objectively as possible, the relevance, efficiency, effectiveness, impact and sustainability of the project. The evaluation will assess the achievements of the project against its stated outcomes, including a re-examination of the relevance of the outcomes and of the project design. It will also identify significant factors that are facilitating or impeding the delivery of outcomes. Whilst a review of the past is in itself very important, the evaluation is expected to lead to recommendations and lessons learned for the future.

The mid- term evaluation will, using the methodology described below, and bearing in mind the following points, review the status of each project outcome:

Project design:

- - Relevance of project design within the framework of GEF guidelines and global concern regarding improving transboundary waters management (TWM)
- - Appropriateness of the project's concept and design to the current economic, institutional and environmental situations across the GEF IW portfolio;
- - Contribution of the project to the overall development objective (i.e., the top-level outcome) as declared in the Project logical framework; and
- - The likely sustainability of project interventions;

Project implementation:

- - General implementation and management of both UNDP/GEF and UNEP/DGEF sub-projects by the PCU in terms of quality of inputs and activities, adherence to workplans and budgets, major factors which have facilitated or impeded the progress of project implementation;
- - Adequacy of management arrangements as well as monitoring and backstopping support given to the project by all parties concerned;
- - Institutional set-up throughout the Project Coordination Team (PCT; see Annex I), PCU and various partners, and the degree to which it has encouraged full involvement of GEF target projects;
- - Responsiveness of project management to changes in the environment in which the project operates;
- - UNOPS and UNEP execution, including coordination between them;
- - Co-operation among PCT partners (IWTF, GEF Secretariat, IAs, PCU, Partnership Activity Leads (PALS), specifically with regard to the integration and support of IW:LEARN.

Project progress and impact (outcomes)

- - Achievement, to date, of the project outcomes as detailed in the project document and the Project Implementation plan;
- - Awareness of the participating projects regarding IW:LEARN outcomes;
- - Level of ownership of the project by the participating projects and IWTF;
- - Commitment of IW projects and their partners to support the ongoing IW:LEARN project, including learning and information sharing across the GEF IW portfolio;
- - Likely degree of support from the projects and their national partners in integrating IW:LEARN objectives into their regional institutional frameworks and other related projects, and how well the project fits into their own project plans;
- - Impacts on GEF IW projects' policies, strategies and work plans;
- - Project impact on improving GEF IW projects' capacity to prepare and implement collaborative, targeted and effective TWM efforts
- - Project impact on enhancing inter-agency and inter-project co-operation within and between regions;
- - Cooperation among international organizations, NGOs and other stakeholders;
- - Cooperation with sister projects in the GEF IW portfolio especially OP10 capacity-building projects;
- - Catalytic impacts arising from the performance of the project;
- - Sustainability of the project's impact.

Learning from First Half of Project and Recommendations for its Remainder

- - Learn from efforts to date, as basis for exploring ways to adapt or restructure the project design or institutional arrangements, if needed.
- - Challenges or difficulties faced, e.g.,
 - o Where, why and how do we need knowledge sharing among IW projects?
 - o How participatory vs. "top-down" has IW:LEARN been? Is this properly balanced? If not, how so (and how to adjust)?
 - o What went wrong with e-forums? Where have the e-forums worked well and where have they not worked well and why? Potential for other approaches to engage projects in peer-to-peer learning (e.g., blogs, wikis, face-to-face workshops)?
 - o How to reconcile implementation plans with asynchronous start of UNDP and UNEP sub-projects?
- - Identify implementation challenges and recommendations for improvement.

The mid-term evaluation mission will also briefly review the current proposed activities for the remainder of the Operational Phase IW:LEARN project and provide perspectives and recommendations to improve their feasibility and impacts.

3. Methodology

The evaluation will consist of three activities:

- Document review
- Field visits and
- Interviews with individuals who are either affiliated with the project in some way or who have or might be expected to be impacted by the project.

IW:LEARN PCU staff will be available upon request to administratively facilitate the MTE as required.

(a) Document Review

The evaluator shall familiarize himself with the project through a review of relevant documents prior to the field visits. These documents include inter alia:

- - Final evaluation from IW:LEARN Pilot Phase (provided by CTA)
- - Pertinent information available at the project web site: www.iwlearn.net as well as [limited access] Steering Committee Web page, e.g.,

- UNDP and UNEP IW:LEARN [Project Documents](#) (on Web site)
- IW Experience Notes series (www.iwlearn.net/experience)
- UNDP-GEF Project Implementation Review (PIR/APR) and GEF Annual Project Performance Results (APPR), October 2006 (in SC area)
- Minutes of meetings of IW:LEARN Steering Committee from 2004 through end of 2006 (Ordinary Meetings) (in SC area)
- M&E Plan/reports (see CTA/SC Web space, respectively)
 - [UNDP Handbook for Programme Managers](#): Results-Oriented Monitoring and Evaluation and UNDP [Handbook on Monitoring and Evaluation for Results](#); [Guidelines for Outcome Evaluators](#): Electronic forum archives

Selected documents which are not available through the Web page shall be provided by email to the evaluator in advance of the mission and/or during the mission upon request from the evaluator.

(b) Field visits

The evaluator will visit at 1-2 IW:LEARN-sponsored workshops or events, as well as PCU offices in Nairobi (for IW:LEARN workshop and UNEP "NBO team" consultations) and Washington, DC (UNOPS "DCO team" consultations and November 28, Steering Committee meeting). Local desk, telephone and internet access will be extended by PCU to the evaluator during DC and Nairobi missions for IW:LEARN-related communications.

(c) Interviews

The evaluator will be available to carry out 12-15 interviews. Interviews will use a simple questionnaire designed to solicit feedback on opportunities and constraints to the delivery of project outcomes. The questionnaire will be developed by the Evaluator in consultation with the PCU and tested with an interviewee nominated by the PCU before use.

Interviews will be face-to-face or by telephone. The PCU will arrange the interviews and where necessary provide a venue and communications facilities:

- Project Staff (Chief Technical Adviser (CTA), USA- and Nairobi-based PCU teams).
- Selected members of the IW:LEARN Steering Committee and IW Task Force (IWTF)
- Selected members of the Project Coordination Team (PCT), Partnership Activity Leads (PALs) and other partners;
- Representatives of the relevant beneficiaries: GEF IW project and national partners
- Other constituencies and stakeholders not directly involved in the project who may have experienced, or may be expected to experience, its impacts.

Suggested interview categories are noted in Annex III.

Although the independent evaluator should feel free to discuss with authorities concerned all matters relevant to their assignment, they are not authorized to make any commitment on behalf of UNOPS, UNDP, UNEP or GEF.

4. Conclusions and Recommendations

Based on the above objectives and methodology, the evaluation mission should provide brief, clear, conclusions and recommendations, including:

- The degree to which the project outcomes are likely to be delivered;
- Significant lessons that can be drawn from the experience of the project and its results, to date, particularly those elements that have worked well and those that have not
- General recommendations on improving implementation for the remainder of the Operational Phase project
- Recommendations on further action upon completion of the current project

5. MTE Mission Report

The evaluation mission will produce a concise report according to the structure outlined in the UNDP [Guidelines for Outcome Evaluators](#):

Sections include:

- Executive Summary
- Introduction
- The Development Context
- Findings
- Conclusions
- Lessons and Recommendations

In addition, the final report should contain at least the following annexes:

- Terms of Reference for final evaluation^[1]
- Itinerary
- List of meetings attended
- List of persons interviewed
- Summary of field visits
- List of documents reviewed
- Any other relevant material

A template following this format is provided as Annex IV below. In consultation with the UNDP representative or his designee, this report format may be revised insofar as no significant elements are omitted.

As the report is the product of an independent evaluation, it is up to the evaluator to make use of the information provided during the mission. However, the evaluator is responsible for reflecting any factual corrections brought to his/her attention prior to the finalization of the report. Therefore, in order to ensure that the report considers the view of all parties concerned, is properly understood, and is factually accurate, it is necessary for the evaluator to submit draft reports to the project, UNDP/GEF and UNOPS, not later than contract day 47, i.e., 2 weeks prior to delivery deadline for the finalized MTE mission report (day 60). In the intervening period, UNOPS will solicit and revert promptly collective feedback from project partners in order that the evaluator may finalize the report.

The final version of the evaluation mission report should be submitted in electronic format (MS Word) and hard copy to UNOPS no later than 3 months following activation of this contract.

6. Composition of the mid-term evaluation mission

The evaluation will be performed by one internationally recruited consultant. The consultant will have considerable knowledge and experience regarding (&/or assessing) GEF IW operational programme, peer-to-peer facilitated learning and knowledge management. A good knowledge of TWM issues and relevant scientific understanding and in-depth experience of project evaluation techniques, particularly of those projects which are funded by GEF, is preferred.

Expected Qualifications:

- Advanced degree in knowledge management, international relations, natural resource management, development studies or related fields, or equivalent demonstrated experience.
- Expertise in Knowledge Management (KM) at multi-institutional scale, with professional-level understanding of Information and Communications Technology (ICT) to support KM.
- Notable experience with transboundary waters management in GEF IW project regions, particularly where pertinent to Monitoring and Evaluation and/or documenting TWM lessons.
- Demonstrated ability to reliably contribute to output- and outcome-based evaluations, both assessment and learning aspects.
- Familiarity with MTE process, UN and/or World Bank M&E procedures preferred.
- Excellent ability to work in English, effective oral and written communication skills;
- Experience with researching and writing on international environment and/or international development issues;

- Facility and access to use of Internet email and Microsoft Word (2000 or later).

The consultant shall not have been directly involved in the design or implementation of the project. To ensure unbiased impartiality, consultant shall also not have had prior involvement with any GEF IW:LEARN Operational Phase project activities.

7. Indicative mission timetable, deliverables and itinerary

The duration of the consultancy working days, including travel time, are presented as Annex II. Electronic submission of all deliverables is required unless otherwise pre-arranged in writing with the UNDP-GEF Steering Committee member or his representative. Any hard copy reports should be delivered to UNOPS per contract to which this TOR is appended.

This schedule may be updated through written (or emailed) agreement between the UNDP representative and the Evaluator, as needed, during the course of the contract.

The Consultant will conduct the evaluation for up to 24 work days over a period of 2 calendar months from the inception of this TOR. If there is delay in any of the inputs from IW:LEARN required for evaluator to full the role presented above, the evaluator will bring this to the attention of the Steering Committee.

Under no circumstances should consultant invoice for more than the maximum number of days above without formal advance approval from UNDP Representative, along with associated amendment to this TOR.

8. Payment

Candidates for Evaluator will provide their proposed daily rate during the selection process (along with any expected adjustment to number of days required). The selected Evaluator will then be compensated at rate approved by UNOPS Personnel Division, considering candidate proposal, and commensurate with experience and responsibilities of the Consultant (as provided in the Contract accompanying this TOR).

Full payment will be contingent on receipt of all deliverables per Annex II below. UNOPS will provide an advance for subsistence on contract signature and 25% of the fee on acceptance of the questionnaire. Partial payment of no more than 85% of total will be provided with evaluator's invoice accompanying delivery of Draft MTE Report (Task 8).

Upon submission of F-10 form, UNOPS will also reimburse travel costs associated with Evaluator missions to Nairobi (4-5 days travel) and Washington DC (4-5 days travel) according to standard UN and UNOPS rates.

9 . Contact information

Contact information for IW:LEARN PCU, UNEP, UNOPS and UNDP/GEF:

IW:LEARN DC Office

Dann Sklarew, Ph.D.
Chief Technical Advisor

IW:LEARN Nairobi Office

Sean Khan
UNEP/DGEF IW:LEARN

UNOPS

Andrew Menz, Ph.D
Senior Portfolio Manager
UNOPS: Global and Interregional Division

UNDP-GEF

Mr. Andrew Hudson, Ph.D.

Principal Technical Advisor – International Waters UNDP-GEF

[\[1\]](#) Taking note of the Guidelines for developing TOR for Final Evaluations in UNDP M&E Resources kit.

A.3 DRAFT TERMS OF REFERENCE FOR THE FINAL EVALUATION

Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network, Operational Phase (VA/GLO/GEF/2005/PA01)

Draft ToR for Final Evaluation of IW:LEARN

General Comment from MTE on ToR Guidelines

1. It seems rather unreasonable to propose (Section III of Guidelines) that “Expected length of report (normally should not exceed 50 pages in total)” when the guideline, without any Project information alone is 15 pages long.
2. Don't see why it is necessary to repeat the contents structure and there is some duplication with respect to some of the other instructions. Suggested that the Guidelines are reconciled/consolidated to minimize repetition.

A3.1. Background

The following is based on the guidelines for developing ToR for Final Evaluations produced by UNDP⁷³

In June 2003 the GEF M&E independent unit in Washington developed “GEF Guidelines for Implementing Agencies to conduct Terminal (Final) Evaluations” that provide general principles and minimum standards to carry out this important exercise. The present document has been prepared by UNDP/GEF M&E to complement the GEF guidelines. It provides more detailed guidance for formulating the Terms of Reference (TOR) of the evaluation, the first, and most critical step, in the process of evaluating a project.

The TOR is a written document that defines, among other elements, the issues that the evaluation should address and the products expected from it. As such, it is an essential tool for ensuring that the evaluation mission is effectively carried out. It is strongly recommended to a) invest adequate time in formulating and refining the TOR and b) to involve key stakeholders in the process in order to reflect their views and interests in the TOR.

A3.2. Introduction

The evaluation should be delivered according to the following UNDP/GEF Monitoring and Evaluation (M&E) policy as summarized below:-

⁷³ http://www.undp.org/gef/undp-gef_monitoring_evaluation/sub_undp-gef_monitoring_evaluation_documents/Annex%20VIII%20TOR%20for%20Final%20Evaluations_Jul04.doc

UNDP/GEF Monitoring and Evaluation (M&E) policy⁷⁴

The Monitoring and Evaluation (M&E) policy at the project level in UNDP/GEF has four objectives: i) to monitor and evaluate results and impacts; ii) to provide a basis for decision making on necessary amendments and improvements; iii) to promote accountability for resource use; and iii) to document, provide feedback on, and disseminate lessons learned. A mix of tools is used to ensure effective project M&E. These might be applied continuously throughout the lifetime of the project – e.g. periodic monitoring of indicators -, or as specific time-bound exercises such as mid-term reviews, audit reports and final evaluations.

In accordance with UNDP/GEF M&E policies and procedures, all regular and medium-sized projects supported by the GEF should undergo a final evaluation upon completion of implementation. A final evaluation of a GEF-funded project (or previous phase) is required before a concept proposal for additional funding (or subsequent phases of the same project) can be considered for inclusion in a GEF work program. However, a final evaluation is not an appraisal of the follow-up phase.

Final evaluations are intended to assess the relevance, performance and success of the project. It looks at early signs of potential impact and sustainability of results, including the contribution to capacity development and the achievement of global environmental goals. It will also identify/document lessons learned and make recommendations that might improve design and implementation of other UNDP/GEF projects.

Brief Project description⁷⁵

IW:LEARN aims to strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among stakeholders. In pursuit of this global objective, IW:LEARN will improve 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.

The project builds upon the achievements of the experimental pilot phase IW LEARN project, incorporating the findings of its final independent evaluation. In view of the great interest raised by and successes of the UNDP-implemented pilot, all three Implementing Agencies have committed to jointly propose and realize this operational phase IW:LEARN project.

⁷⁴ http://www.undp.org/gef/undp-gef_monitoring_evaluation/sub_undp-gef_monitoring_evaluation_documents/Annex%20VIII%20TOR%20for%20Final%20Evaluations_Jul04.doc

⁷⁵ http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf (front page)

This is a global project with a multi-country remit.

Paragraph 21 of UNDP Project Document⁷⁶

IW:LEARN helps GEF beneficiary countries through its assistance to their respective IW projects. IW:LEARN technically supports the national priorities and activities of over 120 nations in more than 55 International Waters (IW) projects that are now under implementation or in the GEF pipeline.... as well as in water-related projects of other GEF focal areas. IW:LEARN thus addresses the needs of country driven GEF IW projects and their staff. Country-drivenness is demonstrated through design of these activities to meet the expressed capacity building and technical support demands of GEF IW projects receiving country-driven, focal point endorsements.

A3.3. Objectives of the evaluation

This evaluation is initiated by UNOPS because of the requirement for a terminal evaluation specified in the UNDP/GEF Monitoring and Evaluation Policy (see A3.2 above).

The evaluation should determine the extent to which the outcomes specified in the Project logical framework have been achieved and the extent to which these achievement are linked to and have contributed towards achievement of the project goal.

PROJECT GOAL: To strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among GEF stakeholders.

Component*	Component title*	Component outcome*
A	Facilitating Access to Information on Transboundary Water Resources Among GEF IW Projects	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.
B	Structured learning among IW Projects and co-operating partners.	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	Biennial International Waters Conferences	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	Testing innovative approaches to strengthen implementation of the IW portfolio	A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM.
E	Fostering partnerships to sustain benefits of IW:LEARN and associated technical support	TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects, as well as institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)

*Source: Logical framework. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_execsumm.pdf

**TWM: Transboundary Water Management

The main stakeholders in the evaluation are the GEF as primary funder, the Implementing Agencies (UNDP, UNEP and World Bank), the Executing Agencies (including UNOPS), the Partnership Activity Leads and last but not least the GEF IW Projects.

The purpose of the evaluation is to determine whether and how IW:LEARN has had a positive impact in terms of achievement of outcomes and contribution towards achievement of the overall goal.

⁷⁶ http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf (front page)

A3.4. Products expected from the evaluation

The evaluation report outline should be structured along the following lines:

1. Executive summary
 2. Introduction
 3. The project(s) and its development context
 4. Findings and Conclusions
 - 4.1 Project formulation
 - 4.2 Implementation
 - 4.3 Results
 5. Recommendations
 6. Lessons learned
 7. Annexes
- * Note some clarification on sub-headings is given in A3.8 (Scope of the evaluation) below.

This report should not exceed 50 pages in total (see comment from MTE above).

The first draft of the report should be submitted by 30th June 2008 to the UNOPS Executing Agency focal point:

UNOPS
Andrew Menz, Ph.D
Senior Portfolio Manager
UNOPS: Global and Interregional Division
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andrewm@unops.org
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The document should be circulated for comments to the main stakeholders excluding the PALs and as reflected by the IW:LEARN Steering Committee.

If there are discrepancies between the impressions and findings of the evaluation team and the aforementioned parties these should be explained in an annex attached to the final report.

A3.5. Methodology or evaluation approach

The following evaluation framework (modified very slightly) was presented in the draft recommendation 10 arising out of the Mid-Term Evaluation. The evaluation should also report on the issues, score the criteria and report on the findings and conclusions according to the scoring system and reporting structure specified in A3.8 of this ToR.

Six months before Project end date: Unless the terminal (final) evaluation is to be done ex-post (after the end of the Project) the Terminal (final) Evaluator(s) should be selected and the evaluation scheduled for completion before the end of the Project.

In either case the evaluation should be electronic to maximise cost-effectiveness. Up to date accounts should be provided and the PCU should allocate up to 10% of its staff time in its workplan to supporting the evaluation.

Serious consideration should be given to a substantive increase in the budget for the final evaluation.

The ToR for the evaluation should be fine tuned dependent on whether IW:LEARN is likely to continue or not. Consideration should be given to including the following in the ToR:-

- i. A review of the extent to which the recommendations specified in the Mid-Term evaluation have been delivered;
- ii. A review of percent delivery of IW:LEARN goods and services using objectively verifiable deliverables posted/linked on the IW:LEARN web site map (or equivalent logical framework based structure) and with active links to the electronic source documents.
- iii. A simple electronic/telephone survey of the satisfaction of core customers (as defined above) concerning the relevance, impact and sustainability of the material goods and services they have received. The survey should also request respondents to identify any key electronic documented materials they will continue to use.
- iv. An assessment of the utility of the IW:LEARN web site in exchange of information between IW:LEARN and core customers including:-
 - a review of objectively verifiable deliverables linked to IW:LEARN deliverables present on the link areas of ten IW Projects that are using the web toolkit.
 - an assessment of the extent to which IW:LEARN is delivering a common vocabulary to support its dissemination and to ensure interoperability of the products produced by its core IW:LEARN customers.
- v. A listing of what and where the electronic documented legacy from IW:LEARN is.
- vi. Recommendations based on lessons learned from the IW:LEARN Project particularly with respect to Project Cycle Management.

It should be noted that the following comment was made by the SC concerning these draft recommendations:-

“Agree with the need for early start on timeline, but do not agree on all of the sub-recommendations”.

It is suggested by the MTE that the final evaluation include a review of the results from the outcome indicator questionnaires proposed in the MTE recommendations in Annex 1.5 of the MTE.

A3.6. Evaluation Team

The budget for the final evaluation should be \$US50,000. If this is not possible then the Final Evaluation should be drafted by the PCU and reviewed by an Independent Evaluator according to this ToR.

The evaluation should be undertaken by an M&E expert/Team leader with support from an attitudes and opinions survey consultant and a Web information and communications technology (ICT) consultant. All team members should have:

- Excellent ability to work in English, effective oral and written communication skills;
- Experience with researching and writing on international environment and/or international development issues;
- Facility and access to use of Internet email and Microsoft Word (2000 or later).

None of the consultants shall have been directly involved in the design or implementation of the project. To ensure unbiased impartiality, consultant shall also not have had prior involvement with any GEF IW:LEARN Operational Phase project activities.

M&E Expert and Team Leader – independent (20 days):

Expert in M&E procedures for large environmental projects and independent of IW:LEARN. At least 5 years relevant experience.

Provide guidance on the principles and practices of M&E to the Evaluation Team as necessary.

Evaluate the relevance, effectiveness, efficiency, impact and sustainability of delivery of the project outcomes and the contribution of the respective outcomes to delivery of the overall goal using electronically documented objective verification of indicators posted on the IW:LEARN and IW:LEARN web toolkit sites.

Using this evaluation identify lessons learned that can inform future projects aiming to deliver Learning Exchange and Resource Networking amongst GEF Projects.

Take overall responsibility for producing the final report.

Attitudes and opinions survey expert – independent (15 days):

Expert in the design, delivery and analyses of demographic, environment sector, focused attitude and opinion questionnaires using electronic media. At least 5 years relevant technical and practical experience.

Provide guidance on attitudes and opinions survey principles and practices to the Evaluation Team as necessary.

Working together with the M&E expert and ICT consultant identify key attitudes and opinions that should be changed by IW:LEARN. Design and deliver a structured survey of IW:LEARN Project Stakeholders to determine whether these attitudes and opinions have been changed by the IW:LEARN Project and if so how.

Provide a brief report characterizing changes in attitudes and opinions and how to better benchmark and monitor changes in attitude and opinion in future GEF Learning Exchange and Resource Networking Projects.

Provide necessary support to production of the final report.

Web Information and Communications Technology (ICT) expert – independent - (10 days):

Proven practical hands-on expert in the design, delivery and operation of web ICT Technology particularly relating to multilingual web sites, interactive web database supported questionnaires, keyword/key phrase driven archiving and search functions, inter web site links. Well networked to experts at the leading edge of these technologies. Formal qualification in one or more of these disciplines. At least 5 years relevant experience.

Provide guidance on Web ICT principles and practices to the Evaluation Team as necessary.

Working together with the M&E expert and attitude and opinions survey expert and based on relevant lessons learned from IW:LEARN identify possible improvements in Web ICT to facilitate Learning Exchange and Resource Networking for GEF Projects.

Provide a brief report specifying the technologies and key sources of expertise to support delivery of these improvements.

Provide necessary support to production of the final report.

A3.7. Implementation arrangements

Management arrangements

Approval of this ToR: This ToR should be approved by a majority vote in favor by the SC of an agenda item requesting approval. The approval should ideally come from a formal meeting but in the event that it is not possible it can be processed electronically as an extraordinary item but should be confirmed in a subsequent formal meeting (if any). Where, after due verification, this majority is not achieved the UNOPS representative should have the final decision.

Selection of evaluators: Evaluators should be selected from responses to a notification disseminated through the IW:LEARN job opportunities site (and elsewhere as appropriate and possible) against the selection criteria specified in the ToR above. A shortlist of at least 3 candidates for each position should be prepared and a single candidate for each position selected by telephone interview.

Liaison: The evaluation Team will liaise with IW:LEARN through the UNOPS focal point and deal with the PCU, SC and other relevant stakeholders through the CTA on day to day evaluation matters.

The PCU should facilitate communication with all relevant stakeholders and provide up to 10% of its staff time to the evaluation during the evaluation period.

Report submission: The draft report should be submitted to the UNOPS representative by 30th June 2008 (See A3.4).

Report review and approval: The draft report should be reviewed by members of the SC and the PCU. The report should be approved by a majority vote in favor by the SC of an agenda item requesting approval. The approval should ideally come from a formal meeting but in the event that it is not possible it can be processed electronically as an extraordinary item but should be confirmed in a subsequent formal meeting (if any). Where after due verification this majority is not achieved the UNOPS representative should have the final decision.

In the event that the SC does not approve the draft final evaluation based on substantive issues that cannot be accommodated by the Final Evaluation Team the Final Report should be identified as a draft with the substantive comments from the SC and any response from the Final Evaluation Team identified in the amendments section at the start of the draft report and entered in the report at relevant location(s).

Stakeholder consultation: The PCU should maintain a Final Evaluation Site on the IW:LEARN website M&E area together with a notification of the evaluation as a “news item” and should request participating IW:LEARN web toolkits to post a link to this site on their respective M&E pages and as a “news item” during the evaluation. GEF IW Stakeholders should be notified of the IW:LEARN Final evaluation process by email to all registered participants together with the link to the final IW:LEARN Project evaluation site. The email and site should also identify the schedule for the evaluation including the period when the SC approved draft report can be commented on. Ideally a web based questionnaire should be provided to allow for registration of stakeholder commentators facilitated by keyword/key phrase labeled stakeholding and keyword/key phrase labeled comment.

Time frame for evaluation:

Schedule for the Final Evaluation⁷⁷	
1. Approval of the ToR by SC	30 th November 2007
2. M&E final evaluation site operational	30 th November 2007
3. Notice of job opportunities by email etc.	01 st December 2007
4. Selection of M&E Team	28 th February 2008
5. Evaluation team mobilized ⁷⁸	30 th April 2008
Attitude and opinions Questionnaire approved	15 th May 2008
6. Draft final evaluation report submitted	30 th June 2006
7. Draft evaluation comments from SC incorporated	15 th July 2008
8. Draft evaluation report approved by SC	31 st July 2008
9. Approved draft report and questionnaire posted for consideration and comments	05 th August 2008
10. Closing date for stakeholder comments	05 th September 2008
11. Evaluation Team and PCU prepare clarifications concerning any key issues identified in the stakeholder comments in a conference call.	05 th -14 th September
12. Substantive comments and clarifications appended to SC approved Final report by PCU and all posted on IW:LEARN Final evaluation web site.	15 th September 2008

Resources required: Budget and experts as specified in A3.6, Management assistance as specified in this section A3.7 and documents (electronic) as specified in the Annex 2 to this document (this Annex 3 of the MTE report).

Payments and payments schedule: Candidates for the Evaluation will provide their proposed daily rate during the selection process (along with any expected adjustment to number of days required). The selected Evaluator(s) will then be compensated at rate approved by UNOPS Personnel Division, considering candidate proposal, and commensurate with experience and responsibilities of the Consultant (as provided in the Contract accompanying this TOR).

Full payment will be contingent on receipt of all deliverables as per the deliverables specified below.

UNOPS will provide an advance for any subsistence on contract signature and 25% of the fee on acceptance of the questionnaire.

⁷⁷ Project closing date is 14th October 2008. (Page 1, UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF.)

⁷⁸ Activities scheduled within this two month period to meet the draft report responding to these ToR (A?5)

Deliverables/Payments schedule		
Schedule no/Deliverable	Due date	% payment
5. Attitude and opinions Questionnaire approved	15 th May 2008	25
6. Draft final evaluation report submitted	30 th June 2006	60
12. Approved* final report with mutually agreed comments/clarifications appended	15 th September 2006	15
Total		100

* In the event that the SC does not approve the draft final evaluation based on substantive issues that cannot be accommodated by the Final Evaluation Team the Final Report should be identified as a draft with the substantive comments from the SC and any response from the Final Evaluation Team identified in the amendments section at the start of the draft report and entered in the report at relevant location(s).

Upon submission of F-10 form, UNOPS will also reimburse any travel and incidental expense costs associated with any Evaluator missions/activities as specified in the final version of this ToR.

A3.8. Scope of the evaluation – specific issues to be addressed

There are no specific issues to be addressed at the time of writing of this draft Final Evaluation ToR other than those categories raised in Section A3.5. Bearing in mind the comments of the SC specified in Section A3.5 together with issues that may be identified between the time of production of this draft ToR and the time of the final evaluation the SC may require that additional issues to be addressed in the Final Evaluation be added to this ToR as a condition of approval.

Additional issues to those in Section A3.5	
Issue/issue keyword/key phrase	Clarification/links to objective verification
1.	
2.	

Annex 1 to this ToR providing more detailed guidance on terminology and the GEF Project review Criteria is an integral part of this TOR.

Please note that some of the categories in the findings and conclusions need to be rated in conformity with the GEF guidelines for final evaluations.

1. Executive summary

- Brief description of project
- Context and purpose of the evaluation
- Main conclusions, recommendations and lessons learned

2. Introduction

- Purpose of the evaluation
- Key issues addressed
- Methodology of the evaluation
- Structure of the evaluation

3. The project(s) and its development context

- Project start and its duration
- Problems that the project seek to address
- Immediate and development objectives of the project
- Main stakeholders
- Results expected

4. Findings and Conclusions

In addition to a descriptive assessment, all **criteria marked with (R) should be rated** using the following divisions: Highly Satisfactory, Satisfactory, Marginally Satisfactory⁷⁹, Unsatisfactory

4.1. Project Formulation

- Conceptualization/Design (R). This should assess the approach used in design and an appreciation of the appropriateness of problem conceptualization and whether the selected intervention strategy addressed the root causes and principal threats in the project area. It should also include an assessment of the logical framework and whether the different project components and activities proposed to achieve the objective were appropriate, viable and responded to contextual institutional, legal and regulatory settings of the project. It should also assess the indicators defined for guiding implementation and measurement of achievement and whether lessons from other relevant projects (e.g., same focal area) were incorporated into project design.
- Country-ownership/Drivenness. Assess the extent to which the project idea/conceptualization had its origin within national, sectoral and development plans and focuses on national environment and development interests.
- Stakeholder participation (R) Assess information dissemination, consultation, and "stakeholder" participation in design stages.
- Replication approach. Determine the ways in which lessons and experiences coming out of the project were/are to be replicated or scaled up in the design and implementation of other projects (this also related to actual practices undertaken during implementation).
- Other aspects to assess in the review of Project formulation approaches would be UNDP comparative advantage as IA for this project; the consideration of linkages between projects and other interventions within the sector and the definition of clear and appropriate management arrangements at the design stage.

