



**GEF Project GLO/98/G33/A/1G/71,
Component 1:**

**International Waters
Distance Learning
Project**

**Independent Review
FINAL
04 December 2002**

Introduction

The present evaluation is designed to examine the effectiveness, efficiency, relevance, impact and sustainability of the GEF Project GLO/98/G33/A/1G/71, Component 1: International Waters Distance Learning Project (to be referred to hereafter as IW:LEARN). This is a complex project that has a central role in knowledge sharing between GEF International Waters projects and actively preparing new professionals for project implementation.

Understanding the need to maintain a concise text of less than 25 pages (excluding annexes), the following structure will be followed:

- Section I: Analysis of the project document and Steering Committee decisions on its implementation
- Section II: Review of project implementation (by objective)
- Section III: Analysis of project implementation arrangements
- Section IV: Recommendations for follow-up actions during the remaining period of project implementation and within the scope of a potential new intervention.

There will also be three substantive Annexes that form an integral part of the evaluation

- Annex 1: Methodology employed
- Annex 2: Evaluation of the effectiveness of IW Conferences (Component 3 of the overall project)
- Annex 3: TOR for the evaluation
- Annex 4: List of persons consulted

The evaluation has involved a considerable number of discussions with project managers (past and present) and Implementing/Executing Agency task managers (see Annex 4). Where appropriate, specific examples of the points raised are cited in boxes in the main text. My thanks are expressed to all those who have taken their time to respond to my interrogation and apologies to anyone who I have missed from the list in Annex 4. I appreciate the frankness and willingness to assist in members of the enthusiastic IW:LEARN implementation team.

At the request of the Executing organisation and the IAs, this review will also examine avenues for future development of the IW:LEARN project, including activities above and beyond the existing project document. Many of these proposals stem from discussions sustained during the GEF IW Conference in Dalian (September, 2002). Inputs into these discussions are too numerous to attribute to particular individuals and should not be interpreted as being my own 'off the cuff' ideas!

*Laurence D. Mee
Totnes, UK, 2 December 2002*

I. Analysis of the project document and Steering Committee decisions on its implementation

1. Purpose of this section

This section contains a brief introduction to the project document, a general critique of its contents and an analysis of the substantive decisions taken by the Steering Committee that may have modified the project strategy or workplan.

2. The overall objectives of the project

The first evaluation task was to locate an overall project objective in the Project Document! There is a confusion of terminology and no clearly identified long-term objective in the document. The purpose statement however (paragraph 1 of the summary), is taken to be the laudable and very necessary overall objective:

to improve global management of transboundary water systems by increasing capacity to replicate best practices and lessons learned in each of the GEF International Waters Operational Programs.

The immediate objectives are described as follows:

- (1) *Train and mobilize a Web-based **Implementation Team** (representing at least 20 countries) whose members will catalyze and carry out knowledge-sharing activities within and among their respective regional projects;*
- (2) *Develop waters-related **knowledge products** (e.g., courses, seminars, Web sites) to be shared and tested by the IW:LEARN Implementation Team, making use of new communications technologies and drawing upon intellectual resources of the participating projects, UNDP, World Bank, UNEP, and other partners;*
- (3) *Create a model for a scalable globally accessible “**Web space**” (i.e., an extranet) dedicated to learning and knowledge-sharing about International Waters, integrating no fewer than 6 support sites, 20 learning hubs, 50 “portable classrooms”, and dial-up connections from anywhere on the Internet;*
- (4) *Articulate and test future-oriented **methodologies for building sustainable Web-based knowledge communities** in developing countries, demonstrating work-in-progress and results, as well as presenting conclusions and/or recommendations at the GEF International Waters strategic planning and assessment meetings to be held in 2000 and 2002.*

These statements are clear in their intentions though worded in the excessively jargonistic and obscure language that pervades the whole project document. Is it really necessary to employ terms such as ‘future-oriented methodology’, a ‘portable classroom’, ‘a web-based knowledge community’ (can a community be based on the web – isn’t the web a tool to inform and link real people?) or a ‘scalable globally accessible Web space’? The continuous use of unnecessary and inaccurate verbiage and jargon¹ immediately reduces the likely readership of the project docu-

¹ To be fair, the introductory part of the Project Document does explain some of the jargon. However, the explanation itself is often tortuous and doesn’t per se justify coining new language. My condolences to the non-English mother tongue reader.

ment (indeed, none of the CTAs consulted had read the document). This is a pity; beyond the fog there is a good document. I am impressed that the original reviewers fully understood it.

I will comment further on the individual objectives in section II of this review. Suffice it to say at this stage that the objectives are very ambitious. For example, if the Implementation Team is to be ‘representative’ of 20 countries in the UN sense, they have to be answerable to a national authority (probably not the intention behind the objective but nevertheless what it actually states). Similarly, 6 support sites and 20 learning hubs represents a major infrastructure challenge – even virtual hubs require real people to run them.

3. The context and initial overall design

The justification of the IW:LEARN project can be examined by quoting some key phrases from the Project Document (p2):

- a. *Projects under formulation rarely have access to projects that have “been there and done it.”*
- b. *they [Project CTAs] rarely have the opportunity to meet, discuss, or learn from each other;*
- c. *If the process [reference to TDA-SAP] is done inefficiently (i.e., new projects not learning the how-to from older projects), then the lion’s share of resources ends up in planning rather than in implementation of the plan;*
- d. *Opportunities for cross-project internships, apprenticeships, and international site visits do not exist. Participation in international scientific meetings, specialized technological training, and collaborative research are limited primarily to senior staff. Opportunities to earn advanced degrees are inaccessible to all but a few senior staff.*
- e. *While peer-to-peer technical assistance and South-South learning are often cited as values, few practical mechanisms are in place to translate values into reality.*
- f. *Yet too often the Implementing Agencies divide rather than share responsibilities. They view projects as “theirs.” Beyond exchanges of documents -- generally at the top -- few concrete means are in place whereby proponents on the ground can meaningfully benefit from each other’s experiences.*

These candidly expressed points certainly show the clear need for a coordinated knowledge sharing process. They also set implicit expectations as to what IW:LEARN might be able to achieve. Of the points outlined above, (a, b, e and f) refer to inadequate networking, (c) reflects a need for experience sharing translated into the improvement of a core process (the TDA-SAP) and (d) exemplifies the need for staff training, for which distance learning provides one possible mechanism.

The Project document (Section 4) then proceeds to extol the virtues of the internet revolution in an effusive and somewhat uncritical manner. Yes, the revolution has led to huge changes in the ways most of us conduct our business but the fact remains that internet access in many developing countries continues to be very slow and the gap between those that are on-line to broadband technologies and off-line (except for irregular email access), seems to be widening.

The Document provides a succinct description of the genesis of IW:LEARN. The Project partly benefited from earlier initiatives but actually began its life in December 1996 following a “Needs and Resources Assessment Workshop²” under the auspices of the UNDP Strategic Initiative on

² As one of the CTAs invited to the meeting, I can vouch for the enthusiasm expressed by the proponents as well as the doubts of some of us regarding the proposed technologies. This gave some harsh early lessons when, for example, one

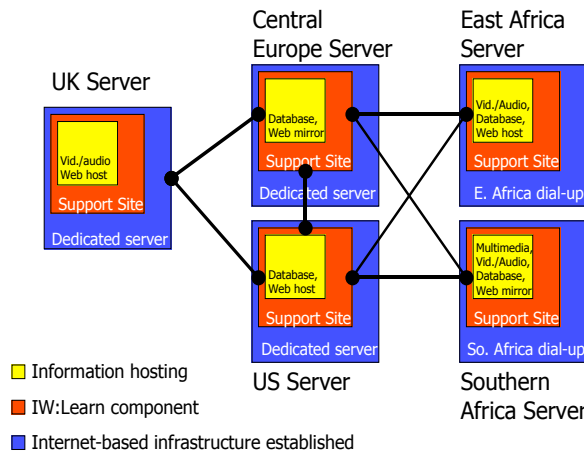
Oceans and Coastal Area Management (SIOCAM) and the subsequent approval of the PDF-B award. IW:LEARN was approved as a project by Council in June 1998. After a delay in the formulation and approval of the Project Document, the project finally commenced in late 1999.

Two parallel ‘partner’ initiatives were also established in 1998, offering potential synergies (or risking overlap and competition):

infoDev (a multilateral fund for innovative information technology activities, administered through the World Bank) which approved a demonstration project for three themes: (i.) student aid packages for distance learning in developing countries, (ii) curricula to be shared among secondary schools in coastal communities; and (iii) virtual participation in international scientific meetings and conferences, and an International Waters “best practices” database to be developed by UNEP.

The conceptual design of the project is outlined in Section 6. In hindsight, it is difficult to read this section without feeling oneself on ‘mission impossible’. The description offers a sophisticated and attractive array of IT that could be commonplace in developing countries but does not seem to match the working realities of GEF IW Projects. Furthermore, much of the technology and software was still at various stages of development. The following figure illustrates the Global Server Network that would form the heart of the system:

Global Server Network
5 Regional Servers and IW:LEARN Support Sites form a Global Network



Suffice it to say that this ‘backbone’ has never become operational (apart from a linkage between the US and UK that worked for a considerable time but may be out of service at the present time). The Global knowledge community offered in the project, consisted of the following components:

1. **A Global Knowledge Network** – with a dendritic network serviced by [sic.] IW-specific portals and search engines, knowledge resource databases, electronic conferences, virtual offices, and distance learning systems.
2. **Support Centers** – including trained personnel located in projects, NGOs etc.

3. **Community Hubs, a.k.a. Community Resource Centers** – essentially new and existing web sites
4. **Portable Resource Centers** – a final concession to those who are not likely to reap the bounty of broadband ... having re-read this paragraph several times I can only conclude that what is really meant is a computer with a CD-ROM.

The kinds of technologies that were ‘offered’ within the concept of ‘learning hubs’ are illustrated as follows (from Table 3 of the Project Document):

Low-cost meetings and conferences over the Internet (Supporting technologies: Audio conferencing software specifically developed for Internet telephony and conferencing among small groups.)
Inter-project and inter-agency work groups , using “groupware” to support distance collaboration (Supporting technologies: white boards, application sharing, shared data bases on the World Wide Web)
A “ results and best practices seminar ” via Internet broadcast (Supporting technologies: real audio, digital radio broadcast; streaming audio; streaming video)
Short technical Net Courses (primarily asynchronous) (Supporting technologies: The World Wide Web, threaded discussions, email, small-group audio conferencing)
Low cost access to advanced degree programs at universities with specialized resources (Supporting technologies: multi-user conferencing tools; distance learning software packages)
Dedicated hook-ups to international scientific meetings Supporting technologies: Livecast, WWW, small group audio conferencing, VC
Curriculum sharing among secondary schools over Internet (Supporting technologies: listservs, email, CD ROM, Web access, one-to-one desktop conferencing)

The project design was to gradually extend the use of this approach from the following initial cohort of 10 projects:

AFRICA: Gulf of Guinea; Lake Tanganyika; Lake Victoria

ARAB STATES: Red Sea and Gulf of Aden

EUROPE AND CIS: Black Sea; Danube River Basin; Mediterranean

LATIN AMERICA AND CARRIBEAN: Bermejo River Basin

ASIA-PACIFIC: East Asian Seas; Tumen River Basin

I interviewed the CTAs (or former CTAs) of each of these projects – the results will be reported in Section II. It is clear that very few of the technologies proposed were actually applied (apart from the asynchronous ones and simple Yahoo! groups) in achieving the final project outcomes.

In conclusion, the initial project was clearly extremely over-ambitious in its use of IT and provided unreasonable expectations and an unfair challenge for those who had to implement it. Part of the problem is also in the assumptions used (V.13 in the ProDoc.); this section should not be regarded lightly as many of the assumption were unreasonable³. This does not detract however from the importance or relevance of the challenge that the project addresses.

4. Brief analysis of planned activities

A detailed review of the project by objective will be given in Section II. Table 4 of the ProDoc provides a roadmap for project implementation and is reproduced as follows:

³Examples of unreasonable assumptions were:

- Hardware and technical support sufficient at the project level to support effective participation from within a significant number of project sites
- Continuous improvement in Internet access among all groups of stakeholders
- Technology must perform to expectations and needs
- National project sites continuously upgrade hardware, staff technical skills, and Internet access
-

Table 4 Outputs of IW:LEARN: Year by Year

Outputs	Year 1 (2000-2001)	Year 2 (2001-2002)	Year 3 (2002-2003)
Output 1: A trained team of country-based professionals , with the skills, equipment, and external support to facilitate activities within their “home” projects. <i>Indicators:</i> <ul style="list-style-type: none"> Trained personnel developing on-the-ground activities after successfully completing IW:LEARN training programs 	<ul style="list-style-type: none"> 10 persons trained in IW:LEARN Workshop 6 persons train in U-London Distance Masters program Additional work-shops Local spin-offs 	<ul style="list-style-type: none"> 10-20 persons trained in IW:LEARN Workshop 6-10 persons trained in U-London Distance Masters program 5-6 persons trained in other advanced training distance program 	<ul style="list-style-type: none"> 10-20 persons trained in IW:LEARN Workshop 6-10 persons trained in U-London Distance Masters program Large number of persons trained in other distance programs
Output 2: Knowledge Products <i>Indicators:</i> <ul style="list-style-type: none"> Proliferation of high-quality, tested learning and knowledge sharing products developed in partnership with World Bank, UNEP, and other agencies Adoption and high rate of use of these materials Heavily trafficked best practices data base and Web sites where learning products are available 	<ul style="list-style-type: none"> NetCourses, training modules, advanced training curriculum Shared curriculum modules for secondary schools Inter-project meetings and workgroups International Waters Best Practices database created (UNEP) 	<ul style="list-style-type: none"> Expanded offerings of NetCourses Dedicated hook-ups to scientific meetings Results and best practices seminar UNEP Best Practices database opened with incentive scheme 	<ul style="list-style-type: none"> High volume of above products New products UNEP presentation of first International Waters Best Practice Award
Output 3: Globally accessible Web Space, (an extranet for the ‘Knowledge Community’) <i>Indicators:</i> <ul style="list-style-type: none"> “Traffic” on learning hubs visible from Net Demonstrable participation in learning activities from classrooms Support sites visibly offering high-demand support services 	<ul style="list-style-type: none"> 2 “support sites” 4 “learning hubs” installed 10 “portable classrooms” installed One technical support site installed (East Africa) 	<ul style="list-style-type: none"> 2 regional “support sites” installed 6 “learning hubs” installed 20 “portable classrooms” installed 2 technical support sites installed (Northern Africa/Arab States, Asia) 	<ul style="list-style-type: none"> 2 regional “support sites” installed 10 “learning hubs” installed 20 “portable classrooms” installed 3 technical support sites installed (Latin America, Africa, Asia)
Output 4: Methodologies for building Web-based knowledge Communities <ul style="list-style-type: none"> Presentations and replicable methodologies A plan to scale up successful activities 	<ul style="list-style-type: none"> Presentation of IW:LEARN progress at GEF International Waters September 2000 Conference in Europe. 	<ul style="list-style-type: none"> Presentation of IW:LEARN results at GEF International Waters 2002 conference. 	<ul style="list-style-type: none"> Assessment and evaluation of IW:LEARN Plan for Scaling up Successful Activities (Phase II)

The above table defines the list of measurable outputs destined to be employed for assessing the project outcomes. It must be stated however that the indicators are very sparse. For example, the mere act of presenting IW:LEARN results at the 2002 Conference cannot be regarded as a measure of success in implementing Objective 4. Similarly, ‘proliferation’ of high quality products is a rather unsatisfactory measure of success – their relevance and use to a target community is much more to the point. These issues will be taken up in Section II.

My main concern is that the project document did not establish satisfactory performance indicators.

5. Project management, feedback and guidance

This project is executed by the aptly named Tides Centre, a San Francisco and Washington-based NGO with considerable project management experience (although the Washington branch only became operational in 1996). The arrangements for execution will be reviewed in Section III.

Though there is no diagram of a decision-making structure, the management arrangements can be described as having four levels:

(A). Executive Level: The Steering Committee

This provides overall policy direction and serves as the main liaison mechanism between partners. It is thus critically important to the development of the project. The SC was only scheduled to meet once per year however (i.e. three times during the project's implementation phase). This raises the question as to whether or not the project was under-supervised, given its inherent complexity, the nature of the uncertainties and the central role of inter-agency co-ordination. SC decisions will be examined in sub-section 6 below. It is noted that the current CTA has increased the frequency of meetings to four per year (this is not immediately obvious from the rather chaotic 2002 TPR but is commended).

The proposed composition of the SC and the actual list of attendees at its first four meetings are compared and contrasted in the table below:

Proposed composition⁴	2001 SPRING 1 (TPR)	2002 FALL 2 (TPR)
International Waters Advisors of the GEF Implementing Agencies (UNDP, World Bank, UNEP) Representatives of major co-financing partners (i.e., <i>infoDev</i> , European Commission (DG-VIII), DANIDA (funded through the UN Nordic Fund).	Al Duda, GEF Secretariat Nancy Hale, The Tides Center Andrew Hudson, UNDP Dann Sklarew, IW:LEARN Absent UNEP, WB	Al Duda, GEF Secretariat Vladimir Mamaev, UNEP Andrew Hudson, UNDP (Chair) Marea Hatziolos, WB Dann Sklarew, IW:LEARN
	2002 SPRING 3 (TPR)	2002 FALL 4* (TPR)
	Andrea Merla, GEF Secretariat Vladimir Mamaev, UNEP Andrew Hudson, UNDP (Chair) Dann Sklarew, IW:LEARN Absent WB (as signatory)	Andrea Merla, GEF Secretariat Vladimir Mamaev, UNEP Andrew Hudson, UNDP (Chair) Marea Hatziolos, WB Ria Pugeda, The Tides Center Dann Sklarew, IW:LEARN

NOTE: All of the above, save Dr. Pernetta and Ms. Hale (whose positions changed during the course of the project) continue to belong to and participate in an ongoing electronic list for the Steering Committee (sc@iwlearn.net) for more frequent interaction and coordination.

Donor participants (and substantial co-financing⁵) never materialized. The SC deliberations and decisions are reflected in the two 'Tripartite Reviews' (2001 & 2002). These demonstrate that the SC has been relatively effective in bringing together the opinions of the IAs. However, it must be noted that the absence of a UNEP representative in 2001 weakened the coordination with the UNEP components as did the absent and varying representation from the World Bank. This suggests that a more frequent tripartite liaison process by teleconferencing early in the project could

⁴ The UNDP-GEF International Waters Advisor will serve as Chairperson for the Steering Committee. The IW:LEARN Chief Technical Advisor will serve as Secretary to the Steering Committee. The GEF Secretariat International Waters/Biodiversity Team Leader will serve as liaison to the Steering Committee.

⁵ IW:LEARN received \$140,000 directly from *infoDev*, as well as \$15,000+ through fee-for-service training. Additional in-kind contributions from non-IA partners are valued at over \$100,000 (this is discussed in sub-section 5).

have led to recognition of some of the project design deficiencies that emerged from an early stage in implementation.

(B) Advisory level: Technical Advisory Panel

This was designed to provide continuous [sic.] feedback on the project implementation. It consists of a group of *about a dozen persons, including: Current or former Chief Technical Advisors of GEF International Waters projects (at least half the membership of the Advisory Panel to be CTAs or former CTAs), technical waters specialists from the three GEF Implementing Agencies or co-financing partners, distance learning or technology specialists, scientists.*

I can find no record of this group having met or sustained a structured virtual dialogue – this can be regarded as a serious management shortcoming. If the TAP was considered to be irrelevant it should have been removed from the project through an amendment proposed by the SC to the IA.

To some extent the views of the CTAs were collected in the two Annual Project Reviews but these were selected comment (three CTAs in the case of the 2002 APR).

(C) The Project Secretariat:

This was originally conceived with the following structure:

- Chief Technical Advisor
- Administrative Officer
- Tides Project Coordinator (funded by the Tides Center)
- Technology Director
- Director for Operations

The current structure includes:

- Chief Technical Advisor (Dann Sklarew)
- Administrative Officer (Shayne Gardner)
- Technology Director (Jerod Clabaugh)
- Project Coordinator (Janot Mendler)
- Program Assistant (Mish Hamid)

It is not unusual for there to be deviation in staffing and staff roles during project implementation. It is unclear what happened to the Tides Project Coordinator post (to be contributed by the Tides Center). The main point however is that the project is staffed by a dynamic and well-qualified relatively young team of specialists⁶.

(D) IW:LEARN Implementation Team

The concept of the Implementation Team was an extended family of qualified professionals that emerged from the IW:LEARN training process and who would catalyze and implement actions on a regional basis. According the Project Document: IW:LEARN Team Members will be selected from among the persons who have received training in: i.) IW:LEARN Training, Brain-

⁶ Additional “International Waters Fellows” have been recruited from GEF IW project regions (2 from LAC, 2 from Middle East and 2 from Africa to date) to serve as leads on specific intra- or inter-IW project tasks of IW:LEARN. Two of these were previously IW:LEARN-trainees from other IW projects.

storming, and Planning Workshop, or ii.) Distance Masters program (including participation in the IW:LEARN Workshop).

There is little reference to the Team per se in the IW:LEARN Documents though the APRs have extensive reference to the 'I-Team', stating that this now consists of over 40 people. Notwithstanding, apart from use of four (total between the 2001 and 2002 APRs) of the I-Team members for some revue questions, they have not been exploited and the extended family concept has not taken off⁷.

The 2002 APR recognizes this shortcoming:

While engaged in F/T activities outside of IW:LEARN, I-team has not consolidated as IW:LEARN's strike force, as originally envisioned.

It recommends:

Reformulate I-team as peer-to-peer community of practice for IW projects' MISOs, IW:LEARN focus group and pool for IW fellows.

This recommendation seems to reflect the original commitment in the Project Document. Clearly the Implementation Team has not achieved its original aims.

As a concluding comment on project management, I strongly recommend that the management, advisory and liaison structure should be reviewed, particularly the use of the Implementation Team, the Technical Advisory Panel and the possibility of more frequent SC consultations through teleconferencing or virtual conferencing. The current structure does not permit adequate feedback or the use of project trainees as an active network.

6. Budget and workplan

The summary of the overall budget compared to expectations is given in the 2002 PIR:

<i>Funding Source</i>		<i>Institution Name (Acronym, if any)</i>	<i>Proposed Financing (in Prodoc)</i>	<i>Actual Financing</i>
A. GEF FUNDING			1.9304	1.9300
B. CO-FINANCING	UNDP (TRAC)			
	UN AGENCY	UN Volunteers	0.1500	0.0000
		UNDP Nordic Fund	0.5968	0.0000
	GOVERNMENT (CASH)		—	—
	GOVERNMENT (IN-KIND)		—	—
	BILATERAL DONORS		—	—
	MULTILATERAL DONORS	IBRD/infoDEV	0.1400	0.1630
		IBRD	0.350 (in-kind)	0.1635 (in-kind)
		European Commission	1.1975	0.0000
	NON-GOVERNMENTAL ORG.	IW Projects	0.4528	0.0550
		Royal Holloway University of London	—	0.0943 (in-kind)
		CATHALAC+Universidad Santa María La Antigua (Panama)	—	0.0028 (in kind)
		University of Miami	—	0.0696 (in-kind)
		Foundation for Inter-American Dialog on the Environment		0.0037
				0.0050+in-kind

⁷ Two IW:LEARN I-team members served as "International Waters Fellows" for two IW:LEARN tasks in 2001. The IW Fellowship program emerged in 2001 as a mechanism for pursuing inter-project collaboration and knowledge sharing activities via IWL

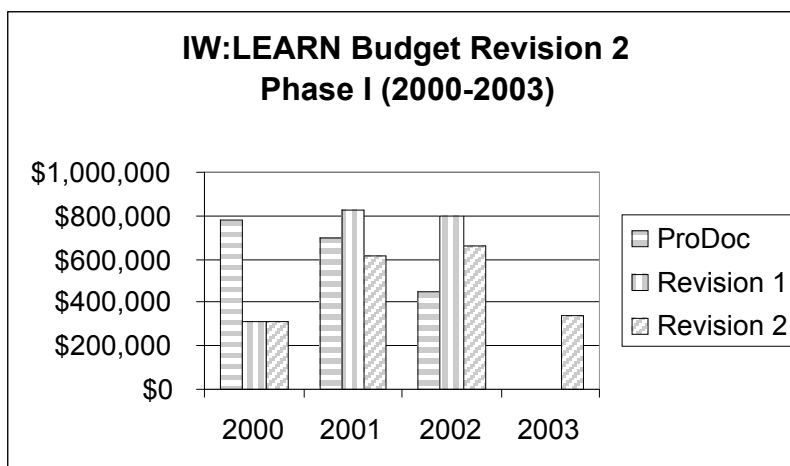
	PRIVATE SECTOR	Etensity.com		0.0850 (in-kind)
		Marasco Newton Group (MNG)		0.0031 (in-kind)
		Science Applications International Corporation (SAIC)		0.0010 (in-kind)
		AJH Environmental Services		0.0010 (in-kind)
		DD Labs		0.0245 (in kind)
TOTAL COFINANCING			2.8871	0.6715

The large deficit in co-funding with respect to the original expectations is disappointing. Most of the co-financing on the table above is from in-kind contributions rather than cost-sharing or parallel donor initiatives. Again, the Project Document was overoptimistic. The project also had to 'sell itself' on the basis of initial results.

One of the more worrying aspects was the poor funding from IW projects (only 12% of the expected amount):

If the products of IW:LEARN are to be sustainable over the lifetime of the GEF, a mechanism must be established to compensate the project for the benefits it provides to other IW projects. This can only be achieved if there is a clear sense of added value amongst the IAs and executing bodies and specific budgetary mechanisms in place for GEF IW project to pay for the services requested by and rendered by IW:LEARN.

In terms of spending the GEF portion of the budget, the following analysis is made in the 2002 APR:



The slow initial spending was due to a late and difficult start-up period. It has generated savings that are currently being employed in a spurt of activities that will lead the project into early 2003. Under the circumstances, this reflects good management practice.

Use of the funding will be examined in Section II.

7. Steering Committee amendments to the document or work plan.

The tripartite reviews enabled a reexamination of the Project Document. Some of the key generic⁸ conclusions were:

- a. *major outputs of the project, “support sites,” “learning hubs,” and “portable classrooms” have been vaguely defined and contingent upon additional funding for a global “virtual private network.” This VPN is no longer considered to be a desirable delivery mechanism and thus the project has done nothing to pursue associated funding [TPR 2001]*
- b. *Over the next several months, GEF Secretariat will work with IW:LEARN to ensure that committed IA representatives are able to maximize IW:LEARN utility for their organizations. [TPR 2001]*
- c. *IW:LEARN was encouraged to use synergies with OAS, IWRN and other organizations in the Americas to focus particular effort on the LAC region in 2001[TPR 2001]*
- d. *It was emphasized that the needs and resource database should be directed first and foremost at GEF-IW CTAs. [TPR 2001]*
- e. *Clarify I-Team purpose and invitation process. Consider more direct linkages between the relevant people in each GEF project. For example, the technology officers should communicate with each other. Similar to how we run the GEF-IW-MGRS list. [TPR 2002]*

The main outcome of this process was expressed in the 2001 APR as a series of recommended modifications to the project document. The first was a reshaping of the technology to adjust it to the realities of the regions and the availability of commercial Internet access in most parts of the world (but note my earlier comments on bandwidth). The second change was to modify Table 4 of the Project Document to accommodate a more realistic set of expectations. The new technological section of the Project Document and revised Table 4 are included as Appendix 1 to this section of the evaluation. It is assumed that this is the valid table of indicators and will form the basis of the review in Section II, It must be noted however, that the indicators of success remain somewhat vague.

The general conclusion of this section is that the IW:LEARN Project Document was poorly designed, hugely overoptimistic, unrealistic in terms of technology and donor/private sector inputs and loose in its review indicators and management structure. Fortunately, except for the feedback structure and use of the I-team, these errors have been recognized and largely corrected. The time (and money) wasted through poor project design is in itself an important lesson that partly reflects the limited engagement of the Implementing Agencies during the initial key stages in project development. It must be stressed however, that the justification for the project remains as valid today as it did when IW:LEARN was originally conceived.

⁸ TPR 2002 made a very large number of specific changes to the workplan. These are too numerous for discussion in the present document but will be described where possible in Section II.

Appendix 1 to Section I

Substantive proposed changes to the Project Document (from APR 2001)

Change: Replace Paragraph 3 ("Technologically...") through end of section 6 with the following text:

Technologically, the Knowledge Community will be made up of four infrastructure elements:

1. **A Global Knowledge Network** - An interlinked network of Information and Communications Technology (ICT) access points will together support the social and organizational evolution of the International Waters (IW) knowledge community. To foster this network, IW:LEARN will provide valued added functionality to the decentralized Web infrastructure emerging among GEF IW projects through an integrated set of tools (e.g., IW-specific portals and search engines, knowledge resource databases, electronic conferences, virtual offices, and distance learning systems). These tools will be developed across multiple centers (a.k.a. "support sites"), then "branded" and customized for thematic- or region-specific Web sites (a.k.a. "learning hubs"). Such sites, or learning hubs, will also provide for asynchronous access via intermittently networked or standalone computers (a.k.a., "portable classrooms"). Sites will be further inter-linked via new tools (e.g., Web rings, Web crawlers). The resulting infrastructure will incrementally build upon on-the-ground hardware software capacity to create bridges for intra-project coordination and inter-project communication. In such a fashion, IW:LEARN will promote dendritic connectivity and growth in knowledge sharing across the IW community of practice.
2. **Support Sites** - Knowledge sharing tools and resources will be developed and tested across a variety of geographic locations and institutions. With IW:LEARN's incremental technical assistance, these support sites will generate the means for realizing the global knowledge network. For instance, regional non-governmental organizations, trained and equipped by IW:LEARN, may work with local governments to develop a Web portal for Coastal Zone Management in Africa. Train-Sea-Coast's Course Development Units (CDUs) and other academic centers could work with IW:LEARN to transform their existing courses into "distance learning" modules. Through strategic resource use, IW:LEARN will partner with agencies, NGOs, universities and the private sector to use their support sites to develop key components of the knowledge network at regional and global scales.
3. **Learning Hubs** - The products of IW:LEARN support sites will contribute to advanced functionality for new and existing IW project Web sites. IW:LEARN will provide and help projects to customize generic knowledge sharing functions, such as on-line databases or electronic forums, and to populate their hubs with content to meet local knowledge needs. The resulting learning hubs will be "branded" by their host project and tailored to suit the cultural and technological access characteristics of that project's stakeholder community. IW:LEARN's own exemplary learning hub may be referred to as an "International Waters Knowledge Community Center," which will demonstrate and utilize a variety of knowledge sharing tools and systems for the IW community as a whole.

4. **Portable Classrooms** - In locales where requisite Internet connectivity is either unreliable or unaffordable for direct learning hub access, portable classrooms will provide IW community members with a mechanism to find, review and learn from learning hubs' knowledge products and resources in an off-line mode. Initial and updated IW content may be delivered to a portable classroom computer via CD ROM, Internet or satellite download. IW:LEARN will pioneer the development and testing of such methods to asynchronously deliver knowledge products for use via stand-alone computers, radio broadcasts, printed publications or other applicable media.

Regularly updated CD ROM disks can be reproduced inexpensively to capture and mirror the on-line content of a dynamic Learning Hub that is connected to the Knowledge Community through a more robust connection. CDs can then be distributed by mail or hand, enabling schools, libraries, and small research centers to acquire specialized resources.

***Justification:** Key concepts of global knowledge community were originally articulated at a time (1997-98) when Internet connectivity had not yet accelerated to its current global state.*

IW:LEARN recognizes that on-the-ground development sites, project Web sites, and portable computing technologies are now pervasive enough, with a variety of NGOs supporting such access, that IW:LEARN can focus more specifically on its incremental contributions to integrate and consolidate this emerging infrastructure into a coherent “global international waters knowledge community” – without extensive investments in hardware purchase, its international delivery, or unsustainable remote support for local dial-up connectivity.