4.2. Project Implementation

- Implementation Approach (R). This should include assessments of the following aspects:
 - (i) The use of the logical framework as a management tool during implementation and any changes made to this as a response to changing conditions and/or feedback from M and E activities if required.
 - (ii) Other elements that indicate adaptive management such as comprehensive and realistic work plans routinely developed that reflect adaptive management and/or; changes in management arrangements to enhance implementation.
 - (iii) The project's use/establishment of electronic information technologies to support implementation, participation and monitoring, as well as other project activities.
 - (iv) The general operational relationships between the institutions involved and others and how these relationships have contributed to effective implementation and achievement of project objectives.
 - (v) Technical capacities associated with the project and their role in project development, management and achievements.

⁷⁹ "MU" for "Unsatisfactory with some positive elements" is taken from the IW:LEARN annual performance report and was used in the MTE rather than Marginally Satisfactory. OESP (1997) specifies "Unsatisfactory with some positive elements" rather than marginally satisfactory. (see OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. <http://www.undp.org/eo/documents/mae-toc.htm>

- Monitoring and evaluation (R). Including an assessment as to whether there has been adequate periodic oversight of activities during implementation to establish the extent to which inputs, work schedules, other required actions and outputs are proceeding according to plan; whether formal evaluations have been held and whether action has been taken on the results of this monitoring oversight and evaluation reports.
- Stakeholder participation (R). This should include assessments of the mechanisms for information dissemination in project implementation and the extent of stakeholder participation in management, emphasizing the following:
 - (i) The production and dissemination of information generated by the project.
 - (ii) Local resource users and NGOs participation in project implementation and decision making and an analysis of the strengths and weaknesses of the approach adopted by the project in this arena.
 - (iii) The establishment of partnerships and collaborative relationships developed by the project with local, national and international entities and the effects they have had on project implementation.
 - (iv) Involvement of governmental institutions in project implementation, the extent of governmental support of the project.
- Financial Planning: Including an assessment of:
 - (i) The actual project cost by objectives, outputs, activities
 - (ii) The cost-effectiveness of achievements
 - (iii) Financial management (including disbursement issues)
 - (iv) Co-financing ⁸⁰
- Sustainability. Extent to which the benefits of the project will continue, within or outside the project domain, after it has come to an end. Relevant factors include for example: development of a sustainability strategy, establishment of financial and economic instruments and mechanisms, mainstreaming project objectives into the economy or community production activities.
- Execution and implementation modalities. This should consider the effectiveness of the UNDP counterpart and Project Co-ordination Unit participation in selection, recruitment, assignment of experts, consultants and national counterpart staff members and in the definition of tasks and responsibilities; quantity, quality and timeliness of inputs for the project with respect to execution responsibilities, enactment of necessary legislation and budgetary provisions and extent to which these may have affected implementation and sustainability of the Project; quality and timeliness of inputs by UNDP and GoC and other parties responsible for providing inputs to the project, and the extent to which this may have affected the smooth implementation of the project.

4.3. Results

- Attainment of Outcomes/ Achievement of objectives (R): Including a description and rating of the extent to which the project's objectives (environmental and developmental) were achieved using Highly Satisfactory, Satisfactory, Marginally Satisfactory (marginally unsatisfactory – MTE), and Unsatisfactory ratings. If the project did not establish a baseline (initial conditions), the evaluators should seek to determine it through the use of special methodologies so that achievements, results and impacts can be properly established.

⁸⁰ Please see guidelines at the end of Annex 1 of these TORs for reporting of co-financing

- This section should also include reviews of the following:
- Sustainability: Including an appreciation of the extent to which benefits continue, within or outside the project domain after GEF assistance/external assistance in this phase has come to an end.
- Contribution to upgrading skills of the national staff

5. Recommendations

- Corrective actions for the design, implementation, monitoring and evaluation of the project
- Actions to follow up or reinforce initial benefits from the project
- Proposals for future directions underlining main objectives

6. Lessons learned

This should highlight the best and worst practices in addressing issues relating to relevance, performance and success.

7. Evaluation report Annexes

- Evaluation TORs
- Itinerary
- List of persons interviewed
- Summary of field visits
- List of documents reviewed
- Questionnaire used and summary of results
- Comments by stakeholders (only in case of discrepancies with evaluation findings and conclusions)

A3.9. Terms of reference Annexes

Annex 1: Terminology in the GEF Guidelines to Terminal Evaluations
Annex 2: List of Documents to be reviewed by the evaluators

Annex 1. Explanation on Terminology Provided in the GEF Guidelines to Terminal Evaluations

Implementation Approach includes an analysis of the project's logical framework, adaptation to changing conditions (adaptive management), partnerships in implementation arrangements, changes in project design, and overall project management.

Some elements of an effective implementation approach may include:

- The logical framework used during implementation as a management and M&E tool
- Effective partnerships arrangements established for implementation of the project with relevant stakeholders involved in the country/region
- Lessons from other relevant projects (e.g., same focal area) incorporated into project implementation
- Feedback from M&E activities used for adaptive management.

Country Ownership/Drivenness is the relevance of the project to national development and environmental agendas, recipient country commitment, and regional and international agreements where applicable. Project Concept has its origin within the national sectoral and development plans

Some elements of effective country ownership/drivenness may include:

- Project Concept has its origin within the national sectoral and development plans
- Outcomes (or potential outcomes) from the project have been incorporated into the national sectoral and development plans
- Relevant country representatives (e.g., governmental official, civil society, etc.) are actively involved in project identification, planning and/or implementation
- The recipient government has maintained financial commitment to the project
- The government has approved policies and/or modified regulatory frameworks in line with the project's objectives

For projects whose main focus and actors are in the private-sector rather than public-sector (e.g., IFC projects), elements of effective country ownership/drivenness that demonstrate the interest and commitment of the local private sector to the project may include:

- The number of companies that participated in the project by: receiving technical assistance, applying for financing, attending dissemination events, adopting environmental standards promoted by the project, etc.
- Amount contributed by participating companies to achieve the environmental benefits promoted by the project, including: equity invested, guarantees provided, co-funding of project activities, in-kind contributions, etc.
- Project's collaboration with industry associations

Stakeholder Participation/Public Involvement consist 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.

Examples of effective public involvement include:

Information dissemination

- Implementation of appropriate outreach/public awareness campaigns

Consultation and stakeholder participation

- Consulting and making use of the skills, experiences and knowledge of NGOs, community and local groups, the private and public sectors, and academic institutions in the design, implementation, and evaluation of project activities

Stakeholder participation

- Project institutional networks well placed within the overall national or community organizational structures, for example, by building on the local decision making structures, incorporating local knowledge, and devolving project management responsibilities to the local organizations or communities as the project approaches closure
- Building partnerships among different project stakeholders
- Fulfillment of commitments to local stakeholders and stakeholders considered to be adequately involved.

Sustainability measures the extent to which benefits continue, within or outside the project domain, from a particular project or program after GEF assistance/external assistance has come to an end. Relevant factors to improve the sustainability of project outcomes include:

- Development and implementation of a sustainability strategy.
- Establishment of the financial and economic instruments and mechanisms to ensure the ongoing flow of benefits once the GEF assistance ends (from the public and private sectors, income generating activities, and market transformations to promote the project's objectives).
- Development of suitable organizational arrangements by public and/or private sector.
- Development of policy and regulatory frameworks that further the project objectives.
- Incorporation of environmental and ecological factors affecting future flow of benefits.
- Development of appropriate institutional capacity (systems, structures, staff, expertise, etc.) .
- Identification and involvement of champions (i.e. individuals in government and civil society who can promote sustainability of project outcomes).
- Achieving social sustainability, for example, by mainstreaming project activities into the economy or community production activities.
- Achieving stakeholders consensus regarding courses of action on project activities.

Replication approach, in the context of GEF projects, is defined as lessons and experiences coming out of the project that are replicated or scaled up in the design and implementation of other projects. Replication can have two aspects, replication proper (lessons and experiences are replicated in different geographic area) or scaling up (lessons and experiences are replicated within the same geographic area but funded by other sources). Examples of replication approaches include:

- Knowledge transfer (i.e., dissemination of lessons through project result documents, training workshops, information exchange, a national and regional forum, etc).
- Expansion of demonstration projects.
- Capacity building and training of individuals, and institutions to expand the project's achievements in the country or other regions.
- Use of project-trained individuals, institutions or companies to replicate the project's outcomes in other regions.

Financial Planning includes actual project cost by activity, financial management (including disbursement issues), and co-financing. If a financial audit has been conducted the major findings should be presented in the TE.

Effective financial plans include:

- Identification of potential sources of co-financing as well as leveraged and associated financing⁸¹.
- Strong financial controls, including reporting, and planning that allow the project management to make informed decisions regarding the budget at any time, allows for a proper and timely flow of funds, and for the payment of satisfactory project deliverables
- Due diligence due diligence in the management of funds and financial audits.

Co financing includes: Grants, Loans/Concessional (compared to market rate), Credits, Equity investments, In-kind support, Other contributions mobilized for the project from other multilateral agencies, bilateral development cooperation agencies, NGOs, the private sector and beneficiaries. Please refer to Council documents on co-financing for definitions, such as GEF/C.20/6.

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.

Cost-effectiveness assesses the achievement of the environmental and developmental objectives as well as the project's outputs in relation to the inputs, costs, and implementing time. It also examines the project's compliance with the application of the incremental cost concept. Cost-effective factors include:

- Compliance with the incremental cost criteria (e.g. GEF funds are used to finance a component of a project that would not have taken place without GEF funding.) and securing co-funding and associated funding.
- The project completed the planned activities and met or exceeded the expected outcomes in terms of achievement of Global Environmental and Development Objectives according to schedule, and as cost-effective as initially planned.
- The project used either a benchmark approach or a comparison approach (did not exceed the costs levels of similar projects in similar contexts)

Monitoring & Evaluation. Monitoring is the periodic oversight of a process, or the implementation of an activity, which seeks to establish the extent to which inputs, work schedules, other required actions and outputs are proceeding according to plan, so that timely action can be taken to correct the deficiencies detected. Evaluation is a process by which program inputs, activities and results are analyzed and judged explicitly against benchmarks or baseline conditions using performance indicators. This will allow project managers and planners to make decisions based on the evidence of information on the project implementation stage, performance indicators, level of funding still available, etc, building on the project's logical framework.

Monitoring and Evaluation includes activities to measure the project's achievements such as identification of performance indicators, measurement procedures, and determination of baseline conditions. Projects are required to implement plans for monitoring and evaluation with adequate funding and appropriate staff and include activities such as description of data sources and methods for data collection, collection of baseline data, and stakeholder participation. Given the long-term nature of many GEF projects, projects are also encouraged to include long-term monitoring plans that are sustainable after project completion.

⁸¹ Please refer to Council documents on co-financing for definitions, such as GEF/C.20/6. The following page presents a table to be used for reporting co-financing.

Financial Planning Co financing

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/Concession al (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.

Annex 2 List of documents to be reviewed by the evaluation

1. www.iwlearn.net

Including links posted on IW:LEARN final evaluation site:-

- 1.1. UNDP Project document
- 1.2. UNEP Project document
- 1.3. Steering Committee agenda and minutes
- 1.4. APPR/PIR reports
- 1.5. Outcome indicator questionnaire responses
- 1.6. IW:LEARN MTE report
- 1.7. Final evaluation of the pilot phase of IW:LEARN (Mee⁸²)
- 1.8. Source M&E document to these ToR⁸³
- 1.9

2. list all IW:LEARN web toolkit sites active at the time of the final evaluation

⁸² Mee, L.D., (2002). GEF Project GLO/98/G33/A/1G/71, Component 1: International Waters Distance Learning Project. Independent Review FINAL. Pp. 30. 4 Appendices. 04 December 2002. IW:LEARN. http://www.iwlearn.net/abt_iwlearn/mte/iwl_pilot_finaleval.pdf/view

⁸³ UNDP (2004). Measuring and Demonstrating Impact. UNDP/GEF Resource Kit (No. 2). Annex VIII. Guidelines for developing TORs for Final Evaluations. Pp. 11. UNDP. http://www.undp.org/gef/undp-gef_monitoring_evaluation/sub_undp-gef_monitoring_evaluation_documents/Annex%20VIII%20TOR%20for%20Final%20Evaluations_Jul04.doc

A.4 ITINERARY/LIST OF PERSONS MET

Date	Start	Finish	Activity	Persons
23/10/2006	08.30	08.35	Check IW:LEARN Site	ARDS
23/10/2006	08.35	09.00	Email to Dann	ARDS
23/10/2006	09.00	09.30	Check flights and email Dann	ARDS
23/10/2006	09.30	10.00	Interview list	ARDS
23/10/2006	10.15	10.20	Check IW:LEARN Site	ARDS
23/10/2006	10.30	12.30	Site map/logframe analysis/database	ARDS
23/10/2006	14.30	17.00	Site map/logframe analysis/database	ARDS
23/10/2006	17.00	17.15	Email to Dann	ARDS
23/10/2006	17.15	17.30	Skype for Dann	ARDS
23/10/2006	22.00	00.30	Skype for Dann	ARDS/Dann Sklarew
24/10/2006	09.00	10.30	Review ToR, book/pay ticket	ARDS
24/10/2006	11.00	13.00	Site map/logframe analysis/database	
24/10/2006	14.00	17.30	Site map/logframe analysis/database	ARDS
25/10/2006	09.00	12.30	Site map/logframe analysis/database	ARDS
25/10/2006	13.15	18.00	Site map/logframe analysis/database	ARDS
25/10/2006	19.30	22.15	Skype	ARDS/Dann Sklarew
26/10/2006	08.00	12.30	View literature	ARDS
26/10/2006	13.30	17.00	View literature	ARDS
27/10/2006	08.30	09.30	View literature	ARDS
27/10/2006	09.57	11.23	Structured interview	ARDS/Andy Menz
27/10/2006	11.30	12.30	View literature	ARDS
27/10/2006	13.38	15.19	Structured Interview	ARDS/Tracy Hart
27/10/2006	15.30	17.00	Discussions with Dann	ARDS/Dann Sklarew
27/10/2006	18.16	19.12	Structured Interview	ARDS/Tracy Hart
27/10/2006	22.45	23.10	Review itinerary and backup data	ARDS
28/10/2006	08.30	12.00	UNOPS test	ARDS
29/10/2006	17.10	17.20	Check IW:LEARN Site	ARDS
29/10/2006	17.30	18.30	Emails	ARDS
29/10/2006	22.05	22.05	Check IW:LEARN Site	ARDS
30/10/2006	09.10	09.15	Contract arrangements	ARDS/C.Scott
30/10/2006	09.30	09.30	Check IW:LEARN Site	ARDS
30/10/2006	09.40	12.30	View literature	ARDS
30/10/2006	10.59	10.59	Check IW:LEARN Site	ARDS
30/10/2006	12.30	13.30	Contract issues	ARDS
30/10/2006	14.30	24.00	Travel to Nairobi	ARDS
31/10/2006	00.00	08.30	Travel to Nairobi	ARDS
31/10/2006	10.30	12.00	Internet	ARDS
31/10/2006	11.36	11.58	Check IW:LEARN Site	ARDS
31/10/2006	12.00	12.30	Taxi to UNEP	ARDS
31/10/2006	12.30	13.00	Discussion	ARDS/Janot Mendler
31/10/2006	13.27	14.21	Janot explained principles of workshop.	ARDS/Janot Mendler
31/10/2006	14.30	18.30	Attendance at workshop	ARDS
31/10/2006	19.16	21.00	Structured Interview	ARDS/Janot Mendler
31/10/2006	22.08	23.30	Structured Interview	ARDS/Janot Mendler

Date	Start	Finish	Activity	Persons
01/11/2006	07.30	07.45	Short interview	ARDS/Simon Thuo
01/11/2006	07.45	08.15	Travel to UNEP	
01/11/2006	08.45	09.18	Meet with Sean Khan	ARDS/Sean Khan
01/11/2006	09.15	12.00	Structured Interview	ARDS/Takehiro Nakamura
01/11/2006	12.28	16.04	Presentation by UNEP:IWLEARN NBO Team	Sean Khan, Deepa Jani, Christian Ledermann
01/11/2006	16.10	19.18	Structured Interview	ARDS/Sean Khan
01/11/2006	19.30	20.00	Return to Safari Hotel	
01/11/2006	20.00	20.30	Review notes	
02/11/2006	07.21	07.30	Short interview	ARDS/Razafindrainibe Hajanirina
02/11/2006	07.51	08.05	Short interview	ARDS/Diaa El-Quosy
02/11/2006	10.10	11.23	Structured interview	ARDS/Mick O'Toole
02/11/2006	11.56	13.15	Short interview	ARDS/Michael Spilsbury and Carmen Tavera
02/11/2006	14.10	15.24	Structured interview	ARDS/Lubomyr Markevych
02/11/2006	15.30	17.00	Email/notes	ARDS
02/11/2006	18.10	18.20	Short interview	ARDS/Anthony Ribbink
02/11/2006	18.30	18.56	Short interview	ARDS/Alex Simalabwi
02/11/2006	19.00	19.20	Short interview	ARDS/Lesley Staegemann
02/11/2006	21.30	22.19	Short interview	ARDS/Ousmane S. Diallo
02/11/2006	21.30	22.19	Short interview	ARDS/Dr Abdelkader Dodo
03/11/2006	07.52	08.40	Structured interview	ARDS/Dr Peter Scheren
03/11/2006	08.50	9.40	Email and notes	ARDS
03/11/2006	09.48	10.06	Short interview	ARDS/E.Salif Diop
03/11/2006	11.30	14.00	Short interview database	ARDS
03/11/2006	15.47	17.25	Short interview	ARDS/Dr Thomas Petermann
03/11/2006	17.30	18.30	Emails	ARDS
03/11/2006	20.30	24.00	Travel to London	ARDS
04/11/2006	00.00	09.30	Travel to London	ARDS
04/11/2006	18.15	18.50	Emails	ARDS
06/11/2006	09.00	10.00	Emails	ARDS
06/11/2006	13.03	14.04	Structured interview	ARDS/Ivan Zavodsky
06/11/2006	16.00	17.38	Skype	ARDS/Dann Sklarew/Mish Hamid
07/11/2006	08.00	08.15	Telephone call	ARDS/John Pernetta
07/11/2006	13.04	14.00	Telephone call	ARDS/Steve Menzies
08/11/2006	08.00	09.25	Telephone call	ARDS/John Pernetta/Chris Patterson
08/11/2006	16.49	20.36	Skype	ARDS/Dann Sklarew
09/11/2006	15.48	16.15	Telephone	ARDS/Jennifer Jones
10/11/2006	13.00	14.21	Skype	ARDS/Vladimir Mamaev
10/11/2006	18.08	18.37	Telephone	ARDS/Jessica Troell
10/11/2006	18.45	19.57	Skype	ARDS/Andy Hudson
11/11/2006	20.00	20.00	IW:LEARN home page	ARDS
12/11/2006	11.00	11.00	IW:LEARN home page	ARDS
12/11/2006	11.00	13.00	Working on draft recommendations	ARDS
13/11/2006	09.00	12.00	Working on draft recommendations	ARDS
13/11/2006	10.20	10.20	IW:LEARN home page	ARDS

Date	Start	Finish	Activity	Persons
13/11/2006	14.00	16.00	Working on draft recommendations	ARDS
13/11/2006	21.15	21.15	Working on draft recommendations	ARDS
14/11/2006	11.40	11.40	IW:LEARN home page	ARDS
15/11/2006	10.03	10.29	Short interview	ARDS/Carl Gustaf Lundin
15/11/2006	10.46	10.46	IW:LEARN home page	ARDS
15/11/2006	15.13	15.48	Short interview	ARDS/AI Duda
16/11/2006	08.53	08.53	IW:LEARN web site investigation	ARDS
16/11/2006	09.00	12.00	IW:LEARN web site investigation	ARDS
16/11/2006	14.00	17.00	IW:LEARN web site investigation	ARDS
17/11/2006	08.30	10.30	IW:LEARN web site investigation	ARDS
27/11/2006	10.05	10.29	Short interview	ARDS/Chika Ukwé
27/11/2006	11.30	12.30	Short interview	ARDS/Francis Vorhies
28/11/2006	09.00	10.00	IW:LEARN web site investigation	ARDS
28/11/2006	10.00	10.23	Short interview	ARDS/Joshua Ndubuisi
28/11/2006	10.30	12.00	IW:LEARN web site investigation/emails etc	ARDS
28/11/2006	14.00	15.00	IW:LEARN web site investigation/emails etc	ARDS
28/11/2006	15.02	15.35	Short interview	ARDS/Mark Smith
28/11/2006	16.11	18.20	Structured interview	ARDS/Mish Hamid
28/11/2006	18.20	19.05	Skype discussion	ARDS/Dann Sklarew
29/11/2006	09.00	11.00	Review of email information	ARDS/Sean Khan/ email,
29/11/2006	13.00	13.50	Short interview	ARDS/Dimitris Faloutsos
29/11/2006	17.00	19.00	Discussion with Dann Sklarew concerning comments on MTE draft recommendations from SC	ARDS/Dann Sklarew
30/11/2006	09.00	10.00	Email responses and help section review of IW:LEARN website	ARDS/Sean Khan/Christian Ledermann/Mark Smith/Francis Vorhies
30/11/2006	17.00	19.15	Discussion with Dann Sklarew concerning comments on MTE draft recommendations from SC	ARDS/Dann Sklarew
01/12/2006	10.00	10.15	Efforts to contact Hamid Ghaffarzadeh for short interview	ARDS/Hamid Ghaffarzadeh
01/12/2006	15.00	17.30	Following up with Dann Sklarew concerning CSD-13 and web review	ARDS/Dann Sklarew
01/12/2006	20.00	23.00	Review of UNDP GEF APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006.	ARDS
02/12/2006	09.00	09.30	Review of email comments from Dann Sklarew on CSD-13 and email response	ARDS/Dann Sklarew
02/12/2006	10.06	10.40	Short interview	ARDS/Hamid Ghaffarzadeh
02/12/2006	11.30	13.00	Review of UNDP Prodoc	ARDS
02/12/2006	15.00	17.00	Review of UNDP Prodoc	ARDS
02/12/2006	20.00	23.00	Drafting report	ARDS
03/12/2006	09.00	12.00	Drafting report	ARDS
03/12/2006	15.00	17.00	Drafting report recommendations	ARDS
03/12/2006	20.00	23.00	Drafting report recommendations	ARDS
04/12/2006	09.00	13.00	Drafting report recommendations	ARDS

Date	Start	Finish	Activity	Persons
04/12/2006	14.00	16.00	Drafting report recommendations	ARDS
04/12/2006	21.00	22.00	Drafting report recommendations	ARDS
05/12/2006	09.00	10.30	Drafting report recommendations	ARDS
05/12/2006	14.00	17.00	Drafting report recommendations	ARDS
05/12/2006	19.00	23.00	Drafting report recommendations	ARDS
06/12/2006	08.30	12.00	Drafting report recommendations and trying to arrange short interviews	ARDS
06/12/2006	14.00	15.00	Drafting report recommendations	ARDS
06/12/2006	15.05	15.31	Short interview	ARDS/Andy Garner
06/12/2006	15.30	19.00	Drafting report	ARDS
06/12/2006	20.00	23.00	Drafting report	ARDS
07/12/2006	09.00	09.27	Short interview	ARDS/Anond Snidvongs
07/12/2006	09.40	10.36	Short interview	ARDS/Richard Cooper
07/12/2006	10.36	12.30	Drafting report	ARDS
07/12/2006	12.30	19.00	Drafting report	ARDS
07/12/2006	21.21	22.16	Short interview	ARDS/Marcio Amazonas
08/12/2006	08.30	12.30	Drafting report	ARDS
08/12/2006	14.00	18.00	Drafting report	ARDS
08/12/2006	20.00	23.00	Drafting report	ARDS
09/12/2006	08.30	12.30	Drafting report	ARDS
09/12/2006	14.00	18.00	Drafting report	ARDS
10/12/2006	11.00	13.00	Drafting report	ARDS
10/12/2006	16.00	20.00	Drafting report	ARDS
19/01/2007	13.00	17.00	Involvement in teleconference	See Annex 12.1 for participants
30/01/2007	09.00	17.45	Finalising report	ARDS
30/01/2007	21.00	24.00	Finalising report	ARDS
31/01/2007	08.00	12.00	Finalising report	ARDS
31/01/2007	16.00	20.00	Finalising report	ARDS

ARDS=Mid-Term Evaluator A.R. Dawson Shepherd

A.5 QUESTIONNAIRES USED

A5.1 Structured/detailed questionnaire⁸⁴

IW:LEARN MID-TERM EVALUATION QUESTIONNAIRE

The following provides the front-end of the questionnaire.

The “Interview questions” look-up arrow at the right end of the Outcome header lists/allows selection of each outcome.

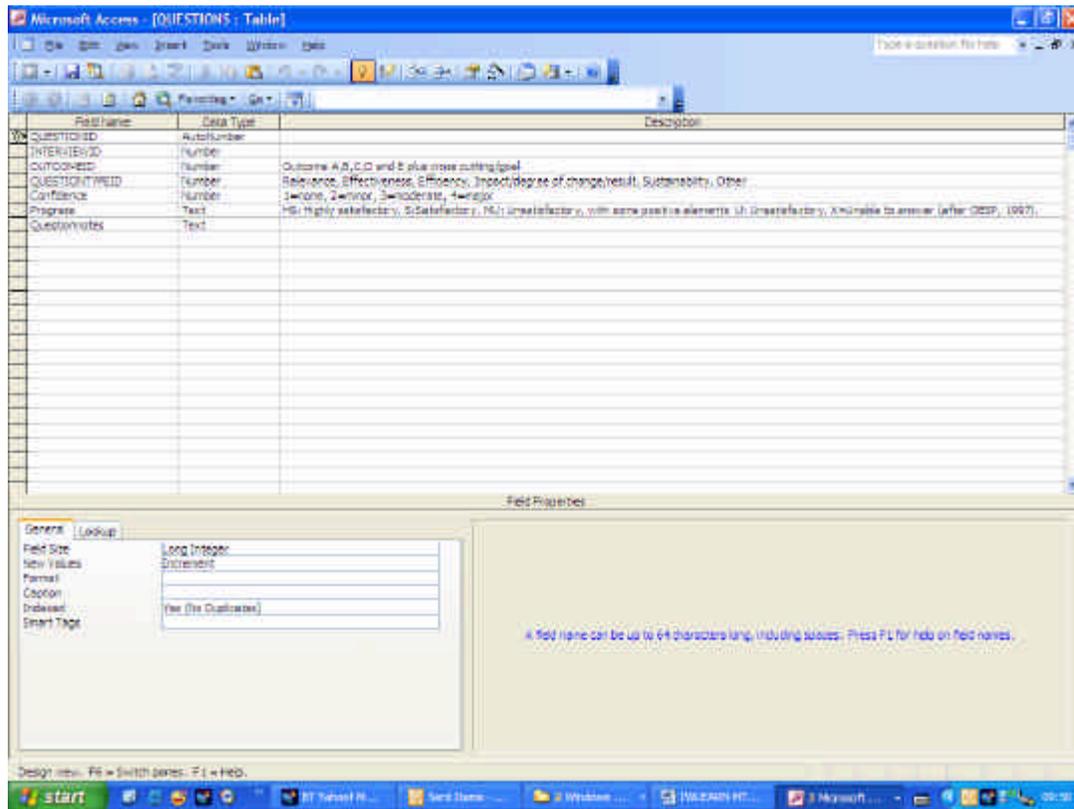
The “Interview questions” look-up arrow at the right end of the Question header lists/allows selection of performance criteria “relevance, efficiency etc.

The confidence box allows entry of confidence to answer the question on a four point scale (note one of the UNDP manuals recommends a four point scale as opposed to the 5 point one used in the APPR-APR-PIR.....)

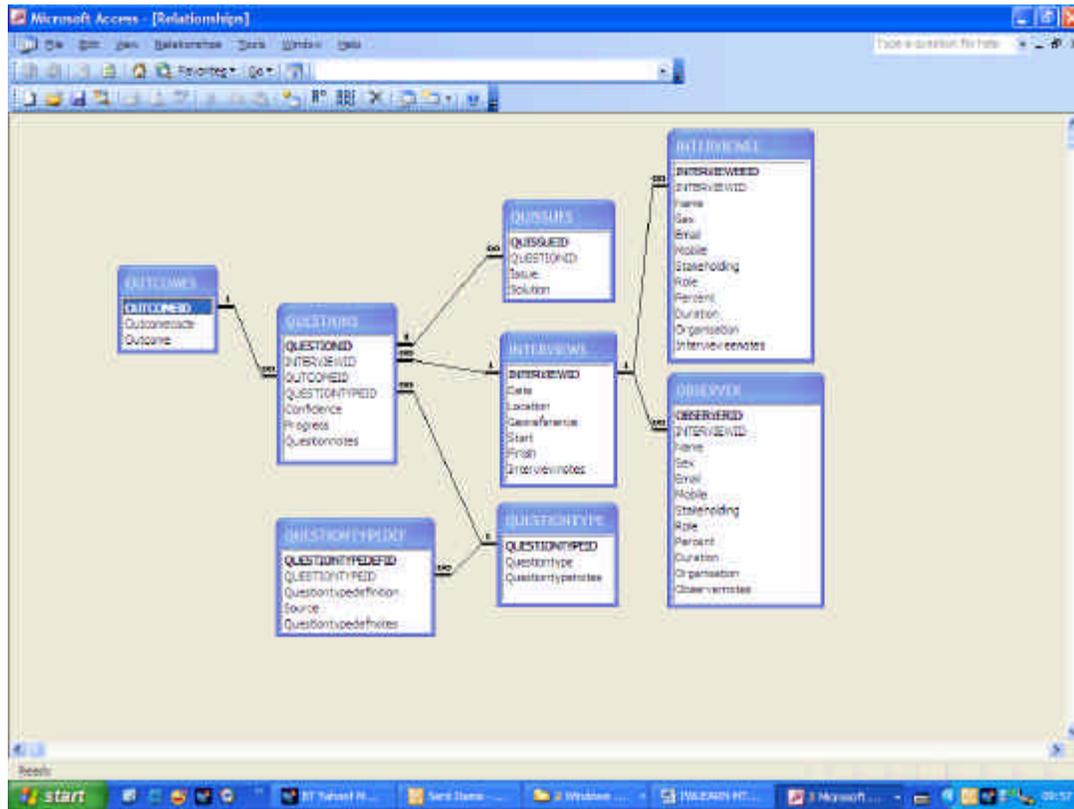
The progress box allows entry of progress towards delivery of the outcome with respect to the performance criteria on a four point scale (HS: Highly satisfactory. S:Satisfactory. MU: Unsatisfactory, with some positive elements. U: Unsatisfactory. X=Unable to answer).

⁸⁴ Information about criteria and questionnaire available at http://www.iwlearn.net/abt_iwlearn/mte/

The structure of the core table is as follows:-



The relationships between the tables are as follows:-



The “outcomes” table lists the outcomes specified in the Project Summary logframe and appears as an insertion checklist table in the Questions form.

The “questions” table allows for responses to the questions matrix of outcomes against evaluation criteria (question type table) – relevance, effectiveness, efficiency etc

The “questiontypedef” table contains the definitions of the question type - relevance, effectiveness, efficiency etc.

The “qissues” table supports responses from the interviewee concerning issues and solutions related to relevant, effective, efficient etc., delivery of the specified outcome.