10. Outputs and Indicators of Success

***Change:** Need to revise Table 4 below.*

***Justification:** Original indicators were determined to require further specificity to effectively track the success of activities related to specific outputs and objectives. Certain output timetables in year two and three should also be revised to reflect emerging realities related to project activities.*

Table 4 (revised) **Outputs of IW:LEARN: Year by Year**
Year 1 (2000-2001) **Year 2 (2001-2002)**

Outputs	Year 1 (2000-2001)	Year 2 (2001-2002)	Year 3 (2002-2003)
Output 1: A trained team of country-based professionals , with the skills, equipment, and external support to facilitate activities within their “home” projects. <i>Indicators:</i> <ul style="list-style-type: none"> Trained personnel successfully completing IW:LEARN training programs and developing on-the-ground activities 	<ul style="list-style-type: none"> 10 persons trained in IW:LEARN Workshop 8 persons train in U-London Distance Masters program Additional workshops Local spin-offs 	<ul style="list-style-type: none"> 10-20 persons trained in IW:LEARN Workshops: DLIST; OAS 12 persons trained in U-London Distance Masters program 5-6 persons trained in other advanced training distance program 	<ul style="list-style-type: none"> 10-20 persons trained in IW:LEARN Workshops 12 persons trained in U-London Distance Masters program Large number of persons trained in other distance programs
Output 2: Knowledge Products <i>Indicators:</i> <ul style="list-style-type: none"> Proliferation of high-quality, tested learning and knowledge sharing products developed in partnership with World Bank, UNEP, and other agencies Adoption and high rate of use of these materials Heavily trafficked best practices data base and Web sites where learning products are available 	<ul style="list-style-type: none"> NetCourses, training modules, advanced training curriculum Develop shared curriculum modules for coastal secondary schools in Romanian Black Sea region Demonstrate virtual inter-project meeting and workgroup functionality at first GEF IW conference (Budapest 2000) 2 ‘Learning Hub’ and specialized training course pilots planned with World Bank 	<ul style="list-style-type: none"> Expanded offerings of NetCourses Black Sea shared curriculum modules for secondary schools expansion and support with Learning Hub and Portable Classroom technologies expansion of linking capability from multiple region access sites to scientific meetings seminarDevelop plans for at least 2 innovative sustainable financing pilots in Africa to support access to environmental & distance learning Develop UNEP Best Practices database with incentive scheme 	<ul style="list-style-type: none"> Expanded offerings and technical access to NetCourses Black Sea shared curriculum modules for secondary schools expansion and support with Learning Hub and Portable Classroom assistance Launch at least one innovative sustainable financing for education & training pilot in Africa New products Plan UNEP presentation of first International Waters Best Practice Award
Output 3: Globally accessible Web Space, (an extranet for the ‘Knowledge Community’) <i>Indicators:</i> <ul style="list-style-type: none"> “Traffic” on learning hubs visible from Net Demonstrable participation in learning activities from classrooms Support sites visibly offering high-demand support services 	<ul style="list-style-type: none"> 2 “support sites” (U London and IWL HQ in DC) 	<ul style="list-style-type: none"> 2 regional “support sites” installed (prospective sites: Nile Basin & Southern Africa) Develop and implement “learning hub” model and “portable classroom” technologies 	<ul style="list-style-type: none"> 2 regional “support sites” installed At least 10 “learning hubs” installed Develop and disseminate “portable classrooms”

II. Review of project implementation

1. Purpose of this section

This section presents an analysis of the overall project impact based upon questionnaires and interviews with 17 managers from 15 GEF-IW Projects. It then briefly examines project implementation on an objective-by-objective basis. The analysis will be illustrated where possible by comments from the interviews. The methodology used for the interviews and the individual results are described in detail in Annex 1 to this report.

2. General feedback on project implementation

Before examining the individual objectives, I conducted an assessment of the degree of engagement of IW-Project Directors/Project Teams in IW:LEARN and their opinions regarding implementation. The questionnaire employed three levels of analysis; closed questions (yes/no/don't know) for the general analysis of commitment, five levels of agreement/disagreement for the opinions and open questions for justifying the opinions. There was also a provision for recommendations for future action. Results were analyzed using simple non-parametric statistics (no assumptions about the distribution of responses).

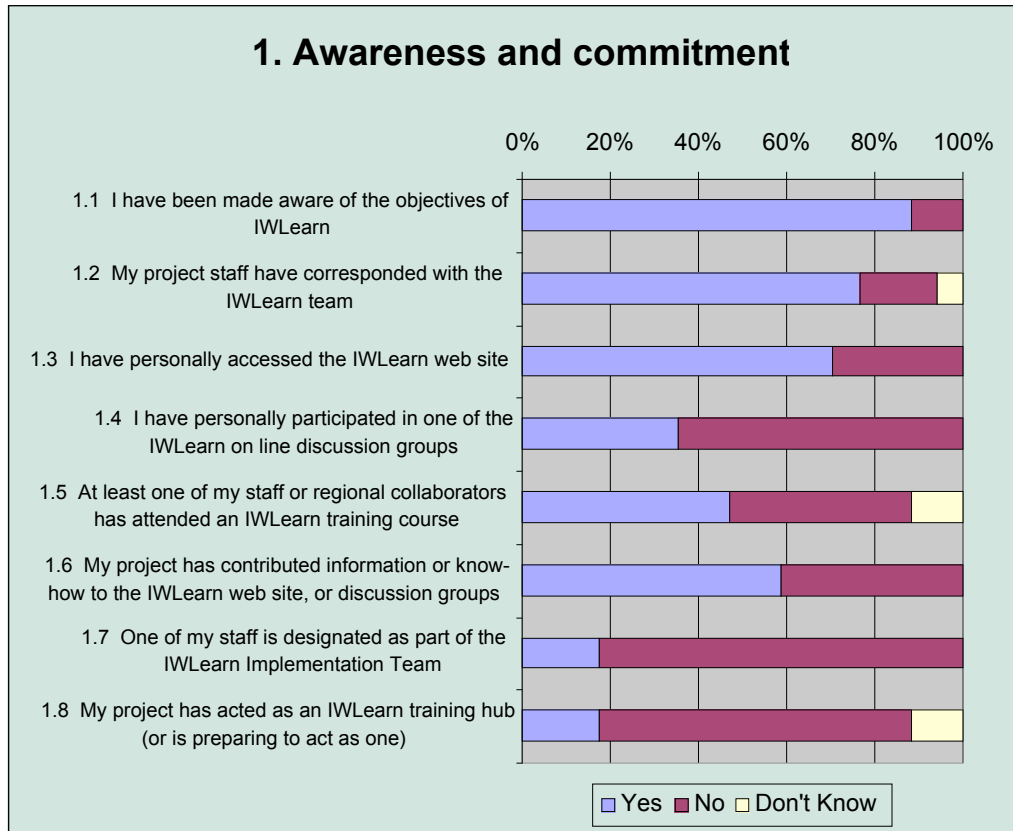
The following projects were consulted (see Annex 4 for full listing of persons consulted): Black Sea (CTA), Persga (Nasr), Red Sea (Haddad), Danube (CTA), Danube ICPDR, GCLME (Executing Agency), Plata Maritime Front (CTA), Caspian (CTA), Lake Victoria, Caribbean SIDS, San Juan RB, S. Pacific SAP, Lake Tanganyika, Mediterranean , Mekong Secretariat, Globallast (CTA), PEMSEA (CTA).

Results of the first level of analysis are illustrated in Figure II.1. Almost all respondees were aware of IW:LEARN's objectives (hardly surprising as I attached a copy to the questionnaire but you are supposed to start with a simple lead-in question!). A majority were aware of correspondence with the IW:LEARN team (there were some notable exceptions such as the Mediterranean despite it being designated in the original Project Document as a 'first wave' project). Pleasingly, 70% had accessed the IW:LEARN web site (more about this success story later).

The problems began with the on-line discussion groups. Only six of the 17 interviewees had participated in this process, a very disappointing result (see later comments on IA participation). Slightly less than half had staff that had received some training through IW:LEARN. Almost 60% had contributed information to the IW:LEARN web site. Only two projects claimed to have staff designated as being part of the Implementation Team for IW:LEARN (Red Sea and GC-LME) and two claimed to be acting as training hubs (Red Sea and Lake Victoria).

The preliminary conclusions from the first level of survey are:

- Awareness of IW:LEARN is almost ubiquitous
- The IW:LEARN web site is rapidly establishing itself as a useful tool
- Active engagement in knowledge transfer (on-line dialogues) is very limited
- The concepts of IW:LEARN Implementation Team and Training Hub are poorly understood and inadequately developed.



The second level of analysis is reflected in Figure 2. Here I have illustrated the median value for the responses (black shading), responses by more than 20% of respondees (normally 3 or more of those interviewed - dark gray shading) and responses by at least one person (light gray shading).

My first question explored the relevance of the objectives – a fairly solid response in support but with six respondees only partly agreeing or neutral (more promotion needed here!). Similarly, not all those responding felt that information exchange on the web was highly relevant to their projects (but at least nobody disagreed). However, most agreed that the IW:LEARN web site would be a useful information source and only slightly less felt that it would be useful to a wider audience.

The disappointing result was that respondees were largely neutral or negative concerning the impact of IW:LEARN training on the implementation of their projects. This will be explored in greater depth later – it would be easy to jump to the conclusion that the training programme is not effective but it is more likely that its reach is still rather limited (this would explain the large spectrum of responses).

Respondees were fairly happy with IW:LEARN as a mechanism for inter-project knowledge transfer and with dedicating some staff time for that purpose. The discussion groups however, are clearly not working as a mechanism to keep most of those interviewed in touch with the wider community.

2. Overall opinions

	Strongly agree 1	Partly agree 2	Neutral 3	Partly disagree 4	Strongly disagree 5
2.1 The IWLearn objectives are very relevant to my project					
2.2 Web based information exchange is highly relevant to my project					
2.3 The IWLearn web site is/will be a useful source of information for my work					
2.4 The IWLearn web site helps to transfer knowledge from GEF IW projects to a wider audience					
2.5 IWLearn training programmes have had a significant positive impact on the implementation of my project					
2.6 I think it is worthwhile to dedicate some of the effort of my team to enhancing inter-project knowledge transfer					
2.7 I am happy with IWLearn as a mechanism for inter-project knowledge transfer					
2.8 IWLearn discussion groups have personally helped to keep me in touch with the wider community of colleagues implementing GEF IW projects					

KEY	Median	>20% responses	> one response
n = 17			

Generally the results of this analysis of opinions are encouraging. It is worth exploring the less satisfactory responses in depth before drawing conclusions;

Concerns about the training programmes

Positive responses	Negative responses
<ul style="list-style-type: none"> Three of the trainees from Red Sea Region participated in IW:LEARN Fellowship activities. One of these became the National Programme Coordinator for the SAP. The other became the lead specialist for habitat and biodiversity conservation component of the SAP. The third became a working group member of MPA component! Through the training of project personnel in the IW:LEARN knowledge tools, the GCLME (then GOGLME) was able to utilize the knowl- 	<ul style="list-style-type: none"> To dedicate time to web based learning and information services, that service must be directly relevant – not too generalistic. I am not aware of specific IW:LEARN aspects directly relevant to the SP SAP at present I have no reaction to these points because I have had no opportunity to participate in the IW:LEARN training program

edge acquired in putting in practice virtual internet communication during preparations for one of our tripartite reviews and Project Steering Committee Meeting in 1999.	
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From these responses (and by cross checking against places where training has been conducted), it is clear to me that the problem is the limited coverage to date of the IW:LEARN training opportunities. The solution is simple, increase the programme by extending and focussing the project! See also my later recommendation regarding synergies with Train Sea Coast.

In conclusion it is reasonable to assert that IW:LEARN training has been regarded as making a positive contribution to the limited number of projects involved. It is important to find ways and means to increase the distribution of training benefits amongst needy IW Projects.

Concerns about the discussion groups on line

The rather negative response to the discussion groups on line warrants further investigation. Here are some of the comments received:

- Staff time is constrained by the need to deliver one's project outputs. Following developments in all projects is almost impossible. A better orientation on novel or successful interventions in clearly defined fields could probably be given by the IW group [sic.] /web, etc., rather than 'drowning' us in information. Repetitive efforts may be eliminated.
- Communication with other projects is only partial and non-direct. It is a process demanding a lot of time not easy to have in complex projects such as Freplata.
- The level of participation in the IW for a is still suboptimal. It should be made more attractive and 'simple' for interested participants to contribute.
- I did not participate actively. However, it was a good piece of info on the subject of IW.

These comments serve as an important reality check. The discussion groups are one of the simplest applications of IT and one actively pursued in IW:LEARN for the past two years. The discussions did not take off naturally (they rarely do – anywhere) and had to be proactively facilitated (i.e. people had to be hassled continuously). From the GEF Secretariat perspective, the outcome was undoubtedly a positive one – the information and ideas were highly valued - but this was not a 'willing debate' for those few CTAs that became involved ... and most of these participated in their own time outside office hours.

I extended my interviews on the discussion groups to a wider audience by speaking to some of the World Bank task managers. They were of the opinion that the discussion groups were potentially useful but could not be accommodated within the huge daily demands of their work. 'How could I convince my line manager that the time is well spent?' was one (paraphrased) comment.

It seems that discussion groups are not (yet) part of current management culture. They may have use as a tool for specific themes where there are clear benefits to all of the parties. However, the use of this mechanism to conduct free ranging conversations or medium/long term management level dialogues and information exchange between IW:LEARN projects seems inappropriate at the present time. This presents an important dilemma. If information exchange is seen to be important and relevant (almost unanimous agreement), how can this be conducted in an efficient and engaging manner?

Conclusions on general feedback

The response from the survey was a rather positive one. It is important to mention however, that 44 questionnaires were distributed and despite hassling on my part, only 17 were returned (plus the usual ‘fax it to you later’ comments). There is always an element of apathy towards dialogue and a phobia for intrusive questionnaires. I am assuming that the group sampled is fairly representative but must express concern about the ‘outsiders’ who may not be fully engaged.

The main conclusions are as follows:

- IW:LEARN has achieved recognition is most GEF IW Projects as a valuable mechanism for transferring **information** between projects regarding project content, output and practices.
- As a **knowledge** transfer mechanism, IW:LEARN has achieved enthusiastic recognition from those projects that have directly benefited from training or other means of support.
- The geographical spread of projects benefiting from ‘knowledge transfer’ remains limited – there is a clear need for growth in this area and a more proactive approach towards individual projects – one size does not fit all.
- The IW:LEARN discussion groups have not succeeded in building a global community of projects engaged in a continuous dialogue. This tool clearly has potential for specific focused discussions but the level of commitment required by the interlocutors does not seem attainable with the present work demands and management culture. An alternative approach should be considered perhaps by thematic discussions leading to face to face ‘focus groups’ and filtered information distributed as an on-line newsletter.

3. Review by objectives

3.1 Introduction

This sub-section will examine the achievements of IW:LEARN on an objective-by-objective basis. It endeavours to provide a summary analysis of the degree to which the project has met its objectives as indicated in the modified Table 4 of the Project Document (see Section I, Appendix 1). Space limitations do not allow a meticulous account; I will try to give pointers to the main issues requiring follow-up.

3.2 Objective 1: Train and mobilize a Web-based **Implementation Team** (representing at least 20 GEF IW projects) whose members will catalyze and carry out knowledge-sharing activities within and across their respective home regions

This is a broad ranging objective featuring three main activities summarized as follows:

Activity 1.1 Conduct at least three “Training, Brainstorming, and Planning Workshops (2000, 2001, 2002).

Activity 1.2 Develop a distance Masters program.

Activity 1.3 Create models for the sustainable financing of distance study.

Activity 1.1

This activity has been implemented by conducting two workshops held largely in accordance with the Project Document:

- IW:LEARN 2000 River Basin Implementation Team Workshop - 5 participants from 4 GEF-IW Projects – follow up through a discussion group
- International Waters Web Developers' Workshop 2001 (Panama, with IWRN, CATHALAC) - 22 participants, from 4 GEF projects, and 13 LAC countries – follow-up through e-forum

This Activity is rated as successful

Activity 1.2

The original Project Document focused this activity on the creation of a distance learning Masters programme based at the Royal Holloway College of the University of London (RHUL). In many respects, this may be regarded as a 'Napoleonic Plan' given the complexity of organizing, validating and sustaining a Masters programme.

The first course, operated in partnership with RHUL commenced during the PDF-B phase of the project on a pilot basis. Some 8 students⁹ attended the College for the residential modules. The hiatus in funding during project approval led to a gap in teaching but most of the students were able to graduate after the distance learning element was successfully implemented.

The course has never been repeated. There are multiple reasons for this but the main one seems to be a shortage of funding from both sides. It is true that there were a re large number of enquiries from potential students but this is normal in a busy university – it is cheques on the table that ultimately count!

I spoke to staff at RHUL about the course – they were initially enthusiastic about it but it currently appears to be in the icebox, especially following the unfortunate death of Paul Broome the technical co-ordinator. As time passes, the course material is quickly becoming obsolete – much of the material prepared in or around 1999 will already be out of date as the IW programme is a fast-moving bus. My view is that a new investment would now be required in course material, even if a substantial number of fee-paying students were to enrol.

My personal opinion is that, though valuable lessons were learned, the Masters course was a misadventure. Here are a few reasons:

- There are pre-existing courses in a number of universities that could have served a similar purpose (with the incorporation of additional materials);
- Distance learning requires quite a large amount of staff time and a guaranteed substantial audience if it is to be effective; it has not generally proven to be a low cost alternative for small groups;
- The kind of material that could be incorporated in the course may well have been better served by using the Train Sea Coast Component of GEF funding – adding IW modules to existing regional courses would have been a more viable approach from the outset;
- No sound mechanism was established for internalising the costs of participation in corresponding IW Project budgets.

⁹ Of these 8 students, 5 eventually graduated. Four of these remain active in IW projects (from China, Philippines, Djibouti, Sudan) and seem on track to occupy senior positions.

Given the failure of this approach, I would recommend (1) closing this chapter of history with thanks to all those who dedicated it time and money and (2) including the development of relevant materials for Masters modules in a new mandate for the TSC component, fully mainstreamed in the project.

This activity is rated unsuccessful – the program achieved 6 graduates instead of the 32 planned in the revised table of output indicators.

Activity 1.3 - Create models for the sustainable financing of distance study

One of the most difficult challenges for any postgraduate programme is to achieve operational sustainability; similarly for the student, getting finance is a major constraint. The IW:LEARN project was committed to developing models on how DL could be financed. The results are as follows:

1. 9-step Financial Aid budgeting tool finalised and posted on the IW:LEARN web site
2. Existing sources for IW distance learning financial aid posted on IW:LEARN web site
3. MOU and JOA for Islamic student loan program about to be signed with PERSGA, initial counterpart funding secured
4. Ministry of Education in Cameroon initiating distance learning initiatives and drafting MOU w/IWL

These are useful products but do not really answer the question (perhaps the question is unanswerable); unless higher education is valued and mainstreamed in governmental or private sector programmes, it is unlikely to become sustainable. In my view, a guideline on how to budget a DL programme would have been useful – in order to avoid stumbling blocks similar to those that IW:LEARN came across with the RHUL course.

This activity is rated as partly successful

Objective 2: Develop waters-related knowledge products (e.g., courses, seminars, Web sites, best practices database) to be shared and tested by the IW:LEARN Implementation Team, making use of new communications technologies and drawing upon intellectual resources of the participating projects, UNDP, UNEP, World Bank, and other partners.

The required output of this objective is “High-quality Web-accessible learning products, derived from the needs of the participating International Waters projects and associated national and regional stakeholders.” The objective will be examined by activity.

Activity 2.1 Develop 2-4 water related distance-learning products in partnership with the World Bank.

The major achievement under this heading was the DLIST project (Distance Learning and Information Sharing Tool) conducted in 2001 in US, South Africa, Namibia in partnership with the World Bank, AJH Environmental Services, EcoAfrica. The work involved training 5 local specialists and applying the training to the creation of an interactive web-site that supports the Benguela Current LME Project.

The web-site speaks for itself (the reader is recommended to check <http://www.dlist.org/>). It is an excellent example of good practice. I discussed this with the project CTA and he expressed his great satisfaction with the process and product.

Other products of co-operation with the Bank are Red Sea ICM Distance Learning Curriculum and Coral Reef and Black Sea Distance Learning Pilots (in process). There has been some concern in the Black Sea region that the approach taken by the Bank for distance learning (under its Strategic Partnership) may be too high-tech. Closer communication should be maintained on this matter with the Programme Coordination Unit in Istanbul.

This activity is rated as highly successful (despite quantitative shortcomings with respect to original goals)

Activity 2.2 Develop an interactive International Waters Best Practices Database in partnership with UNEP.

This is developing much slower than originally anticipated. UNEP have appointed a competent young staff member (Sean Khan) and a prototype of the format to be employed was demonstrated in Dalian. There are conceptual problems however defining exactly what is 'best practice'.

It is unfortunate that no mention of this partnership could be found on the IWLearn.net site (perhaps the CTA is waiting for specific products to emerge). There could be a natural synergy with the Wise Coastal Practices for Sustainable Human Development site and e-discussion group (<http://www.csiwisepractices.org>) long established by Unesco. This should be actively pursued.

This activity is rated as partly successful – it is behind schedule and yet to show its teeth.

As a general comment regarding cooperation with the World Bank and UNEP, there should be a serious attempt to make the process and products as seamless as possible. IW:LEARN should be a truly Interagency programme. Currently many of the UNEP and World Bank staff interviewed regard it almost as a wholly owned subsidiary of UNDP. The design of a subsequent phase should endeavour to rectify this situation.

Activity 2.3 Assist to expand and develop GEF's "Web presence" in International Waters through training of IW project personnel.

To date, this activity appears to be limited to a successful GEFWeb Usability Analysis conducted in October 2001 in Panama City, Panama, back to back with the training course highlighted in 1.1. The budget for this activity was rather limited but the outputs appear to be geographically narrow (this correlates with the general observations in sub-section 1).

This activity is rated as partly successful

Activity 2.4 Identify needs and intellectual resources of existing regional projects; help existing projects to develop and integrate distance-deliverable learning products

The Implementation Team listed three support activities and a number of products under this heading:

- GEF IW LAC forum (>40 participants)
- GEF IW Managers forum (>75 participants)
- Support for PEMSEA's IW-East Asia e-forum

It also conducted a number of site visits and needs assessment interviews and prepared an International Web Developers' Workshop Guide.

All this is laudable. However, when I compare the real outputs with the projected outputs in Table 4 of Section I, Appendix 1, there is a serious mismatch. For example, the following projected products for Year 2 have not been traced:

- *Expanded offerings of NetCourses*
- *Black Sea shared curriculum modules for secondary schools expansion and support with Learning Hub and Portable Classroom technologies*
- *expansion of linking capability from multiple region access sites to scientific meetings*

This difference requires clarification – it is difficult to understand why the expectations were not modified when the table was revised in 2001.

This activity is rated as partly successful

Objective 3: Create a **Global Knowledge Network** - An interlinked network of Information and Communications Technology (ICT) access points will together support the social and organizational evolution of the International Waters (IW) knowledge community.

This is a central element of IW:LEARN. In Section I the deficiencies of the original project design have been highlighted and the new objectives designed to overcome these problems. The expected outputs remain ambitious however. By year 3 it is expected that they will be:

- *2 regional “support sites” installed*
- *At least 10 “learning hubs” installed*
- *Develop and disseminate “portable classrooms”*

Activity 3.1 Install “support sites” [original target 2 central and 4 regional]:

The project planned to develop support sites in Washington, London and Panama. The Washington site has been operational from an early stage in the project. The London site (at RHUL) was operational until early 2002 when it was suspended due to the untimely death of the technical co-ordinator. The case of Panama is a more complex one. Plans were at an advanced stage for the development of a site in CATHALAC, successful workshops were held etc. Unfortunately due to the kind of political commotion that sometime occurs in Latin American institutions, there was a recent major upheaval and many staff resigned (or were suspended) causing agreements to be put on hold. This has resulted in an unforeseeable delay. In short, at the present moment there is still only one active support site.

This activity is rated as partly successful

Activity 3.2 Community Resource Centres

This activity has focussed primarily on the development of the International Waters Resource Centre (and Community Resource Centre (CRC) Products). The virtual Resource Centre was launched on March 22, 2002 (and is ongoing), it is located at <http://www.iwlearn.net> (the activity has also developed individual GEF IW project web sites). Partners for the activity include GEF-

Sec, UNDP, UNEP, World Bank, all GEF IW projects, CATHALAC, UNESCO, IWRN, ICRI and EcoAfrica.

The impact of the IWLearn web site has already been described in sub-section 1. It may be regarded as the flagship of the GEF IW programme.

Though the site deserves elegies, there are some outstanding issues associated with it:

- There is a need to increase awareness of its existence. The hit rate (initially 20/day but now probably doubled, partly due to my own frequent access as an evaluator!) is still relatively small reflecting limited knowledge of its existence in the field. The site has enormous potential as a resource for governments or for civil society. I would strongly recommend the production of some simple but attractive glossy 'flyers' to announce it – old methods still work.
- Though the site operates as a portal to many other programmes and projects, this is often not reciprocated – an example is the Inter-American Water Forum of OAS, featured on IW:LEARN's site (but no mention of IW:LEARN in its list of links).

The heavy emphasis on the 'passive' web site is a major departure from the original Project Document. Its development was a pragmatic move but should not be seen as the final step in IW:LEARN's development.

The decision to deviate sharply from the specific project activities by the creation of the IWLearn Resource Center was a bold and pragmatic one that saved the credibility of the project. This new direction should now be exploited further, increasing its outreach and connectivity.

In addition to the central web-based resource, additional support was offered to the regions. From various 'Offers of Assistance' that were sent out to GEF IW Projects, development of collaborative CRC products/services have been initiated with 9 projects [Africa (LTBP, PERSGA), East Asia & Pacific (PEMSEA, SPREP), Europe (Dnieper), Global (GLOBALLAST), Latin America and Caribbean (MBRS, PROCUENCA-San Juan), Middle East & North Africa (PERSGA)], as well as with UNESCO/WWAP. Again, this progress is significant.

In my opinion, these developments meet or exceed general expectations. They represent an evaluator's conundrum however as they deviate significantly from the outputs defined in Table 4. Using a broad-brush definition of learning hubs and community resource centres, I can conclude that the activity has been highly successful. It is very important however to change the language employed in any subsequent project document. Also, changes of strategy should be documented more clearly – interpretation of the 2002 TRP is a nightmare (it is a minestrone soup of small and large achievements). In *sensu strictu* this entire objective could be rated as a failure though I will not adopt this approach to a project that can be envisaged as a moving bus going in the right direction through new roads and past new bus stops.

This activity is rated as highly successful

Activity 3.3 *Install at least 50 "portable classrooms" across the Global Knowledge Community*

I can find little evidence of achievement of this objective and have already commented in Section I that the objective seems to mask a simple supply of computers and CD-ROMs for asynchronous work. Since there was no clear budgetary provision for this approach (if that indeed was the intention) it is hardly surprising that the objective was not met. The very large distribution of CDs

at the many water events attended by IW:LEARN staff may partly coincide with the objectives of the activity.

The activity may be regarded as having lost its relevance and remains largely unimplemented

One area of IW:LEARN that does not fit easily with any of the objectives are the IW e-Fora. These have been discussed in sub-section 1 and, reported in Activity 2.4. In my opinion it seems to correspond to Objective 3. To be fair to the IW:LEARN team, I must report that all efforts have been made to enhance knowledge transfer and the development of communities by this approach. The fora appear to have been much more successful when clustered around well-defined themes rather than more open-ended consultations and should be continued at that level.

Objective 4: Prepare preliminary plans for **IW:LEARN contribution to second GEF International Waters conference** to be held in September 2002, including participatory presentation of plans to scale up and intensify successful activities which will serve in lieu of a PDF-B in providing a framework for preparation of IW:LEARN Phase II.

This objective focuses on the build-up to the September 2002 IW Conference and the support that was provided by the IW:LEARN team. I do not propose to review this by activity as two of the activities have yet to be realized and partly depend upon the present evaluation.

Both the first and second IW Conferences were highly successful events (they were organized under an entirely different component of the overall GEF Project and will be reviewed in Annex 2). In the case of the Dalian conference, IW:LEARN had an expanded role as co-ordinators of information exchange, using asynchronous means (CDs to each participant) and posting of all materials on IWLearn.net. The team also organized a well-attended workshop on communication through IT. The event provided well structured feedback which is of immense value in projecting IW:LEARNs role in the future.

This activity is rated as highly successful

4. General conclusions

In its implementation, IW:LEARN has deviated significantly from the objectives and activities established in the Project Document (incorporating later modifications). This makes it difficult to assess on an activity-by-activity basis. In its core business (communicating information and to a certain degree knowledge) it has proven to be an effective mechanism particularly due to the information-rich and accessible web site. The benefits of IW:LEARN as a knowledge exchange mechanism have not been felt throughout the family of GEF-IW projects however. It seems that the magnitude of the task faced by the project was seriously underestimated from the outset. The decision to target certain key projects or groups of projects (e.g. Red Sea, Benguela, LAC) gave an opportunity to test a range of approaches, some of which may be applied in the future. The more global schemes (the DL Masters project and the IW-Managers e-forum) have been the least effective despite their perceived need. This will require an alternative innovative approach that is

more region-specific in the case of advanced courses or more thematically focussed in the case of the e-fora. These will be discussed in Section 4.

There is a clear need for a greater element of proactivity towards the IW Projects. This must however be a two way dialogue that is supported by upper level management in the IAs and the GEF Secretariat. The upcoming IW projects should not merely have a mention of co-operation with IW:LEARN but should have explicit activities and associated budget lines. Similarly, in order to be successful, IW:LEARN should be characterized as a truly Inter-Agency GEF-wide mechanism rather than a UNDP project that other IAs contribute to. IW:LEARN has now developed enough tools to 'sell itself' to the entire GEF-IW family – they should want to be on board – if they are made aware of the benefits.

The role of diffusion to the wider community has not been adequately addressed in the current project. The goal should be to increase governmental buy-in to the IW Projects through greater information and knowledge transfer. Currently, awareness of IW:LEARN outside the immediations of project secretariats appears to be very poor – a much broader horizon of information transfer should be envisaged.

My general evaluation is therefore a positive one. The IW:LEARN outputs are clearly not those envisaged in the original project document but address many of the concerns it was addressing (see Section I, page 3). To close the process down at the present stage would be a false economy. However, there is a clear need to reexamine the overall strategy for the project and redesign the project document in a clear and unambiguous manner. Hopefully, my comments on individual activities will assist this process.

III. Review of implementation arrangements

1. Introduction

The purpose of this section is to examine the project implementation arrangements. This results from a mission to IW:LEARN's offices in Washington DC on 20-21 November, 2002. In this section, I will describe the current relationship between the office and the executing organization, examine the infrastructure of the project and explore some key aspects of its management. Thanks are expressed to the CTA, Dann Sklarew and the Administrative Assistant, Shayne Gardner, for their support during the mission.

2. Office location and infrastructure

The IW:LEARN office is centrally located in Arlington, Virginia (a suburb of Washington D.C.). It has the advantage of being located on top of one of the world's busiest electronic superhighways but co-located with an organization dedicated to protecting the Amazon rainforest and its human cultures. The office includes a large reception office for two staff and guests, the CTA's office and a shared meeting room (greatly benefiting from the Amazonian décor). The office is modest but well appointed.

Sadly, this particular part of Arlington's forest canopy is about to change its inhabitants. IW:LEARN arrangement is based upon a sub-let of part of the Amazon office and in February 2003 they must move. This is unfortunate at the closing stage of a project, obtaining office space through a sub-let is not always a good idea.

Two of the IW:LEARN staff work from home, Janot Mendler (part time), and Jerod Clabaugh who has recently moved to Belize. The arrangement appears to work well in both cases.

3. The executing organization

The Tides Foundation is a non-profit organization based in California but with a branch on the US east coast (Washington). Its current portfolio is some 300 projects, 80 of which are on the East Coast. IW:LEARN is one of its few (the first?) UN project and the organization has had to adapt its reporting formats for this contract. Tides charges a flat rate overhead of 7% for its services (except for 'pass-through' funds to the World Bank or UNEP). Tides is contracted on a one year basis, renewed every July. For this the following support is provided:

- Accounting (to the IA)
- Payroll services
- Management of social services benefits

Legal and imprest account services are also available but have not been used in the current project. The financial overview responsibilities are shared between Washington and San Francisco. Most day-to-day financial management occurs in the IW:LEARN office (Shayne Gardner), who handles all order of less than \$3,000 and approves and codes bills. Payment is from the Eastern Office of Tides (the Task Manager is Toyin Tomori). This office also reviews the monthly accounts statements of Shayne though final processing is in San Francisco. Salaries are paid directly from San Francisco. Tides renders quarterly accounts to UNDP via UNOPS. Tides has a system of independent annual auditing of accounts and also calculates the amortization of equipment.