The “Interviews” table provides for header information about each interview.

The “questiontype” table lists the question types defined in the “questiontypedef” table and appears as an insertion checklist table in the Questions form.

The “interviewee” table lists information related to the interviewee including contact details, stakeholding in IW:LEARN and role in IW:LEARN, how long involved in IW:LEARN and percentage of that time involved in IW:LEARN.

A5.2 Open (short/general) questionnaire

Microsoft Access - [FORM IW:LEARN MTE MEETINGS - Form]

Take a question for help

IW:Learn MTE Meetings/Short Interviews

ID: 29 Location: UK to St Lucia via Skype Date: 07/12/2006 Start: 15:09 Finish: 15:33 Time: 24

Vincent Sweeney Sex: M Stake type: UNEP/GEF IW Project

Email: vsweeney.cehi@ Phone: Skype: vinceolu

Stakeholding: Regional Project Coordinator Integrating Watershed and Coast

Role: Project recently started (only involved since May of this year). Involved in previous capacity through IW Conferences. Reassigned from CEHI to

% Time: 3 Duration: 7

Organisation: UNEP GEF division

Observers:

Components: A, B Progress: 1

Involved in two components of IW:LEARN in the last 6 months. Component B structured learning and Component A web toolkit. Component B - involved in May 2006 just when I started my current assignment as a participant at an IW lessons-learned meeting in Bangkok supported by IW:LEARN. This meeting allowed me to network and more specifically, as a new project manager, I could benefit from the experience of other IW Projects starting up projects that are half way through and those coming to an end. The meeting has helped me to kick-start a number of the management aspects of our project (setting up PMU, financial systems, filing systems through Terms of reference of staff, M&E, demonstration sites, website because starting from scratch). Now I have a network of email contacts to work with. Recently had to develop a ToR for a regional consultant so get help from a WIOCLAB (Western Indian Ocean) colleague who had experience to provide. Component A. Looking for a way to host a website - my background is not in IT. Guided by Sean Khan and colleagues at UNEP through the process using

ISSUES AND SOLUTIONS

Issue/Question

At two of IW Conferences (Budapest and Brazil). Conferences had a lot of information but manner in which delivered and content not satisfactory (boring). - critique based on earlier experience from CEHI and comments from colleagues.

Solution/Response

More opportunities during presentations to have discussions and smaller groups and interactivity and quality of presentations. More audio-visual, less text, larger fonts and more frank discussion. More participatory

Notes

Record: 14 of 33

Record: 14 of 33

Enter New Value

start

2006 Annual F... 4 Microsoft... Microsoft Exce... 2 Microsoft G... M&E Term Eval...

A.6 LIST OF DOCUMENTS USED

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A.7 GLOSSARY OF TERMS

Word	Abbreviation	Clarification	Source(s)
Achievable and attributable	smArt		
Activity	Activity	Activities -- refers to the actions carried out by the project to create these outputs.	IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf
African Network of Basin Organisations.	ANBO		
Annual Project Performance Results	APPR		
Annual Project Report	APR		
Business Plan	Business Plan	Business Plan	
Capacity building for International Waters Resources Management	CAP-NET IWRFM		
Chief Technical Advisor	CTA		
COBSEA (UNEP)	COBSEA (UNEP)	UNEP COBSEA - coordinating body on the seas of East Asia	http://www.cobsea.org/
Cofinancing	Cofinancing	Non-GEF resources committed to a project. Sources of cofinancing include implementing agencies, other bilateral or international funding agencies, recipient countries, NGOs, and the private sector.	http://thegef.org/Outreach/outreach-Publications/key_terms.html
Conference of Parties (Biodiversity Convention)	COP		
Customer (IW:LEARN)	Customer (IW:LEARN)	Customers - GEF International Waters Customers- beneficiaries of IW:LEARN goods and services comprising IW Projects, IAs, PALs, GEF and Private sector partners.	MTE draft recommendations.
DCO	DCO		
Deputy Director	DD		
DGEF	DGEF		
DGEF	DGEF	UNEP Division of GEF (dgef.unep.org)	
Dissemination/Outreach	Dissemination/Outreach	Dissemination/Outreach	
Distance learning	DL	DL is defined here (UNDP IW:LEARN Project Document - http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf) as the ICT -mediated transfer of knowledge or skills between	

Word	Abbreviation	Clarification	Source(s)
		people.	
Distance Learning and Information sharing tool	DLIST	Mentioned in Annex IV of IWC2005 final report summary	
Educational Resources Information Center	ERIC	Search engine and data for educational information	http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=Home_page
Effectiveness	Effectiveness	1. The extent to which a development outcome is achieved through interventions. The extent to which a programme or project achieves its planned results (goals, purposes and outputs) and contributes to outcomes. 2. The extent to which the development's objectives were achieved or are expected to be achieved, taking into account their relative importance. 3. The extent to which an objective has been achieved or how likely it is to be achieved.	1. http://www.undp.org/eo/documents/HandBook/ME-HandBook.pdf 2. OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/dataoecd/29/21/2754804.pdf 3. http://www.gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/documents/Policies_and_Guidelines-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Efficiency	Efficiency	1. The optimal transformation of inputs into outputs. 2. A measure of how economically resources/inputs (funds, expertise, time, etc) are converted to results. 3. The extent to which results have been delivered with the least costly resources possible. Also called cost-effectiveness or efficacy.	1. http://www.undp.org/eo/documents/HandBook/ME-HandBook.pdf 2. OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/dataoecd/29/21/2754804.pdf 3. http://www.gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/documents/Policies_and_Guidelines-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Electronic Fora.	E-for a.	Mentioned as an issue in the IW:LEARN Operational Phase MTE ToR.	
Environment Law Institute	ELI (PAL)	http://www2.eli.org/index.cfm	
Executing Agency	ExA/EA	One of seven organizations responsible for providing implementation services for	http://thegef.org/Outreach/outreach-

Word	Abbreviation	Clarification	Source(s)
		a GEF project under policy of expanded opportunities. (Food and Agriculture Organization, Industrial Development Organization, International Fund for Agricultural Development, African Development Bank, Asian Development Bank, European Bank for Reconstruction and Development, and Inter-American Development Bank).	Publications/key_terms.html
Full-sized Project	FSP		
GEF International Waters Information Management System	IW-IMS	This is the IW:LEARN website http://www.iwlearn.net/ as referred to in IWInfo http://www.iwlearn.net/abt_iwlearn/iwinfo	
Gender and Water Alliance.	GWA	http://www.genderandwater.org/ . Involved in E2.1 Gender and Water Exhibit http://www.genderandwater.org/page/5133	
Global Environment and Technology Foundation	GETF (PAL)		
Global Environment Facility	GEF		
Global Marine Program (IUCN)	GMP		
Global Water Partnership - Mediterranean	GWP-Med		
Global Waterpartnership	GWP	http://www.gwpforum.org/servlet/PSP	
Goal	Goal	Goal (Global Objective) – Higher objective to which this project, along with others, will contribute. IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iw2_prodoc.pdf	
Guinea Current Large Marine Ecosystem Project	GCLME	www.gclme.org	
Highly Satisfactory	HS	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements Unsatisfactory.	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations

Word	Abbreviation	Clarification	Source(s)
			Plaza, New York, NY 10017. http://www.undp.org/eo/documents/mae-toc.htm
Highly Unsatisfactory	HU	Part of the six point scale used for Monitoring and evaluation by IW:LEARN. HS - Highly Satisfactory; S – Satisfactory; MS – Marginally Satisfactory; MU - Marginally Unsatisfactory; U – Unsatisfactory; HU – Highly Unsatisfactory. Not used in this mid-term evaluation because of the OESP (1997) guidelines indicating four points on the scale.	UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF.
Impact	Impact	1.The overall and long-term effect of an intervention. Impact is the longer term or ultimate result attributable to a development intervention—in contrast to output and outcome, which reflect more immediate results from the intervention. The concept of impact is close to “development effectiveness”. Examples: higher standard of living, increased food security, increased earnings from exports, increased savings owing to a decrease in imports. See “results”. 2.Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. 3.The positive and negative, and foreseen and unforeseen, changes to and effects produced by a development intervention. In GEF terms, results include direct project outputs, short- to medium term outcomes, and longer-term impact including global environmental benefits, replication effects and other, local effects. 4.The traditional Development Assistance Committee (DAC) criterion of “impact” has been changed here to “degree of change” in order to avoid confusion with the results-based management sense of “impact” meaning long-term and national-level development change.	1. http://www.undp.org/eo/documents/HandBook/ME-HandBook.pdf 2.OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/dataoecd/29/21/2754804.pdf 3. http://www.gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/documents/Policies_and_Guidelines-Tools_and_Guidelines-New_ME_Policy-020306.pdf 4. http://www.undp.org/eo/documents/HandBook/OC-guidelines/Guidelines-for-OutcomeEvaluators-2002.pdf#search=site:undp.org%20Guidelines%20for%20Evaluators
Implementing Agency	IA	UNDP, UNEP and the World Bank. Three organizations responsible for providing implementation services for a GEF project. They are accountable to the Council for their GEF-financed activities.	http://thegef.org/Outreach/outreach-Publications/key_terms.html
Incremental Cost	Incremental Cost	The additional cost that the GEF funds between the cost of an alternative project that a country would have implemented in the absence of global environmental concerns, and a project undertaken with global objectives in mind.	http://thegef.org/Outreach/outreach-Publications/key_terms.html

Word	Abbreviation	Clarification	Source(s)
Information and Communications Technology	ICT	Information and Communication Technology (ICT) is defined here* as any tool for recording, storing and processing data or information or for communicating between people separated by distance or time. ICT usually includes hardware (computers, fax machines, CD-ROMs, scanners), software (word processing programs, databases, computer simulations) or network applications (email, instant messaging, Web-based training platforms), but also includes less sophisticated instruments (radio, telephones, books, cassettes, chalkboards, litmus paper) that may be more affordable or pervasive ICT in some developing areas. *(UNDP IW:LEARN Project Document - http://www.iwlearn.net/abt_iwlearn/docs/iw12_prodoc.pdf)	
Information Management System	IMS		
Information Technology	IT	http://www.iwlearn.net/iw-help/help	
International Union for the Conservation of Nature and Natural Resources	IUCN		
International Waters	IW	The term "international waters", as used for the purposes of the GEF Operational Strategy, includes the oceans, large marine ecosystems, enclosed or semi-enclosed seas and estuaries as well as rivers, lakes, groundwater systems, and wetlands with transboundary drainage basins or common borders. The water-related ecosystems associated with these waters are considered integral parts of the systems. The common global hydrologic cycle dynamically links many watersheds, airsheds, estuaries, and coastal and marine waters through transboundary movement of water, pollutants, and living resources.	Operational strategy, Chapter 4. http://gefweb.org/public/opsstrat/complete.htm
International Waters Help Desk	IW-Help	http://www.iwlearn.net/abt_iwlearn/iwinfo link to the Help desk on this url does not work (16th November 2006) http://www.iwlearn.net/abt_iwlearn/pns/infoshare/a2ta1	
International Waters Management	IWM	Taken from http://www.iwlearn.net/abt_iwlearn/iwinfo outcome statement	
International Waters Priority 1	IW-1	Catalyze implementation of agreed reforms and on-the-ground stress reduction investments to address transboundary water concerns. Annex B	

Word	Abbreviation	Clarification	Source(s)
		of GEF Project Cycle an Update: Strategic Priorities by focal area under GEF 4. http://thegef.org/Operational_Policies/Eligibility_Criteria/documents/FocalAreaStrategiesGEF4.doc	
International Waters Priority 2	IW-2	Expand foundational capacity-building to a limited number of new transboundary systems through integrated approaches and foster replication through targeted learning for the international waters portfolio.	Annex B of GEF Project Cycle an Update: Strategic Priorities by focal area under GEF 4. http://thegef.org/Operational_Policies/Eligibility_Criteria/documents/FocalAreaStrategiesGEF4.doc
International Waters Priority 3	IW-3	Undertake innovative demonstrations addressing key program gaps with a focus on SIDS water supply/coastal protection and IWRM ISSD targets. Annex B of GEF Project Cycle an Update: Strategic Priorities by focal area under GEF 4. http://thegef.org/Operational_Policies/Eligibility_Criteria/documents/FocalAreaStrategiesGEF4.doc .	
International Waters Task Force	IWTF		
International Waters: Learning Exchange and Resources Network	IW:LEARN		
Internationale Weiterbildung und Entwicklung (Capacity building International)	InWEnt		
IW:LEARN Operational Phase FSP Project Document	ProDoc		
Knowledge Management	KM		
Knowledge sharing plan	Knowledge sharing plan	Knowledge sharing plan	
Lake Peipsi Center for Transboundary Cooperation	CTC		
Learning Coordinator	LC		
Learning portfolio	Learning portfolio	a learning portfolio is a network of projects that use similar strategies to achieve a common end and work together to achieve three goals: - Implement more effective projects. -	

Word	Abbreviation	Clarification	Source(s)
		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. (IW:LEARN UNDP Project Document, para 12 page 9 http://www.iwlearn.net/abt_iwlearn/docs/iw2_prodoc.pdf).	
Mainstreaming	Mainstreaming	The term mainstreaming is used in the IW:LEARN MTE to mean "the process of acceptance of goods and services proposed as quality standards within the target (IW) environmental management portfolio".	
Marginally satisfactory	MS	Part of the six point scale used for Monitoring and evaluation by IW:LEARN. HS - Highly Satisfactory; S – Satisfactory; MS – Marginally Satisfactory; MU - Marginally Unsatisfactory; U – Unsatisfactory; HU – Highly Unsatisfactory. Not used in this mid-term evaluation because of the OESP (1997) guidelines indicating four points on the scale.	UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF.
Marginally unsatisfactory	MU	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements. Unsatisfactory (the "MU" marginally unsatisfactory determination for "Unsatisfactory with some positive elements" is taken from "UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF."	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/documents/mae-toc.htm
Mid-Term Evaluation	MTE	The terms "Mid-term evaluator" and "Mid-term evaluation" should be viewed as synonymous.	
MSP	MSP	http://www.iwlearn.net/groups/scom/UBC%20workshop/	
NBO	NBO		
Nile Basin Initiative	NBI	GEF IW Project	http://nbi.iwlearn.org
No record	No record		
Not able/qualified to answer	X		
Office of Evaluation and Strategic	OESP		

Word	Abbreviation	Clarification	Source(s)
Planning			
Omni Search	Omni	http://www.iwlearn.net/omni-search . A search engine restricted to web sites from the list provided.	
OP-08 International Waters Waterbody-based operational program	OP-08	GEF OP-08 International Waters Waterbody-based operational program. http://gefweb.org/Operational_Policies/Operational_Programs/OP_8_English.pdf	
OP-09. Integrated land and water multiple focal area operational program.	OP-09	GEF OP-09. Integrated land and water multiple focal area operational program. http://gefweb.org/Operational_Policies/Operational_Programs/OP_9_English.pdf	
OP-10 Contaminant-based operational program.	OP-10	GEF International Waters Contaminant-based operational program. http://gefweb.org/Operational_Policies/Operational_Programs/OP_10_English.pdf	
OP-14 Persistent Organic Pollutants	OP-14	Draft Operational Program on Persistent Organic Pollutants. http://gefweb.org/Operational_Policies/Operational_Programs/C.22.Inf.4_OP_on_POPs_FINALdraft%20for%20posting.doc	
Operational Program (GEF)	OP	GEF Operational Program derived from GEF Operational Strategy. As of March 2003, there are 15 operational programs (OPs) through which the GEF provides grants. Eleven of these reflect GEF's original focal areas: four in the biodiversity focal area, four in climate change, and three more in international waters. (Projects to combat ozone depletion are not covered among the OPs.) OP 12, Integrated Ecosystem Management, encompasses cross-sectoral projects that address ecosystem management in a way that optimizes ecosystem goods and services in at least two focal areas within the context of sustainable development. In October 2002, the GEF Assembly approved persistent organic pollutants and land degradation as new GEF focal areas. OP15 (Land Degradation) is now available, and OP14 (Persistent Organic Pollutants) is being drafted. http://gefweb.org/Operational_Policies/Operational_Programs/operational_programs.html	
Outcome	Outcome	Outcomes (Immediate Objectives) – The main results [components of purpose] stemming from achievement of outputs. . IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iw2_prodoc.pdf	

Word	Abbreviation	Clarification	Source(s)
Output	Output	Outputs -- distinct from Outcomes -- is used here to describe the products and services delivered by the project; IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf	
Pacific Regional Environment Programme	SPREP	http://www.sprep.org/	
Partnership Activity Leads	PALs	IW:LEARN established Memoranda of Understanding (MOU) and/or contract with a set of institutional "partnership activity leads (PALs). The PCU will realize most activities in collaboration with a PAL and supporting partners. PALs will also be responsible for contributing to and helping to implement sustainability plans for their respective activities. Including those PALs listed here and, up to 20 sub-contracts may be required to fully realize this project. A1 UNEP (DEWA); A2 UNEP (DEWA); B1.1 Organization of American States; B1.2 [TBD], 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 International Shared Aquifer Resource Management (ISARM); 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); B2.2.2 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; 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).	http://www.iwlearn.net/abt_iwlearn/pct
Partnerships in Environmental Management for the Seas of East Asia or PEMSEA	PEMSEA	Partnerships in Environmental Management for the Seas of East Asia or PEMSEA. GEF IW Project.	www.pemsea.org
Persistent Organic Pollutant	POP		
PLONE	PLONE	Plone is an extensible content	

Word	Abbreviation	Clarification	Source(s)
		management system written in the Python programming language. It is based on Zope. Plone is free software and is designed to be extensible. It can be used as an intranet or extranet server, a document publishing system, and a groupware tool for collaboration between separately located entities. en.wikipedia.org/wiki/Plone	
Portfolio Coordination Team	PCT	Figure 2, page 12 of IW:LEARN UNDP Project Document http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf	
Private Sector	Private Sector	Private Sector (partners)	
Program/Admin Assistants	PA/AA		
Project Coordinating Unit	PCU		
Project Coordination Team	PCT	The IW:LEARN Project Coordination Team (PCT) spans roughly 20 international agencies and organizations across four continents. The PCT consists of a multi-agency Steering Committee, a 5-person Project Coordinating Unit and over a dozen Partnership Activity Leads and other partners.	http://www.iwlearn.net/abt_iwlearn/pct/
Project cycle	Project Cycle		GEF Project Cycle: An update. Pp 23. GEF/C.22/Inf.9 Nov 5, 2003. GEF Council November 19-21, 2003. http://gefweb.org/Documents/Council_Documents/GEF_C22/Project_Cycle_Update_FINAL__Nov_5_2003.pdf
Project Implementation Review	PIR		
Project Information Management System	PIMS	The system used to categorise GEF projects	http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf
Project Selection Criteria	PSC		
Public participation	P2		
Purpose	Purpose	Purpose (Project Objective) – The impact of a project. The change in beneficiary behaviour, systems or institutional performance because of the combined output strategy and key assumptions. (Indicators show how such changes can be measured or quantified).	IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf
Relevance	Relevance	1.The degree to which the objectives of a	1. http://www.undp.org/eo/

Word	Abbreviation	Clarification	Source(s)
	e	programme or project remain valid and pertinent as originally planned or as subsequently modified owing to changing circumstances within the immediate context and external environment of that programme or project. For an outcome, the extent to which the outcome reflects key national priorities and receives support from key partners. 2.The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. 3.The extent to which the activity is suited to local and national development priorities and organizational policies, including changes over time.	documents/HandBook/ME-HandBook.pdf 2.OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/dataoecd/29/21/2754804.pdf 3. http://www.gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/documents/Policies_and_Guidelines-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Satisfactory	S	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements Unsatisfactory.	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/documents/mae-toc.htm
Scientific and Technical Advisory Panel.	STAP	Page 17: III Governance and structure 24. 24. UNEP shall establish, in consultation with UNDP and the World Bank and on the basis of guidelines and criteria established by the Council, the Scientific and Technical Advisory Panel (STAP) as an advisory body to the Facility. UNEP shall provide the STAP's Secretariat and shall operate as the liaison between the Facility and the STAP.	http://thegef.org/GEF_Instrument3.pdf
Second intergovernmental review meeting of the Global Programme of Action for the protection of the marine environment from land based	IGR2	http://www.gpa.unep.org/content.html?ln=6&id=344	http://www.gpa.unep.org/content.html?ln=6&id=344

Word	Abbreviation	Clarification	Source(s)
activities.			
Service delivery (service level agreement)	SLA	Service Level Agreement (SLA): A formal negotiated document that defines (or attempts to define) in quantitative (and perhaps qualitative) terms the service being offered to a Customer..... An SLA is best described as a collection of promises.....the general structure of the agreement is: Contract, Amendments, Service Description, Service Hours, Service Availability, Reliability, Customer Support, Service Performance, Functionality, Change Management Procedure, IT Service Continuity, Security, Pricing, Charging (if applicable), Service Reviews, Glossary, Amendment Sheet	http://www.knowledgetransfer.net/dictionary/ITIL/en/Service_Level_Agreement.htm
Small island developing states	SIDS		
SMART	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.	http://gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/MEPIndicators/mepindicators.html
South East Asia Regional Learning Centre	SEARLC		
South East Asia START Regional Centre	START (PAL)		
Stakeholder involvement plans	SIP	From Executive Summary logframe	
Steering Committee	SC		

Word	Abbreviation	Clarification	Source(s)
Strategic Action Programmes	SAP	KEY ELEMENTS OF STRATEGIC ACTION PROGRAMS 1. Transboundary water-related environmental analysis. 2. Relationship to national environmental planning and economic development documents. 3. Establishment of clear priorities. 4. Establishment of a realistic baseline. 5. Determining agreed incremental costs.	1. http://www.iwlearn.net/publications/SAP 2. Strategic Action Program Elements (5 elements). Operational strategy, Chapter 4, Box 4.1. http://gefweb.org/public/oprstrat/complete.htm
Structured learning	SL	1. IW:LEARN UNDP Project Document, Annex D page 93,96 http://www.iwlearn.net/abt_iwlearn/docs/iw2_prodoc.pdf not very clear 2. Search on Google for Define: Structured Learning produced nothing substantive. 3. Search in GEF OP does not produce the term "structured learning". 4. See also short interview with Dr Thomas Petermann (INWENT, PAL Workshop Activity Leader B2.1). "STRUCTURED LEARNING: What is it: (it is still being developed and applied in the African context). Impact oriented process - logical sequence - open architecture - otherwise learning pre-empted. Identifies needs and empowers (helps people to solve their own problems). Facilitator(s) and focal point(s) - person - a liaison person in a network. Partners. Structured learning needs to be adapted to the local cultural circumstances which is what is being attempted. Individuals are highly motivated. Role of outsiders in IWLEARN is to start a process of facilitating structured learning but have to be careful not to pre-empt the outputs..... case study example from SE Europe where process of learning from each other and networking is more structured..... IWM toolbox... GWP website." (Search of the GWP toolbox http://www.gwptoolbox.org/gfx/content/ToolBox%20text%20book%20Ver2%20Eng.pdf using keyword "Structured learning" does not have an entry).	
Sustainability	Sustainability	1. Durability of positive programme or project results after the termination of the technical cooperation channeled through that programme or project; static sustainability—the continuous flow of the same benefits, set in motion by the completed programme or project, to the same target groups; dynamic sustainability—the use or adaptation of programme or project results to a different context or changing environment by the original target groups and/or other	1. http://www.undp.org/eo/documents/HandBook/ME-HandBook.pdf 2. OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/datao

Word	Abbreviation	Clarification	Source(s)
		groups. For an outcome, it reflects whether the positive change in development situation will endure. 2.The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time. 3.The likely ability of an intervention to continue to deliver benefits for an extended period of time after completion. Projects need to be environmentally as well as financially and socially sustainable.	ecd/29/21/2754804.pdf 3. http://www.gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/documents/Policies_and_Guidelines-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Technical Assistant	TA		
Technical Component Coordinator	TCC		
Terms of reference	ToR		
The New Partnership for Africa's Development	NEPAD	http://www.nepad.org/	
Thing global, act local	Thing global, act local	Principle 22 of Agenda 21: Indigenous people and their communities and other local communities have a vital role in environmental management and development because of their knowledge and traditional practices. States should recognize and duly support their identity, culture and interests and enable their effective participation in the achievement of sustainable development. (enshrined in Local Agenda 21 activities).	http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm
Transboundary diagnostic analysis	TDA	http://www.iwlearn.net/publications/TDA	
Transboundary Water Management	TWM		
Transboundary Waters Information Exchange Network for the South Eastern Europe	Watersee	http://www.watersee.net/ IW:LEARN	
UNEP Task Manager	TM		
UNESCO International Hydrological Program	UNESCO-IHP		
United Nations Development Programme	UNDP	1. One of three organizations responsible for providing implementation services for a GEF project. They are accountable to the Council for their GEF-financed activities. http://thegef.org/Outreach/outreach-Publications/key_terms.html ; http://thegef.org/participants/Implementin	

Word	Abbreviation	Clarification	Source(s)
		<p>g_Agencies/implementing_agencies.html</p> <p>2. UNDP area of emphasis: Page 36 Annex D.II.11a. (a) UNDP will play the primary role in ensuring the development and management of capacity building programs and technical assistance projects. Through its global network of field offices, UNDP will draw upon its experience in human resources development, institutional strengthening, and non-governmental and community participation to assist countries in promoting, designing and implementing activities consistent with the purpose of the GEF and national sustainable development strategies. Also drawing on its inter-country programming experience, UNDP will contribute to the development of regional and global projects within the GEF work program in cooperation with the other Implementing Agencies.</p> <p>http://thegef.org/GEF_Instrument3.pdf</p>	
United Nations Educational Scientific and Cultural Organisation.	UNESCO		
United Nations Environment Programme	UNEP	<p>1. One of three organizations responsible for providing implementation services for a GEF project. They are accountable to the Council for their GEF-financed activities.</p> <p>http://thegef.org/Outreach/outreach-Publications/key_terms.html.</p> <p>http://thegef.org/participants/Implementing_Agencies/implementing_agencies.html.</p> <p>2. UNEP area of emphasis: Page 36 Annex D.II.11b. (b) UNEP will play the primary role in catalyzing the development of scientific and technical analysis and in advancing environmental management in GEF-financed activities. UNEP will provide guidance on relating the GEF-financed activities to global, regional and national environmental assessments, policy frameworks and plans, and to international environmental agreements. UNEP will also be responsible for establishing and supporting the Scientific and Technical Advisory Panel (STAP) as an advisory body to the GEF.</p> <p>http://thegef.org/GEF_Instrument3.pdf</p>	
United Nations Office for Project Services	UNOPS		
Unsatisfactory	U	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook

Word	Abbreviation	Clarification	Source(s)
		evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements. Unsatisfactory.	For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/documents/mae-toc.htm
Water and Nature Initiative (IUCN)	WANI:IUCN		
Water Partnerships	WP		
West Indian Ocean Land based Activities	WIOLAB	West Indian Ocean Land based Activities. GEF IW Project.	www.wiolab.org/
World Bank	WB	1. One of three organizations responsible for providing implementation services for a GEF project. They are accountable to the Council for their GEF-financed activities. http://thegef.org/Outreach/outreach-Publications/key_terms.html . http://thegef.org/participants/Implementing_Agencies/implementing_agencies.html . 2. World Bank area of emphasis: Page 36 Annex D.II.11c. The World Bank will play the primary role in ensuring the development and management of investment projects. The World Bank will draw upon its investment experience in eligible countries to promote investment opportunities and to mobilize private sector resources that are consistent with GEF objectives and national sustainable development strategies. http://thegef.org/GEF_Instrument3.pdf	
World Fish Center	WFC		
Yellow Sea Large Marine Ecosystem Project (UNDP/GEF)	YSLME	Yellow Sea Large Marine Ecosystem Project (UNDP/GEF). GEF IW Project.	www.yslme.org/
ZOPE	ZOPE	Zope is an Open Source object oriented web application server written in the programming language Python. Zope stands for "Z Object Publishing Environment". It can be almost fully managed with a web-based user interface. Zope publishes on the web Python objects that are typically persisted in an object database, ZODB. Basic object types, such as documents, images,	

Word	Abbreviation	Clarification	Source(s)
		page templates, are available for the user to create and manage through the web. ... en.wikipedia.org/wiki/Zope	

A.8 WEB ASSESSMENTS PRINTOUTS

A8.1 About IW:LEARN

http://www.iwlearn.net/abt_iwlearn

Extract	Extract notes
Mission and Activities link	Pyramid of products and services but no clear mission statement or service delivery agreement. Feeds into sitemap for Mission and Activities (see evaluation IW:LEARN Web Site map)
Linking projects	Website toolkit (see issues regarding toolkit) - Partner GEF IW Projects..... Indicates that Yellow Sea Large Marine Ecosystem Project is in transition (link does not work). However, web site does work http://www.yslme.org/ . PEMSEA (Partnerships in Environmental Management for the Seas of East Asia) link does not work here but the web link www.pemsea.org does work. SEARLC link does not work http://www.iwsea.org/ (16/11/06 at 15.27). WIOLAB link http://www.wiolab.org/ (West Indian Ocean Land based Activities) does not work 16/11/06 15.25 UK time). Links rechecked on 07th December 2006 at 16.57 local UK time and SEARLC link now works but the others listed above still do not.
Publications and newsletters	- Introduction to IW:LEARN Operational phase brochure: Mission: "Strengthen International Waters (IW) management by facilitating learning and information sharing among IW projects, partners and stakeholders." - IW:LEARN Newsletters GEF IW Bridges, IW:LEARN waves - Knowledge products: Only two and one has no live link. The second http://www.iwlearn.net/abt_iwlearn/docs/2002iwps.pdf is dated 2002 (Pilot phase). "International Waters Managers' Insights Regarding the Global Environment Facility (GEF) International Waters Program Study (referenced in this database)". - Project Management - Articles/presentations - Workshops (all from pilot phase)
Project structure and partners	Good clear structure and information content. - Principal funder - Implementing agencies UNDP - B3, B4, C1, C2, E1, E2 UNEP - A1, A2, D1 IBRD - B2, D2, E1 B1 not mentioned here but mentioned in logframe. - Executing Agency UNOPS - Steering Committee - PALs - Project coordinating team (PCT) - Stakeholder involvement (IW Projects)
Events	Checked 16th November 2006 Upcoming IW:LEARN Events - 13th November - 15th November : UNEP/ IW: LEARN Regional IT Workshop, Venue: Mombasa, Kenya. (This was still posted here after the event has ended - checked on 16th November). Current IW:LEARN events: 30th October - 3rd November: 1st IW:LEARN African IWRM Workshop (basin-coastal linkages), Venue: Nairobi, Kenya. (This was still posted here after the event had ended - checked on 16th November). - GEF IW conferences: Nothing posted on 16th November 2006 - IW:LEARN Workshops: 2 posted on 16th November. (1) 13th November - 15th November : UNEP/ IW: LEARN Regional IT Workshop, Venue: Mombasa, Kenya. (2) 30th October - 3rd November: 1st IW:LEARN African IWRM Workshop (basin-coastal linkages), Venue: Nairobi, Kenya. The latter workshop has information posted on the workshop here (http://www.iwlearn.net/abt_iwlearn/events/iwrmoct2006) and the former does not. IW:LEARN Side-events: None posted 16th November 2006.
IWInfo	Outcomes: Outcome statement below is (presumably) taken from Outcome A in the logical framework "IW:LEARN improves international waters management (IWM) across GEF international waters project areas through projects' and stakeholders' access to IWM data and information from across the GEF IW portfolio and its partners." However, the outcome statement in the logical framework specifies TWM (transboundary waters management) and not IWM. OUTPUTS: - GEF International Waters - Information Management System (IW-IMS) is IW:LEARN website - International Waters Help Desk - link to the Help desk on the IWInfo does not work (16th November 2006) http://www.iwlearn.net/abt_iwlearn/pns/infoshare/a2ta1 Opportunities: Of four text strings only the subscription to IW:LEARN joblist is active U