In order to assess the effectiveness of Tides as an EO, I spoke with the staff at the IW:LEARN Secretariat and also with Ria Pugeda, the Tides Eastern Office manager. Comments from IW:LEARN's Administrative Assistant were generally rather positive; Tides staff were knowledgeable and friendly though there were problems with the late return of accounts (one month delay from submission and very frequent mistakes). The CTA was somewhat more critical. Tides had supported him poorly during the transition between CTAs, had offered little financial training and did not take advantage of the multiplicity of projects under their umbrella in order to promote cross fertilization of management skills. Tides has suffered a rapid staff turnover which has hampered any meaningful participation in the project Steering Committee. There has been limited follow-up on original offers of co-financing. It was also clear that Tides is offering very little support in the search for new office space.

My conversation with Ria Pugeda confirmed some of these viewpoints. She was extremely helpful and willing to answer my questions at length but it is clear that the organization as a whole has suffered a very high staff turnover that has severely limited its institutional memory. Tides has provided a different representative to every SC meeting and there will be yet another change before the forthcoming one. She commented that there had been an excessively long period for the project to become operational (not the fault of Tides) and that this had made the first year of operations a difficult process (the first CTA had very bad relations with Tides). The working relationship is currently very good (confirmed on both sides). She explained that Tides has little or no contact with the IAs – reports are prepared by the IW:LEARN Secretariat.

My conclusion is that Tides provides reasonable basic services with little value added in terms of management or accounting. Their performance has been unremarkable and there is no special relationship that could distinguish them from other potential Executing Organizations.

File management

Good file management is an important aspect of any office; the file system represents the project 'memory' and helps to allay the effects of staff turnover as well as being both a contributor to and indicator of, management efficiency.

Currently, central paper files are maintained of all legal agreements, accounts and employee records. Electronic files (properly back up to CD-ROM) are kept of weekly staff reports – an internal requirement. These reports are synthesized into quarterly reports, designed to mirror the project document, objective by objective. I found this source of information very useful when preparing the present evaluation.

The filing system is sound but could be further improved by opening additional central electronic files grouped by beneficiary project. This would also provide a rapid means of monitoring progress and identifying areas where further attention might be required. The CTA expressed his agreement with this approach.

Staffing policy and practice

The project had an unfortunate start; the lengthy inception period was exacerbated by erratic management decisions by the CTA. There is no point in going into further detail, suffice it to say that the current CTA was appointed in December 2000 and has proven an effective manager. With the exception of the Administrative Assistant, most of the other staff were appointed directly (no open announcements). This is partly compensated by the appointment of interns

(mostly locally found) and fellows (from amongst the 'I-team'). A full staff listing is provided in Appendix III.1

The staffing policy of the CTA has been effective and pragmatic. However, if a new phase of the project is undertaken, care should be taken to recruit some members of the staff from regional projects and encourage a gradual turnover from/to the regions.

Travel of staff, a cause for concern

IW:LEARN staff have undertaken work-related missions with modest frequency. A list of all travels is included as table III.1 below. The list reveals that staff have traveled predominantly to workshops; either international workshops or the IW:LEARN workshops. There have been almost no visits to GEF Projects other than the Benguela Current Project. At face value, the decision to focus on IW meetings was a reasonable idea – many projects come together on these occasions. My own feeling however, is that this was a tactical mistake. It is important to interact directly with project staff, not only CTAs. There is a need for much more proactive engagement in the future.

Table III.1 Staff travel

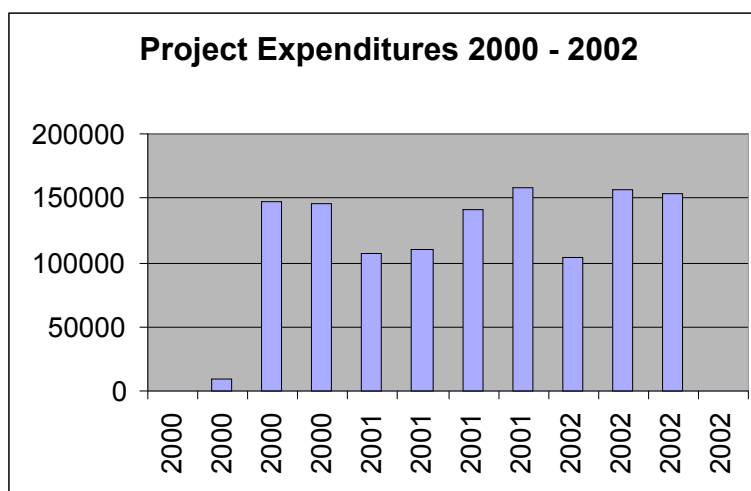
Oct. 2000	Budapest, Hungary (GEF IWC)	Sklarew	Oct. 2000	DC (from San Francisco, CA)	J. Kim
Mar. 2001	Montreal, Canada (RBI)	Sklarew	Nov. 2000	Florida (WIS-3)	Sklarew
Sept. 2001	Paris, France (re:Cameroon Pilot)	Mendler	Feb. 2001	Geneva, Switzerland	Sklarew
Oct. 2001	Panama City, Panama (workshop)	Sklarew	Sept.-2001	Foz d'Iguacu, Brazil	P. Suarez
		Clabaugh			Sklarew
Jul. 2002	New York TDA-SAP dev. Wkshop	Sklarew	Oct. 2001	Panama City, Panama (WIS 4)	Sklarew
Aug. 2002	South Africa/Namibia (DLIST)	Sklarew			Clabaugh
Sept.2002	Dalian, China GEF (IWC)	Sklarew	Nov. 2001	Montreal, Canada (GPA)	Sklarew
		Mendler			Mendler
		Hamid	Apr. 2002	Miedzydroje, Poland	Sklarew
Oct. 2002	Ft. Lauderdale, FL (WIS workshop)	Sklarew	Jun. 2002	Hamilton, Canada	Mendler
		Hamid	Jun. 2002	Budapest, Hungary	Mendler
			Aug. 2002	South Africa WSSD	Sklarew
Admin.			Oct. 2002	Ft. Lauderdale, FL (WIS5)	Sklarew
Feb. 2000	Jacksonville, AL	Annis	Nov. 2002	Delft, Netherlands (PCCP)	Mendler
May. 2001	DC	Mendler			Hamid
Jul. 2001	NYC	Sklarew			
		Bach			
Aug. 2001	NYC	Sklarew			
		Mendler			
Sept. 2001	DC (from Alabama)	Clabaugh			
May. 2002	Ft. Lauderdale, FL (WIS workshop prep)	Sklarew			
Apr. 2002	DC (from Belize)	Clabaugh			
May. 2002	NYC and Boston	Mendler			
Nov. 2002	New York City	Gardner			

There are currently almost no checks and balances regarding travel policy. Travel authorization is internal with no external control (neither Tides nor the IA influence or oversee travel authorizations). Whilst it is clear that the CTA has not abused this authority in any way, constructive exter-

nal advice would have been useful. I note that there were no requests for IW:LEARN staff to travel to projects from any of the IAs¹⁰. A presence of IW:LEARN staff at, for example, IW project inception or stocktaking meetings would ensure better transfer of benefits and enagement in the information and knowledge exchange process. The Steering Committee should have had a more constructive role in this respect.

Overall use of the assigned budget

The flow of project disbursements is illustrated in Figure III.2. After a slow start, spending rate has been remarkably constant. This certainly suggests good overall budget management!



One explanation for this apparent stability are the fixed operating costs of the project. Apart from staff costs, the following direct costs were recorded:

	Tele-com/Equip	Misc. (rent, util.,supplies)	Overhead exp.	Program-related exp.
2000	\$ 1,549.00	\$ 18,650.00	\$ 20,199.00	\$276,675.00
2001	\$ 3,875.00	\$ 36,080.00	\$ 39,955.00	\$574,925.00
2002	\$ 3,060.00	\$ 20,442.00	\$ 23,502.00	\$353,857.00

Note that rent, equipment and overheads combined, rarely exceeded 15% of total project costs; quite a low percentage for a GEF project and an efficient use of resources.

Concluding remarks

Despite a difficult start, this project has been well managed and has used its resources efficiently. The Executing Organization performed its tasks correctly but added little value to the management process. Some of the travel budget could have been employed to enable a more proactive engagement with selected IW Projects. For their part, the IAs should have been more active to catalyze this process.

¹⁰ Some of the travel to meetings was carried out at the recommendation of the GEF Secretariat.

Appendix 1

Staffing and contracts with IW:LEARN

<u>Core Staff</u>	<u>Start Date</u>	<u>End Date</u>
Sheldon Annis	Apr-00	Dec-00
Sheila Bach	Jun-00	Oct-01
Dann Sklarew	Dec-00	present
Janot Mendler	Jan-00	Oct-00
Janot Mendler	Mar-01	present
Jerod Clabaugh	Jul-01	present
Shayne Gardner	Nov-01	present
Mish Hamid	Jun-02	present
Fellows		
Pablo Suarez (via UNEP)	Jul-01	present
Julius Kanyamunyu	Sep-01	Oct-01
Nabil Mahmoud	Apr-02	Mar-03
Wahlid Hegazy	Apr-02	Mar-03
Lenin Montano	Oct-02	Mar-03
Interns		
Mish Hamid	Jun-00	Jul-01
Jaejung Kim	Jun-00	Nov-00
Mohammed Mabrouk	Sep-00	May-01
Liz Jayankura	Oct-00	Nov-00
Kerron Purchess	Oct-00	Nov-00
Mish Hamid	Jan-02	Jun-02
Consultants		
Mario Aguilar	Oct-99	Nov-00
Sheldon Annis	Jan-01	May-01
AJH Enterprises (Andy Hooten)	May-01	present
EcoAfrica	May-01	Sep-02
Simeon Xenitellis	Oct-01	present
Francis Staub	Feb-02	Dec-02
DD Labs	Jun-02	Aug-02

IV. Recommendations for future action

1. Introduction

This section will employ the outcomes of the current evaluation in order to make recommendations for the development of IW:LEARN. The recommendations are formulated at two levels: (a) in the very short term (i.e. before current funding is exhausted) and (b) in the medium/long term (as Phase 2 of IW:LEARN).

2. The viewpoints of GEF IW Project Managers

Because of the absence of the Advisory Panel foreseen in the Project Document, there have been few opportunities to gather formal feed-back from project managers on their future vision of IW:LEARN. I included a specific question in my questionnaires about this in order to give and opportunity to voice their views to all of the 44 managers and senior staff contacted. Of these, 13 gave opinions that ranged from generic to technical and project-specific. They are reproduced, unedited in the tables below. The responses are grouped into four categories: Information exchange and skills training; Knowledge exchange and training; Future avenues, and; Funding and commitment. Brief comments follow each section.

Information exchange and skills training
--

- | |
|--|
| <ul style="list-style-type: none"> • For my project, we would like to have the opportunity to participate in the training programme and discussion groups [Tanganyika] • Web-based information is the future. We have a lot to do at our end packaging our information for exchange over the internet. Need more guidance from IW:LEARN on how to achieve that [S. Pacific SAP] • I am very interested in the eco-insight database system. National reports of Caribbean SIDS could be the seed for a future Caribbean data base [Caribbean SIDS] • The GC-LME would benefit greatly from simple synchronous internet communication tools for use in networking and information exchange and knowledge sharing. IW:LEARN is best suited to develop and test these tools for use by IW Projects [GC-LME] • Basic orientation training for all project staff is needed [Black Sea] • Support on GIS and EIS will be important for establishing recommended procedures to make uniform graphical and chart results between GEF projects [FREPLATA]. |
|--|

These comments reflect either the continued need for skills training or particular technical points. The conclusion from these is that there is significant demand for IW:LEARN services and this should also be tailor-made to the individual demands at the project level.

Knowledge exchange and training

- | |
|--|
| <ul style="list-style-type: none"> • Sharing partial and final results of different TDA and SAP processes [FREPLATA]. • IW:LEARN may identify/highlight commonalties among GEF projects and suggest possibilities for collaboration [GLOBALLAST]. • Knowledge and experience have to be “structured” and prepared in “digestible” components, for example: Institutional and legal frame/operational structure; learning from the EU Water Framework Directive; nutrient reduction through river basin management planning (non-point sources of pollution) [ICPDR] |
|--|

- I have yet to experience the full impact of IW:LEARN but appreciate its potential. More emphasis on IW:LEARN as a knowledge transfer tool rather than a knowledge base would be welcome, particularly at the regional level. Its potential as a networking tool has not yet been fully exploited. [Caspian]

Beyond the region-specific comments, the messages seems to be: (a) knowledge products require added value through cross-correlation (including the relationship with wider processes) and interpretation; (b) more work needs to be done on providing tools for sharing knowledge as well as information (see later comments).

Future avenues

- General structure and goals should continue as at present [FREPLATA].
- Perhaps a more pro-active attitude would help [GLOBALLAST].
- To contact all the IW GEF projects and inform them of the IW:LEARN activities [Mediterranean]
- Need a stronger team and leadership¹¹ [PEMSEA]
- Should create demands [PEMSEA]
- Strongly support the continuation of the IW:LEARN as it has greatly contributed to the adoption of best practices by the GCLME through knowledge sharing tools developed [GC-LME]
- It would be useful if GEF Council continues to support IW:LEARN for another phase [Tanganyika]

Two strong message emerge from these responses: (a) IW:LEARN should continue; and (b) the IW:LEARN team should be more pro-active and that this pro-activity should help the project to create its own demand from potential users.

Funding and commitment

- My project already signed an MOU with IW:LEARN for co-operation in developing a Fellowship fundraising programme. However, there are two points I would like to mention: (1) Direct communication between IWL and various projects (with copies to other if necessary) instead of just “Dear Colleagues”, (2) Some sort of funding to be available for IW:LEARN activities from GEF which could be complimented by projects like my project for instance [PERSGA/SAP].
- Incorporation of IW:LEARN tools into each project to a certain extent can be made compulsory. This would allow allocation of necessary time & resources to benefit/contribute [Black Sea].
- My project’s contribution at this moment would be to share information and knowledge with other similar projects through IW:LEARN’s channels and support [Tanganyika]
- The GC-LME would contribute staff time and facilities to house a regional hub in Western Africa to serve as a clearing house for information exchange for the LMEs in the region [GC-LME].

Here there are clear messages of commitment towards the project. The idea that IW:LEARN should be a constituent part of all new IW projects has been addressed earlier in the current evaluation and is echoed by two of the above respondents. It appears that those who have already

¹¹ This was the only negative comment I received regarding the current IW:LEARN team in all of the interviews conducted and should be balanced against the general positive remarks.

benefited from IW:LEARN would be willing contributors. Again however, note that a 'one size fits all' approach will not work.

I approached a number of people for additional remarks. In every case there was a clear feeling that IW:LEARN has an important technical role to play. The project manager of the Guarani Aquifer project for example (the first major IW aquifer project) gave her general support to working with IW:LEARN as the aquifer project gets underway. This is a valuable opportunity to enter and entirely different realm of IW experience. As each new challenge emerges, it will be necessary to adapt to new and changing technical demands. Any new project must maintain a flexible and adaptive approach, partly but not wholly driven by the demands of the constituent projects.

3. Short term recommendations: completion of Phase 1

Phase 1 of IW:LEARN has been a relatively high risk experiment, successful in its overall achievements but with variable success in the constituent objectives and activities. There are a number of actions that can be taken to enhance its performance in the few months available before project completion. My recommendation is to pursue two of these vigorously:

Recommendation 3.1 - A short term target for access to IWLearn.net

Activity: Prepare and distribute (all national focal points, activity centres, NGOs etc.) a 'glossy' brochure¹² featuring the web site and other related tools.

Achievement indicator: A 'hit rate' of 50 per day or more by April 2003

Recommendation 3.2 – A proactive feedback strategy towards all GEF IW projects

Activity: Structure a framework agreement with GEF-IW projects and tailor it to the needs of each of the project not currently covered.

Achievement indicator: 85% of all projects covered by April 2003.

The above comments will address some of the comments in sub-section 2 and will provide a good lead-in to Phase 2. It is important not to delay this unfinished business until Phase 2.

4. Recommendations for Phase 2 of IW:LEARN

Phase 2 of the project should not be regarded as 'business as usual'. One of the main problems with the structure of Phase one has been the confusion between 'information', 'Knowledge', 'skills' and 'outreach'. These concepts are mixed together and knowledge is often used as a synonym for information. Phase one achieved greatest success with information exchange and skills training; its contribution to knowledge transfer was more limited and to outreach was minimal. Now there is an opportunity to correct this imbalance.