Extract	Extract notes
	U U
IWLearning	<p>OUTCOMES: Outcome statement presumably taken from the logical framework outcome for component B: "IW:LEARN enhances international waters management capacity at project- and basin-levels through sharing of experiences among subsets of the GEF IW portfolio, including projects, their partners and counterparts." However, this statement uses international waters management rather than transboundary waters management. OUTPUTS - Multi-project Learning Exchange Activities (link active and goes to Sitemap for B1 - see review under Mission and Activities). - Multi-project Thematic Learning Exchange Activities (link active and goes to Sitemap for B2 - see review under Mission and Activities). - Inter-Project Stakeholder Exchanges (link active and goes to Sitemap for B3 - see review under Mission and Activities). - Public Participation Training: (link active and goes to Sitemap for B4 - see review under Mission and Activities). - Southeast Asia Regional Learning Centre (SEA-RLC): (link active and goes to Sitemap for D1 - see review under Mission and Activities). - IW Contributions to Global International Waters Management - (link active and goes to Sitemap for E2 - see review under Mission and Activities - note here IW Experience notes http://www.iwlearn.net/abt_iwlearn/pns/partner/e2-2experience).</p> <p>OPPORTUNITIES Only two "live" links. Apply for an inter-project stakeholder exchange View lessons-learned and insights gained from multi-project learning exchange activities View lessons-learned and mission reports from inter-project stakeholder exchanges Access public participation training materials, proceedings, participants' evaluations, and documented action plans posted to workshops' Web sites. View Stakeholder Involvement Plans (SIPs) Access the SEA-RLC international water experts roster (http://www.iwsea.org/communities/ not operational on 16th November at 18.29) View the SEA-RLC Library of Practical Experience View presentations at side events Order outreach materials (CD-ROMs and videos) Visit the Gender and Water Exhibit: (http://www.genderandwater.org/ link active but no clear evidence if IW:LEARN (No results were found when searching for "IW:LEARN" in the search facility but found for IW-LEARN). Search using "Gender and water exhibit" produced 619 items. Brief descriptions of the exhibit (http://www.genderandwater.org/page/5133) but nothing that could be used for "extension" and "dissemination" and "training for trainers" purposes. Updated version of the Resource Guide on Gender and IWRM not yet downloadable from the site but older version available at http://www.genderandwater.org/page/2414).</p>
IW Events	<p>OUTCOME Component C: "GEF IW portfolio-wide increase in awareness and application of effective IWM approaches, strategies and best practices; numerous new and enhanced linkages and exchanges between GEF IW and other IWM projects with shared IWM challenges A widely available suite of tested and replicated ICT and other tools and approaches for strengthening IWM." (use IWM rather than TWM). OUTPUTS GEF International Water Conferences : http://www.iwlearn.net/abt_iwlearn/pns/dialog. As per site map. C1 Brazil: http://www.iwlearn.net/abt_iwlearn/pns/dialog/activityc1 C2 South Africa: http://www.iwlearn.net/abt_iwlearn/pns/dialog/activityc2 Southeastern Europe/Mediterranean: Activity D2.... See site map.... http://www.iwlearn.net/abt_iwlearn/pns/innovation/activityd2. IW:LEARN, through its partners, provides face-to-face and virtual training, knowledge sharing and capacity building, cooperation between stakeholders in Southeastern Europe and Mediterranean sub-region. Commission for Sustainable Development/GEF Roundtable IW:LEARN organized one global roundtable meeting to clarify the role of IRWM or related IW issue of common priority to the CSD and the GEF (in 2004), 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). OPPORTUNITIES Visit the third and fourth IWC conference websites for proceedings and other documentation Learn results from conference needs assessments</p>
IWForums	<p>No active links. OUTPUTS Electronic discussion forums Freshwater Groundwater/Aquifers River Basins Lake Basins Large Marine Ecosystems(incl. MPAs) Coral Reefs GEF-IW-MGRS GEF-IW-LAC OPPORTUNITIES Join a discussion forum</p>
IWLinks	Nothing on this area.

A8.2 Documents

<http://www.iwlearn.net/publications>

Extract	Extract notes
Strategic Action Programmes/Transboundary diagnostic analyses	One generic TDA-SAP document (TRAINING COURSE ON THE TDA/SAP APPROACH IN THE GEF INTERNATIONAL WATERS PROGRAMME). Otherwise Project specific.
Project related documents	- Project Briefs & PDF-B's - Project Documents - Reports - Legal Conventions - Other Related Documents - Project Factsheets - Project Briefs & PDF-B's - Project Documents - Project Information Documents - Reports - Legal Conventions : Includes (legal?) documents (http://www.iwlearn.net/publications/prd/lc/) including cofinancing, public involvement in GEF financed Projects, incremental costs. - Terminal Evaluations : quite a range of terminal evaluations - Final Project Summaries - Project Proposal Preparation Materials - Other Related Documents
GEF Experience Notes	http://www.iwlearn.net/publications/experience-note (13 notes)
Monitoring and Evaluation Documents	Includes terminal evaluations
Lessons learned	Includes: TRAINING COURSE ON THE TDA/SAP APPROACH IN THE GEF INTERNATIONAL WATERS PROGRAMME
Knowledge Products	Large number of relevant documents.
Maps and Graphics	Contact us link to request information.
Other	Large number of documents.... Also Forums, Datasets, Online services and presentations

A8.3 Help

<http://www.iwlearn.net/iw-help>

Extract	Extract notes
<p>The Help is designed to provide solutions for Information Technology use (Website Toolkit) and Substantive IW issues. If you can not find what you are looking for please use talk to us about it. Information Technology (IT) This section of the Help Center documents issues related to Information Technology, the IW:LEARN Website Toolkit and other general communication technology (IT) questions and answers including tutorials. Substantive Issues Currently Under Development -- Please check back soon</p>	<p>The "Talk to us" section is active. Sent a test message on 30/11/06 as follows: "Hi just testing the response to this - test question is when will the glossary be in place - and apologies for inconveniencing you. Many thanks, Alec". Bounced back undelivered (IW@unep.net:LEARN) perhaps because the "I" is missing from ,wlearn@unep.org. Sent a message to Deepa Jani and Christian Ledermann asking for clarification 30th November 2006. There was a response within 1 hour indicating that the "I" was missing and fixing the problem. Sent a repeat message "Dear all, further to the correction on the email address please find below my resubmission of my earlier test question. All the best, Alec "Hi just testing the response to this - test question is when will the glossary be in place - and apologies for inconveniencing you. Many thanks, Alec"" to further test the system. This message bounced back for a number of additional recipients (not for the original problem of . Sent an email to Christian 30/11/06 asking for clarification. Response same day: "That seems to be a problem with the unep/nbo mailserver, it works now, looks like the itcs played around with their mail routes". No response concerning enquiry at date of writing the MTE Final Report.</p>
Information Technology (IT)	Substantial documentation
How-to	http://www.iwlearn.net/iw-help/help/how-to : Nothing here
Reference manuals	http://www.iwlearn.net/iw-help/help/manual : Nothing here
Glossary definitions	http://www.iwlearn.net/iw-help/help/glossary : Nothing here

A8.4 Mission and Activities (logical framework deliverables)

http://www.iwlearn.net/abt_iwlearn/pns

Extract	Extract notes
<p>Component A1.1: A - Information Sharing. Activity A1: IW-Information Management System. A1.1: IW-IMS prototype established through use of protocols to inter-link IW Resource Center, projects' and partners' Web sites by 2005.</p>	<p>Activity A1.1 wording not quite same in Executive Summary logframe: "A1.1 Demand-Driven System Design Protocols and Prototype IW-IMS (linking IAs' project info.) by 2005". Year 1: IW-IMS protocols established, prototype in place; 1 new module (Africa) - Protocols established, no modules. Year 2: IW-IMS populated; Helpdesk operational, proactive & responsive; 1 new module (groundwater/aquifers) - iwlearn.net populated, passive and responsive helpdesk, no modules. IW-IMS system comprises the home page of IW:LEARN http://www.iwlearn.net/. Key elements include the web toolkit and Omni search.... http://www.iwlearn.net/omni-search (Omni search doesn't include IW:Learn and on entering keyword "Governance" did not show up the LME governance handbook product from E2.1. Search on "Handbook on Governance" brought up one result from PEMSEA but the document http://www.pemsea.org/media/e-updates/archives/vol4_2003/arch1003.htm did not mention the Handbook on LME Governance. A search on "LME Governance" produced 9 items with 4 listed. The first link http://www.yslme.org/intro/link.htm showed the paper "A Framework for Monitoring and Assessing Socioeconomics and Governance of Large Marine Ecosystems. Jon Sutinen et al. URI and Northeast Fisheries Science Center/NOAA-NMFS. 1998." but not the IW:LEARN paper. The second one http://www.swiofp.org/article/articleview/46 the page could not be found. The third one http://www.bclme.org/about/lme-concept.asp does not mention the handbook. The fourth one http://www.bclme.org/about/index.asp does not mention the handbook. The other 5 links are not listed. Year 3: Helpdesk responds to 24 requests/yr; 1 new module (TBD) - no progress Year 4: Helpdesk fielding 48+ requests/yr; 1 new module (TBD) Could be direct links to evidence supporting progress and to Help desk unless the GEF IW Information Management System is the Help desk. No modules reported.</p>
<p>Component A1.2: A - Information Sharing. Activity A1: IW-Information Management System. A1.2: At least 4 IW-IMS modules support information sharing among specific subsets of the GEF IW portfolio (e.g., Africa, groundwater/aquifers, coral reefs) by 2008.</p>	<p>Activity A1.2 wording not quite same in Executive Summary logframe but same as the text: "A1.2 IW-IMS includes at least 4 modules focused on regional, thematic or process-based subsets of TWM information resources by 2008". Year 1: IW-IMS protocols established, prototype in place; 1 new module (Africa) - Protocols established, no modules. Year 2: IW-IMS populated; Helpdesk operational, proactive & responsive; 1 new module (groundwater/aquifers) - iwlearn.net populated, passive and responsive helpdesk, no modules. See A.1.1 no sub-component specific evidence. Year 3: Helpdesk responds to 24 requests/yr; 1 new module (TBD) - no progress Year 4: Helpdesk fielding 48+ requests/yr; 1 new module (TBD) Could be direct links to evidence supporting progress and to Help desk unless the GEF IW Information Management System is the Help desk. No modules reported.</p>
<p>Component A1.3: A - Information Sharing. Activity A1: IW-Information Management System. A1.3: An inter-agency GEF IW help desk</p>	<p>Activity A1.3 wording not quite same in Executive Summary logframe: "A1.3 By 2006, help desk (or water-net) responds to at least 4 IW community requests per month, extending IW-IMS contents with demand-driven research" Year 1: IW-IMS protocols established, prototype in place; 1 new module (Africa) - Protocols</p>

Extract	Extract notes
(&/or water-net) uses IW-IMS resources to research and respond to at least 4IW community-driven TWM requests per month by 2006.	established, no modules. Year 2: IW-IMS populated; Helpdesk operational, proactive & responsive; 1 new module (groundwater/aquifers) - iwlearn.net populated, passive and responsive helpdesk, no modules. See A.1.1 no sub-component specific evidence. Year 3: Helpdesk responds to 24 requests/yr; 1 new module (TBD) - no progress Year 4: Helpdesk fielding 48+ requests/yr; 1 new module (TBD) Could be direct links to evidence supporting progress and to Help desk unless the GEF IW Information Management System is the Help desk. No modules reported. Also no evidence that responses to 48 enquiries delivered (A1.3).
Component A2.1: A - Information Sharing. A2 - Technical Assistance. A2.1: At least 2 ICT training workshops over 4 years, through 2008.	"through 2008" missing from Executive Summary logframe. Year 1: ICT Training Workshop - No IW:LEARN-sponsored workshop; Year 2: ICT Training Workshop - No IW:LEARN-sponsored workshop; Year 3: 1 ICT Workshop - 2 regional ICT Workshops scheduled for 4th Quarter 2006. Year 4: Nothing specified.
Component A2.2: A - Information Sharing. A2: Technical Assistance. A2.2: 95% of GEF IW projects have developed Web sites with ICT tools & information resources inter-linked & accessible through IW-IMS by 2008.	A2.2 from Executive summary logframe not quite the same "By 2008, 95% of IW projects have developed Web sites, with ICT tools and information resources inter-linked and accessible through IW-IMS (in years 1 (25%), 2 (50%), 3 (75%) and 4 (95%). Year 1: 25% of projects' Websites linked to IW-IMS - No Websites linked (among ~75 GEF IW projects). Year 2: 50% of projects' Websites linked to IW-IMS - W project Web sites discoverable/accessible via iwlearn.net, X IW-IMS-compatible Websites developed, Y deployed, Z linked to IW-IMS. - is this verification http://www.iwlearn.net/iw-projects/iwProjectSearchResults?path=/iwlearn/iw-projects&portal_type=IWProject&sort_order=reverse&sort_on=getProject_website_address Web toolkit on IW:LEARN. Unclear as to the number of websites that are actually based on the toolkit. See interview with Joshua Ndubuisi of GCLME in which he and Mr Imihigee have received training in the use of the toolkit but are currently developing the website www.gclme.org using other systems but hope to transfer to toolkit in 2007. Contacted UNEP/DEWA 28/11/06 for listing of web sites using toolkit. Received a response as follows (my comments in brackets): Comments from Sean Khan: 29/11/06 on web toolkit (reviewer comments in brackets). Virtually all projects have agreed to use the toolkit with explicit responsibilities agreed to ...most to be realised before year end. Some, have already started using the toolkit (e.g. Lake Chad stay on to work on site at UNEP after the workshop ended at own cost, YSLME). In the case of Lake Chad, we're working with them to transfer the domain from Yahoo Small Business - an expired account - over to UNEP. Already in use: www.wiolab.org (site down 29/11/06). www.iwcam.org (29/11/06 site active but no IW:LEARN in search or on home page). dnipro.iwlearn.org (29/11/06 site active. Mentions IW:LEARN workshop in Mombasa in news section. Searching IW:LEARN produced no materials). GCLME 's representation at the workshop is different from the candidates you mentioned below. I recommend you talk to :lhomeje Ugochukwu Chinedu ernest_ihemejeh@yahoo.co.uk (contacted by evaluator on 29/11/06 - no response by 07 December 2006). List of mock up toolkit sites reviewed during workshop and referenced in the worksheet. http://nbi.iwlearn.org (Nile Basin Initiative. Checked 29/11/06. Active. UNEP IW:LEARN mentioned in news.) http://partnership.iwlearn.org (Checked 29/11/06. Active. No mention of IW:LEARN). http://wrpm.iwlearn.org ; http://entrio.iwlearn.org ; http://lakechad.iwlearn.org ; http://nigerbasin.iwlearn.org ; http://lvemp.iwlearn.org ; http://ewuap.iwlearn.org ; http://gclme.iwlearn.org (Checked 29/11/06. Goes to IW:LEARN

Extract	Extract notes
	homepage); http://nwsas.iwlearn.org ; http://iullemeden.iwlearn.org (checked 29/11/06. Active. Not IW:LEARN branded); http://macep.iwlearn.org ; http://coi-info.iwlearn.org ; http://ngopersga.iwlearn.org (checked 29/11/06. Not found); While I am flattered that the toolkit is making headlines in the MTE, it is only a means to an end. We could have chosen to go about linking projects and providing IT support to projects in a totally different manner. The toolkit is not an explicit delivery in our project document. Year 3: 75% of projects' Websites linked to IW-IMS - nothing specified; Year 4: 95% of projects' Websites linked to IW-IMS;
Component B1.1: B. Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B1: Regional Multi-Project Learning Exchange Activities; B1.1: Subactivity: B1.1: Caribbean Inter-linkages Dialog.	Year 1: No mention Year 2: At least 2 regional exchanges launched (Caribbean) - no progress specified Year 3: No mention on main but link shows "At least 3 regional exchanges launched (Caribbean); Present regional exchange findings at IWC4" - MOU signed w/CEP (link here doesn't work). Year 4: Learning products on IW-IMS - no progress specified
Component B1.2: B. Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B1: Regional Multi-Project Learning Exchange Activities; Subactivity: B1.2: Africa Learning: Exchange across freshwater and marine GEF IW projects and partners in Africa (in cooperation with ANBO, ACWA, NEPAD and/or African Regional Seas Secretariats).	Link does not work. Year 2: At least 2 regional exchanges launched (Africa) - Scheduled for 4th Quarter 2006. - link does not work.
Component B1.3: B. Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B1: Regional Multi-Project Learning Exchange Activities; B1.3 Europe Learning: Exchange among IW projects across Eastern Europe, Central Europe and Central Asia.	Year 1: At least 1 regional exchange launched (Europe) Completed - St. Petersburg (2005) Good indicator linkages: participants list - unclear how many projects assisted; proceedings and background papers - unclear how relevant papers are); Workshop conclusions ("lessons learned" but very generic, no clear evidence base and no best practice outcome"), Workshop evaluation http://www.iwlearn.net/abt_iwlearn/pns/learning/iwlpetersberg_evaluation.pdf (good but how to take information forward - action oriented?). Year 2: No mention Year 3: No mention. Year 4: Learning products on IW-IMS - no progress mentioned.
Component B2.1.1: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B2: Learning for Portfolio Subsets. B2.1.1	No status notes. http://www.iwlearn.net/abt_iwlearn/pns/learning/unesco_iwc3report.doc indicates that session presentations on IW:Learn site but not in this area of the Site Map. Some good ideas and "Action points" but unclear as to how these might be taken forward..... E.g. "Stress Reduction of surface ecosystems" through better aquifer management but not mentioned in the summary. Best practice approach suggested but no best practice deliverable specified.

Extract	Extract notes
Aquifer Learning Exchange:	
Component B2.1.2: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B2: Learning for Portfolio Subsets. B2.1.2 River Learning Exchange	Freshwater exchanges launched indicated as completed. One product: River community report - http://www.iwlearn.net/abt_iwlearn/pns/learning/iucnwani_iwc3report.doc . No list of participants. List of recommendations but no indication of how to deliver. No mention of economic valuation package for IW:LEARN (http://earthmind.net/rivers/ see short interview with Francis Vorhies). See also short interview with Mark Smith of IUCN and email dated 28th November: The links below are for the IUCN toolbooks we are using in organising the workshop. The first is for the book VALUE that was used in the 1st workshop earlier this month: http://www.iucn.org/themes/wani/value/index.html . The second is for the book FLOW that will be used in the 2nd workshop: http://www.iucn.org/themes/wani/flow/main.html . The 3rd workshop will use the book PAY, which will be published shortly. It follows the same style as the other two, and is the 4th in a series of 7 planned toolbooks."
Component B2.1.3: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B2: Learning for Portfolio Subsets. Subactivity: B2.1.3 Lake Learning Exchange	Freshwater exchanges launched indicated as completed. No other status/notes. Product: Managing Lake Basins. Practical Approaches for Sustainable Use (Final Report for GEF Medium Sized Project: Towards a Lake Basin Management Initiative) http://www.iwlearn.net/publications/II/ileclakenet_finalreport.pdf . Not a "FINAL" product. Unclear as to whether this is an IW:LEARN product or a dissemination through IW:LEARN. No mention of IW:LEARN (keyword search on "IW". "Experiences and lessons learned section. Best practices for Public Participation in boxes 5.3 but not detailed. Lake Community Report http://www.iwlearn.net/abt_iwlearn/pns/learning/lakenet_iwc3report.doc . Emphasis on Lessons learned/suggestions: "Doubtful whether a "manual" can be helpful just anywhere; better to focus on explanations, case studies and lessons learned. There is some doubt as to whether a standard manual can be developed or help everywhere, given local situations and language issues. Perhaps "manual" is a poor choice of words and "explanatory document" or "guide" is a better way to describe the idea. Case studies and practical lessons learned would be very helpful, especially if the target audience is clearly defined (host countries and project staff) and if it is translated into U.N. languages." and "Production and use of an accessible GEF international waters focal area manual. We think this would be an important step towards improving project formulation and implementation (Benoit)". Unclear how to proceed/lack of action points.
Component B2.2: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B2: Learning for Portfolio Subsets. Subactivity B2.2: Exchanges among Large Marine Ecosystem (LME) projects	Is this years or numbers? 1 LMEs exchanges launched 2 multi-month e-forums (2005Q2 and Q4) and face-to-face exchanges at IW Conference (2005Q2) . 5-day LME Governance and Socioeconomics Workshop (2006Q1). 2 LME exchanges both launched (or continuing). 2-day workshop on applying Economic Valuation to LME management (est. delivery in 2007Q1) - There is a link to economic valuation on the IW:LEARN About IW:LEARN/LEARNING (notified by Dann Sklarew on 30/11/06) at http://www.iwlearn.net/abt_iwlearn/pns/learning/b2-2lme/riworkshop with link to http://earthmind.net/marine/modules.html . Also documents referred to by Carl Lundin and available on IUCN (http://www.iucn.org/themes/marine/ bottom of page on left - LME Learning Network - website link http://www.earthmind.net/marine/ - has a number of relevant economic valuation documents - however, site only appears to be active until end 2006 but Vorhies confirms that will be sustained as long as necessary. See also

Extract	Extract notes
	<p>http://www.earthmind.net/rivers/. A search using the short title Environmental Economics Explained - a document on the earthmind site - using the IW:LEARN search in November 2006 did not produce the document and using the Omni search did not produce this document - Sean Khan notified an updated Omni-search on 07th December 2006. Tested it using the title "Environmental Economics Explained" but did not come out clearly - too many documents and did not appear on Project sites search - however, a search using "Environmental Economics Explained Earthmind" did produce the earthmind web site and some relevant documents though not the specified title - awaiting clarification from Sean) . Also note: 100% co-financed annual gatherings of LME projects in Paris. 3 Exchange presents findings at IWC4. Planned for 2007Q3 (see IW:LEARN Component C). 4. Learning products on IW-IMS. Handbook on Governance and Socioeconomics of Large Marine Ecosystems published (2006Q3) - http://www.iwlearn.net/abt_iwlearn/pns/learning/lme-gov-handbook.pdf - acknowledges IW:LEARN. Other: Marine ecosystem community report http://www.iwlearn.net/abt_iwlearn/pns/learning/iucngmp_iwc3report.doc. E-forum issues. "nesting of ocean governance mechanisms" approach raised. No action oriented approach.</p>
<p>Component B2.3: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B2: Learning for Portfolio Subsets. Subactivity B2.3: Exchanges among Coral Reef projects (with WorldFish Center)</p>	<p>No deliverables due to date. No intermediate milestones specified. GEF IW:LEARN Coral Reef Ecosystem Health Workshop Learning Assessment October 2006. Pp. 4. No personal action plans developed/specified. Indicated that course was far too short.</p>
<p>Component B3: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B3: Inter-Project Stakeholder Exchange Missions. Output: 5-7 multi-week staff/stakeholder exchanges 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.</p>	<p>"Through 2008" added subsequent to Executive Summary logframe. Year 1: 1-4 multi-week inter-project exchanges - none delivered). Year 2: 1-4 multi-week inter-project exchanges - 1 completed ("Danube communications" workshop - http://www.iwlearn.net/abt_iwlearn/docs/danubesprenp_commguide.doc (IW:LEARN Input acknowledged) also editable Wiki version http://europeandcis.undp.org/WaterWiki/index.php/Communications_Planning_Guide_for_International_Waters_Projects_-_Communicating_for_Results. Also Vienna Wiki http://europeandcis.undp.org/WaterWiki/index.php/Communication_for_Results_-_a_Planning_Guide_and_Resource_Kit_for_Water_Governance_Projects - link suggests that this evolves into the above planning guide but this is also editable). Mission reports: 1. Stephen Menzies - http://www.iwlearn.net/abt_iwlearn/docs/missionreport_menzies.doc stephenmenzies@yahoo.co.nz ; good including action points (put the document on website). Also evaluation provided. Very happy except for visa arrangements. Proposed actions: "Carry out training workshops with Pacific IW participants". Response to question concerning follow up to steps taken dated 26/10/06: Your name: Steve Menzies Stake in IW:LEARN: Co-writer of the communications guide developed as a result of the IW:LEARN workshop on communications held in Vienna in January 2006. It was a real pleasure to be involved in this particular workshop and IW:LEARN did an outstanding job of driving and coordinating this important</p>

Extract	Extract notes
	<p>knowledge sharing activity - bringing together people and practical experiences from an incredibly wide range of geographical areas and cultures. The Guide itself has provided a useful starting point for integrating effective communications planning into all GEF/IW projects - but this will require ongoing support and investment from the GEF if it is to be truly effective. A. The Develop and promote the Guide as a vital project management tool for all GEF/IW projects. Follow up step: The Guide was finalised and published online with case studies from the Danube and Pacific International Waters projects. Further case studies will be introduced to this online resource. Follow-up verification: See online Guide at: http://europeandcis.undp.org/WaterWiki/index.php/Communications_Planning_Guide_for_International_Waters_Projects_-_Communicating_for_Results Outcome: The Guide was used to develop a public outreach campaign for the Black Sea Ecosystem Project - and it was also the basis of 5 papers that were accepted for the first World Congress on Communications for Development (Rome, October 2006) Outcome verification: (see www.oneblacksea.org) Comments/suggestions: The development of the Guide has provided a useful basis for the further integration of communications planning into the earliest stages of project development for GEF/IW projects. However ongoing work is required to ensure that the steps outlined in the Guide are actually built into the project planning process employed by the GEF. One of the key objectives of the World Congress on Communications for Development is to ensure that effective communications planning is built into the design of all development projects. B. Carry out training workshops with Pacific IW participants 2. Deyna Marsh: http://www.iwlearn.net/abt_iwlearn/docs/missionreport_marsh.doc. deyna@environment.org.ck. Didn't have the proposal approved by IW:LEARN. Persons met "Lots". Good. Learnt. Proposed actions. "Using my experience in the exchange and the different lessons learnt to use communications to help achieve the objectives of the Cook Islands International Waters Project." Response on 28/11/06 to request from MTE for clarification: Stake in IW: LEARN: Participant in the IW: LEARN Exchange to the Communicating for Results Workshop held in Vienna and to the Global Conference on Oceans and Coasts in Paris. Using my experience in the exchange and the different lessons learnt to use communications to help achieve the objectives of the Cook Islands International Waters Project. - A communications strategy for the Cook Islands International Project was drawn up with the help from the Guide that was developed at the workshop in Vienna. This communications strategy helped the project to achieve the community level objective of the IWP which is to facilitate the development and implementation of the Water Catchment Management Plan. [Verification: 1. Communications Strategy – not online yet. 2. Takuvaine Water Catchment Management Plan and Regulations 3. Communications activities implemented] - I also attended a workshop by SPREP – Mainstreaming IWP communications which drew on important lessons learned from the IW projects across the Pacific and how other projects/government agencies can make use of the work that has already been started by the projects since they are coming to an end this year. This was particularly important for me and the Cook Islands IWP because the communications and monitoring work of the IWP would be sustained through the National Environment Service after 2006. [Verification: Trip Report and follow-up workshop] - A follow-up from this workshop was a similar workshop held in the Cook Islands on Communications and Communications Strategy</p>

Extract	Extract notes
	<p>development. Tamara Logan from SPREP facilitated this. This workshop was important because it showed the importance of having communications built into project plans to ensure objectives of these projects are met. The task of developing a communications strategy for the National Environment Service was in the hands of the Education and Awareness Division with the help of the Cook Islands International Waters Project. The Guide from the Vienna workshop as well as similar guides put together by SPREP was used in this exercise. Through this strategy as well as the project's input to the National Environment Service business plan will ensure that the national level objective of the Cook Islands IWP, to work with stakeholders to develop a freshwater strategy for the whole of Rarotonga, will be met. [Verification: Draft 1: National Environment Service Communications Strategy (November 2006) – not online yet, subject to comments by Tamara at present]. - The use of communications in the Cook Islands International Waters Project was one of 5 papers from the Pacific IWP accepted for the first World Congress on Communications for Development (Rome, October 2006). We were able to present our case studies in a poster format. [Verification: Submission to WCCD] 3. Leah Nimoho: http://www.iwlearn.net/abt_iwlearn/docs/missionreport_nimoho.doc. iwp-vanuatu@vanuatu.com.vu. Next action: "Document the whole development of our project communication strategy and how it was improved through participation in such workshop." 2 planned ("aquifers", "Moldova nutrient management"). No clarification as to follow-up other than via Tamara Logan. Information from Tamara Logan: Indicated in an email dated 07th November: "Please find attached a meeting report on the Communications Training undertaken as part of the Mainstreaming IWP project implemented by SPREP. The IWP documents provided good reference documents for the development of the SPREP Communications Training Guide, which also drew on the Social Marketing in the Pacific workbook developed by Steve and countries in 2002/2003." Title: SPREP (2006). Mainstreaming the International Waters Project: Communications Training Programme. Final Report. Pp. 8. Tamara Logan SPREP Education and Social Communications Officer. SPREP. The document makes no reference to IW:LEARN and additional clarification has been sought. Year 3: Pending</p>
<p>Component B4: Structured Learning. 30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008. Activity B4: Public Participation Training. 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.</p>	<p>Slight differences in output from Executive Summary logframe "for 3-4 years" and no "in their respective basins". Year 1: Training materials developed - "in progress". http://www2.eli.org/research/waterparticipation/index.htm (Questionnaire web page not updated - specifies completed questionnaires should be completed by July 2005). http://www.iwlearn.org/p2 or http://www.iwlearn.net/p2 site specified on above ELI website page not available (the link in the second paragraph is not active). Year 2: 1st workshop in Montevideo, Uruguay; training materials revised - December 2006. Year 3: 2nd workshop; training materials augmented - "2007" Year 4: 3rd workshop; training materials on IW-IMS - "2008"</p>
<p>Component C1. International Waters Conferences. Activity C1: Third GEF International Waters Conference (Brazil,</p>	<p>IWC3 held; IW portfolio recommendations to CSD. IWC3 held in June 2005; CSD-specific recommendations were produced through Activity D3 instead. Proceedings disseminated via IW-IMS. Participants list: Yes Proceedings: Yes including slide presentations</p>