Recommendation 4.1 – IW:LEARN should be an inter-IA GEF IW Project that is given a clear corporate identity, fully shared between the IAs.

- More seamless and participative¹³ management structure with a redefined advisory group to improve feed-back

¹² This rather old-fashioned approach remains effective at the country level, particularly for those busy individuals that may not have enough time to search the web by other means. Instead of a 'brochure' the team could come up with a computer-top calendar or even a mouse pad, more innovation, more results. The team may wish to learn from the GloBallast experience (they have very effectively increased hit rates on their site).

Recommendation 4.2 – A new three component IW:LEARN project (IW:LEARN Phase 2)

Component 1: Information exchange and skills acquisition;

Component 2: Knowledge transfer between projects, education of new project teams;

Component 3: IW Program outreach.

Recommendation 4.3 – Component 1 of the project should be a direct development of Phase 1

Key features: The component should build on the following:

- The IWLearn.net web site, maintained and extended to include transboundary aquifers, etc.
- Closer liaison with other generic sources of information from the IAs¹⁴ and Executing Agencies (e.g. Global Programme of Action, IAEA (Monaco), iah.org (aquifers), GRID, etc.). These could be identified as technical hubs with cross linkages to information resources within the sites (not just a general hyperlink).
- Expanded systems of virtual hubs where practicable (but based on more sustainable structures than projects¹⁵).
- A forum of project webmasters or information managers¹⁶.
- An enhanced use of skills already located in projects (there are already some very talented experts in some of the projects).
- Skills training tailored to non-specialist personnel (e.g. a simple package of one-day Internet training courses for project personnel, national focal points etc. that can be delivered on a project by project basis).
- Continued regional training courses on web-site and IT development.
- Continued support to projects for information exchange based upon the DLIST model.
- An IW:LEARN electronic newsletter, issued monthly and provided in two formats: (a) as a pdf file, and (b) as a simple email listserver for those that have limited internet connections. The idea of the newsletter is to enable concise information on project updates, related international events, calendar updates, information from IAs, etc. This addresses the need expressed by various CTAs for information in a 'digested' form and should stimulate the development of a GEF IW 'Community' and lessen the artifactual division of projects between IAs whilst respecting genuine differences.

Recommendation 4.4 – Component 2 of the project should group existing knowledge transfer tools, processes and products and develop new ones

Key features: The following are some suggested key components:

¹³ The new project must seek ways to attract greater levels of participation by offering services that are genuinely needed by the IAs. It will be important to poll task managers on their needs and incorporate them, to the extent possible, in the project strategy.

¹⁴ The World Bank for example has huge untapped information resources such as its Guidelines on Environmental Management series and its own guidelines on best practices.

¹⁵ Examples of such structures worth exploring are 'permanent' IW Secretariats in the regions, organisations such as the Regional Environmental Centre for Europe and the CIS, UNU, etc.

¹⁶ There may be other for a created between like-minded specialists within projects. These seems a better approach than relying upon over-stretched CTAs to act as spokespersons on all issues.

- The Best Practices data base, fully integrated into the new corporate structure of the project (development based at the Nairobi Hub).
- A training package, FAQ and best practice service supporting the GEF IW M and E indicators.
- GEF IW Conferences (managed as a sub-component).
- A programme of focus groups to follow-up on issues arising from the IW Conferences or on issues requested from within the IAs by polling project management staff. The focus groups would incorporate both face-to-face and e-discussion groups. Contentious but critical issues such as best practices and how to establish successful Inter-ministerial groups could be addressed.
- The further development of process related tools (such as the tool for identifying environmental quality objectives, tools for the rapid assessment of pollution, tools for the graphical representation (and mapping) of data, checklists for key processes with the TDA/SAP etc.).
- Development of Distance Learning modules for existing postgraduate or management training courses directly relevant to the GEF IW projects in cases where the modules can be demonstrably sustainable and self funded in the future.
- Collaboration with Train Sea Coast or its successor if appropriate.

Recommendation 4.5 – Component 3 of the project should foster greater outreach of the GEF IW Focal Area and its achievements

Concept: This is an entirely new component designed to fill a gap in the divulgation of information that is presently not covered by project web sites, or the web sites of the IAs. It will provide a single source of information for use by civil society including schools; a window on GEF IW projects that should enhance their impact and popularity.

Key features:

- Web-based information following an attractive streamlined common format. The web site would act as a primary source of basic information on GEF projects and, at the same time, would serve as a portal for access to the more detailed information on project/regional servers.
- Incorporation of the outputs (following extensive review) of GEF projects such as GIWA (Phase 4 of the existing project should develop products for the public domain).
- Compendium of environmental education materials pertaining to transboundary IW issues.

Recommendation 4.6 – Financing for IW:LEARN project services should be mainstreamed into new GEF IW projects

Concept: All new GEF IW projects should include an IW:LEARN element. This should be sufficient to finance support activities to the project. IW:LEARN will still require a core budget but this instrument will help to give it a longer-term stability, encourage a pro-active attitude in the IW:LEARN team and ensure better understanding of GEF IW practices and mechanisms at the project level.

Annex I: Methodology employed

The following questionnaire was employed as the basis for information gathering. It was personally distributed to 44 participants at the Dalan IW Conference. Where possible, respondees (and some non-respondes) were contacted and interviewed following receipt of the completed forms.

The introductory text has been omitted for economy of space.

Please answer the following questions by putting a cross in the appropriate box. There is space for additional comments.

1. General

	<i>Yes</i>	<i>No</i>	<i>Don't know</i>
1.1 I have been made aware of the objectives of IWLearn	<hr/>	<hr/>	
1.2 My project staff have corresponded with the IWLearn team	<hr/>	<hr/>	<hr/>
1.3 I have personally accessed the IWLearn web site	<hr/>	<hr/>	
1.4 I have personally participated in one of the IWLearn on line discussion groups	<hr/>	<hr/>	
1.5 At least one of my staff or regional collaborators has attended an IWLearn training course	<hr/>	<hr/>	<hr/>
1.6 My project has contributed information or know-how to the IWLearn web site, or discussion groups	<hr/>	<hr/>	<hr/>
1.7 One of my staff is designated as part of the IWLearn Implementation Team	<hr/>	<hr/>	<hr/>
1.8 My project has acted as an IWLearn training hub (or is preparing to act as one)	<hr/>	<hr/>	<hr/>

2. Overall opinions

If you have answered 'yes' to any of the questions in section 1, please give us your opinion by giving your reaction to the following statements (mark an X in the appropriate box where 1 = strongly agree, 3 = neither agree nor disagree, and 5 = strongly disagree). Leave blank any questions for which you lack the information to form an opinion:

	Strongly agree	Partly agree	neutral	Partly disagree	Strongly disagree
	1	2	3	4	5
2.1 The IWLearn objectives are very relevant to my project					
2.2 Web based information exchange is highly relevant to my project					
2.3 The IWLearn web site is/will be a useful source of information for my work					
2.4 The IWLearn web site helps to transfer knowledge from GEF IW projects to a wider audience					
2.5 IWLearn training programmes have had a significant positive impact on the implementation of my project					
2.6 I think it is worthwhile to dedicate some of the effort of my team to enhancing inter-project knowledge transfer					
2.7 I am happy with IWLearn as a mechanism for inter-project knowledge transfer					
2.8 IWLearn discussion groups have personally helped to keep me in touch with the wider community of colleagues implementing GEF IW projects					

3. Viewpoints

In answering the above questions, you may well feel motivated to qualify your 'score' with some written comments. Please use the space below (or the next sheet) to add any useful notes. A column is provided in order for you to note the paragraph to which you are referring (2.1, 2.2, etc. etc.).

Paragraph	Comments

.....continuation of table

Paragraph	Comments

4. The way ahead

Please give your suggestions for the future of IWLearn. What support would be most useful for knowledge sharing between projects? How could you project benefit from IWLearn activities? What could it contribute?

--

Information regarding the respondent:

Name:

Project:

Position held:

Email:

<p>Please return to Laurence Mee in the envelope provided; your immediate response is appreciated</p>
--

Annex II: Evaluation of the effectiveness of IW Conferences (Component 3 of the overall project)

Introduction

Component 3 of the overall project was executed by GETF, an independent Washington-based organization. GETF is dedicated to working with all institutions of society to build an infrastructure for sustainable development.

GETF's role was to organize the two GEF IW Conferences; in Budapest in October 2000 and in Dalian in September 2002. The task was a complex one: inviting over 300 people from all parts of the world, ensuring all local arrangements were in place, arranging travel, accommodation and food and supporting the overall logistics of the operation. On both occasions, the effectiveness of implementation (including conceptual aspects) was monitored through a facultative questionnaire issued to all participants. The current evaluation has been prepared on the basis of these questionnaires and the personal observations of the evaluator.

Results of the questionnaires

The general results of the questionnaires are outlined in the tables below. The questionnaires were formulated and distributed by the personnel of GETF and have been reanalyzed below in order to examine any trends between the two sets of responses.

Table 1 gives the basic data on the attendance at the conferences and the response to the questionnaires. The questionnaires are designed to be optimistic (more positive categories of response than negative ones!) but gave a very fair opportunity for participants to voice their views. Hassling of participants by session coordinators in Dalian brought about a much better response to questionnaires than in Budapest but both sample populations are sufficient to allow a reasonable comparison.

Table 1: Basic data

	Budapest, Hungary October 14 – 18, 2000	Dalian, China September 25-29, 2002
Total number of attendees	206	186
Respondents	54	77
Responded (%)	26 %	41%

Table 2 shows the level of satisfaction with the conferences and their major objectives. The level of satisfaction was quite high in both cases but there was a clear progression in the degree of positive response from Budapest to Dalian. Participants found better opportunities to learn about best practices, network and identify collaborative opportunities in Dalian than in Budapest.

The lowest level of satisfaction (still 'good' on the optimistic GETF scale) was with the information on M&E. I attended that particular end-of-the-day session and found it interesting but hardly a matter to stimulate highly positive feelings; the discussion 'ran dry' as the participants were merely satisfied with the important information they received and did not feel moved to intervene. Short of bringing a mariachi, there is little that can be done to change this situation.

Table 2. Usefulness and overall satisfaction

		Excellent	Very good	Good	Fair	Poor
1. Please note your overall satisfaction with the event	B					
	D					
2. Event Sessions: How well did the International Waters Conference help you...						
Network and exchange ideas about program implementation	B					
	D					
Learn about best practices that you can implement for your IW project	B					
	D					
Identify collaborative opportunities between programs and resources	B					
	D					
Understand GEF monitoring and evaluation policies	B					
	D					
Meet and form alliances with other IW projects	B					
	D					
Provide feedback to GEF, IAs and Executing Agencies	B					
	D					

Key

Black boxes show median values. Dark grey boxes, together with the black boxes represent the 80 percentile values; light grey boxes total <20% of the responses.

I have reviewed the individual additional comments received at each event on the above material. Unfortunately, these are mostly unsubstantial in nature and throw little light to add value to the analysis in Table 2. There was a feeling expressed by two respondees from the Budapest Conference that the agenda was too packed and allowed insufficient discussion time. This problem was attended in Dalian but there will never be quite enough time for meaningful discussions within the constraint of a 3 day conference.

The organizational aspects of the Conferences are summarized in Table 3. There seems to have been a high level of overall satisfaction with the organization of the conference. My own impression talking with many of the participants was similar; the conference was very well organized and the quality of the facilities at both venues was excellent.

The lowest level of satisfaction was with the conference website. My guess (and I have nothing to substantiate this), is that many of the participants had not accessed the website but received all information by email. Confronted with no 'don't know' box, people will often respond neutrally ('good' on the GETF scale).

Generally, people were very happy with the accommodation and food (there are always detractors). There were many congratulatory messages to GETF; the evaluator shares this sentiment!

Table 3. The event organization and accommodation

		Excellent	Very good	Good	Fair	Poor
3. Event Components						
Conference Structure (plenary, break-out & feedback sessions)	B					
	D					
Registration Process	B					
	D					
Event Materials (project abstracts, agenda, etc)	B					
	D					
Internet Café & Exhibits	B					
	D					
Conference Website	B					
	D					
Receptions	B					
	D					
4. Hotel and Conference Accommodations						
Organization	B					
	D					
Service	B					
	D					
Food & Beverage	B					
	D					
Meeting Rooms	B					
	D					
Sleeping Rooms	B					
	D					

Detailed comments from Budapest

In Appendix 1A, I have analyzed the comments from Budapest. The objective of the analysis was to see whether or not the comments from Budapest influenced the arrangements for IWC II. My detailed notes are given on each comment where possible.

My conclusion is that almost all the comments were satisfactorily followed up. This is impressive and demonstrates a good learning process.

Detailed comments from Dalian and a vision for the future

In Annex 1B, I have examined and regrouped the comments from the Dalian questionnaires. In general, I was impressed with the level of comments received; many were very useful. I have added some remarks on each of the comments regarding their feasibility in the context of the overall process. These and the grouped comments may prove useful for IWC III, if this is to be a reality.

Conclusions

In general, the participants seem very happy with the IWCs. One enthusiastic participant described it to me as ‘the most useful conference I have attended as a CTA’. Clearly, there is always some room for improvement and the comments in Appendix 1 are very useful in this respect. Some of them suggest a serious lack of understanding of the basic purpose of the GEF (in general) and the IW Program (in particular). Perhaps there is a need to clearly explain the scope and limitations of the GEF in establishing the IWCs as fora for managers to network and exchange knowledge.

There is ample justification for the process to continue. It would be useful however to consider the addition of smaller focus groups to meet on specific issues between conferences. These could meet face to face and by E-fora. The focus groups could also produce some of the discussion documents for the main IWC event and would contribute to resolving some of the barriers to better management identified in the IWCs themselves.

The process of evaluating the IWCs could also be improved. Participants could be requested to complete very simple evaluation sheets of each workshop to determine the usefulness of the content. This information is not captured by the present approach.

GETF has done an excellent job with these events. They are a high point on the calendar of most of the project CTAs and task managers.

Appendix 1 to Annex II. Comments from respondents¹⁷ to the IW Conference Questionnaires

A. Budapest, 2000

5. What suggestions would you like to make for the Second Biennial International Waters Conference?

Participant's comment	Was this addressed in IWConference 2?
No institutional presentations, more structured workshop discussions, better background material, clearer idea what should be the outcome – deliverable of the conference, clearer indication what will be done with results of the conference, updated address list at end of the meeting.	Yes, the Dalian conference was more structured and provided an updated address list
Is it useful to allow for questions or “interventions” in other languages during the discussions?	The cost of translation is prohibitive
Increase the facilities in the Internet Café (e.g. Number of computers), the meeting schedule seemed to have been tight, the meeting discussions seemed to have been so technical or specific to the extent that one thinks ministers should not be invited to the second Biennial International Waters Conference.	Same complaint in IWC II! Difficult to satisfy the demands of the cyber community in sites away from the internet superhighway!
Much greater emphasis on interaction within and across OP's for project managers to meet each other and interact both formally and informally. Put in place the structure to allow top brass in GEF and implementing agencies to meet project managers. If possible top brass need to have an attitude to want to talk to project managers informally and not to their own kind and to the old familiar faces.	Little interaction between Ops at IWC II. 'Top brass' appeared to 'rub shoulders' with the project managers!
Provide more time for project presentations. Reduce panels to four participants providing 15-minute presentations and enabling discussions. Perhaps the boat visit to Danube should have been placed in the middle of the program to help socialization, brainstorming and some kind of discussion, considering the intensity on the programmes.	This was fully addressed, trip was in the middle of the conference.
To dedicate more time for networking and exchange of ideas, meet and form alliances and learn from other experiences.	Yes, evaluation showed improvement.
Session structure worked well – the “breakout sessions” of days 2 and 3 were an opportunity to have open discussions. Similarly, I appreciated the rigor of the e-mails before the conference trying to get the moderators/presenters to keep presentations short in order to have Q and A. Keep it up. Choose moderators based on proven experience in past conferences.	Good!
More time and effort should be allocated to drawing real feedback and ideas from the full range of participants and stakeholders. Smaller working groups may be more amenable	This was certainly taken into account; the discussion was more

¹⁷ These comments have been transcribed by the staff of GETF. Their work is very much appreciated

to getting participants to discuss issues in detail and draw at full lesson. I feel there has been too much focus on Europe and West Africa. There should be more focus on S. America, Africa, Asia and Pacific and even N. America.	balanced and inter-regional.
There was too much emphasis on the Danube. There are other projects, which need to be implemented. This should be avoided in the next conference.	Yes, it was.
The meeting should focus more on the initiation between the project implementing parties instead of making detailed deliberation on any project, which is completed. Members should be allowed to share their experiences.	The TDA/SAP sessions in IWC II largely addressed this
More time for participant feedback.	To a certain extent.
To improve better participation of project managers and governmental representation, I suggest organizing a brief presentation of each project with a defined program of expositions presenting. Key issues of each project (may be 5 minutes in short concurrent sessions) of each operational programme.	This happened as far as possible but there were few inputs from governments.
Another place not Budapest (South America for example).	Yes.
Africa, South Pacific or Asia	OK.
Encourage individual projects to either prepare an exhibit or post project information on a website so more conference sessions can be spent in dialogue as opposed to project descriptions.	The poster session in IWC II was excellent
Start with concrete case examples – good to bad experiences frankly stated and move from there to more general suggestions. Unfortunately, too much of the conference was (1) people pushing their own projects, not interacting and (2) people speaking at high levels of generalities.	Largely followed.
Host it in Nigeria.	Africa will have it's turn!
More time for informal give and take. Perhaps fewer and more focused topics.	Some additional time was allowed.
GEF focal points should be given more attention. I mean the local representatives and their role.	Difficult to invite all the GEF FPs – the conference would be huge.
Need to have more opportunities to discuss specific problems in project executions. Future regional and sub regional opportunities meetings will be great.	Sub-regional meetings may be a good idea in the future.
Perhaps a little more targeted to those who work at the “front end” – those who design and formulate project proposals.	Yes, this was fully incorporated.
Less formal presentations – more time to exchange and take stock.	Largely.
Better-advanced documentation, better facilities for attendance of other stakeholders (e.g. Int. NGO, relevant conventions, etc.) Options for outreach (e.g. webcast/recorded sessions).	The primary purpose of the IWC was to enable project managers to network and take stock.
More methodological discussions – TDA, SPA, implementations. Highlight emerging approaches for reducing environmental stress.	The certainly happened.