Extract	Extract notes
<p>2005). http://www.iwlearn.net/abt_iwlearn/pns/dialog/activityc1; http://www.iwlearn.org/iwc2005 (same)</p>	<p>Evaluation surveys: Third Biennial Global Environment Facility (GEF) International Waters Conference. June 20 – June 25, 2005. Salvador, Brazil. DRAFT SUMMARY REPORT. Annex III. on evaluation. Indicator/output: "Documented recommendations from GEF IW portfolio to CSD-13 Policy Session (Spring 2005)". No mention of submission to CSD-13 Policy Session (Spring 2005). Recommendations made concerning improving conference process (p. 53) and lessons learned (p. 54) No clear section on actions. CLARIFICATIONS: To Dann 25/10/2006: Under logframe C1 with respect to the Brazil conference it indicates "Documented recommendations from GEF IW portfolio to CSD-13 Policy Session (Spring 2005)". I can't find any reference to the submission and was wondering whether you could provide some clarification (no reference to CSD-13 in the conference document or a link showing status of follow-up). From Dann 25/10/06: 2. Well into the planning stages for IWC3, our Steering Committee punted the delivery of the conference from a few months before to a few weeks after CSD-13 due, in part, to emerging security situation at the original venue city (i.e., riots in Rio). As result, we were unable to make expected input into CSD-13. (However I am delighted to report we have just made some useful inputs into GPA IGR-2!).</p>
<p>Component C2: International Waters Conferences. Activity C2: 4th International Waters Conference (South Africa, 2007)</p>	<p>IWC4 host country and city set - Done, Cape Town, South Africa. No other deliverables/outputs due/specified.</p>
<p>Component D1.1: Testing Innovative Approaches. Activity D1: South East Asia Regional Learning Center (SEA-RLC). D1.1: SEA-RLC established by 2005 to address regional TWM needs and leverage regional expertise to benefit global TWM.</p>	<p>D1.1 title not same as in Project summary logframe "D1.1 In 2004, SEA-RLC established to address regional TWM project needs (as identified during PDF-B)". http://www.iwsea.org/ "A regional initiative of the Global International Waters IW:LEARN Project". SEA-RLC established, assisting SCS (other projects?); Web site launched (iwsea.org), not yet linked to IW-IMS. 1 of ## SEA IW projects applying GEF modules. There is a link to the IW:LEARN web toolkit but whilst it is at the top of the list there are many other (confusing) links on the same page http://www.iwsea.org/IT/plone/ Wikipedia being tested.....http://www.iwsea.org/IT/plone/testwiki/ - last edited 7 months ago and doesn't appear to be anything substantive.</p>
<p>Component D1.2: Testing Innovative Approaches. Activity D1: South East Asia Regional Learning Center (SEA-RLC). D1.2: SEA-RLC Web site provides roster of (>100) experts and (>1000) other information resources to address IW projects' needs by 2008.</p>	<p>D1.2 title not same as in Project summary logframe "D1.2 SEA-RLC Web site launched (by 2005), addressing project needs through roster of IW experts (>100 by 2007) and other information resource (>1000 by 2008)". Web site launched (www.iwsea.org - link not active on 16/11/06 at 15.21 UK time), not yet linked to IW-IMS. Roster established with ## experts included; - not yet due.... box on web site for roster and link indicating "under development". ## IW resources added to IW-IMS; - not yet due. >1000 IW resources added to IW-IMS; ## IW resources added to IW-IMS; 1 of ## SEA IW projects applying GEF modules</p>
<p>Component D1.3: Testing Innovative Approaches. Activity D1: South East Asia Regional Learning Center (SEA-RLC). D1.3: Regional GIS database on-line by 2006, with at least 3 GIS-based decisions support system (GIS-DSS) applications developed and applied in the field by Southeast Asian GEF IW projects by 2008.</p>	<p>D1.3 title not exactly the same as in Project summary logframe "D1.3 Regional IW GIS database operational online by 2006, with at least 3 prototype GIS-based decision support applications featured by 2007 and applied by SEA projects by 2008". Year 2: GIS on-line; not connected to IW-IMS. - GIS links to other sites... limited information. Software links not substantive or guided. CSU Map Maker linked to 'Interactive Mapping' portlet not listed under GIS products but presented as web update information. Year 3: ## GIS DSS modules featured Year 4: 1 of ## SEA IW projects applying GEF modules</p>

Extract	Extract notes
<p>Component D2.1: Testing Innovative Approaches. Activity D2: Southeastern Europe/Mediterranean. D2.1: Three 3-day roundtables for senior officials engaged in Southeastern European TWM by 2008.</p>	<p>D2.1 title not exactly the same as in Project summary logframe. "D2.1 Five (5) 3-day Southeastern Europe Transboundary Waters Roundtables for senior officials and experts by 2006". Year 1: One roundtable for senior officials and experts; regional TWM information exchange network launched via Internet. Completed - International Workshop on Protection and Sustainable Use of Transboundary Waters in South-Eastern Europe held in Berlin, 5-7 December 2005. http://www.watersee.net/e-forum/announcement.htm. Presentations, evaluation (good but outcomes?) and recommendations (Berlin Recommendations - involving but not lead by IW:LEARN as clearing house and recommendations not very clear). Year 2: One roundtables for senior officials and experts; network sustained via regional partners. In Progress - Roundtable workshop on transboundary lake management and related IWRM issues to be held in Oct. 2006. Year 3: One roundtable for senior officials and experts; Network and learning products accessible via IW-IMS. Not Started - Roundtable workshop on transboundary groundwater management and related IWRM issues to be held in 2007.</p>
<p>Component D2.2: Testing Innovative Approaches. Activity D2: Southeastern Europe/Mediterranean. 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>	<p>http://www.watersee.net/</p>
<p>Component D2.3: Testing Innovative Approaches. Activity D2: Southeastern Europe/Mediterranean.. D2.3 Network for dissemination of Mediterranean experience in transboundary aquifer management [for Mediterranean Shared Aquifers Management Program] – as part of B2.1</p>	
<p>Component D3: Testing Innovative Approaches. Activity D3: GEF IWRM Roundtable. D3: One roundtable meeting to clarify the role of IWRM or related IW issue of common priority to the CSD and the GEF. Activity, by 2005.</p>	<p>Different indicator/outputs compared to Project Summary logframe. "D3 One global roundtable meeting to clarify the role of IRWM 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)". Year 1: Global roundtable, in follow-up to CSD-12 (and leading up to CSD-13). Held December 2004 in Tokyo; Activity B2.1 also addresses IWRM."... Recommendations - http://www.waterforum.jp/eng/iwrn/contents/IWRMRecommendation_E.pdf.... Recommendations good but difficult to see how they can be taken forward. Access to presentations. Year 2: Learning products accessible via IW-IMS</p>
<p>Component E1: Partnerships (short title). "By 2008, successful IW:LEARN</p>	<p>E1: Indicators/outputs differ slightly to that in Executive Summary logframe. "By 2008, Sustainability Plans implemented, including I transfer of various services to appropriate organizations, SC</p>

Extract	Extract notes
<p>structured learning and information sharing services institutionalized and sustained indefinitely through GEF and its partners. Partners' strategic plans include role in sustaining one or more FSP product or service". Activity E1: Internal Partnerships/Strategic Plan. "By 2008 sustainability plans implemented, including transfer of various services to appropriate organizations. 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.</p>	<p>acceptance of associated financing and personnel TORs, etc. By end of project, IW:LEARN products and services are maintained and enriched in perpetuity through a network of partners." Year 1: Initial sustainability plan finalized and approved by IW:LEARN SC; role for partners in sustainability plan finalized, approved - no evidence of delivery. Year 2 Partners recruited and aligned to sustain IW:LEARN benefits for all activities per plan. - no evidence of delivery. Year 3 Sustainability plan revised per mid-term review - no evidence of delivery. Year 4 Sustainability plan realized through partners strategic plans. Clarifications: To Dann 25/10/06: Under logframe E1 the sitemap indicates that:- Year 1: Initial sustainability plan finalized and approved by IW:LEARN SC; role for partners in sustainability plan finalized, approved - no evidence of delivery. Year 2 Partners recruited and aligned to sustain IW:LEARN benefits for all activities per plan. - no evidence of delivery. Year 3 Sustainability plan revised per mid-term review - no evidence of delivery. Year 4 Sustainability plan realized through partners strategic plans. These milestones are implied, but not specified, in the Project summary document logframe. Is there a sustainability plan available for revision during the mid-term review? Grateful for comment/clarification. From Dann 25/10/06: Ratified sustainability plan -- undelivered also correct. Year 2 target is embedded into partners' contracts (which we can provide you, as needed); draft is in ProDoc, however numerous unexpected side-tracks and delays in actual recruitment of partners and subsequent implementation have delayed finalization of sustainability plan for SC ratification. Rectifying this is one of my objectives for next few months, once our tsunami of Oct-Dec activity has passed, and hopefully incorporating your inputs. I do have notes for revision, however, which I'd be happy to share with you when you are in DC (if not before). Y Y</p>
<p>Component E2.1: Partnerships (short title). "By 2008, successful IW:LEARN structured learning and information sharing services institutionalized and sustained indefinitely through GEF and its partners. Partners' strategic plans include role in sustaining one or more FSP product or service". 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". http://www.iwlearn.net/abt_iwlearn/pns/partner/activitye2</p>	<p>E2.1 outputs listed in Executive Summary logframe more extensive than on Site map (as above). "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." Year 1: 2-3 projects receive cost share to participate each of in 2 GEF IW side events; - 2 GEF IW side events at IUCN Congress (4 projects supported) in 2004, 1 presenter at 5th Inter-American Dialog on Water (1 project supported) in 2005; - 2 GEF IW side events in 2006: At Third Global Forum on Oceans (2 projects supported) and World Water Forum IV (6 projects supported) Year 2: Multiple GEF IW presentations at Global Forum on Oceans (2 projects supported) and 5 IW:LEARN co-sponsored side events at 4th World Water Forum (6 projects supported), plans for GEF IW side event at GEF Assembly in 2006; Year 3: Planning for GEF IW:LEARN side event at GPA IGR-2 (2 strategic partnership projects, 2 subsidiary projects), 500 copies of LME Governance handbook printed for circulation at GPA. - Planning for half-day side-event on coral reef ecosystem health at ITMEMS (2+ projects supported), as part of Activity B2.3 - Co-organizing sessions at Moldova nutrient management workshop (under Activity B3) and PEMSEA Congress (under Activity D1) in 2006; Year 4: Nothing specified.</p>
<p>Component E2.2: Partnerships (short title). "By 2008, successful IW:LEARN structured learning and information sharing services institutionalized and sustained</p>	<p>Executive summary logframe not as expansive (eg. No periodic GEF IW bulletins specified): "E2.2 Outreach Materials: 1-2 GEF IW outreach publications, syntheses, videos and/or (IW-IMS) CD-ROMs circulated to TWM community – including a co-produced LME video documentary – ea. year for 4 years" Year 1: - 1 IW Bridges newsletter produced (as GEF IW bulletin), LME video still in</p>

Extract	Extract notes
<p>indefinitely through GEF and its partners. Partners' strategic plans include role in sustaining one or more FSP product or service". 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. (E2.2: IW Experience Notes http://www.iwlearn.net/abt_iwlearn/pns/partner/e2-2experience and listing of notes http://www.iwlearn.net/publications/experience-note/)</p>	<p>production phase. 5 issues of GEF-IW Bridges. http://www.iwlearn.net/abt_iwlearn/pubs Year 2: - 4 IW Bridges newsletters produced (by September 2006) http://www.iwlearn.net/abt_iwlearn/pubs - 11 IW Experience Notes published on-line, of which several distributed at GEF Assembly http://www.iwlearn.net/publications/experience-note/ - 1 Handbook on LME Governance and Socioeconomics published http://www.iwlearn.net/abt_iwlearn/pns/learning/lme-gov-handbook.pdf , 1000 copies being circulated to all GEF LME projects and to IUCN Global Marine Program stakeholders and GEF Assembly participants - LME video still in production phase Year 3: Plans to publish 4 IW Bridges issues http://www.iwlearn.net/abt_iwlearn/pubs and 12 IW Experience Notes http://www.iwlearn.net/publications/experience-note/ Year 4: Plans to publish 4 IW Bridges issues and 12 IW Experience Notes</p>
<p>Component E2.3: Partnerships (short title). "By 2008, successful IW:LEARN structured learning and information sharing services insitutionalized and sustained indefinitely through GEF and its partners. Partners' strategic plans include role in sustaining one or more FSP product or service". E2.3: Gender and Water Exhibit at GEF IW Conferences and related international events.</p>	<p>E2.3 Not mentioned in Executive Summary logframe. Year 1: IW:LEARN's Gender and Water exhibit (a year 2 output) toured through 1+ events in 1+ countries in Latin America and the Caribbean (LAC) region - Gender and water alliance activity reports: Phase I Progress Report - Traveling Exhibit Final Report - Online gender and water exhibit link goes to publications page and nothing there. Year 2: - Gender and Water exhibit toured through X events in Y countries in Latin America and Caribbean, Europe, South Pacific and Africa Year 3: Year 4:</p>

A8.5 Steering Committee

http://www.iwlearn.net/groups/scom/folder_listing. Evaluated in late November 2006 with a brief re-inspection on 09th December.

Extract	Extract Notes
Group mail facility	Might be useful to have a facility for all SC members
SCOM Workspace: IW Governance tools MSP workshop	This is dated July and the link does not show any outcomes.
SCOM Workspace: IW:LEARN Steering Committee - Steering Committee Meeting Materials	Steering Committee Meeting - 20 November 2006 - Agenda fairly comprehensive but no links to support documents/clarifications etc. Item 12 refers to MTE preliminary findings. On revisiting (09th December) there are only six agenda items with Agenda Item 2 referring to the MTE and there are several links in the 20th November agenda area to supporting documents (for items 1,2,3,4,5 and 8,9,10, 12 below and the items listed comprise: 1) 3rd Quarter 2006 Progress Report; 2) APR and PIR; 3) Actions to Deal with Unsatisfactory Items; 4) Co-finance Table; 5) 2007 Workplan by Quarter; 6) M&E Indicators; 7) IWC4; 8) Pending Stakeholder Exchange Proposals; 9) Next Bridges Issue Topics; 10) Experience Notes Tracker; 11) Sustainability Plan; 12) Midterm Evaluator Preliminary Findings/IW:LEARN Comments/World Bank Comments. - Steering Committee Meeting - September 2006 (@ 9am EDT) - agenda fairly comprehensive. Link to Action Items and Decisions (20 points) Steering Committee Meeting - July, 2006 (@ 9am EDT) - good links but input 1 link doesn't work - 45 action points! Steering Committee Teleconference - June 2, 2006 (@ 9am EDT) why so close to July meeting? Good links. Steering Committee Teleconference - April 19, 2006 (@ 9am EDT) - good links. 25 action points. January 2006 Steering Committee Meeting @ Global Oceans Forum: Paris, France January 2006 Telconference Fall 2005 Steering Committee Meeting Summer 2005 Steering Committee Meeting: Salvador, Bahia, Brazil January 2005 Steering Committee Teleconference December 2004 Steering Committee Teleconference Fall 2004 Steering Committee Meeting Fall 2003 Steering Committee Meeting (Operational Phase PDF-B) Spring 2003 Meeting Pilot Phase, Fall 2002, Spring 2002, Fall 2001, Spring 2001.
SCOM Workspace: IW:LEARN Steering Committee: GEF IW:LEARN Operational Phase Project Design Documents	No links to design documents though these are on the non SC documents section of the Site. Note that the UNDP ProDoc contains the ToR for the Steering Committee (skype from Dann Sklarew 30/11/06): 1. Steering Committee Background: The project's Steering Committee (SC) provides strategic direction, guidance and assessment to maximize the project's progress, relevance and impact on its beneficiaries. General Responsibilities: • Meet semi-annually, and communicate on an ad hoc basis as necessary, to review project performance and impact, approve annual work plans and needed updates to this project document or its budget, and provide strategic input to realize valuable outcomes expected from the project. • Liaise and facilitate collaboration as needed between IW:LEARN PCU and its partners and beneficiaries, including IAs, the GEF's International Waters Inter-Agency Task Force (IWTFIWTF) • Work with Program Coordination Unit (PCU) personnel to develop and carry out a sustainability plan for successful project products and services. • Individual members will guide programmatic implementation of specific IW:LEARN activities identified as being implemented (or overseen) by their respective IAs, including providing specific day-to-day coordination with PCU personnel.
SCOM Workspace:	APR/PIR link not posted here or on the Agenda item list. Budgets: No

Extract	Extract Notes
<p>IW:LEARN Steering Committee: GEF IWLEARN reference documents:</p>	<p>budget "link" IW:LEARN PCT Organizational Chart - link does not work. Contacts list..... Fine and includes Project links List of trainees: Lists from: - Workshop on the Sustainability of Large Marine Ecosystems (LME): Bridging the Governance and Socioeconomic Gap, 6 – 10 March 2006 (20 participants) - GEF IW:LEARN Communication WORKSHOP, January 19 - 20, 2006 (20 participants) - Workshop on Information Management and Public Participation in Transboundary Water Cooperation (undated) (64 participants). - Public Participation in Transboundary Waters Management (part of the Third Biennial GEF International Waters Conference) – two sessions held (undated but Brazil))(24 participants) - (Pending) – Overview of TDA/SAP Process (part of the Third Biennial GEF International Waters Conference)(undated but Brazil)(30 participants) - Pending) – GEF Project Information Communication Technology Workshop (part of the Third Biennial GEF International Waters Conference)(undated but Brazil)(27 participants) - (Pending) - Coastal and Marine Resources Management and Protection in the Red Sea and Gulf of Aden (no information) - 2001-2002 - Marine Protected Areas (pilot phase)(27 participants) (Red Sea and Gulf of Aden) - 2002 – D-List Integrated Coastal Zone Management Distance Learning Course (2002)(14 participants)(Namibia and South Africa) -1998 - Two Distance MSc Courses Developed and Taught by IW:LEARN: International Waters "Issues & Case Studies" & "The Use of Information Technologies in Developing Countries" (number of participants not specified.....9) - 1998 - IW:LEARN Implementation 7-week Training, Brainstorming and Planning Workshop" - International Waters in Developing Countries (number of participants not specified.....15) - 2003 - Knowledge Management for Water Resource Management in conjunction with the 6th Water Information Summit (number of participants not specified.....38) - 2002 - Water Portal Developer's Workshop at the 5th Water Information Summit (number of participants not specified.....20) - 2001 - International Waters Web Developers' Workshop (number of participants not specified.....11) - 2001 - Distance Learning Information Sharing Tool (DLIST) Development Workshop (number of participants not specified.....5) -2001 - River Basin Implementation Team Workshop (Washington)(6 participants) - Past International Waters Fellows (8) - Statistics for IW:LEARN (web site usage). Only provides for 2006. No interpretation provided. Usage levels pretty steady throughout the year. 72.1% of visits are 0-30 seconds.</p>
<p>SCOM Workspace: MTE link</p>	<p>Nothing on this space though information is available from the home page link.</p>
<p>Sean Khan email dated 30th November concerning efficiency of action on agenda at SC meetings (file attached to email)</p>	<p>Reflecting on our session together. Please find below text extracted from SC minutes regarding flow of content from structured learning activities. I have attached the minutes with comments that offer further clarification. Interesting when looking at these minutes to consider how much (or little) from these minutes are actually acted upon (all sides): • DMS and MX will discuss how to develop better method to capture knowledge generated in these trainings/workshops and disseminate through broader IW community by January 15, 2006. DMS (w/MX?) will present to PALS approach to develop alternate mode of planning workshops, by starting with 4-5 questions to generate consensus answers throughout workshop preparation process and provide structure throughout the workshop itself. Extract a template or model from WBI model and use for planning future workshops at next PALS telecon (January 2006).</p>

A.9 STRUCTURED INTERVIEWS PRINTOUT

A9.1 Outcome A

A: "Information sharing". 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.

Name	Question notes	Question type	Issue	Solution
Dr Peter Scheren		Effectiveness	None	
Janot Mendler	2 sides: data and assistance.	Effectiveness	Not delivering yet with respect to utility.	Hire a technical coordinator (public communications specialist) at UNEP to oversee outreach to the Projects.
Takehiro Nakamura		Effectiveness	Management of this component was underestimate at the project design stage	Reallocation of resources (additional person in Nairobi to assist IW Projects in setting up their Information Management System) to reinforce management of Component A and better information flow linkages with B,C, D. Liaison officer for web toolkit - helpdesk needs to have a human face.
Vladimir Mamaev		Effectiveness	Multi Agency approach (separate project document for different IAs) is not effective.	Integrated delivery..... Clear responsibility within project team as to responsibilities and representation of Agencies to Project Team as well as Steering Committee.
Dann Sklarew		Effectiveness	Toolkit is a software solution..... Need to explain how to use the tool to facilitate IW Management activities.	Ensure that workshops and technical assistance are provided to respond to the needs and requirements (business process and deliverables) of the Projects.
Ivan Zavadsky		Effectiveness	None	
John Pernetta		Effectiveness	Not getting support from IWLEARN in dissemination. None of the sites have RSS so not using it.	Install RSS feed aggregator on IWLEARN website. RSS feed (really simple syndication) - aggregate news items.
Andy Hudson	Gaps in delivery and follow-up by the UNEP Team.	Effectiveness	None	
Sean Khan	Too early and not enough data.	Effectiveness	Too early and do not seem to be substantive evidence that projects dependent on A.	1. improve taxonomies/navigation. 2. Increase interaction with target groups (provide help). 3. Respond to service delivery surveys. 4. Improve outreach (consistent IWbridges used to

Name	Question notes	Question type	Issue	Solution
				bridge).
Lubomyr Markevych	Use of toolkit to redesign website has been highly effective. When started relationship with IWLEARN on redesign of website thought it was technical. Website is unique in that it functions in two languages - shock that required to do the translation.	Effectiveness	Need support for translating of site into Russian. Required finding a Russian firm to assist.	Clear indication of obligations at the beginning of the process.
Tracy Hart		Effectiveness	Projects not demanding service because of lack of knowledge and incentive because no delivery.	Significant review with a mind to restructure/cancel.
Mish Hamid		Effectiveness	Site does not provide effective basic search functions (e.g. for hot issues).	Has to be a proper search function driven by a proper keyword index (used the GWP toolbox in 2003 but lost in transfer).
Mick O'Toole		Effectiveness	None	
Lubomyr Markevych		Efficiency	More resourcing needed than originally envisaged.	More assessment and disclosure of obligations at start
Sean Khan	Lot more than any other project at stake and committed largest in cash. More regular staff working than any other partners and cautious.	Efficiency	1. Lack of flow of information/knowledge other components. 2. Poor response time.	1. Use experience notes and make all background documents available on line and all outputs available. 2. Additional resources - hire consultant editor (ongoing) and outsource software development (ongoing).
Ivan Zavadsky		Efficiency	None	
Takehiro Nakamura		Efficiency	Inadequately resourced.	Additional resources as specified in efficiency criterion.

Name	Question notes	Question type	Issue	Solution
Mick O'Toole		Efficiency	None	
Steve Menzies		Efficiency	None	
John Pernetta	Highly skeptical.	Efficiency	Done	
Janot Mendler		Efficiency	Lack a positive collaborative working relationship between Washington and Nairobi office. Washington management style is patronising to Nairobi.	Both sides need a staff person responsible for communication and support to the other side of project. A new person should be allocated to Nairobi and there should be delegation in Washington for web responsibilities Programme assistant).
Dr Peter Scheren		Efficiency	None	
Tracy Hart		Efficiency	Significant amount of resources spent and tracking delivery difficult. UNEP reporting not transparent. Consider that outputs delivered are less than would be expected from the resources used.	Auditing of UNEP.
Dann Sklarew	Previous version of the IWLEARN website is just getting to the functionality of the pilot phase. Didn't build on pilot phase web site because UNEP took responsibility. Wanted to use a more generic toolkit.	Efficiency	Don't believe that the full team is in place to deliver efficiently.	Project management should identify needs and follow-through hiring with steering committee and update ProDoc accordingly.
Dann Sklarew	Previous version of the IWLEARN website is just getting to the functionality of the pilot phase. Didn't build on pilot phase web site because UNEP took responsibility. Wanted	Efficiency	Information transfer between entities has not been operationalised.	Full-time content manager/communications manager. Need information to be a click away.

Name	Question notes	Question type	Issue	Solution
	to use a more generic toolkit.			
Andy Hudson		Efficiency	Accountability for maintenance and upkeep of the website.	Clarify accountability - resolve in UNEP or delegate to DC Team.
Mish Hamid		Efficiency	Site does not have a dedicated help line with accountable identified contacts.	Provide a dedicated help line with accountable "help" contacts.
Dann Sklarew	Previous version of the IWLEARN website is just getting to the functionality of the pilot phase. Didn't build on pilot phase web site because UNEP took responsibility. Wanted to use a more generic toolkit.	Efficiency	Project will not have spent all of its funds;	Reallocate funds from year 5 to year 4 so activities are finished by the end of year 4. Needs to be a full hiring of staff.
Vladimir Mamaev		Efficiency	Lack of efficiency.	Professional web designers should properly design the website together with end users and projects.
Andy Menz	Web site	Efficiency	Jointly funded. UNEP/UNDP separate implementation and budget management.	Pooling of funds and one project document.
Tracy Hart		Impact/degree of change/result	Lack of access to information. No long-term impact. Both a management and an incentive issue.	Restructure/cancel component or activities. Issue should be raised at level of IWTF (discussed but minuted but not discussed openly with UNEP).
Takehiro Nakamura		Impact/degree of change/result	Difficult to measure impacts of this component because of inadequate impact indicators and means of verification.	Indicators have to be redefined for impact measurement
Ivan Zavadsky		Impact/degree of change/result	None	
Lubomyr Markevych		Impact/degree of change/result	No issues	

Name	Question notes	Question type	Issue	Solution
Andy Hudson		Impact/degree of change/result	None	
Dr Peter Scheren		Impact/degree of change/result	Relevance issues.....	relevance issues....
Steve Menzies		Impact/degree of change/result	None	
Vladimir Mamaev		Impact/degree of change/result	Addressed elsewhere.	Addressed elsewhere
Sean Khan		Impact/degree of change/result	Poor outcome statement. No measure of "TWM improved" available. Outcome fits better under other components.	Revisit the logframe.
Mick O'Toole	Creation of short promotional films on LMEs. Need a shift in emphasis to promote achievements of projects as well as sharing information in form of publication.	Impact/degree of change/result	Good assistance on dissemination through DVD.	This method of dissemination should be continued.
John Pernetta	Jut relating to South East Asia. IWLEARN RLC lacks a service oriented approach..... need communications/help support. Serving themselves.	Impact/degree of change/result	Poor technical management and service support by IWLEARN RLC. IWLEARN RLC staff unwilling to visit projects - only twenty minutes away. We have to instigate meetings.	Install some common systems protocols. Identify project needs and service oriented approach.
Janot Mender		Impact/degree of change/result	None if efficiency issues addressed.	
Dann Sklarew		Impact/degree of change/result	Needs to be integrated and institutionalised.	All projects need to have interface in their ProDoc with budget line.
Mish Hamid		Impact/degree of change/result	Way information is being shared is not changing.	Redesign the website.

Name	Question notes	Question type	Issue	Solution
Mick O'Toole	www.bclme.org - link to IWLEARN - haven't used toolkit. Don't need or use the IWLEARN website and don't regularly check.	Other/goal/cross cutting	Never had any experience notes from other LMEs.	There needs to be a socialization of the benefits of information sharing with IWLEARN.
Lubomyr Markevych	Generally discussed IW capacity on many occasions. Good clearing house (search engine).	Other/goal/cross cutting	None	
Sean Khan	Component A represents the face of IWLEARN. Component A will be the legacy of IWLEARN. Hope to include events related information under events.	Other/goal/cross cutting	Some components not delivering information/knowledge to Component A. (see relevance).	See relevance
Andy Hudson		Other/goal/cross cutting	See other comments	
Steve Menzies		Other/goal/cross cutting	None	
John Pernetta		Other/goal/cross cutting	None	
Dr Peter Scheren	It is a very important component. Don't know workplan.	Other/goal/cross cutting	None	
Mish Hamid	Component A is a significant component.	Other/goal/cross cutting	See other comments	
Sean Khan	Component A represents the face of IWLEARN. Component A will be the legacy of IWLEARN. Hope to	Other/goal/cross cutting	What information do we wish the target group to access - not sure whether providing the right information? In fact the structured learning should have	Need relevant information/knowledge to be provided by other components.

Name	Question notes	Question type	Issue	Solution
	include events related information under events.		been geared towards needs assessments including ICT needs assessment.	
Vladimir Mamaev	This is the most important component.	Other/goal/cross cutting	Idea good implementation bad.	See other solutions.
Dann Sklarew		Other/goal/cross cutting	Insufficient harmonization between this and other components in terms of communication and inter-office coordination and information management.	Need to revisit the structure and function of the UNEP ITC component.
Ivan Zavadsky		Other/goal/cross cutting	This is a leading component. Other components should support this.	Simplify the structure and raise the profile of this component and lower the profile of other components.
Tracy Hart	Not critical. Of secondary importance to delivering overall goal.	Other/goal/cross cutting	IW:LEARN PMU does not have direct management control over the delivery of this component.	Restructured with private sector provider managed by PMU.
Janot Mendler		Other/goal/cross cutting	None specified	
Takehiro Nakamura		Other/goal/cross cutting	None	
Tracy Hart	Relevance is satisfactory	Relevance	Executing agency for component not delivering in time and technologies changing too rapidly in this context.	Do an assessment of deliverables and adopt recommendations.
Sean Khan	Major issue is relevance of information sharing structure. Assumption is that Ecomundus continues to be developed and so can maximize dissemination and use	Relevance	Information/knowledge not being provided by B, C, D. Design of components is very poor - talking shops. Issue raised at SC meeting (verbal).	Use Experience notes structure to document structured learning outcomes. Also collation and dissemination of background information.

Name	Question notes	Question type	Issue	Solution
	of the information and knowledge products of IWLEARN. IWLEARN will be institutionalized into Ecomundus.			
Janot Mendler	Analysis delayed the rebuild but will be maintained beyond the end of IW:LEARN.	Relevance	"A" component out of step with the rest of the Project. Demand for it to be responsive.	Process of re-vamping the information system (underway)
Tracy Hart	Relevance is satisfactory	Relevance	Web site not very good and so difficult to champion and catalyze take-up and use.	Do an assessment of deliverables and adopt recommendations.
Takehiro Nakamura	Lot of overlaps between components	Relevance	No issue	
John Pernetta	Find it far less intuitive at a technical level - jumla (free) better than plone - IWC have expressed same view. Lost confidence. Dropped the toolkit. IWLEARN unlikely to support JUMLA content management system.	Relevance	Toolkit Website not as intuitive as the others and members of the network find difficulty. No user manual and no help.	Change the software - PLONE no good. Adopted by UNEP but highly unlikely that they will change the software simply to support IWLEARN.
Mish Hamid		Relevance	Website is not communicating project outputs relevantly.	Responsibility needs to be delegated and decentralised and the website needs to become more user friendly.
Andy Hudson	With proper attention and a little more delegation to Washington should be resolved. An administrative rather than a content issue.	Relevance	No	
Vladimir Mamaev		Relevance	None	
Dann Sklarew		Relevance	Demand expressed that cannot	Formalise response and organise the website.