Smaller group interactive sessions. Use a professional facilitator.	Not always professional but much better.
Book conference facilities and have to harmonize room prices with the per diems.	Strange comment! Hopefully nobody was 'out of pocket'!
Need to devote more time to project implementation from project managers and less time to policy, planning and interagency issues.	Difficult balance to achieve but largely incorporated.
Tony Garvey's overheads. About 1/3 less conference and 1/3 more discussion time. A full _ day on private sector projects, developmental principles and financing.	To a certain extent incorporated.
Each item of the conference programme should be of 50-minute duration to be followed by 10 minutes break/coffee. Lunchtime to be at least 2 hours duration for dining, making contacts and other necessary obligations. The next GEF IWC should be held in Africa where the GEF is spending most of its time and resources.	Very precise ideas! IWC II moved in this direction. Hopefully, all regions will eventually be covered.

Need for a better-informed conference constituency prior to the meeting to ensure better impact of conference. Abstracts of presentations, summaries about the interests of each of the sessions should have been circulated prior to the conference.	This partly depends on the presenters – all hard pressed. Pre-conference discussion papers might be useful.
Devote almost entirely to feedback with minimal presentations. Distinguish among strategies, logistical and administrative issues. Get a wider audience than merely those involved in projects.	Difficult without a large budget increase.
More space/time for individual contractors/international agencies who collaborate but are not necessarily an executing agency. Have space/time for UNDP to explain their views/opportunities/comments on the projects.	Largely incorporated.
More on the introduction of different GEF projects. More on the grouping of similar activities. More of project managers explaining their experiences. More time for presentations. More time for discussions. More on how to attract participation and funds.	Largely reflected.
Have fewer speakers and more time for questions. Have more clearly focused sessions and disciplined speakers to achieve session goals. Feedback sessions should be more structured to increase participation and lend to clear and relevant recommendations to GEF and IA's.	Largely reflected.
Fewer talks but longer and more in depth presentations. Many plenary presentations were very superficial. Visual aids of several speakers not up to standard. More emphasis on results of projects – less emphasis on administrative issues.	The standard of presentations in IWC II was much better.
For the second Biennial IWC should be organized in less funded IW area such as Africa to evaluate and to conserve the way still to be done by Africa compared to IW in developed countries.	Hopefully later (several requests for Africa).
GEF – IA's preparatory consultations should bring a more cohesive conference agenda with clear (and agreed upon) outputs. If there are differences of opinion between the GEF-IA's (which I believe there is) these differences should be discussed and consensus built prior to the 2nd conference.	GEF IW Managers Forum tackled this.
Provide times in the agenda for longer breaks and more spontaneous activity (e.g. Round tables on specific IW thematic issues or geographic regions to help foster ongoing networks between similarly oriented projects). Continue to involve NGO's (private sector and public interest) in the agenda and receptions – very valuable to have their perspectives. Perhaps include one or more informative sessions clarifying emerging scientific/technical issues related to pervasive IW problems and/or best practices. 1-day workshop in TDA/SAP development or on using communications technologies for IW could be useful too.	Largely reflected.
Conference should balance "who is at the table". Some focus on GEF projects operating in countries without a developed NGO, public awareness sector (totalitarian or post/totalitarian) would be helpful as a realistic counter-balance to presentations by	I fully agree to the underlying points– more of this in IWC-III!

Ruth Bell and Jane Stewart. Ruth and Jane talked of ideal scenarios that have little applicability to most areas of the world where GEF projects operate. Better there should have been a panel of CTA's sharing their experiences and challenges of working in societies and with governments that are non-receptive or even hostile to the notion of public awareness and accountability.	
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B. Dalian, 2002

5. Do you feel that your participation at the GEF International Waters Conference Biennial Conference is of help to your work in your GEF project? What was useful, what was not?

The conference was very useful for:

- Better understanding GEF context, objectives and methodology;
- Determining where individual GEF projects stand in the regional and programmatic context of the GEF;
- Networking with other GEF projects;
- Exchanging experiences with other GEF projects;
- Obtaining information about various GEF projects and activities;
- Communicating directly with GEFSEC and Implementing Agencies;
- Understanding GEF expectations;
- Obtaining feedback and guidance on the way individual projects are being conducted;
- Developing partnerships;
- Introducing and increasing awareness and understanding of individual project goals/objectives/services/activities;
- Meeting and solidifying areas of cooperation with other projects; and,
- Expanding the views of institutions and promoting partnerships

Specific Comments

“Yes, it was helpful to a large extent. It allowed me to compare whether my project is in the mainstream of prevailing philosophy of managing international waters”

“As a newcomer, it gave very useful information about GEF projects and activities. Good contact possibilities. All in all, the IWC provides good basis for active participation.”

“Participation in GEF/IWC is of great help because we learn what other people are doing and this helps us do better with our projects”

“The conference was very useful in forging links with other IW projects and sharing knowledge in best practices from lessons learned in project implementation. The most useful part of the conference was the discussions during the track sessions because they afforded the opportunity for interaction among the different projects. There is nothing that wasn’t useful to me at this conference.”

“Tremendously valuable to visit other regions of the world to understand different cultural and regional approaches”

“Extremely useful – it gathers in one place, at one time people who are important to your project but would otherwise be unavailable – it is an indispensable tool and most definitely needs to be continued”

“From discussions during sessions, we were able to establish personal relationships and to determine degrees of collaboration with other GEF IW projects.”

6. What Suggestions would you make for the Third Biennial IWC?

Respondent's Comment	Evaluator's remarks
Venue	
Hold a conference in Africa.	As with IWC I, Africa awaits!
Hold conference annually.	Difficult to justify unless smaller focused events are proposed
Delivery of information	
Provide hard copies of all presentations.	Very environmentally unfriendly though some key presentations might be useful as hard copies.
Develop profiles (sheet format) of good projects.	This is the idea of the Best Practices information base already in preparation.
Distribute some GEF background documentation before the start of the conference.	This is the purpose of the IW:LEARN web site.
Send participant list in advance.	Provisional list could be made available on the web.
Precede conference by more two-way communication between GEF and Implementing Agencies and project staff regarding monitoring and evaluation issues.	This contradicts comments from many CTAs about the IWManager's forum. Perhaps a more focused approach is needed.
Abstracts of projects aiming to address the issues of each working group should be available prior to the conference; guidelines for preparation of such documents and participation at the conference should be made available in advance.	Also came up after IWC I. AN attempt could be made but this will require much hassling of busy people.
Have more discussion on data exchange and networking between projects.	Noted
Distribute a few programmatic/basic papers on main GEF crosscutting issues in order to use them as a starting point for the track discussions.	A few commissioned written texts may be a good idea.
Provide all materials presented, or at least provide soft copy in CD-Rom or exact address of website where materials can be found.	This was done!
Organization of workshops	
Hold sessions in round table format, with groups according to projects and with each project contributing to each issue raised with their own experiences and lessons learned.	This was attempted in IWC I but rather half-heartedly over lunch.
More use of technology.	Such as?
Have video showing room for project videos	Good idea
More presentations but shorter.	This happened in IWC I but there were protests.
Send speakers in advance a list of questions or points that they should consider when preparing their presentations. This could be useful to the discussion of lessons learned.	This is always useful.
Have some sessions split between new programmes and mature programmes because of their different needs	I question whether or not a split is a good idea – learning from peers is usually better.
Divide tracks by region.	See above
Divide tracks by ecosystem.	See above
Presentations should be made to everyone – further discussions and exchange of experiences could then be for separate smaller groups.	This was the intention in IWC II

Content of workshops	
Content and objectives of working sessions should be better explained prior to conference.	Agreed
Theme discussions – define some themes related to water management such as implementation of monitoring systems; water allocation systems between and within countries; examples of pollution policies; features of transboundary legal and institutional frameworks; characteristics of negotiation processes in project preparation and implementation; groundwater.	This will need to be discussed prior to IWC III
Provide more detailed implementation experiences.	Always useful
Provide more comparative analysis of advantages vs. disadvantages; strong points vs. weak points; problems vs. solutions.	Yes, good facilitation is important here.
Provide each region with specific or uniform questions to answer and present for conference discussion.	Too much structuring might put them off.
There are still some communication gaps in the GEF methodologies for TDA/SAP are still unknown to some project personnel.	The TSC initiated process should help here
More science to solve environmental problems should be emphasized.	There has to be a balance, this is not a scientific meeting.
Focus of presentations	
Focus presentations on processes, methodologies, on what has worked and what has not and have facilitators provide a summary of conclusions.	Similar to comments from IWC I
More focus on best practices to assist project implementation. Ideas: About designing and implementing small grant programmes; Developing communication strategy and specific communication; and, Assuring sustainability of project results.	Very useful points
More focus on lessons, concrete weaknesses. Presentations should focus mainly on lessons to be learned and shared. Should try to select appropriate chairs and facilitators.	Clearly this is one of the main purposes of the IWCs.
Networking (structured and unstructured)	
Enable more time for informal networking.	A need perceived during both IWCs but this has to be part of a balance between formal and informal.
Provide more time for breakout sessions.	As above
Extend breaks.	As above
Hold a cocktail party in the exhibit area.	Why not?
Arrange for exhibit set-up prior to registration so that pre-conference registration period can also serve as a knowledge-sharing and networking time period.	Good point but demands an extra time commitment and cost for presenters.
Provide forum for active sharing of experiences from each region – i.e. give opportunity or time for each region to present or talk with each other.	Structured encounters would be useful.
Provide for structured opportunity for interchange between similar projects (both geographically, thematic and/or structure).	As above
Investigate the possibility of having a sister project system. This would provide a project that has just started the opportunity to visit, communicate or liaise with a project that has been active for a few years.	Interesting idea
Visit one or two project sites near the conference venue.	May be appropriate but most projects have nothing 'spectacular' to showcase to 200 people!
M & E and conference evaluation	

Include surveys/evaluation forms in conference packet and make copies available. Set up table at exit of plenary room. Provide 5 minutes at start of plenary to fill in surveys.	Worth trying but form would have to be restructured.
Concentrate on M&E and indicators.	Should remain in the programme
Highlight project failures and pitfalls.	Participants were asked to give a balanced viewpoint.
A separate session on GEF impacts (historical overview) would be of interest and beneficial for providing context as we take the GEF message back to our respective regions.	Part of the M & E process
Relationship with IAs and Executing Agencies	
GEF personnel (including implementing agency staff) should try to listen more to participants rather than trying to impose their opinion.	Interesting observation.
Implementing agencies must take advantage during the conference to let participants know their procedures on the implementation of the projects.	The opposite view!
Provide more contact with GEFSEC, Implementing and Executing Agencies – organized interaction for at least 30 minutes per project or per region.	More balanced
Project IAs should also have the opportunity to provide briefs on the projects they are handling – lessons they have learned. More time should be available for better interaction among project managers in the same geographical regions.	This information should be easily accessible from IWLearn.org. The second point has been raised several times
Involve more GEF Implementing and Executing agencies for better coordination.	Some EAs were poorly represented.
Provide more information on eligibility conditions for GEF funding.	Useful subject matter
Address overlap between regional programmes covering same countries (e.g. south china sea and Ramsar).	Should be done before the IWC, not during it!
Relationship with governments and other stakeholders	
Provide information on fund-raising mechanisms for non - GEF funded components or issues.	Generally this and the other comments in this section are useful but the size of the IWC is already very large. Selected representatives should be invited but no need to open the flood gates.
Invite the Secretariats of related conventions for which the international waters are important areas of work – i.e. RAMSAR convention, Desertification Convention, Biodiversity Convention; Climate Change Convention, etc....	As above
Invite more national operational focal points to get a process/institutional perspective.	As above
Include participation of other stakeholders like civil society, including some relevant major groups of the Agenda 21.	As above
Discuss intergovernmental coordination and cooperation for the execution of IW projects funded by GEF.	Useful, but intragovernmental coordination is also a key issue
Develop an outline of operational management procedures that allows the managers (environmental ones, not GEF ones) to make decisions based on S.O.E. indicators. There should be more integration of GLOBEC, which focuses on processes in ecosystems, GOOS, which focuses on monitoring based on understanding of the processes and GEF, which focuses on management improvement.	This seems to be a special topic that is beyond the scope and membership of the IWCs.
More attention should be given to the role and opportunities of involving the business sector in the solving of IW problems.	Good point, also raised in plenary
Compliment conference with bi-lateral cooperation, exchange vis-	The IWCs should be an integral part

its, study tours, etc so that when people come together at the conference, participants have reasonable knowledge for effective interactions.	of a revamped IW:LEARN
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Annex III: Evaluation TOR

TOR for the Independent Evaluation for International Waters Distance Learning Project (IW:LEARN) (Component I of UNDP Project GLO/98/G33/A/1G/71)

Background

In the mid-1990s, NGOs and personnel working under the aegis of the United Nations Development Program (UNDP) and the Global Environment Facility (GEF) recognized the need to apply emerging information technologies to help manage water systems that transcend national boundaries. These International Waters (IW) project managers expressed a strong need for ongoing training in IW issues and information and communications technology (ICT). They also envisioned a decentralized but unified platform for sharing IW knowledge across a wide range of technological conditions. Hence, the International Waters: Learning Exchange and Resource Network (IW:LEARN) was formed.

With UNDP seed money, IW:LEARN was established as a program of the non-profit Tides Center in 1998.¹⁸ From 1998-2000, IW:LEARN successfully pursued its first three distance learning related demonstrations, supported by the World Bank infoDev program.

With further support from the Global Environment Facility (2000-2003), IW:LEARN is fulfilling its mission to build an Internet-mediated global knowledge community to protect and restore the world's (transboundary) aquifers, lakes, river basins, coasts and oceans. IW:LEARN does so with direct guidance from representatives of all three GEF Implementing Agencies (UNDP, UNEP, and World Bank) as well as the GEF Secretariat. In addition, IW:LEARN has established joint initiatives and pilot projects with various local, regional and global partners to help realize its mission. With insight from this evaluation, IW:LEARN will continue to facilitate intra-project and project-to-project knowledge sharing and distance learning to benefit GEF IW projects and their partners in the coming months and years.

Objectives and Scope of the Evaluation

- As an integral part of the project cycle, the evaluation of “IW:LEARN (GLO/98/G33/A/1G/71, Component I)” will analyze the contribution of the project against its objectives. Based upon recommendations of the GEF IW:LEARN Inter-agency Steering Committee, it is proposed that a terminal evaluation take place at this stage in the project cycle (~80% completion of the project). The rationale behind this proposal is to ensure that:
 - a) Evaluation recommendations can benefit the remaining 20% of the project
 - b) The evaluation findings will inform decisions taken regarding the recommendations in the GEF's 2002 [Second Overall Performance Study \(OPS2\)](#), which identified IW:LEARN as an exemplary instrument for ensuring that “cross-learning processes be strengthened and accelerated particularly on an inter-agency basis, within each project category” (¶ 372-375); and
 - c) The evaluation findings will also inform decisions taken based on the GEF's 2001 [International Waters Program Study \(IWPS\)](#), which further recommends: “Procedures for feeding back lessons learned to the formulation of projects in the international waters focal area have been initiated through the IW:LEARN project ... there is a need to formalize this process in a transparent and effective mechanism” (¶ 121) and that “all documents pertaining to GEF projects [should be] accessible through a single website” (¶ 126).

¹⁸The Tides Center acts as IW:LEARN's executing agency, providing administrative services to IW:LEARN and other social change and environmental action programs.

The evaluation will consider the effectiveness, efficiency, relevance, impact and sustainability of the project. It will also identify factors that have facilitated or impeded the achievement of the objectives. While a thorough assessment of the implementation to date is important, the evaluation is expected to also lead to recommendations and lessons learned to assist in defining the future directions of ongoing knowledge transfer and distance learning activities among the GEF international waters projects and their partners, as addressed in the OPS2 and IWPS reports.

The evaluation will assess, with respect to:

- (1) *Project design*: Review the original program objectives and assess quality of design for delivery of planned outputs in the context of the ongoing evolution of the GEF and taking into consideration international waters project needs, as outlined in the OPS2 and IWPS reports.
- (2) *Project implementation*: Assess the effectiveness of the
 - a. Project management arrangements, i.e., effectiveness of UNDP's overall management on behalf of the GEF partners, and the role of the Steering Committee as an oversight and advisory body, as well as the effectiveness of the Executing Agency (Tides Center)
 - b. Quality and timeliness of outputs and activities,
 - c. Cooperation among GEF project partners in project implementation (GEF Secretariat, UNDP, UNEP, World Bank, Tides Center, UNOPS, EcoAfrica, *et al.*)
 - d. Responsiveness of project management to adapt and implement changes in program execution based on constituent and program partner feedback
- (3) *Project Impact*: Assess the achievements of the project against the original objectives (see annex), outputs and activities and using the indicators as defined by the project document.

Products expected from evaluation

Based on the above points, the evaluation should provide a document of 20-25 pages maximum indicating what project activities, outputs and impacts have been achieved to date, and specifically:

- (1) Assess the extent to which the project objectives have been met and where gaps may be evident;
- (2) Draw lessons learned from the experiences of the project, particularly those elements that have worked well and those that have not; and
- (3) Provide recommendations to strengthen the ongoing knowledge transfer and distance learning activities among the GEF, participating international waters projects and their partners, taking into consideration project needs and recommendations outlined in the OPS2 and IWPS reports.

Methodology

The evaluation will be composed of two activities:

- (1) **Review of documents**, including the project document, GEF IW:LEARN websites (e.g., iwlearn.org, iwlearn.net, dlist.org, *et al.*) and e-forum archives, outreach and reference materials, pilot activity reports and evaluations, GEF Project Implementation Reviews (2001, 2002), IW:LEARN facts and figures based upon registered lists of IW:LEARN participants and the GEF IW:LEARN Steering Committee documents (Annual Progress Report (APR), Tri-Partite Review (TPR), etc.); and
- (2) **Telephone and in-country interviews** with key project stakeholders including:
 - a. Project beneficiaries: GEF IW project CTA's, and representatives from government agencies and civil society in countries participating in GEF IW:LEARN pilot activities; and
 - b. Other individuals involved in project implementation including the GEF IW:LEARN project staff, GEF Secretariat staff, UNDP, UNEP and World Bank GEF unit staff, and staff of GEF Executing Agencies (EAs – e.g., OAS, UNIDO, UNOPS, *et al.*).

Interviews will be conducted using a sampling of 10-15 GEF IW projects (approximately 15-25% of total active GEF IW projects) to ensure a balanced representation with regard to regional distribution, country size, LDC status, and countries with economies in transition status. To ensure efficiency, interviews at the national level will be conducted with a variety of national stakeholders by Internet and/or telephone (5-10 projects) and during field visits (5-10 projects) to 2-3 [GEF IW project areas](#). As part of these field visits, a significant component of these interviews will be scheduled then conducted while IW:LEARN stakeholders assemble at the GEF's 2nd [International Waters Conference](#) in Dalian, China on September 25-29, 2002.

Profile of Evaluator

One senior evaluator with knowledge about global environmental and institutional and capacity development issues, as well as extensive knowledge of the GEF procedures, policies and institutional structure, will conduct the evaluation. S/he should have extensive experience working in a wide variety of developing countries. Language skills to facilitate interviews with some national stakeholders, particularly in French, Spanish and Arabic speaking countries, would be a plus.

Timing

The evaluator will carry out the proposed schedule within the following timeframe:

01 Aug – 13 Sep 2002	Homebase review of relevant documents and on-line products
14 Sep – 15 Oct 2002	Field visits and interviews
14 Sep – 29 Sep	Interviews with the UNDP/GEF and potentially UNOPS (both located in NY); the GEF IW:LEARN Staff Team and its Tides Center EA, GEF Secretariat, World Bank and potentially the OAS EA (all located in DC); UNEP (located in Nairobi and represented in Dalian)
25 – 29 Sep	Field visit and interviews at GEF IW conference, Dalian, China
30 Sep – 15 Oct	Additional field visit(s) and telephone/Internet interviews with project beneficiaries
25 Oct 2002	First draft report for review by program partners
08 Nov 2002	Second draft report for review by program partners
22 Nov 2002	Finalize and deliver report to UNDP and the Tides Center, with CC to the IW:LEARN Project Office

Budget

Approximately \$19,600: 26 days consulting fee, \$13,000; travel to New York, Washington, DC and 2-3 beneficiary locations (including Dalian, China), \$6,000; telephone and Internet-based communication, \$600.

Report

The main report and recommendations should be guided by the standard [UNDP Guidelines for Evaluators](#) (see also – UNDP [Yellow Book](#)) as well as the GEF's [Monitoring and Evaluation Procedures](#).

ANNEX

Summary of original objectives for GLO/98/G33/A/1G/71 UNDP, Component I

The **International Waters Learning Exchange and Resource Network (IW:LEARN)** is an innovative inter-institutional partnership build an Internet-mediated “knowledge community” among transboundary waters projects. The purpose is to expand knowledge sharing so that people who live in and manage trans-boundary waters can better learn from and teach each other. IW:LEARN will draw upon the experiences and intellectual resources of GEF and its three Implementing Agencies (UNDP, World Bank, and UNEP), co-financing partners, and 40+ regional waters projects. Through improved knowledge sharing, IW:LEARN will strengthen countries’ capacity to integrate sustainable water resources management into regional and national planning, thereby reinforcing establishment and compliance with agreements and conventions in the area of International Waters. This will ultimately contribute to global benefit in the sustainable management and protection of transboundary water systems.

Immediate Objectives

The project aims to improve global management of transboundary water systems by increasing capacity to replicate best practices and lessons learned in each of the GEF International Waters Operational Programs. During Phase 1 (2000-2002), IW:LEARN will:

1. Train and mobilize a **Web-based Implementation Team** (representing at least 20 countries) whose members will catalyze and carry out knowledge-sharing activities within and across their respective home projects;
2. Develop waters-related **knowledge products** (e.g., courses, seminars, Web sites) to be shared and tested by the IW:LEARN Implementation Team, making use of new communications technologies and drawing upon intellectual resources of the participating projects, UNDP, World Bank, UNEP, and other partners;
3. Create a globally accessible “**Web space**” (i.e., an **extranet**) dedicated to learning and knowledge-sharing about International Waters, integrating no fewer than 8 support sites, 30 hubs, 180 “portable classrooms”, and dial-up connections from anywhere on the Internet;
4. Articulate future-oriented **methodologies for building Web-based knowledge communities** in developing countries, demonstrating results and work-in-progress at the GEF International Waters strategic planning and assessment meetings to be held in 2000 and 2002.

With external co-financing and institutional partnerships, IW:LEARN will intensify Implementation Team training and on-the-ground activities, especially in Africa. With continued global extension of the Internet, Phase 2 (2003+) will emphasize regionalization, scaling up successful virtual community-building methods, and financial models that vastly expand access to learning.

Note 1: Evaluations for Component 2 (TRAIN-SEA-COAST) and Component 3 (GEF International Waters Conferences) will be conducted under a subsequent independent evaluation TOR.

Note 2: The indicators as outlined in the project document will need to be assessed in the context of the existing project pipeline relative to available funding and the resulting project modifications made during the course of implementation (see APR and TPR reports).

Annex IV – List of persons contacted

Note: This list is as detailed as possible but there may be some omissions as the number of people contacted was very large. Apologies to anyone missed. The help of all those involved is greatly appreciated.

	Last Name	First name	Job Title	Organization	Project
Mrs.	Acar	Sema	Programme Coordinator	Black Sea Environment Program	Black Sea
Dr./Ms.	Alam	Undala	Water Resources Specialist/TRIB Coordinator	World Bank	
Mr.	Al-Khouli	Saiyed	Project Manager	The Regional Organization for the Conservation of the Environment of the Red Sea and Gulf of Aden	Red Sea
Dr.	Aubrey	David	Chairman and Chief Consultant	Woods Hole Group, Inc.	Reducing Environmental Stress in the Yellow Sea Large Marine Ecosystem
Mr.	Baric	Ante	GEF Project Manager	United Nations Environment Program (UNEP)/Mediterranean Action Plan (MAP)	Mediterranean Sea SAP
Mr.	Bendow	Joachim	Executive Secretary	International Commission for the Protection of the Danube River (ICPDR)	Danube River
Mr.	Bihamiriza	Benoit	Regional Coordinator	UNDP/GEF Lake Tanganyika Project	Lake Taganyika
Ms.	Black-Layne	Diann	Environmental Officer	Ministry of Tourism and Environment	Caribbean SIDS
Dr.	Campbell	Ian	Senior Environmental Specialist	Mekong River Commission	Mekong River
Dr.	Cantera	Jaime	International Coordinator	Consorcio CARP-CTMFM	Regional - Environmental protection of the Rio de la Plata & its Maritime Front: Pollution Prevention, Control & Habitat Restoration
Dr.	Chua	Thia-Eng	Regional Programme Director	Partnerships in Environment Management for the Seas of East Asia (PEMSEA)	Partnerships in Environmental Management for the Seas of East Asia (PEMSEA)
Mr.	Duda	Alfred M.	Senior Advisor	Global Environment Facility (GEF)	
Mr.	Dzhadzhev	Plamen	Executive Director	Black Sea Commission Permanent Secretariat	Black Sea
Ms.	Gardner	Shayne	Admin. Asst.	IW:LEARN	

Mr.	Gonzalez	Pablo	Project Coordinator for Latin America/ Project Manager for San Juan River Basin	General Secretariate of the Organization of American States	San Juan River Basin - Formulation of a Strategic Action Programme for the Integrated Management of Water Resources and the Sustainable Development of the San Juan River Basin and its Coastal Zone
Mr. Dr.	Khan Haddad	Sean Abdul-Majeid	Technical Officer Programme Manager	UNEP - Nairobi United Nations Development Programme (UNDP) IW:Learn	Red Sea
Mr. Dr. Ms.	Hamid Hart Hatzios	Mishal Tracy Marea	Senior Economist Senior Coastal and Marine Specialist	World Bank World Bank	IW:Learn
Mr. Dr.	Hooten Hough	Andrew John	Consultant Principal Technical Advisor	IW:LEARN/ World Bank United Nations Development Programme (UNDP)/Global Environment Facility (GEF)	
Dr.	Hudson	Andrew	Principal Technical Advisor, International Waters	United Nations Development Programme (UNDP)/Global Environment Facility (GEF)	
Mr.	Huidobro	Pablo	Chief, Water and Waste Management Unit, PTC/PEM	United Nations Industrial Development Organization (UNIDO)	Humboldt Current LME; Guinea Current LME; Gulf of Mexico LME
Mr.	LaRoche	David	Chief Technical Advisor/Task Manager	United Nations Industrial Development Organization/United Nations Development Programme	Noncombustion Technologies for POPs Destruction; Lake Chad; Niger River; Senegal River; Lake Tanganyika; Okavango Delta; Agulhas/Somali Current LME; Benguela Current LME PEMSEA
Dr.	Lee	Jihyun	Senior Programme Officer	International Maritime Organization	
Dr.	Mamaev	Vladimir	Senior Programme Officer	UNEP/DGEF	
Mr.	Markevych	Lubomyr	CTA Project Manager	United Nations Office for Project Services (UNOPS)	Preparation of a Strategic Action Program (SAP) for the Dnipro River Basin & Development of SAP Im-

					plementation Mechanisms
Mr.	Martinez	Hector	Technical Coordinator	Programa Estrategico de Accion para la Cuenca Binacional de Rio Bermejo	Bermejo River Binational Basin
Mr.	Mau	Gunther	UN Chief Technical Adviser	United Nations Office for Project Services (UNOPS)	Preparation of a Strategic Action Program (SAP) & Transboundary Diagnosis Analysis (TDA) for the Tumen River Area, its coastal regions and related Northeast Asian Environments
Ms.	Mendler	Janot	Project Coordinator	IW: Learn	IW: Learn
Dr.	Menz	Andrew	Senior Portfolio Manager	United Nations Office for Project Services (UNOPS)	
Mr. Dr.	Merla Nasr Abdullah	Andrea Dirar Hassan	Senior Advisor PERSGA/SAP Coordinator	GEF Secretariat The Regional Organization for the Conservation of the Environment of the Red Sea and Gulf of Aden (PERSGA)	Strategic Action Programme for the Red Sea and Gulf of Aden
Mr.	Nyirabu	Christopher	Regional/National Executive Secretary	Lake Victoria Environmental Management Project	Lake Victoria Environmental Management Project
Dr.	O'Toole	Michael J. (Mick)	Chief Technical Advisor	United Nations Office for Project Services (UNOPS)	Benguela Current LME
Dr.	Pernetta	John	Project Director	United Nations Development Programme/Global Environment Facility	South China Sea
Ms. Mr.	Pugeda Pughiuc	Ria Dandu	Office Manager Chief Technical Advisor	Tides Foundation International Maritime Organization	Removal of Barriers to the Effective Implementation of Ballast Water Control & Management Measures in Developing Countries
Mr.	Raaymakers	Steve	Technical Advisor	International Maritime Organization	GloBallast
Mr.	Reynolds	Patrick	Specialist-Sectoral Reform, Monitoring and Evaluation	United Nations Development Programme	Black Sea Environmental Programme

Dr.	Sklarew	Daniel	Director of Science and Education	International Waters: LEARN	International (IW) LEARN
Mr.	Sokem	Peck	Assistant CEO and Director of Technical Support Division	Mekong River Commission	Mekong River
Mr.	Tuga	Mohammad Bello	Executive Secretary	Niger Basin Authority	Niger River Basin
Mr.	Turner	Timothy	Programme Coordinator	Caspian Environment Programme	Caspian Sea
Mr.	Uitto	Juha	Senior Monitoring and Evaluation Coordinator	United Nations Development Programme (UNDP)	
Mr.	Ukwe	Chika	Industrial Development Officer (International Waters)	United Nations Industrial Development Organization	
Ms.	Vallejo	Stella	Coordinator	Train-Sea-Coast Programme	Train-Sea Coast
Ms.	Vanderbeck	Isabelle	Task Manager, UNEP/GEF IW for Latin America and the Caribbean	United Nations Environment Programme (UNEP)	
Dr.	Vladymrov	Volodymyr	Scientific Liaisons & Information Management Officer	Caspian Environment Programme	Caspian Environment Program
Ms.	Wasko	Sarah	Conference Coordinator	Global Environment & Technology Foundation	
Mr.	Wright	Andrew	Project Manager	South Pacific Regional Environment Programme (SPREP)	Project South Pacific (SAP)
Mr.	Zavadsky	Ivan	Project Manager	United Nations Development Programme (UNDP)/Global Environment Facility (GEF)	Danube Regional Project