Name	Question notes	Question type	Issue	Solution
			be met. Don't have the mechanisms to provide accountable service.	
Dann Sklarew		Relevance	Lack of common line of Authority.	Technical Component Co-ordinator should serve as a member of PCU reporting to CTA (in de facto absence of day-to-day oversight by SC member(s)).
Dann Sklarew		Relevance	Non-transparency in hiring and internal management of this component.	Improved direction and lines of responsibility.
Dann Sklarew		Relevance	Activity started late (1 year). Delivery has been delayed and over-promised. Person responsible doesn't have appropriate usability experience.	(1) Dissociation of individuals responsible for overseeing and implementing the activity and (2) clarify implementing ToR. (3) Fully hiring of staff for content management (Steering Committee approved in June and still not hired).
Mick O'Toole	Don't depend on IWLEARN but information sharing useful. IWLEARN needs this project but not the other way around.	Relevance	Sort of information provided does not have high relevance to the delivery of your project. Exchange programme useful.... With Pacific..... Sent a report. Sent an experience note for Nairobi about the Programme as a whole.	Provide a service that is more relevant. ITC questionnaire completed.
Steve Menzies	Not relevant because high tech.	Relevance	None	
Lubomyr Markevych	Good compared with other institutions - collegiate arrangement with Dann Sklarew and Janot - by email and by skype.	Relevance	None	
Ivan Zavadsky		Relevance	Web page does not link different IW products.	Speed up the design.
Andy Menz		Relevance	No	
Dr Peter Scheren	Web portal is relevant	Relevance	Information sharing is very	Use focus groups/topic based. Experience notes is a good

Name	Question notes	Question type	Issue	Solution
	and the Project is IWLEARN Toolkit based. Www.wiolab.org (land based)		generic rather than focused.	initiative. Outputs notes. Stakeholder involvement plans of other projects.
Sean Khan	All dependent on Ecomundus bearing in mind problem with outcome statement.	Sustainability	Ownership of Programme within UNEP needs to be institutionalised because too dependent on particular champions.	Strong linkage with Ecomundus using IWLEARN as dissemination point for UNEP water related products.
Andy Hudson	UNEP is institutionalising ownership and whilst there are other issues there are secondary.	Sustainability	Need some kind of exit strategy once GEF funding ends.	Prepare an exit strategy and get UNEP to commit to the long-term management of this resource.
Mick O'Toole		Sustainability	None	
Tracy Hart		Sustainability	No plan in effect to sustain outputs.	IW:LEARN website has to be managed from directly within the GEF Secretariat. (Issue not raised formally).
Vladimir Mamaev		Sustainability	Nothing to sustain. Present mechanism is not satisfactory.	Need to create mechanism that will sustain knowledge sharing.
John Pernetta	Tried to get network to assume responsibility for managing pieces of the website. This should allow the website continue.	Sustainability	Lack of evidence of efforts to ensure sustainability. There have been efforts to decentralise through RLCs and toolkit but need to transfer ownership of activities to practitioners.	Focus on the transfer of ownership to practitioners.
Lubomyr Markevych		Sustainability	None	
Ivan Zavadsky		Sustainability	GEF/IWLEARN should find a sustainable platform for this.	Move away from Project funding cycle and make it as a GEF Management tool rather than a project.
Dr Peter Scheren		Sustainability	None	
Takehiro Nakamura	UNEP is putting resources into	Sustainability	None	

Name	Question notes	Question type	Issue	Solution
	IWLEARN and this will lead to sustainability. IWLEARN incorporated into ECMONDUS UNEP wide information exchange programme and includes GRID.... From UNEP regular Programme - Environment fund.			
Steve Menzies		Sustainability	None	
Dann Sklarew		Sustainability	See earlier comments	See earlier comments.

A9.2 Outcome B

B: "Learning". 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

Name	Question notes	Question type	Issue	Solution
Andy Hudson	Some delays in initial delivery but made up a lot of lost ground.	Effectiveness	None	
Dann Sklarew	Need a service area providing training on project demanded issues.	Effectiveness	Need to enhance awareness regarding learning opportunities and target the right people to participate.	PCU needs to allocate regular resources of its staff to directly communicate with a set of projects as to whether and how there can be help.
Ivan Zavadsky		Effectiveness	None	
Takehiro Nakamura		Effectiveness	Same issue as for relevance	Same solutions as for relevance
Sean Khan		Effectiveness	Poor preparation and execution and evidence of outputs.	There should be a clear linkage/dependency between component B and A. Need explicit requirement in ToR for workshop subcontractor to provide information.
Vladimir Mamaev		Effectiveness	None	
John Pernetta		Effectiveness	None	
Dann Sklarew	Need a service area providing training on project demanded issues.	Effectiveness	Redouble efforts to have measures of whether delivery is effective.	Need M&E backstopping.
Janot Mendler		Effectiveness	None	
Dann Sklarew	Need a service area providing training on project demanded issues.	Effectiveness	Need to increase focus of learning interventions on pragmatic issues/business processes of the GEF IW Projects.	Focus on disseminating and improving tools such as SAP, Stakeholder involvement plans, M&E approach using content experts to inform the process.
Steve Menzies	Learning process and involvement of	Effectiveness	Concern over sustainability of involving communications in	Allow people who develop projects to learn more about communications planning as a project

Name	Question notes	Question type	Issue	Solution
	communications in early stages of the project cycle.		the project development process and in project delivery.	development/implementation tool.
Mick O'Toole		Effectiveness	None.	
Lubomyr Markevych		Effectiveness	None	
Tracy Hart		Effectiveness	Outputs delivered but outputs not achieving the expected outcome.	No immediate solution
Mish Hamid		Effectiveness	B2 structured learning activities do not appear to be effective, efficient or have much of an impact. No community of practice.	Don't know.
Dr Peter Scheren	Been to 3 major events...(1) IW conference in Brazil, Sharing of lessons learned between (2) UNEP IW Projects (Thailand) and (3) TWRM in Nairobi this week. Main benefit is networking.	Effectiveness	The structure of the workshops is not fit for purpose. Lack of focus on delivering tools.	Topic/issue based workshops.
Ivan Zavadsky		Efficiency	None	
Sean Khan		Efficiency	Same as for relevance/effectiveness	Same as for relevance/effectiveness
John Pernetta		Efficiency	See relevance for comment.	
Takehiro Nakamura		Efficiency	Management of workshops should be more efficient	Use project delivery and regional delivery mechanisms to deliver workshops rather than existing organizer.
Lubomyr Markevych	Views himself as a cherry picker.	Efficiency	No issue	
Dr Peter Scheren		Efficiency	None.	

Name	Question notes	Question type	Issue	Solution
Steve Menzies	Some headaches to get people to workshops.	Efficiency	None	
Mish Hamid		Efficiency	None	
Andy Menz	Can't say because no baseline.	Efficiency	Cost and efficiency of travel arrangements to deliver outcome.	Forward planning.
Janot Mendler		Efficiency	None	
Vladimir Mamaev		Efficiency	None	
Andy Hudson		Efficiency	None	
Tracy Hart		Efficiency	GEF Secretariat within the IWSC micromanages delivery/use of budget. PMU should have greater flexibility in reacting to demands (one person has a veto). Meetings minuted per decisions and actions to be taken.	Give the PMU greater flexibility on budget lines (<10%).
Dann Sklarew		Efficiency	E-for a is not efficient use of resources (see other comments)	To re-allocate to more face-to-face learning within the activity.
Vladimir Mamaev		Impact/degree of change/result	None	
Tracy Hart		Impact/degree of change/result	Achieving outputs but outputs not resulting in outcomes because of limited control over budget by PMU.	Solution as for efficiency issue.
Ivan Zavadsky		Impact/degree of change/result	None	
Mick O'Toole		Impact/degree of change/result	None	
Andy Hudson		Impact/degree of change/result		

Name	Question notes	Question type	Issue	Solution
Takehiro Nakamura		Impact/degree of change/result	Same as component A impact comments.	Same as component A impact comments.
Lubomyr Markevych		Impact/degree of change/result	None	
Sean Khan		Impact/degree of change/result	Same as for relevance/effectiveness/efficiency	Same as for relevance/effectiveness/efficiency
John Pernetta		Impact/degree of change/result	As relevance	
Janot Mendler		Impact/degree of change/result	Difficult to get response on ex-post indicators	Continue to try to get verification of adaptive management.
Dr Peter Scheren	Focus on socialisation of IWLEARN	Impact/degree of change/result	As for effectiveness	As for effectiveness
Mish Hamid		Impact/degree of change/result	None	
Dann Sklarew		Impact/degree of change/result	Inability to document even short-term impacts from learning interventions therefore long-term impacts called into question.	M&E consultation.
Steve Menzies	Personal reflection on the process. Major impact on improving appreciation of global context amongst regional practitioners and also application of lessons learned from Pacific to Black Sea.	Impact/degree of change/result	None	
Mick O'Toole		Other/goal/cross cutting	None	
Tracy Hart		Other/goal/cross cutting	Heart of project is this component. It is delivering outputs but unclear that outputs	None suggested.

Name	Question notes	Question type	Issue	Solution
			are delivering the goal. Satisfactory because people working very hard.	
Takehiro Nakamura	This is the main component of IWLEARN	Other/goal/cross cutting	Whilst this is the main component of IWLEARN it is not being delivered relevantly.	Same as for relevance.
Lubomyr Markevych		Other/goal/cross cutting	None	
Janot Mendler		Other/goal/cross cutting	No	
Sean Khan	Relevant but delivered.	Other/goal/cross cutting	Relevant component but not being delivered appropriately	Rethink approach. There should be a guideline for delivering the structured learning approach containing a checklist. Including: 1. Ample time should be devoted to gathering and electronically posting background material. 2. Criteria for selection of participants. 3. Structured learning experience notes should be developed from each workshop. 4. Action and follow-up points.
Ivan Zavadsky	Component A is the most important.	Other/goal/cross cutting	None	
Andy Hudson		Other/goal/cross cutting	None	
Dr Peter Scheren		Other/goal/cross cutting	None	
Mish Hamid		Other/goal/cross cutting	PALs should be communicating better through component A and Component E.	Don't know.
John Pernetta		Other/goal/cross cutting	No feeling that the overall goal is going be achieved.	Don't know.
Vladimir Mamaev	Present at design stage but haven't seen any outcomes from this component that I can judge. Very important component.	Other/goal/cross cutting	None	

Name	Question notes	Question type	Issue	Solution
Dann Sklarew	Too much emphasis on E-for a.	Relevance	Not project driven design of this Component.	Take IW:Conference recommendations and use them to design activities.
Ivan Zavadsky	Appreciate what done so far - basin to basin	Relevance	Lack of non-GEF stakeholder participation/involvement.	Broader outreach of IWLEARN.
Dann Sklarew	Too much emphasis on E-for a.	Relevance	B2: Use of electronic fora has not been as relevant with respect to learning as had been hoped (assumption that E-fora would be a good way of providing a structured learning experience) but is useful for networking.	Use E-fora in a targeted way (support the right practitioners). UNDP doing a water fair in Bratislava including public participation. Reallocate human and financial resources to face-to-face activities with limited resources for using e-fora for networking (ad-hoc announcements) and not using e-for structured learning purposes.
Takehiro Nakamura		Relevance	Organisation of workshops may not satisfy the need of the projects to learn. Mismatch between supply side and demand side.	1. Better needs assessment. 2. Better capacity on delivery side particularly bringing in somebody who has experience of project delivery.
Dr Peter Scheren		Relevance	None	
Janot Mendler		Relevance		
Andy Hudson		Relevance	Number of activities are spawning off other Projects (MSPs) and St Petersburg application to Africa through MSP.	Successes should be disseminated.
Mish Hamid	Expectations of progress are low from Steering Committee.	Relevance	Lack of follow-up to activities.	Following up with participants.... have you done....
Tracy Hart	Relevance highly satisfactory	Relevance	Does structured learning really work in enhancing project level delivery? What they are being taught is not relevant (needs assessment are very supply driven). PALs have a vested interest in tying this support to other activities (need to meet in	IW:LEARN doing exit reviews as to application of learning. Need to understand and apply lessons.

Name	Question notes	Question type	Issue	Solution
			the middle). Co-financing drove selection of activities (critique of whole GEF co-financing issue)..	
Vladimir Mamaev		Relevance	None	
John Pernetta	Not looking to reengage.	Relevance	If want to share information somebody has to provide it. Will only do it if they see that there is a value. IWLEARN does not provide this value.	Find some incentive - get more out of it.
Andy Menz	Highly relevant. Just counting numbers.	Relevance	No	
Steve Menzies	Only tool for sharing project with fellow practitioners. Been using waterwiki website and has been the main means of updating resource (communicating for results)... http://europeandcis.undp.org/WaterWiki/index.php/Communications_Planning_Guide_for_International_Waters_Projects_-_Communicating_for_Results	Relevance	Outcome of workshop(s) not applied through IWLEARN web resources but through wiki.	Provide a clearer interface with the waterwiki resource. Presently goes to the hard copy and not to the waterwiki - at the top.
Mick O'Toole	Attended at IW side workshops at Brazil (IWLEARN) conference and Bangkok (IUCN) conference - PR function awareness raising workshop. Face	Relevance	Need follow-up/proper outcomes.	More goal oriented workshops.

Name	Question notes	Question type	Issue	Solution
	to face better than electronic.			
Sean Khan	Poor outcome statement because of lack of clear opportunity for developing OVIs	Relevance	No evidence to prove that TWM will be enhanced by the present approach because the approach is not structured, documented or outcome oriented.	Rethink the approach or build accountability into these exercises.
Lubomyr Markevych	International GEF conferences and sending colleague to seminar in Mombasa (IWLEARN workshop)..... Toolkit... Contributed an experience note.	Relevance	Obligation to disseminate in local languages needs to be met	Obligation to do by the Project.
Ivan Zavadsky		Sustainability	None	
Mish Hamid		Sustainability	Poor relationship with some PALs.	Don't know.
Lubomyr Markevych		Sustainability	None	
Dr Peter Scheren		Sustainability	None	
Andy Hudson	More GEF funding of a GEF funded Project is not sustainable. Scope of replication for this approach through existing projects may be the way that sustainability will be achieved.	Sustainability	None	
Tracy Hart		Sustainability	Projects should be able to pay for in part or in whole for these services. Squandered opportunity.	Full control.

Name	Question notes	Question type	Issue	Solution
Takehiro Nakamura	No structure to structured learning.	Sustainability	Don't see organisation of workshops leading to sustainable mechanisms from perspective of results of workshops for any longer term exchange of information.	When workshops organised workshop organisers as well as project management team should formulate outcomes more rigorously and provide good storage and retrieval mechanisms for future use of outcomes.
Vladimir Mamaev		Sustainability	None	
Janot Mendler		Sustainability	Difficult to get response on ex-post indicators	Continue to try to get verification of adaptive management.
Sean Khan		Sustainability	No sustainable element to this . Just an activity.	Rethink approach to structured learning.
Dann Sklarew	Activities that are successful during the project period will be sustained.	Sustainability	PALs involvement in activity B2 needs to incorporate sustainability plan	PALs involvement in activity B2 needs to incorporate sustainability plan
Steve Menzies	Without IWLEARN wouldn't have opportunity to bring practitioners together and develop a practical guide.	Sustainability	Difficult to sustain through electronic means without a champion.	Need a continuous management process including a communications expert.
John Pernetta		Sustainability	None	
Mick O'Toole		Sustainability	None	

A9.3 Outcome C

C: "Dialog". 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

Name	Question notes	Question type	Issue	Solution
Mick O'Toole		Effectiveness	None	
John Pernetta	People preaching to the converted.	Effectiveness	Refer to earlier comments	Refer to earlier comments
Sean Khan	www.getf.org/iwc3 and also more information on IWLEARN site.	Effectiveness	Not involving target audience (project managers).	Conference delivery guideline should be developed. There should be a pre-conference needs assessment survey amongst the target audience (project managers) the results of which should be used to design the conference (and all other components should be on the checklist as per structural learning workshops).
Vladimir Mamaev		Effectiveness	Refer to relevance	
Steve Menzies		Effectiveness	None	
Dann Sklarew		Effectiveness	See talking heads approach	Need to incorporate small focus groups rather than panel approach.
Janot Mendler		Effectiveness	None	
Takehiro Nakamura		Effectiveness	Invitees to conference should be more clearly defined. In previous conference no clear identification of why certain people were involved.	Clear objective criteria and use of criteria for selection of invitees to conferences (and workshops)
Andy Hudson	Highly effective on the organisational level. Generally positive evaluations except with some issues about structure.	Effectiveness	None.	
Ivan Zavadsky		Effectiveness	None	
Lubomyr		Effectiveness	None	

Name	Question notes	Question type	Issue	Solution
Markevych				
Tracy Hart		Effectiveness	Poor output-outcome linkage.	Re-think of IW Conference to achieve intended outcome.
Dr Peter Scheren		Effectiveness	Too expensive an exercise for purpose	Redesign
Andy Menz		Effectiveness	Structure of conferences and sessions management is a difficult balance. Talking shop. Try to do too much formal. More informal.	Not more frequent, biennial is fine. Focused agenda.
Ivan Zavadsky		Efficiency	None	
Lubomyr Markevych		Efficiency	No issue	
Steve Menzies		Efficiency	None	
Dr Peter Scheren		Efficiency	See effectiveness	See effectiveness
Sean Khan		Efficiency	Consultative element of planning needs improvement	Target audience focus/checklist for delivery and advance planning.
John Pernetta	No travel budget for projects to attend and no money even for keynote speakers.	Efficiency	Putting this out to contract to a commercial body will increase cost. Selection of venue maximises cost. Assumption that every project will finance is inappropriate (either it is in there or it isn't).	Organise it more appropriately. Focus on cost efficiency - economic rather than political. Give the Projects the opportunity to contribute.
Takehiro Nakamura		Efficiency	Organisational efficiency of conference not good firstly because inappropriate managing contractor and secondly because not outcome oriented.	Use local partners (Projects and regional organisations) and provide mechanisms for ensuring accountability of delivery.
Mick O'Toole		Efficiency	None	
Vladimir Mamaev		Efficiency	Refer to other issues.	
Dann Sklarew		Efficiency	Need to address cost share for other projects.	Incorporate cost share into other Project pro-docs.

Name	Question notes	Question type	Issue	Solution
Andy Hudson		Efficiency	None	
Mish Hamid		Efficiency	Conferences are not an efficient forum for problem solving as presently designed.	Structure should be related to hot issues with working groups coming up with solutions.
Janot Mendler		Efficiency	Use of US NGO	Local contractors more efficient.
Andy Menz		Efficiency	Location key in terms of accessibility. Salvador less efficient because of extra hop accessibility.	Good logistics/location
Tracy Hart		Efficiency	None	
Mick O'Toole		Impact/degree of change/result	See relevance and efficiency.	
Andy Hudson	Networking, partnership developments and training features.	Impact/degree of change/result	None	
Ivan Zavadsky		Impact/degree of change/result	None	
Tracy Hart		Impact/degree of change/result	Agenda of conference very top-down in design.	Should be major re-haul in conference design so projects have primary stake in formulating conference.
Takehiro Nakamura		Impact/degree of change/result	Same as relevance	Same as relevance
Steve Menzies		Impact/degree of change/result	None	
Vladimir Mamaev		Impact/degree of change/result	See other comments	
Janot Mendler		Impact/degree of change/result	Opportunities for learning outcomes not fully exploited.	Programme could be developed with learning objectives and outcomes specified.
Mish Hamid		Impact/degree of change/result	No issues	
John Pernetta	Apart from the GEF family who knows about the Brazil	Impact/degree of change/result	Refer to earlier comments	Refer to earlier comments

Name	Question notes	Question type	Issue	Solution
	conference.			
Lubomyr Markevych		Impact/degree of change/result	None	
Dr Peter Scheren	The outcome statement has two components so difficult to provide a summary score.	Impact/degree of change/result	None	
Mick O'Toole	Workshops critical. Electronic interface should not be the face of IWLEARN.	Other/goal/cross cutting	Too much emphasis on the electronic side of IWLEARN	Redistribution of resources.
Sean Khan		Other/goal/cross cutting	Conference too stand alone.	Need a target audience focus.
Takehiro Nakamura	Some good linkages with B and D	Other/goal/cross cutting	None	None
Janot Mendler		Other/goal/cross cutting	Difficulty in getting participants to present salient project management and implementation challenges and lessons because of a focus on background information.	Socialising a solutions based approach and allow more time for feedback and discussion.
Tracy Hart		Other/goal/cross cutting	Need to review whether it is possible to better achieve component outcome through other use of resources.	Review and action on recommendations.
Andy Hudson	Key result of IW:LEARN. Facilitates networking.	Other/goal/cross cutting	None	
Dann Sklarew	If it doesn't become more beneficial to the Projects then it should not be continued. However, could be made more effective.	Other/goal/cross cutting	See other comments.	See other comments

Name	Question notes	Question type	Issue	Solution
Dr Peter Scheren	Second objective is more important than first.	Other/goal/cross cutting	None	
Mish Hamid		Other/goal/cross cutting	No issues	
John Pernetta		Other/goal/cross cutting	Refer to earlier comments	Refer to earlier comments
Vladimir Mamaev		Other/goal/cross cutting	Professional management of conferences cannot be business as usual.	Indicated elsewhere. Not only need to organise the conference but provide the facilitators. Tangible outcomes should be delivered.
Ivan Zavadsky	Indicated that Component A is the most important.	Other/goal/cross cutting	None	
Lubomyr Markevych		Other/goal/cross cutting	Linguistic issue	Framework of IW learn should be translated into basic languages.
Steve Menzies		Other/goal/cross cutting	None	
Janot Mendler		Relevance	Organisational problems.... should not use US NGO contractor. Used because convenient. NGO committed to fund raising and delivered but no real net benefit.	Competitively bid for in-region contractor for the second contract but too late.
Takehiro Nakamura		Relevance	Biennial conference supposed to be for structured learning but organisation/approach and identified outcomes of the conference are not relevant.	Clear objective of conference and organised session to achieve clear objectives (put in writing as UNEP comments and submitted to SC meeting). Don't know outcome of submission.
Dann Sklarew	Useful for branding. Networking opportunity.	Relevance	Lack of relevance to projects in conference activities.	Demand driven design of sessions and formats including small group activities focused on specific learning needs (e.g. Stakeholder involvement plans, M&E, Private partnerships) potentially organised around IW experience notes.
Andy Hudson	Increasing relevance	Relevance	Problem of sustainability.	Mainstream projects into the IW:Portfolio.

Name	Question notes	Question type	Issue	Solution
	through an iterative process to allow more time for informal networking.			
Sean Khan		Relevance	Flag flying exercise/PR process detracts from delivery of outcome. Mechanism can be used but can be improved.	Need a more rigorous approach/structure to conferences to facilitate delivery of outcome C and overall goal of project.
Vladimir Mamaev		Relevance	The next conference shouldn't be business as usual. Need to be innovative and not do it like a typical conference. Hearing the same stories from the same people.	Need to be innovative and try to limit the topics that should be addressed by the conference. Should select the new strategic objectives of GEF IV. Need to have more interactions using a good professional facilitator for each discussion session that will provoke the discussion and get as much relevant information as possible from the participants.
Steve Menzies		Relevance	None	
John Pernetta	Didn't attend the Brazil conference attended the first one. Didn't attend because no real value.	Relevance	Agenda was similar to the first one and not relevant. High level of expenses. Not sure that a global meeting appropriate	Redesign the whole of IWLEARN to decentralise and operate on a regional basis and then maybe run a side event where several regions might come together.
Mick O'Toole		Relevance	Workshops have limited relevance.	Stakeholders should be more involved in preparing the workshop so that contents is more relevant.
Mick O'Toole		Relevance		
Tracy Hart		Relevance	Serves GEF secretariat and not individual projects.	Re-assess the validity of the IW conferences.
Ivan Zavadsky	Attended the El Salvador one.	Relevance	International Waters Conference should serve as a platform to exchange knowledge and not be used to provide self justification for funding future projects.	Avoid self justification of future funding and support sharing of experiences from existing projects.
Mish Hamid	Good for networking.	Relevance	Needs to be more practitioner driven.	Clear understanding and demarcation of the political and technical components of the Conference where possible

Name	Question notes	Question type	Issue	Solution
				and to avoid confusion and contradiction.
Lubomyr Markevych	Participated in Conference in El Salvador. Attended and participated in IWLEARN sessions. Excellent mix of speakers. Involvement in whole programme. Networking. TDA and SAP tools.	Relevance	None	
Andy Menz	IW conferences good. Linkages good. Attended two conferences. Dominated by GEF-IW projects. Efforts to outreach.	Relevance	No	
Dr Peter Scheren		Relevance	Outcome 1 - increase awareness is failing (political). Outcome 2 - linkages and exchanges are satisfactory.	Outcome 1 - too big and high level so should be smaller and technical. Adapt outcome 1 to focus on linkages/learning.
Vladimir Mamaev		Sustainability	See other comments	
Mish Hamid		Sustainability	No financing mechanism to ensure sustainability.	Have appropriate financing in GEF IW Project documents.
Andy Hudson	Long-term sustainability issue. Main cost of conferences can be achieved by mainstreaming into project costs.	Sustainability	None	
Janot Mendler		Sustainability	None specified	
Dann Sklarew	Core costs will be sustained by core	Sustainability	Costs need to be externalised in a way that they need to be	Cost fully incorporated into other Project Prodocs

Name	Question notes	Question type	Issue	Solution
	funding from MSPs or other FSPs		sustained.	
Dr Peter Scheren	Should be a priority for resources.	Sustainability	None	
Takehiro Nakamura		Sustainability	Biennial conferences completely unlinked.	Design of conference building on outcomes from previous conference.
Steve Menzies		Sustainability	None	
Sean Khan	Component does not need to be sustainable.	Sustainability	Component does not need to have sustainability except through other components and through document legacy.	Other components need to deliver sustainability.
Ivan Zavadsky		Sustainability	None	
Mick O'Toole	Only public face of IWLEARN	Sustainability	Should be continued if organised properly.	Don't know.
Lubomyr Markevych		Sustainability	None	
John Pernetta	No evidence of anything being sustained.	Sustainability	Refer to earlier comments - not even paying keynote speakers	Refer to earlier comments

A9.4 Outcome D

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

Name	Question notes	Question type	Issue	Solution
Lubomyr Markevych		Effectiveness	No issue	
Mick O'Toole		Effectiveness	None	
Steve Menzies		Effectiveness	None	
Sean Khan	Only relates to SEARLC	Effectiveness	No evidence that target groups are befitting.	Combine A and D and conduct more frequent needs/service delivery assessments.
John Pernetta		Effectiveness	Choice of content management system software in the project toolkit and not very responsive to needs. No real interest from IWLEARN Washington and in RLC as to what needs are.	As for outcome A.
Dr Peter Scheren		Effectiveness	None	
Takehiro Nakamura		Effectiveness	Good initiatives/effort to develop partnerships but no partnership mechanisms/obligations so no good framework for effective delivery.	As for relevance.
Janot Mendler		Effectiveness	No issues	
Vladimir Mamaev		Effectiveness	None	
Tracy Hart		Effectiveness	Delivery of outputs way behind schedule. World Bank/UNDP on track, UNEP.	Rigorous process for assessing which outputs have been delivered, status and process for getting new delivery dates/cancelling outputs.
Andy Hudson		Effectiveness	None	
Mish Hamid		Effectiveness	None	

Name	Question notes	Question type	Issue	Solution
Lubomyr Markevych		Efficiency	None	
Mick O'Toole		Efficiency	None	
Mish Hamid		Efficiency	None	
Steve Menzies		Efficiency	None	
Sean Khan	Only relates to SEARLC. Low cost, high quality solution by using START CRC.	Efficiency	None	None
Dann Sklarew		Efficiency	Activity D1 is not transparent	Made transparent to PCU and steering committee..... in form of document/progress reports etc and how inputs are being translated into outputs.
John Pernetta		Efficiency	No outcomes/outputs that can be used by our project.	Review, revisit and revise the project.
Takehiro Nakamura		Efficiency	Same as for relevance/effectiveness	Same as for relevance/effectiveness
Tracy Hart		Efficiency	Spent a significant amount of resources but not a commensurate delivery of outputs.	Audit.... Recommendations to management.
Andy Hudson		Efficiency	None	
Vladimir Mamaev		Efficiency	None	
Janot Mendler		Efficiency	No issues	
Dr Peter Scheren		Efficiency	None	
John Pernetta		Impact/degree of change/result	Refer to other comments	Refer to other comments
Lubomyr Markevych		Impact/degree of change/result	No issues	
Ivan Zavadsky		Impact/degree of change/result	None	
Steve Menzies		Impact/degree of change/result	None	

Name	Question notes	Question type	Issue	Solution
Mish Hamid		Impact/degree of change/result	None	
Tracy Hart		Impact/degree of change/result	Question effectiveness of replication strategy for disseminating successful tools and unclear as to what tools there are.	Pragmatism concerning deliverables and applications.
Andy Hudson		Impact/degree of change/result	None	
Takehiro Nakamura		Impact/degree of change/result	Same as for relevance/effectiveness	Same as for relevance/effectiveness
Janot Mendler	D1=U, D2=HS, D3=S	Impact/degree of change/result	D1: No evidence of benefit to projects in the region.	Outreach to projects
Dann Sklarew		Impact/degree of change/result	Lack of documentation of impact from D1 and D3 and pending documentation for D2	Chase documentation.
Vladimir Mamaev		Impact/degree of change/result	None	
Takehiro Nakamura		Other/goal/cross cutting	Innovative approaches not being used. Poor database from lessons learnt from pilot phase. How to capture, formulate and share lessons learned.	Somebody has to sit down and analyse what is really needed for the project.
Mick O'Toole		Other/goal/cross cutting	None	
Janot Mendler		Other/goal/cross cutting	No issues	
Andy Menz	Innovative approaches highly relevant and very important.	Other/goal/cross cutting	Unsure as to IW:LEARN involvement.	
Lubomyr Markevych		Other/goal/cross cutting	See other	

Name	Question notes	Question type	Issue	Solution
Tracy Hart	Fairly good coordination between B&D for activities managed by PMU.	Other/goal/cross cutting	No	
Ivan Zavadsky	Didn't get in touch with any innovative approaches. Other priorities in the work.	Other/goal/cross cutting	None	
Dr Peter Scheren		Other/goal/cross cutting	Basically not relevant to the Project	Redesign to be inclusive and relevant to whole portfolio.
Dann Sklarew	Hodge podge of things that are not integrated with the project.	Other/goal/cross cutting	Hodge podge of things that are not integrated with the project.	D3 no longer continued. D1 needs to be integrated by Project management. D2 further efforts to integrate with IWLEARN.
Mish Hamid	Only D1 is really relevant to IW:LEARN and GEF IW Projects. D2 is regionally specific. D3 is still open but activity finished.	Other/goal/cross cutting	No issues	
Andy Hudson		Other/goal/cross cutting	Efora not effective.	Revisit value of efora
Steve Menzies		Other/goal/cross cutting	None	
John Pernetta		Other/goal/cross cutting	None	
Vladimir Mamaev	Don't know how the PALs were selected. In view of the lack of deliverables lost interest.	Other/goal/cross cutting	Haven't seen any outcomes to judge and PALs too top down.	No solution suggested (limited information).
Takehiro Nakamura		Relevance	Lot of partnerships under development. However, difficult to see how partnerships are actually contributing to learning	Redefine partnership criteria and then develop partnerships against these criteria.

Name	Question notes	Question type	Issue	Solution
			processes.... Lack of focused needs assessed outcomes and poor indicators of delivery.	
Vladimir Mamaev		Relevance	None	
Janot Mendler	Very variable between sub-components. D3 is satisfactory. D2 is highly satisfactory. D1 is MU.	Relevance	D3: None	
Dann Sklarew	Primarily based on Activity D2 (no issues - going well - level of involvement in the region at the national level - IWLEARN part of a team - participants evaluations - working with projects - integrating GEF and non-GEF - part of UNDP Prodoc under World Bank guided activities).	Relevance	Very difficult to ascertain relevance of Activity D1 from perspective of PCU. D3 is very small/marginal relevance.	D1 needs to codify and focus.... Responsibility of UNEP technical component coordinator and PAL (SEA START RC).
Janot Mendler	Very variable between sub-components. D3 is satisfactory. D2 is highly satisfactory. D1 is MU.	Relevance	D1 should be revamped because it has not engaged projects in the region or provided any networking value..... Don't know why.	Revamp..... Amend terms of reference for regional coordinator to conduct outreach and to consolidate all technical work with IW:LEARN ICT.
Andy Hudson	Stakeholder exchanges reasonably successful to highly successful	Relevance	None	
Mish Hamid		Relevance	None	
Tracy Hart		Relevance	No	

Name	Question notes	Question type	Issue	Solution
Janot Mendler	Very variable between sub-components. D3 is satisfactory. D2 is highly satisfactory. D1 is MU.	Relevance	D2: None	
Steve Menzies		Relevance	None	
Andy Menz	Happy about tools such as web toolkit	Relevance	Virtual training skeptical... sort of training etc. Should not assume too much about capacity in developing countries.	More direct training
John Pernetta		Relevance	No action, Talk only - piggy backing on projects - indicating that they are helping but not doing so. Claimed that supported development of our website when did not do so whatever.	Major review and revision of project.
Ivan Zavadsky	Haven't come across it in your area.	Relevance	None	
Sean Khan		Relevance		
Lubomyr Markevych	Toolkit. TDA/SAP not in Russian. Done in English.	Relevance	Language restrictions	Resourcing for necessary translating
Mick O'Toole	I have not used these ICT and other tools to deliver the project. Build on existing tools as appropriate (e.g. FAO experience - major subcomponent on developing ecosystem approach to Benguela). In the business. Do a	Relevance	None	

Name	Question notes	Question type	Issue	Solution
	combination of everything - personal networking and invitations to meetings.			
Dr Peter Scheren		Relevance	None	
Mish Hamid	.	Sustainability	Giving money to GWP. Activity D2 (Athens-Petersberg process) will be sustained.	This has worked because German's and Greek's have taken ownership. Fits into their agenda and both are funding it as is the World Bank.
Lubomyr Markevych	Innovations should have incremental short-term impacts and not necessarily long-term ones so not a sustainability issue.	Sustainability	No issue	
Tracy Hart	Institutional capacity will not be available some best practices.	Sustainability	Lack a strong replication strategy (adoption by others) which is necessary to sustainability.	Return to and emphasise replication as well as enhancing capacity of other institutions.
Vladimir Mamaev		Sustainability	None	
John Pernetta	Not sure what this means.	Sustainability	None	
Ivan Zavadsky		Sustainability	None	
Steve Menzies		Sustainability	None	
Janot Mendler	D1=U, D2=HS, D3=X (no current plans to do IWRM dialogues, CSD cycle is over).	Sustainability	Comments under other criteria	
Dann Sklarew	D2 is only one building up for sustainability. D1 is in flux and D3 is a limited intervention that has been completed with no explicit plans	Sustainability	See other records	See other records

Name	Question notes	Question type	Issue	Solution
	for sustainability.			
Dr Peter Scheren		Sustainability	None	
Takehiro Nakamura	Institutional partners benefit from IWLEARN because additional resources. Overall problem with GEF is that project focus.	Sustainability	Partnerships should be with institutionalised Programmes rather than Projects.	Valuable IWLEARN activities/services should become a part of the regular programme funding of the partner IA's and partners to avoid future dilution and duplication (from beginning use IA partnerships rather than IWLEARN partnerships).
Mick O'Toole		Sustainability	None	

A9.5 Outcome E

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

Name	Question notes	Question type	Issue	Solution
Andy Hudson		Effectiveness	Behind schedule.	Prioritise
Ivan Zavadsky		Effectiveness	Problem of co-ordination of effort amongst Implementing agencies.	IWLEARN should not give up on coordination among implementing agencies in this specific area.
Dann Sklarew	Not really institutionalising	Effectiveness	Not really institutionalising	Continue to work with GEF IWTF to ensure that policies are developed, implemented and promulgated.
Lubomyr Markevych		Effectiveness	Need sustainability	Institutionalise support
Tracy Hart		Effectiveness	The project has exceeded initial expectations in terms of delivery for large scale partnership events but there is still room for improvement in terms of project level impact.	Ask the Projects what they think IW:LEARN should do to represent them at a partnership level (bottom-up rather than top-down).
Dr Peter Scheren		Effectiveness	See relevance	
Sean Khan		Effectiveness	Same as for relevance.	Same as for relevance.
Vladimir Mamaev		Effectiveness	See earlier comments - not happening except a few small examples and not 100 % evidence done with IWLEARN.	
Janot Mendler		Effectiveness	No issue	
Steve Menzies		Effectiveness	None	
Takehiro Nakamura		Effectiveness	Same as for relevance	Same as for relevance
Andy Menz	Resources. Incentives. Lack of pre-conditions in Project documents.	Effectiveness	Consistent project documents amongst implementing agencies.	Positive encouragement. Clearer mechanisms.

Name	Question notes	Question type	Issue	Solution
	No ring fencing.			
Mish Hamid		Effectiveness	None specified	
John Pernetta		Effectiveness	Refer to other comments	
Mick O'Toole		Effectiveness	None	
John Pernetta		Efficiency	Do not think that activities will continue if funding stops.	Regionalisation.
Ivan Zavadsky		Efficiency	None	
Dann Sklarew	That the outcome statement is difficult to assign one value to because the component activities are very disparate. Efficiency for activity E2 has been Highly Satisfactory.	Efficiency	Sustainability plan has not been developed, consolidated and implemented at this time and needs to be done within the next few months including the M&E Plan and integrating sustainability plans for the PALs and IAs...(still informal).	CTA leads in development of draft sustainability plan (and M&E) within first 6 months of 2007 and submits to Steering Committee for approval.
Dr Peter Scheren		Efficiency	See relevance	
Takehiro Nakamura		Efficiency	Same as for relevance	Same as for relevance
Steve Menzies		Efficiency	None	
Vladimir Mamaev		Efficiency	See other comments	
Tracy Hart		Efficiency	Little evidence at Project level that Projects have benefited from any of the money expended for this component.	Redesign component so it benefits projects more directly.
Lubomyr Markevych		Efficiency	None	
Andy Hudson		Efficiency	Issues as before	
Andy Menz	Reasons are macro. Tall order.	Efficiency	Limited resources in the Project. Tall order.	Revise scope/more focused.
Mick O'Toole		Efficiency	None	

Name	Question notes	Question type	Issue	Solution
Mish Hamid		Efficiency	Newsletter should be communicating actual knowledge from Projects. Experience notes need to be systematised to hot issues and more critically reviewed.	Needs more focus and rigor.
Janot Mendler		Efficiency	No issue	
Ivan Zavadsky		Impact/degree of change/result	None	
Dr Peter Scheren		Impact/degree of change/result	See relevance	
Lubomyr Markevych		Impact/degree of change/result	No issue	
Mick O'Toole		Impact/degree of change/result	None	
Takehiro Nakamura		Impact/degree of change/result	Poorly defined impact indicators.	Better project logframe.
Tracy Hart		Impact/degree of change/result	No discernible project level impact.	Redesign component so it benefits projects more directly.
Mish Hamid		Impact/degree of change/result	No issues	
Andy Hudson	Too early to determine.	Impact/degree of change/result	None specified.	
Janot Mendler		Impact/degree of change/result	No issue	
Vladimir Mamaev		Impact/degree of change/result	See other comments	
John Pernetta		Impact/degree of change/result	See other comments	See other comments
Dann Sklarew		Impact/degree of change/result	See other comments	See other comments
Steve Menzies		Impact/degree of change/result	None	

Name	Question notes	Question type	Issue	Solution
Andy Hudson		Other/goal/cross cutting	No issues identified.	
Mick O'Toole		Other/goal/cross cutting	No issues	
Vladimir Mamaev		Other/goal/cross cutting	See other comments	
Dann Sklarew		Other/goal/cross cutting	See sustainability issues	See sustainability issues
Takehiro Nakamura		Other/goal/cross cutting	Project can make better use of partnership arrangements that IA's already have (e.g. Regional seas).	Make more proactive use of IA partners.
Steve Menzies		Other/goal/cross cutting	None	
Tracy Hart		Other/goal/cross cutting	Component has no discernible project level impacts because there is no project level representation on the steering committee to consistently voice/demand support for maximising project impact. Committee members champion the issue but SC members are not project people and may be representing both corporate and project level interests at the same time.	Damage control - component already fully delivered. Revisit original project design in terms in terms of the intended scope of this component. There should be no more trips to large international partnership conferences where IW:LEARN is representing the interests of GEF IW Secretariat.
John Pernetta		Other/goal/cross cutting	See other comments	See other comments
Mish Hamid		Other/goal/cross cutting	Dissemination is not having an impact on management.	Dissemination needs to reinforce a relevant improved TWM focused communications strategy.
Dr Peter Scheren	Outcome is very important.	Other/goal/cross cutting	See relevance	
Sean Khan		Other/goal/cross cutting	No substantial evidence of	Need to marry the service within the existing Programme of

Name	Question notes	Question type	Issue	Solution
		cutting	delivery. Outreach is a means to an end and not an end in itself.	one of the IA's and to generate cost recovery from Projects.
Ivan Zavadsky		Other/goal/cross cutting	None	
Janot Mendler		Other/goal/cross cutting	No issue	
Lubomyr Markevych		Other/goal/cross cutting	No issue	
Janot Mendler		Relevance	No issues	
Sean Khan		Relevance	No evidence of any commitment thus far to support Projects.	Transform Project into a Programme within one IA - logically UNEP which is already pursuing Component A - access to information - through Ecomundus.
Tracy Hart		Relevance	Component over- implemented - taken on more importance, taken on more resources and delivered more than it should have in relation to other components. GEF Secretariat says needs to be at conference. IW:LEARN says don't have the money in the budget and GEF Secretariat says find it.	PMU needs to follow original ProDoc. PMU needs to have more independence from the Steering Committee and the Steering Committee needs to have more even-handed decision making. GEF IW Secretariat should not provide unilateral pressure in the context of the Steering Committee meeting decisions.
Takehiro Nakamura		Relevance	Services not relevant for uptake. No obligation to IWLEARN from partners and ultimately goods and services can be sourced from alternative suppliers.	Clearer definition of partner obligations and outcomes.
Andy Menz	Don't see it in Projects from a distant viewpoint. Joint steering committee exchanges good but	Relevance	Products are not being mainstreamed.	Identify best products and institutionalise.

Name	Question notes	Question type	Issue	Solution
	don't see it becoming mainstreamed or institutionalised at the Agency and Project level.			
Mick O'Toole		Relevance	None	
Steve Menzies		Relevance	None	
Dann Sklarew		Relevance	None	None
Ivan Zavadsky	Based on fragmented information but reasonably confident that there is long-term commitment to IWLEARN from the IAs.	Relevance	None	
John Pernetta		Relevance	See earlier comments - trying to ensure sustainability of our website but nothing comparable in IWLEARN.	Regionalisation.
Dr Peter Scheren	Very relevant but not being delivered	Relevance	Isn't happening.	There should be a sustainability plan
Andy Hudson		Relevance	No extensive dialogue on mainstreaming IW:LEARN.	Needs to start soon.
Lubomyr Markevych	Need services long-term	Relevance	You need continuity of service long-term	IWLEARN should become an institutional component of projects.
Mish Hamid		Relevance	None	
Vladimir Mamaev		Relevance	Haven't seen any evidence that is being done except a few indirect examples such as the Danube Project institutionalisation. Institutions don't see any contribution from IW:LEARN and don't see how they can sustain it.	

Name	Question notes	Question type	Issue	Solution
Vladimir Mamaev		Sustainability	See other comments	
Andy Hudson		Sustainability	None specified	
Dann Sklarew		Sustainability		
Tracy Hart		Sustainability	Outcome of component cannot be sustained but GEF Secretariat (IW focal area) is using the component for its own benefits and will be unable to use these resources after the end of the Project.	Redesign component so it benefits projects more directly.
Dann Sklarew		Sustainability	Need to develop sustainability plan including integration of supply and demand side.	CTA to deliver by end June 2007.
John Pernetta		Sustainability	See other comments	See other comments
Dr Peter Scheren		Sustainability	See relevance	
Janot Mendler		Sustainability	No issues	
Ivan Zavadsky		Sustainability	None	
Takehiro Nakamura		Sustainability	Same as for impact	Same as for impact
Lubomyr Markevych		Sustainability	None	
Mick O'Toole		Sustainability	No issues	
Sean Khan		Sustainability	Partners in the Project have not made adequate effort to ensure that every effort has been made to mainstream the project within the IA's.	Need to marry the service within the existing Programme of one of the IA's and to generate cost recovery from Projects.
Steve Menzies		Sustainability	None	

A.10 SHORT INTERVIEWS PRINTOUT

Name	Notes	Issue	Solution
Mark Smith	<p>This is a component of IUCN learning strategy so will go on indefinitely. Important to involve GEF projects and basin organisations for key partnership building so a very good synergy (plus some funding). Differing perceptions of what had been agreed to between IUCN and IW:LEARN..... principle changes (E-Learning now abandoned). Wanted to re-assign resources to workshops. E-fora are now concretely linked to the workshop. Co-financing: Water nature initiative - staff time, contributing towards cost on development of workshop training and materials. Activity started in April 2005 and completing in 2008 towards the end of the project. Activity built on pilot phase (I think). Deliverables to date: IW Conference in Brazil.... IUCN assessment of learning issues in the river basin community (will send the document). Activities include three workshops and the first was in November 2006.... IW:LEARN regional workshop on economic valuation and water related decision making (in Wagadoogoo). Working on the report. Successful in giving a cohort of people in the region sensitisation and a record of personal action plans and a series of exchanges as take the plans forward. Only 1/3 of participants came directly from a GEF project.... Other third from GWP and other third from other basin projects. Aimed for more. Second workshop on environmental flows (approach to managing flows in river basins) will take place in 3rd Quarter of 2007 in Latin America. Third workshop on payment for ecosystem services in late 2007/early 2008 in Asia. Will send link to the tools.</p>	<p>IUCN would have appreciated more input to the decision about abandoning focus on E-learning though problem was bidirectional.</p> <p>Biggest problem in getting people involved was the GEF projects themselves.... poor commitment to getting their staff involved.</p> <p>Email list (river basins list server): people on the lists are not the right people. Hard to get the profiles of who is on the lists and not the people we are trying to reach (Project managers at basin level or higher rather than technical people).</p>	<p>Issue has passed. Lesson is about communication.</p> <p>Use IW:Conference to mobilize GEF people as we develop plans for the following workshops.</p> <p>Take lists from the workshop and follow-up.</p>
Deepa Jani/Sean Khan/Christian Ledermann	<p>Toolkit: Survey findings on site. 11 questions based on project ICT needs and web needs. Toolkit helps coordinate projects because using the same toolkit facilitates information sharing - semi-open architecture and syndication. Toolkit is user friendly and open</p>	<p>Human face can be provided within existing resourcing. Key issue: no assimilating existing web sites; should not support pipeline projects unless explicit link.</p>	<p>Do not support pipeline projects without an explicit link</p>

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	source and multi-lingual. New version of the toolkit has a GIS component but requires Minnesota map server (open source). Digitise into map server and presents it into website..... primagis.fi.demo (not yet on IWLEARN site). GIS re-incorporated into operational phase as a result of the needs assessment. Toolkit provides a raw website to populate with minimum set of elements. Redesigning IW:LEARN about to facilitate understanding. Information on Toolkit and survey on Project links location on home page. Issue of outage is with RONA (Regional Office for North America) but being resolved.	Three issues: Navigation taxonomy, Toolkit, document centre, GIS - new proposal.	Proceed to address.
Chika Ukwe	Use IW:LEARN site for new projects and events. Hope to co-finance economic valuation workshop next year (delayed by about 6 months - not due to IW:LEARN). Participated in economic valuation-forum..... one way traffic. Looking to have a roundtable that will address economic valuation issues - so following up. Benefited from website.... Planning to us toolkit..... IP officer following up on this (Joshua Ndubuisi.....j.ndubuisi@gclme.org). Not yet using the toolkit. Website is a bit slow and also could make it a bit easier to find materials. Hope that IW:LEARN will become more responsive to the community.	<p>IW:LEARN has to listen to the needs of IW Projects (partnerships and study tours). Study tour organised on own (September 2006 on mangroves - for Nigeria to go to SE Asia). Meeting in next two weeks by PERSGA and didn't hear anything until a week ago.... some funding from IW:LEARN). Promised that will not re-occur. Email record.</p> <p>Having three implementing agencies not the best way forward. No clear roles.</p> <p>Lack of tools.</p>	<p>Need to be restructured. Have a streamlined process.</p> <p>Restructure in the future.</p> <p>Need clear and accessible tools.</p>
Francis Vorhies	Cofinancing - none. Don't know how assignment fits into the bigger picture. Didn't finish the first marine contract because of low responsiveness. Workshop with live mentoring was a lesson learned from the marine - no link to the IW:LEARN site. Did marine first - put together a worksite that had all relevant information - has proved to be effective (hits and downloading, reference). In the second workshop put up a suggestive reading list. Ideal scenario - web site and discussion list/email distribution list with somebody assigned to keep up to date (geographic focus). Try at events to socialise the e-	Internet based discussion on marine economic valuation internet had no emails over several months. Difficult to deliver knowledge without recipients. Very supply driven. No perceived demand. Have technology to do online learning but people don't do it yet.	Need face to face socialising before using electronic media and also face-to-face workshops. Rivers workshops draft evaluation showed the value of talking through issues in small groups. Experimenting with development of personal action plans with mentoring programme and then start electronic discussion forum (e-

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	<p>framework though side events - difficult to sustain. Using private sector partners to sustain other activities but not in IW:LEARN. "Values" book for rivers valuation....book "Value" on the earthmind.net/rivers website useful also Www.Biodiversityeconomics.org provides a lot of background information.</p>	<p>Combination of live and web site mechanisms for delivery needed greater thought and professional presentation.</p> <p>Participants and consultants should have the bigger picture to provide complimentary and value added to activities.</p> <p>Need a core set of guidelines for valuation... presently academic rather than applied. Intergovernmental decision on valuation made in COP 8 may improve the situation. Presently multiple documents addressing the same issues.</p>	<p>learning initiative).</p> <p>More preparation time.</p> <p>Dissemination strategy.</p> <p>Need a standard good practice document for valuation of IW..... and modules based on existing good practices rather than re-inventing the wheel..... framework document in 30 working days and structured reference library 30-60 days.</p>
<p>Dr Abdelkader Dodo</p>	<p>Dodo made a presentation. Dodo all paid by IWLEARN. Regional coordinator. Known about IWLEARN since 2 years. Infrequent use of website. Benefit from workshop: Learned more about facilitation process... strategy to listen and develop activities. 2. Sharing of experiences.... Only project with focus on groundwater but happy to find out from other experiences/systems learnt: New approach of sharing experiences and discussion with stakeholders. Follow-up: Will contact focal points to say what learnt. Need to have a longer workshop. Tried to use web toolkit for Brazil conference and World Water Forum but a problem - having a course tomorrow with UNEP... committed to creating a website with the toolkit. IWLEARN necessary to provide toolkit to better deliver services. Need a methodology resource base. No organisation like this for GEF. Structured learning - need to work out how to do by adapting existing information. Structured learning is based on a structured stepwise process - if you define better the problem then it is easier to resolve.</p>	<p>Forget about IW learn if only English. Have a translation budget but problem is that people who attend the meetings are not the ones doing the translating.</p>	<p>Funds for translators</p>

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E.Salif Diop	www.unep.org/dewa/water. Portfolio – (15% of portfolio is GEF). No other initiative competing. Needs to be networked with GIWA (Global International Waters Assessment) but no expectation of requiring other initiatives to merge with IWLEARN.	IWLEARN needs to improve.	More focus
Dr Thomas Petermann	Not aware of the whole structure and logframe of IWLEARN so indicated that it was better to do the short interview. First meeting so didn't want to prescribe structured learning and now having an idea of what they do understand about structured learning. Failed to find a capable Agency to start this process in Africa due to the weak institutions. Strategically involved in IWRM and particularly transboundary so wanted to build a partnership to broaden scope of work. I was approached by IWLEARN and also am partner to some of the partners to the workshop. Many bilateral actors are active in this area but still convinced that all activities are complimentary rather than competing (80%). Partnering with IWLEARN to avoid duplication. IWLEARN interesting because of practically mixing freshwater and marine and English and French speaking Africa. Broader institutional capacity building opportunity. STRUCTURED LEARNING: What is it: (it is still being developed and applied in the African context). Impact oriented process - logical sequence - open architecture - otherwise learning pre-empted. Identifies needs and empowers (helps people to solve their own problems). Facilitator(s) and focal point(s) - person - a liaison person in a network. Partners. Structured learning needs to be adapted to the local cultural circumstances which is what is being attempted. Individuals are highly motivated. Role of outsiders in IWLEARN is to start a process of facilitating structured learning but have to be careful not to pre-empt the outputs..... case study example from SE Europe where process of learning from each other and networking is more structured..... IWM toolbox... GWP website.	Project is supply rather than demand driven	Use structured learning to change perceptions of stakeholders to a service supply/demand oriented one.
		Unclear what the benefits are from IWR management at the dependent stakeholder level despite many years of investment at higher levels of organisation.	Doing nothing is not an option. Need to empower using structured learning (or equivalent.)
		Project must provide specific opportunities that stakeholders value so they commit to using them.	Bring forward the right question at the right time so the stakeholders can see the benefit of taking ownership.
		Happy with administration. Internal communication has been good compared with almost all other types of project I have been involved in in the past. People at the PMU level know each other. Also at operational level there is mutual understanding of the need to achieve a common goal - very little evidence of the need for competition. This very often not the case in other partnerships. Institutional framework is good so far. Can have a beneficial impact on delivery of B2.1.	Keep on the same track.
		Structured learning needs to drive from Project needs.	Need to respond to the requirements of the Projects - hence the requirement for the outcome based architecture of

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			structured learning.
		Phasing of projects can be problem at the beginning - but can be a benefit to learning.	Solution is to be persistent.
		Lack of obligation on the Projects for partnering networking.	Obligations and budget allocations are in the individual project documents.
		Lack of focus on outcomes.	Focus on outcomes.
Richard Kenchington		To Richard Kenchington from Alec Dawson Shepherd dated 05th November 2006. I hope that all is well with you. I am presently undertaking the mid-term evaluation for the GEF full-size project IW:LEARN. I understand that you provided the STAP review. My personal view is that the logframe could have been better in a number of ways and I was wondering why it was not revised - do you have any insights on this? They would be very much appreciated.	I sent a draft review which was dated 21 Feb - less than a week before the time the final was needed (24 Feb) contains the line "It is difficult to make a detailed balanced assessment in the absence of the Log Frame, the organisation chart or a clearer budget." That was accompanied by a copy of the Prodoc which had 63 comments/questions from me in word comment form. The logframe I received (dated 21 Feb 2004 US time) crossed with the draft review. It and the final of 12 April have a number of differences - particularly in the amounts of finance. My final review which was dated 25 Feb so would have made the USA cob of the 24th that is the one in the pdf. It didn't directly address logframe issues. I hope this may provide some illumination for your review. Cheers Richard
Andy Hudson	See structured interview on 10th November 2006.	- concerning the Train-X system (the key elements of the process and	I can discuss that but it shouldn't be included in this

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		whether there are there any other Train-X thematics besides Train-Sea-Coast?);	evaluation of IW:L; we have considered the TSC project as a 'separate' project since the pilot phase of 'Global Knowledge Sharing in IW"; TSC will go through its own independent final _eval, sometime early next year. There are several other Train-X, Train-Air and Train-Mar for air traffic and maritime safety for example and I'm sure others that I don't recall.
		- why the Train-X (Sea-Coast) Component-2 of the first Pilot Phase of IW:LEARN was not included in the "operational" phase and;	As above, they really were separate projects operationally and administratively, and as you can infer, implementation of TSC is way behind schedule, final duration will be around 6-7 years vs. originally planned 3.
		- whether there was an evaluation of COmponent-2 of the Pilot Phase (the only evaluation I have is by Mee for component 1); - how Train-X it is interfacing with IW:LEARN now.	As above, forthcoming in 2007.
Jessica Troell	0012029393843: (1) Handbook- Public Participation in the Management of International Waters - Drafting of handbook for first workshop - by third regional workshop will have a tailored version for each region and one unified handbook (Spanish, French and English and an Asian language). Novel approach responding to the stakeholders needs since a lack of available tools to support public participation. It will be peer reviewed. Using communicating for results (working with one of the authors). We are not directly drawing from the URI Governance handbook because it is a different	Still have to obtain full co-financing.	Still looking for 35%.
		Difficult to integrate/keep track of what relevant activities are happening within GEF.	Need PCU to provide a more formal way of tracking activities that are linked.

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	<p>approach but using it to ensure that the products are complimentary..... Outline framework of topics determined at IW Conference - needs assessment at conference (documented in workshop report - on the website - short learning workshop on public participation) and a more informal open meeting for case studies (used experience notes and developed case studies out of them) - done by 01st December 2007 in Spanish. Thought about using wiki but not yet decided. Talked about complementarity with other products and labeled as IW:LEARN/GEF. (2) 3 regional workshops focused on delivering the handbook and also an opportunity for peer-to-peer learning and technical assistance. Developing a questionnaire based on learning objectives from the workshops and for the handbook. Opportunity for feedback. Pre- and post questionnaires. Follow-up impact assessments but the last one will be delivered after the end of IW:LEARN. Co-financing arrangement agreed 1:1 match - got about 65% to date and active proposal in. If don't get full financing difficult to complete the cycle.</p>		
Jennifer Jones	<p>001-703-379-2713. www.getf.org. Contract from IWLEARN and try to/have obtained co-finance support. IWLEARN provides leverage between all the international waters projects. We organise administration and facilitate the technical inputs. Lessons learned: Need to clearly define individual goals of implementing agencies and go into the next conference with a pre-conference needs assessment. Target audience is the Projects (Project Managers and Country representations and to an extent the implementing Agencies). Location: All locations ideal. Security concerns in Rio so relocated to Salvador (Brazil). Primary Client is the steering committee. Steering committee does an excellent job. Not had a look at the information on the MTE site. Keen to facilitate sustainability. Highly successful contribution to overall goal of IWLEARN (improved TWM) is 4/HS.</p>	No significant issues.	

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	Believe that this is the only opportunity for IW Projects to come together with Implementing Agencies and improve the portfolio. Achieved through networking, leverage between projects - best practice, sharing experiences (e.g. Sustainable financing mechanisms). Really need a venue to share information.		
Carl Gustaf Lundin	Not involved in design. Not involved in structure. Co financing is going well. It is not an issue. Economic valuation document - Frank Vorhies - EarthMind.net/marine/ . IUCN.org/themes/marine (LME learning network and E-forum). Overall project: 2/U. The activities IUCN is involved: 2/MU.	Whole project is over structured and not particularly adapted to people's needs. Process driven rather than results driven. Tried to solicit interest and get conflicting responses. Solution difficult because of personality differences.	No realistic solution. Keen to maintain a good relationship but difficult from the side of IUCN.
		Too technology driven. Overemphasis on the mechanics rather than support for people. E-dialogue on economic valuation - prepared documents but e-fora not effective. Clients not accustomed to the medium.	Reprogramming to respond to main clients as to what they need and use the money accordingly.
		Practitioners are not being targeted who may not be attending workshops) and Managers are too busy to take on learning.	Focus should be towards supporting practitioners.
		Big mistake to put it in Washington. Should be in a developing country.	Developing country driven focus.
Al Duda	Good things..... face to face meetings of portfolio is good. GEF job is to be a financing mechanisms so attend COPs. GEF commonly has side events and also necessary to attend side events (global for a etc). Component that allows travel to inform global events of experiences is a good one. Exchanges and cross-visits were also useful. Wwww.Pemsea.org	UNEP component related to website the least properly operating of all components. Probably the most critical one. Don't know why not operating properly.	Need to have everything on one project coordinating unit. Location should not be in Nairobi.
		Idea of having structured learning from the portfolio seemed to be a good idea but found in e-fora in the first project then something of interest then participated otherwise didn't... so tried a different approach	Needs to focus on dialogue and network.

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		but problem that implementing agency people are busy... so used PALs and not sure how that is working. Strong projects need to exert pressure on less strong ones.	
		Issue of management relating to part of group in Nairobi.	Should raise issues formally to steering committee
Dann Sklarew	Quick factual correction re: Draft Recommendations -- your comment, "Projects database from the Pilot phase is not online and some commentators suggest that the legacy of the Pilot Phase website has been lost," is not entirely correct. Overlooking 4-day crash over last weekend, the project database IS on-line and forms the core of all information on the iwlearn.net Web site. See "projects" on the left tab." The associated search engine is flawed, however only in the past few (
Joshua Ndubuisi	Sent somebody for training in 2006 - Mr Imihige. Not using the toolkit at this time because using PHP and MYSQL. The toolkit and training is fine but intend to finalise my own tool and then maybe transfer to the toolkit platform. I am building the site which is gclme.org but not it isn't based on the web toolkit because started before got the training. Toolkit: not a problem to use but logistically difficult already working on an existing. It is not that flexible... plone not that good but buys the idea of a uniform platform for information sharing. Don't know how to implement a database behind the web tool.... future exists. Did not have long enough to attend both workshops and difficulties in communication so Director sent Imihige and will work with him on merging toolkit. By mid-2007 should transfer all information into the web toolkit but I need to develop it in the language I know.	Happy with support getting. No particular issues in the short term and Sean Khan very open and willing to assist.	None necessary.
Dimitris Faloutsos (GWP-Med)	Unsure of level of cofinancing but have significant cofinancing. Financial statement should provide this information. Organised a series of roundtables - 3 in SE Europe and a web site www.watersee.net (independent web site - considered using it but unable to coordinate with UNEP until now. Have plans to use the web	Highly satisfactory because of the outputs and outcomes are more than expected. Involved organisations that are relevant. Stable political situation in the region. EU accession provides an	Continue business as usual.

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	<p>toolkit). Built a coalition within the framework of Petersberg Phase II / Athens Declaration process – GEF IW:LEARN is supporting synergies and has greatly facilitated the work done within the Process. Achieved co-financing by German government. 2 more roundtables in 2007/2008. Point of roundtables is to facilitate exchange of information on different aspects of transboundary water resources management. International roundtable on integrated shared lake basins management (took place in Lake Ohrid in October with lake Ohrid Watershed Committee). Annual coordination meeting in Athens in May. Sensitisation..... And feedback in order for roundtable to be planned and a sense of ownership... 3 major lakes all shared (Ohrid, Prespa, Shkoder). Ohrid have an agreement and joint commission had a GEF from 1998-2002. Prespa pipeline in 2007. Shkoder PDF B phase over and going forward to full scale. First time all talked together. Also possibility of including river Drin which connects the lakes in the management process. First step of a process leading to possible joint management. Don't have a document but have evaluation of the forums - don't use a document because need flexibility. Based on the Petersberg document.... cookbook will be the outcome of this procedure.</p>	<p>incentive framework. Already organised three roundtable and involved more people and managed to coordinate key stakeholders and promote TWM in way that was outside the original objectives. The time was right because of GEF Projects at different stages and other relevant projects involved.</p>	
	<p>basins management (took place in Lake Ohrid in October with lake Ohrid Watershed Committee). Annual coordination meeting in Athens in May. Sensitisation..... And feedback in order for roundtable to be planned and a sense of ownership... 3 major lakes all shared (Ohrid, Prespa, Shkoder). Ohrid have an agreement and joint commission had a GEF from 1998-2002. Prespa pipeline in 2007. Shkoder PDF B phase over and going forward to full scale. First time all talked together. Also possibility of including river Drin which connects the lakes in the management process. First step of a process leading to possible joint management. Don't have a document but have evaluation of the forums - don't use a document because need flexibility. Based on the Petersberg document.... cookbook will be the outcome of this procedure.</p>	<p>No issues about relationship with IW:LEARN. Appreciates the help get from the PCU and the flexibility in assisting us in delivering our project.</p> <p>Sustainability is unsure. Need to build a network of practitioners and then build practices. This latter element is lacking. Need to capitalise on investment.</p> <p>Web based dialogues as a platform do not work (none has participated in the most recent exercise). Asked and people reluctant to give their personal time. Poor internet connections. Language is a problem.</p>	<p>None</p> <p>Seeking financing for capitalisation at the moment.</p> <p>Trying with PCU to find a solution. Should continue to try.</p>
Hamid Ghaffarzadeh	<p>Limited funding from IW:LEARN. Look to IW:LEARN as a mechanism to provide information on what goes on in GEF to me and also facilitate information and capacity exchange from other projects. Also as a mechanism for educating me and my staff where needed (learning instrument). Also provide economic valuation of environment workshop (Summer of 2006) - not classified under any particular type of water (general valuation and on health and POPs issues). Independent financing with information to be put on IW:LEARN website (did put it on) and also provided experience on matched grant programme (not much happened since/put on). Do not use IW:LEARN site frequently -</p>	<p>Too much emphasis on virtual training - weak emphasis on follow-up support. For example I didn't think I would get much out of the economic valuation training so did not invest the time.</p>	<p>Need a mixture of electronic and physical training (package)..... Face-to-face then virtual then face-to-face and so on.</p>

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	<p>doesn't have time - if don't need it don't go to it - not really needed it. Wwww.caspianenvironment.com (have not considered using IW:LEARN web toolkit for site). Met in Beijing and said would like to send one of staff to learn in Mombasa what was happening and to see whether it could be used. If Caspian paid for travel IW:LEARN would provide accommodation but nominee not available. Did an excellent job in Vienna last year for information exchange (with other Projects and facilitated by IW:LEARN) and communication strategy for projects. IW:LEARN has been satisfactory in that it has provided for a degree of communication between projects. Without IW:LEARN didn't have much contact with other projects. As a tool for learning have to be frank have to say not happy. One of the reasons is that IW:LEARN emphasis has been virtual training rather than face-to-face. IW:LEARN sent round a questionnaire concerning an ideas fair but not sure that this was followed-up.</p>		
	.	<p>Need to match supply and demand. In different GEF Projects we need different things - strong in some fields and weak in others - resolution can be facilitated by dialogue. One solution is GEF-UNDP focal point but overwhelmed with projects that they handle so dialogue difficult. Thought that IW:LEARN could do that.</p>	<p>Need to follow-up on questionnaire - need a matching</p>
		<p>Need clearer guidance on what GEF is about.</p>	<p>Not specified.</p>
		<p>IW:LEARN has been satisfactory in that it has provided for a degree of communication between projects. Without IW:LEARN didn't have much contact with other projects</p>	<p>Continue this element.</p>
<p>Vincent Sweeney</p>	<p>Involved in two components of IW:LEARN in the last 6 months: Component B structured learning and Component A web toolkit. Component B - involved in</p>	<p>At two of IW Conferences (Budapest and Brazil). Conferences had a lot of information but manner in which</p>	<p>More opportunities during presentations to have discussions and smaller</p>

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	May 2006 just when I started my current assignment as a participant at an IW lessons-learned meeting in Bangkok supported by IW:LEARN. This meeting allowed me to network and more specifically, as a new project manager, I could benefit from the experience of other IW Projects starting up, projects that are half way through and those coming to an end. The meeting has helped me to kick start a number of the management aspects of our project (setting up PMU, financial systems, filing systems through Terms of reference of staff, M&E, demonstration sites, website..... because starting from scratch). Now I have a network of email contacts to work with.... Recently had to develop a ToR for a regional consultant so got help from a WIOLAB (Western Indian Ocean) colleague who had experience to provide. Component A: Looking for a way to host a website - my background is not in IT. Guided by Sean Khan and colleagues at UNEP through the process using email communications. Able to populate the website myself once it was developed without trouble.... Simplified my job quite a bit..... UNEP actually developed the site technically in response to my requests and sent it as a dummy site and I then uploaded necessary information (didn't attend a training workshop). So far happy with the website..... Site went down and sent an email and the site was back up within a few hours. Now have a communications and networking person to work directly with UNEP so I am less directly involved.	delivered and content not satisfactory (boring). - critique based on earlier experience from CEHI and comments from colleagues.	groups and interactivity and quality of presentations..... More audio-visual, less text, larger fonts and more frank discussion. More participatory.
		Have to explain what IW:LEARN is regionally. Not very well known in the region.	Need some case studies that succinctly indicate what IW has done. Greater presence in the region and simplify.
		Difficult to see how it can function with core in different places.	Needs to be based physically in one place.
Anond Snidvongs	06/12/06: Phoned 09.00 UK time and rescheduled for 09.30. Line still bad so will call tomorrow at 09.00am. Key problem is lack of timely support from Nairobi and lack of communication especially during early phase.... Had to get going to do things on our own which created problems of subsequent coordination of activities. Now getting better.. Don't have much technical support capability in Nairobi and sometimes a bit slow. Not directly involved in dissemination of web toolkit. Budget	One concern is the SEA RLC is supposed to one of the pilots for testing technology but some delays in development (Component A) so occasionally had to develop some activities on our own to support GEF IW Projects. Overlap with systems now. Web GIS tools not delivered yet.	Develop whatever we can by ourselves. Not rocket science as long as we have an ICT person here but means that can develop not in co-ordination. A matter of coordination.

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	reduction: major concern is for staffing because Richard is 100% on IW:LEARN and 50% on computer specialist. Most others that assist are not 100% on SEARLC..... Some cofinancing (staffing) to IW:LEARN activities (2 full time people, also my time). OK to reduce budget but benefits of having IW:LEARN from point of view of START is getting technical assistance.	Lack of technical support/coordination meetings.	Have more technical.
		Problem with relationship with IW Projects about what IW:LEARN is all about. Lack of visibility. IW Projects in the region are not quite sure about relevance/benefit/relationship/nature of cooperation with IW:LEARN and SEARLC.	More dissemination on this issue.
		Need support on site. Not something developed in Nairobi. Need to be pragmatic.	Need to dispatch somebody to Bangkok to work with us rather than do it remotely. Would not cost a lot. Like a long workshop.
Andy Garner	Phoned 10.00am, emailed 10.10, called 10.15am 06/11/06. Called back and rescheduled. Nubian aquifer project web site being developed. Not using the IW:LEARN webkit for this. Have our own IT and webmaster and a whole structure. Have spoken to Mish and Sean about it. Use IW:LEARN website... used it recently to advertise project manger position and also through aquifer discussion forum/ mailing. Used website to see how things have been done in other projects (e.g. TDA/SAP). Becoming increasingly useful but earlier unclear who the target audience was.... different audiences between projects and EA (still unclear becoming more focused on projects). Good practices in groundwater aquifer management are still evolving. IW:LEARN is supposed to be providing a platform to disseminate good practice and needs to be more proactive. Partly IAEA co funding initiative with other partners for study tours and exchanges with technical support from USGS is a good way of helping this evolution. IW:LEARN has agreed to provide support so moving in the right direction.	Lack of clear indication of what is being provided... too confusing.... Is it really worth the time? Or is it just public outreach?	Statement/sensitisation for all new projects.
		Steering group has no representation of stakeholders.	Expect projects to be represented.
Richard Cooper	Taken on additional work on top of the Project document. Doing tasks in addition to the Prodocument -	Additional work requested from a variety of sources so other activities	Restructuring to prioritise activities for the remainder of

Name	Notes	Issue	Solution
	<p>additional requests include working with UNEP-GEF South China Seas Project (IW GEF Project) developing a meta database. Tool is now online and being used by South China Seas Project and its partners. Additional requests including co-organising a seminar at East Asian Seas Congress in China next week with UNEP COBSEA - coordinating body for the seas of East Asia - (Marine and Coastal Information Management) - open workshop. Also organising an exhibition and presenting. Core takes being undertaken - developing a GIS database - in collaboration with South China Seas project - 80% developed - to display project site information.... Open source application (ArCIMS).... resolution to km scale. Development of IW:LEARN SEARLC site (not web toolkit because not available, used plone content management system and then provided add-ons). Project management of a number of consultancies including TDA and SAP for the seas of East Asia (www.iwc.org/information/TDA_SAP).... Go to information products at the top of page and go down to TDA SAP (on our website (http://www.iwsea.org/information/TDA_SAP) - not on IW:LEARN website (needs to be approved by a GEF Committee) - Practitioner Guidelines for Preparation of Transboundary Diagnostic Analysis (TDA) and Strategic Action Programme (SAP) in East Asian Seas Region. Roster of experts - two steps - (1) link to ten databases which have information; (2) Develop separate database - SEAN suggests pulling together rather than a separate database within component A. Consultancy to look at Public-private partnership scheduled for year 1 but plan to do it in year 4.</p>	<p>delayed.</p> <p>Liked working with UNEP in Mombasa on workshop on implementing the website toolkit. Co-operation is getting better. Also asked to help organise a similar workshop in Asia early next year.</p> <p>Difficult to find staff with appropriate skills. Adopted open source information. Commercial to expensive.</p>	<p>the project and should focus on the IT.</p> <p>More of this sort of thing.</p> <p>More staff dedicated to IT delivery.</p>
Marcio Amazonas	<p>Haven't been involved since July 2005. Hearing about it. IW:LEARN is a brand in the sector.... But umbrella GEF IW/TWM are bigger than IW:LEARN. Think of TWM in a larger sense. First learnt about IW:LEARN in Hungary 2000. In 2000 Coca-Cola joint OAS (Organisation of American States with a Unit for sustainable</p>	<p>Too much emphasis in the Conferences on mechanics rather than the service to be delivered and impact of communication and address issue of continuous improvement. Need to move</p>	<p>Build on past conferences and delivery of actions based on past commitments.</p>

Name	Notes	Issue	Solution
	development) - Ministerial and below for water resources network) Inter American Water Resources Network. Joined dialogue for happening in Brazil but not	towards simplicity and clarity rather than towards meeting local needs. Is this about practice or theory?	
	around for whole conference. Hope to be engaged in the South Africa conference. IW:LEARN has a reasonable profile within IW community. Has been involved in a proposal that didn't fly (training for journalists - under IW:LEARN banner). Benefit of conferences is networking - in Brazil preparation for Jamaica dialogue 5 and in Danube watershed and leadership talks with GEF people. Adopt a waterlens in small islands convention. Raises the profile of coca-cola brand. Don't see another player other than IFC (consulting around development)... doing ecotourism. Public-private partnerships is a way to go forward but more importantly working through local organisations. IW:LEARN should promote awareness about the risks of not sharing information. Need to use a network of experts to inform how to take IW:LEARN work.	Very little progress from conferences..... very repetitive. How much could have been done if spent the money on projects and not on meetings.	Focus on case studies and grass-roots movement.
		Disconnection between Anglo-Saxon world and rest of the world (north south issue and even south-south).	Need to integrate foreign language players into the English language community.

A11 CO-FINANCING STATUS

Status notified by IW:LEARN PCU as of 31st February 2007

Comment from UNEP (see Annex 12.2 point 8): "Although not reflected in Annex 11, UNEP has pledged, confirmed and actually provided co-financing". Comment has been addressed by PCU in this table.

Comments from Dimitris Faloutsos dated January 26th 2007 have, to the extent possible, been addressed by PCU in this table.

Activity	Name of Co-finance source	Classification	Type	Amount Committed (US\$)	Status at UNDP approval, 12 April '04.
B1.2/ B1.3/ B2.1.3/D2	IBRD-WBI	Multi-Laterals	Cash	100000	Confirmed, letter received
B1.2/ B1.3/ B2.1.3/D2	IBRD-WBI	Multi-Laterals	In-Kind	410000	Confirmed, letter received
A1/A2	UNEP-DEWA	UN Agency	Cash	477700	Under discussion
A1/A2	UNEP-DEWA	UN Agency	In-Kind	730400	Under discussion
A1/A2	UNEP-ROLAC	UN Agency	Parallel	TBD	Unconfirmed
B1.1	UNEP-CEP	UN Agency	In-Kind	TBD	Unconfirmed
B1.2	InWEnt	NGO			
B1.3	UNECE	UN Agency	In-Kind	225000	Confirmed, letter received
B1.3	CTC-St. Petersburg	NGO	In-Kind		
B2.1.1	UNESCO-IHP/ISARM/IGRAC	UN Agency	In-Kind	30000	Confirmed, letter received
B2.1.2	IUCN-WANI	NGO	In-Kind	0	Confirmed, letter received
B2.1.3	LakeNet	NGO	In-Kind	48,000	Confirmed, letter received
B2.2.1	IUCN-GMP	NGO	In-Kind	300000	Confirmed, letter received
B2.2.2	USA-NOAA	Government	In-Kind	200000	Confirmed, letter received
B2.2.2	University of Rhode Island	NGO	Cash/In-Kind		Not committed, but later reported
B2.3	World Fish Center	NGO	In-Kind		Not committed, but later reported
B3	Danube Project	IW Project	In-Kind	20,000	
B3	Black Sea project	IW Project	In-Kind	TBD	
B3	SPREP-IWP	IW Project	In-Kind	TBD	
B3	Caspian Environment Program	IW Project	In-Kind	TBD	
B3	PERSGA	IW Project	In-Kind	TBD	
B4	ELI	NGO	In-Kind	300000	Confirmed, letter received
B4	Tinker Foundation (proposal under review)	NGO	Cash	65,000	
B4	Global Development Alliance (proposal under review)	NGO	Cash	150,000	

⁸⁵ Still to be verified.

B4	ITT Industries, Inc.	Private Sector	Cash	50,000	
B4	ELI Board (Soliciting Individual Donors)	NGO	Cash		
C1/C2/E1/E2	GETF	NGO	Cash/In-Kind	350000	Confirmed, letter received
C1 / C2	GETF-targeted Sponsors	Private Sector	Cash/Sponsorship/In-Kind	75000	Under discussion
C1	The Coca-Cola Company	Private Sector	Sponsorship		
C1	Inogen	Private Sector	Sponsorship		
C1	WaterLeaders	NGO	Sponsorship		
C1	CHESF	NGO	Cash		
C1	Itaipu	NGO	Sponsorship		
C1	Bahia State Department of Environment	Brazil-Government	Sponsorship		
C1	Salvador Convention & Visitors Bureau	NGO	In-Kind		
C1	Pestana Bahia Hotel	Private Sector	In-Kind		
C1	Faculdades Integradas Olga Mettig School of Tourism and Meeting Planning	NGO	In-Kind		
D1	SEA-START RC (Chulalongkorn U.)	NGO	In-Kind	290400	Confirmed, letter received
D2	GWP-Med	NGO	In-Kind	20000	Confirmed, letter received
D2	UNECE	UN Agency	In-Kind	240,000	Under discussion
D2	Germany-MoE,NC,NS	Government	In-Kind	150000	Confirmed, letter received
D2	Greece-MoFA	Government	In-Kind	150000	Confirmed, letter received
D3	UNDP Cap-Net	UN Agency	In-Kind	1400000	Confirmed, letter received
D3	Japan Water Forum	NGO	Cash/In-Kind		Not committed, but later reported
E2.2.2	Francois Odendaal Productions - EcoAfrica	NGO	In-Kind	170000	Confirmed, letter received
E2.2.3	Gender Water Alliance	NGO	Cash/In-Kind	30000	
E2.2.3	Boston University	NGO	In-Kind		Not committed, but later reported
E2.2.3	IISD/IIED/ Environment Canada+B55	NGO/ Government	Cash	6,081	Not committed, but later reported
	UNDP-EEG	UN Agency	In-Kind	200000	Under discussion
	Jerod Clabagh-Transnatura	Private citizen	In-Kind		Not committed, but later reported
	GWP	NGO	In-Kind	100000	
	INBO	NGO	In-Kind	50000	Under discussion
Sub-Total Co-financing				6337581	

A12 COMMENTS/PROPOSED REVISIONS OF DRAFT REPORT

Written comments were received on the draft MTE report from the IW:LEARN SC, the IW:LEARN CTA, Andrew Hudson from UNDP, Tracy Hart from World Bank, UNEP, the SEA-RLC and Francis Vorhies from

Earthmind. All commentators are thanked for their diligence. Where comments have been adopted this is noted in the Ammendments Section i at the start of this report.

A12.1 SC teleconference 19th January 2007

The following presents the memorandum from the CTA dated 29th January 2007 concerning the required actions following-on from the Steering Committee teleconference on 19th January 2007.



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

Action/Decision Items from IW:LEARN Steering Committee Meeting – Teleconference January 19, 2007

The IW:LEARN Steering Committee (SC) held a teleconference meeting on January 19th, 2007. Envisioned completion dates are **bolded**. Actors responsible are underlined. Participants are listed at the end.

A. Final SC feedback regarding any errors or ambiguities in the document [45-60 min]

* DECISION: The mid-term evaluation (MTE) should distinguish and separate out recommendations to be enacted by IW:LEARN from those directed at other GEF IW entities. E.g., in terms of GEF policy, the MTE should address recommendations directly to the GEF Secretariat (not IW:LEARN) by **31 January**.

1. MTE should reflect line manager abilities and constraints by **31 January**.
2. UNEP will address coordination mechanism and structure (including steering committee input) by **31 January**.
3. MTE should enact the following changes and/or clarify the following items (as outlined by TH) by **31 January**:
 - a) Report should be spell-checked.
 - b) In section 3. 3.4.4: What does “party score” mean?
 - c) In 3.4.6, please remove ambiguity regarding carrier.
 - d) Sect 3.5.4 :LEARN, should be IW:LEARN.
 - e) Graphic on M&E guidelines...this graphic is unclear (on the bottom of page 20)
 - f) 3.7.1: is it part of scom mandate to "be exemplar of good practice..."...this phrasing needs more supporting text
 - g) Throughout body of text...phrasing "IW:LEARN is not a bad project"...the project should not be continually referred to as not being sick...please say it just once...
 - h) IW:LEARN should be referred to as a project that has potential for improvement
 - i) Re: TOR for SCOM...Note that it will take time to address SCOM mgmt structure and procedures...

B. Estimated procedure and schedule for completion of MTE, esp. date for SC acceptance and transmittal letter regarding actions based upon MTE Report. [15-20 min]

All SCOM members should submit written comments to facilitate discussion by **31 January**.

* **DECISION:** Three documents shall be produced following publication of the final MTE.

- a) **Management Review:** The two PCU's will respond with suggestions for SCOM on how to proceed based on learning and recommendations in MTE Report, with table prioritizing expected difficulty of implementing each recommendation (see below).
- b) SCOM will draft & sign Transmittal (Acceptance/Direction) Letter, identifying recommendations to be enacted, for delivery to PCU and M&E Unit (including IA M&E personnel).
- c) A consolidated Management Response to the SCOM letter, will indicate how project expects to implement SCOM direction.

* **DECISION:** **31 January** will be the deadline for ADS to incorporate final edits to the MTE. Comments on draft MTE to be received until **29 January**.

4. ADS to provide SC an email detailing any changes made to MTE recommendations after inputs from IAs & others, as part of final *MTE Report*.
5. PCU (DMS) will prioritize the degree of difficulty of implementing each recommendation, ranking them from easy->hard, as input to SCOM telecom (see below).
6. MTE to submit final version to SC by **1 February**.

* **DECISION:** SCOM meeting on **1 or 2 February** to review final *MTE Report* and *Management Review*, and to direct PCU on what MTE recommendations to implement (and how).

7. SCOM will discuss Management Response to SC accepted-items, and produce a transmittal letter from SCOM to UNDP- and UNEP-GEF M&E authorities and approve a revised 2007 workplan by **16 February**.

C. Discuss prompt action re: particularly important/urgent recommendations (management structure and management across sub-projects, fate of Activity D1 (SEA RLC)). [TIME PERMITTING, else subject for follow-up call by Feb. 1 or 2]

Steering Committee Members Present

GEF: Christian Severin
UNDP: Andrew Hudson
UNEP: Sean Khan, Takehiro Nakamura,
World Bank: Tracy Hart (IWTF observer)

Steering Committee Members Not Present

GEF: Al Duda, Andrea Merla
UNDP: Vladimir Mamaev
UNEP: Isabelle van der Beck
UNOPS: Andrew Menz
World Bank: Mei Xie (WBI)

Other Participants – IW:LEARN Project Coordinating Unit (PCU): Dann Sklarew, Janot Mendler, Mish Hamid, Alec Dawson (Mid-term Evaluator)

A12.2 Comments from UNEP 18th January 2007

Comments and Responses to the Mid-term Evaluation: IWLEARN (10 December 2006)

UNEP

1. UNEP EOU and DGEF strongly support the recommendation to revisit the logical framework to improve the 'intervention logic' and develop realistic performance indicators that will help focus future management of the IW-LEARN project on delivering against the stated objectives. Similarly we support the recommendation to prepare an 'M&E and Sustainability plan'.
2. The recommendation regarding early preparation of the Terminal Evaluation Terms of Reference is supported by EOU but does not go far enough. The process of preparing for the Terminal Evaluation should involve both UNDP and UNEP Evaluation Offices. The TORs, TE process/schedule, candidate selection, and procedures for quality assessment of the draft TE report should be mutually agreed by the evaluation offices of the collaborating IAs. This should be standard procedure for jointly implemented projects. Unfortunately this mid term evaluation for IW-LEARN did not follow this UNEP norm and was organised without any prior contact between the collaborating agencies. Since Mid-Term evaluations are primarily focused on 'operational improvement' (with accountability issues being a secondary focus), UNEP feels strongly that both its' Evaluation Office and the Management of DGEF should have been consulted prior to the inception of this Mid Term Review.
3. The MTE report indicates that there was the lack of quality assurance systems to the delivery of goods and services (3.5.2). Although there has been SC meetings and agency mechanism for deliver quality management, the project would have to address this.
4. UNEP is still in the process of organising internal oversight system of the UNEP component of the project, and wishes to transmit responses to the proposed reporting line and overall responsibility of the project component. UNEP's Task Manager, Project Manager and Technical Coordinator are UNEP staff members and they cannot report to individuals external to UNEP. At this stage, it is crucial to inform the project partners that internal management system will be re-organised and reporting system be reinforced. Further, in order to fill the gaps between the UNDP and UNEP components, reinforced planning, reporting and delivery oversight between UNEP and UNDP are recommended.
5. Annexes 1 and 2: Although comments on the recommendations were informally transmitted to the Steering Committee earlier, some of the responses are re-iterated below:
 - Recommendation 1: UNEP has already started incorporating some of the recommendations made in the mid-term review and started discussing with major partners in order to address the recommended actions. It is suggested that a clear work plan be established and agreed upon among the IAs in addressing the recommendations.
 - Recommendations 3 and 5. The mission statement (or project objective) can be made more clear and client-oriented. Instead of service agreement, the work plan for the remaining duration of the project should be amended based on the clarified IWLEAN focus. Further logframe can be amended to clarify the logical steps to achieve anticipated outcomes of the project.

- Recommendation. 4. It is understood that Project Management Team will come up with a draft communication strategy to be delivered.
 - Recommendation. 6. If we are to make the IWLEARN focus clear and the 'mission statement' is to be revised, then we should also re-consider how to reach the clarified mission of the project. If we are to revised the mission statement for the sake of clarifying the mission statement for outside audience, there will also be a need to re-consider how we achieve the mission. The MTE recommendation clearly says "The logical framework does not provide a clear roadmap for delivering the overall goal."
 - Recommendation 11. It is recommended that the website be reviewed by some of the GEF projects from the perspective of ease and usefulness of the site in accessing target information or utilising it as the platform for mutual learning. It is not only IT issues and also what content and information can be included in the web site. Although it is not clearly indicated in the MTE report, there must be a clear linkage between what information is needed and available and how the website should present such.
 - Recommendation 12. There needs a thorough re-thinking of the toolkit linkage with the website and mission statement that should be further clarified.
 - Recommendation. 14. This recommendation is discussing a need for guidelines on what constitutes good practices and how to formulate information on good practice information. This is based on the understanding that good practice information should serve as a basis for mutual learning. This is a critical question about how the project would deliver 'mutual learning' and for effective delivery of mutual learning, lessons learnt information systematically generated and presented can be easily exchanged and used for mutual learning purposes.
 - Recommendation. 21 Although the recommendation is concerned about the website, this is relevant to the sustainability planning of the whole project as discussed above.
 - Outcome indicators proposed in the MTE (A1.5) are logical, but the way to actually measure the degree of achievement using these indicators seems to be difficult, unless the project provides additional resources for measuring these indicators. Based on the proposed indicators, revision should be carried out and how to measure and monitor the indicators should be further clarified among the IAs.
6. The e-fore surgery strategy looks useful in enhancing the efficiency of the e-discussion.
 7. The proposed TOR for the SC (A1.10) needs further consideration and revision. There needs clarification on what exactly SC would do and what role each of the members would play. The proposed new TOR framework seems to be clarification of the existing TOR.
 8. Although not reflected in Annex 11, UNEP has pledged, confirmed and actually provided co-financing.

A12.3 Comments from SEA-RLC 03rd January 2007

SEA-RLC Response to MTE Report of IW:LEARN

Dear Dann,

Following on from the discussions with Anond, I would like to provide you with our response and position with regard to future SEA-RLC work.

SEA-RLC response to recommendations of the MTE

1. Recommendation 16: 'need to hire 1 full-time person to manage UNEP portion of project (supported by funds re-directed from closeout of activity D1)...'

SEA-RLC response: The IWLEARN project is about capacity building for international waters management, and the proposed movement of funds from a region to fund a new UNEP manager does not support such an aim. Anond emphasized this point stating that "hiring a new person in Nairobi does not help capacity building in the region... the focus should be on capacity building and technical support to GEF IW projects and not to build capacity for the UNEP Nairobi office!"

2. Recommendation 24 states that "It is recommended that a substantially reduced though relatively high profile activity is agreed with and delivered by SEARLC".

SEA-RLC response: There is a need to clarify the meaning of 'high profile'. Activities that are 'high profile' must translate into capacity building and technical support that GEF IW projects in the region appreciate.

Furthermore, rather than seeking to reduce SEA-RLC activities, SEA-RLC with SEA START RC support has the capacity to contribute more of the technical delivery needs of IWLEARN, and has the skills to both support Plone and other CMS such as Joomla, and even GIS Mapserver. This opportunity should not be lost now that SEA-RLC has the tools and skills to help projects. Anond summed up the importance of such work noting that "there is a need to build IW capacity in the region, there are new projects that need tools, and plone gives them a good opportunity to meet their needs."

3. Recommendation 24 also states that 'cancellation is too extreme especially since performance reflects, to some extent the delayed start of Component A.'

SEA-RLC response: Cancellation is indeed an extreme option. SEA-RLC had to work alone in the first one and half years of the project in developing tools to meet GEF project needs. SEARLC has been successful in developing the UNEP/GEF South China Sea Metadatabase, UNEP/GEF South China Sea prototype GIS, and the SEA-RLC portal, all of which can be found online. SEA-RLC has also been active in promoting IWLEARN activities at meetings and conferences, the latest event supported was at the

East Asian Seas Congress in China (December 2006). More details of our activities can be found in the latest Progress Report (Dec 2006).

Proposed future SEA-RLC activities

A more **service-oriented approach** to SEA-RLC work is proposed, where IW:LEARN uses us less in technical development and more in serving projects in the region. The need for us to adopt a more service-oriented approach is also highlighted by Dr. John Pernetta (see page 130 of the MTE report⁸⁶).

In order to better address project needs, two chief areas of work are proposed - **direct technical support** of GEF IW projects in Asia and **'IT Innovation Workshops'** to address specific IT problem areas.

1. Direct Technical Support

SEA-RLC to work directly with new GEF IW projects in the region in developing their websites BUT on a project-by-project basis. Working on a 'project-by-project' basis means that we can respond to their needs more quickly and can show tangible benefits in terms of a website that is online and being used by project and partners. Such an approach is preferred over organising another workshop as this is time consuming to arrange, expensive, and may prove difficult to follow-up on multiple projects given our limited staff resources.

Setting up a website is straightforward as IW:LEARN now offers server space and SEA-RLC can subsequently help projects use and customise to meet their needs. For example, most recently (Jan 07) we have assisted the Yellow Sea LME project in customising their website. With regard to the Website Toolkit, it is suggested that rather than wait for the review and more development (as per Recommendation 11) we should go ahead and implement. The Toolkit is based on Plone which is a widely used content management system and already offers significant functionality. We recommend that at least SEA-RLC is allowed to pursue this option in the Asia region where IT skills and support are lacking.

It is envisaged that SEA-RLC could support development of 30 websites by the end of the IW:LEARN project in late 2008.

2. IT Innovation Workshops

It is proposed that workshops are organised to address particular IT problems, where users and programmers are invited to work together for one or two weeks to address a particular issue with the aim of finding a working solution/product. This should help address user needs and quicken product development. Such an approach seems to overlap with MTE Recommendation 15 (i.e., "Surgeries" strategy for IW:LEARN E-fora to be tested).

⁸⁶ Now page 146 I think! (MTE)

SEA START RC is willing to contribute financially to such workshops using unspent funds from its UNEP.NET project budget; however SEA START RC would need to request approval from UNEP with regard to making these funds available.

We believe that these activities would offer a more service-oriented approach to GEF IW projects, and in our opinion are also 'high profile' as we will be 'out there' working with projects.

Dann - would be grateful if you could convey these comments to the decision makers.

Kind regards,

Richard.