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Terminal Evaluation of the Joint UNDP/UNEP GEF Project GF/1020-04-03 (4813): Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network (IW:Learn) Operational Phase (UNDP and UNEP components).

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Executive Summary

Background and Objectives

The objective of this evaluation has been to determine whether the joint UNDP/UNEP IW-LEARN project (IW:LEARN 2) achieved its objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders. This evaluation assesses project performance and the implementation of planned project activities and planned outputs against actual results.

IW:LEARN 2 was conducted under the auspices of two separate implementing agencies: UNDP and UNEP. This evaluation was done in two phases: the Phase 1 UNDP evaluation and the Phase 2 UNEP evaluation. The Phase I UNDP evaluation covered the larger UNDP components of IW:LEARN 2. The Phase 2 UNEP evaluation covered the UNEP components of IW:LEARN 2. The Phase 1 UNDP evaluation and Phase 2 UNEP evaluation were conducted at different times by different evaluators. The Phase 2 UNEP evaluation was also tasked with combining the Phase 1 UNDP evaluation and the Phase 2 UNEP evaluation into this consolidated report. Balancing this consolidated report so that the Phase 1 UNDP evaluation and Phase 2 UNEP evaluation were equitably represented, and the Phase 1 UNDP evaluation was not overly perceived as the carrying force, was a significant challenge.

Comprehensive assessment summary

A comprehensive assessment summary of evaluation criteria A through J together with an overall project rating is provided below:

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
A. Attainment of project objectives and results **(overall rating)**	Overall progress towards the overall project objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders, has been judged moderately satisfactory based on a combination of in depth interviews with project stakeholders, including beneficiaries, digital questionnaires and the analysis and professional judgment of both the Phase 1 UNDP evaluator and the Phase 2 UNEP evaluator. One of a number of challenges in forming this rating is that many of the indicators and associated targets that were necessarily relied upon were by design quantitative rather than qualitative in nature e.g. they measured the number of workshops held rather than the quality of those workshops. See text infra.	**MODERATELY SATISFACTORY**
A. 1. Effectiveness	The project has been judged reasonably effective in achieving project objectives, sub objectives and targets based on a combination of interviews with project stakeholders, including project beneficiaries, digital questionnaires and the analysis and professional judgment of both the Phase 1 UNDP evaluator and the Phase 2 UNEP evaluator.	**SATISFACTORY**
A. 2. Relevance	The relevance of the project has been rated highly satisfactory based on a comparison of IW:LEARN products and services with documentation regarding the GEF IW focal area and Operational Programme Strategies.	**HIGHLY SATISFACTORY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
A. 3. Efficiency	The project has achieved reasonably good value for money spent based on project documents and interviews with project stakeholders, including beneficiaries. Further, although some promised sources of co-finance did not materialize, this has been more than counterbalanced by successfully accessing new sources of co-finance that were unanticipated at the inception of the project. Discussions with key stakeholders, including project beneficiaries, further confirm that no major gain in project efficiency could likely have been achieved through alternative approaches to project governance with one notable exception. This exception was the conduct of the project under the auspices of two separate agencies which many stakeholders, including project beneficiaries, criticized.	**MODERATELY SATISFACTORY**
B. Sustainability of Project outcomes (overall rating)	The prospects for sustainability of the project are enhanced by the likelihood of one or more successor IW:LEARN initiatives. However, there are also a number of possible risks to sustainability including relatively high turnover in personnel, the relatively high level of technological sophistication required to sustain the IT aspects of the project, and the current relatively bleak economic outlook, especially for Africa, at least in the short term. A number of project stakeholders were also asked (by the UNDP component evaluation): "Do you know if there are mechanisms in place to ensure stakeholder ownership and sustainability of the benefits of IW:LEARN and associated technical support?" The responses were less than positive. Five respondents gave an outright "no," whereas four said they did not know, and two were not sure. Of the rest, a few replied in the affirmative, a few suggested possible mechanisms, but the majority did not seem particularly optimistic. The overall sustainability of project outcomes is therefore judged only moderately likely (ML).	**MODERATELY LIKELY**
B. 1. Financial	Financial sustainability of the project is considered moderately likely, at least in the short term, based on the fact that at least some individual GEF projects have been paying their own money to attend recent IW LEARN UNEP training sessions e.g. in Nairobi. There is also speculation that a successor IW LEARN initiative will shortly be funded which could help with financial sustainability, at least in the short term. On the other hand, the activities and programs pioneered by IW:LEARN are some distance from being self supporting, all of which could prove to be problematic in the face of any further world economic downturn(s).	**MODERATELY LIKELY**
B. 2. Socio Political	Socio political sustainability is considered reasonably likely based on the fact that most project stakeholders, including project beneficiaries, see it as in their best interest that the project benefits continue to flow. Militating against socio political sustainability is the recent instability in major world financial markets, as well as increasing political instability in a number of key regions which are the natural constituency of the project,	**MODERATELY LIKELY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	including sub Saharan Africa and Central Asia.	
B. 3. Institutional framework and governance	A favourable institutional framework and governance environment is particularly important to meeting the objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders. On the one hand, there has been evidence of a number of positive developments in terms of institutional sustainability. On the other hand many stakeholders including beneficiaries expressed scepticism about the ability of UNEP and UNDP to continue to work together in the future to sustain such a complex multi disciplinary multi component initiative. Both the midterm evaluation and the UNDP component evaluation also expressed scepticism about the sustainability of the bifurcation of governance authority for the project between UNDP and UNEP. This aspect of sustainability is therefore considered only moderately likely (ML).	**MODERATELY LIKELY**
B. 4. Ecological	N/A	**N/A**
C. Achievement of outputs and activities	The project has largely met, and in some cases exceeded, the majority of its output and activities targets. This is corroborated by the views of project stakeholders, including project beneficiaries, and the professional judgement of the evaluators.	**SATISFACTORY**
D. Catalytic Role	Based on interviews with project stakeholders including beneficiaries, various digital questionnaires, and a review of project documents, the catalytic function and the replication potential of IW:LEARN is judged highly satisfactory.	**HIGHLY SATISFACTORY**
E. Monitoring and Evaluation (overall rating)	As a formal M & E plan was not a requirement at the time of the projects inception, and taking into account advances that were made as a result of active adaptive management as revealed by project documents and interviews with project stakeholders including project beneficiaries, this criteria is deemed MS.	**MODERATELY SATISFACTORY**
E. 1. M&E Design	Despite the lack of a formal requirement for an M & E design at the time of project inception, many of the key elements which constitute an adequate and appropriate M & E design were in place at the time of project inception e.g. there is a section in the ProDoc on Monitoring, Evaluation, Reporting, and Dissemination which made reference to the LogFrame Matrix and Indicators; there were discussions of M & E baselines in the ProDoc and the Project Executive Summary that formed the basis for CEO endorsement; there was a budget line for evaluations.	**MODERATELY SATISFACTORY**
E. 2. M&E Plan Implementation (use for active adaptive management)	Despite the lack of a clearly identifiable specific **M&E Plan** for the IW:LEARN 2 project UNDP component or a requirement to even have such a plan at the time of project inception, performance monitoring as carried out by the project has generally satisfied the essentials of the current GEF requirements for M&E. e.g. Quarterly Progress Reports, APRs and PIRs have been prepared	**MODERATELY SATISFACTORY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	regularly, and independent Mid-Term and Terminal Evaluations were carried out.	
	The UNDP component project management team also believed that in the spirit of active adaptive management they not only complied with GEF M&E expectations at the time of ProDoc approval, but they also demonstrated full transparency and verification for measurements of all indicators and that they "regularly met or exceeded GEF and IA expectations for M&E." They also felt that they "exceeded expectations for transparency, access to verification evidence, learning from M&E, and dissemination of lessons via IW Bridges, IWENs, etc."	
	Independent performance monitoring has also been carried out in the absence of a formal M & E plan for the UNEP project component including Quarterly Progress Reports, APRs and PIRs. An independent Mid-Term and Terminal Evaluation was also successfully carried out for the UNEP project component. The UNEP component project management team also believed that in the spirit of active adaptive management they complied with GEF M&E expectations and demonstrated full transparency and verification for measurements of all indicators and regularly met or exceeded GEF and IA expectations for M&E.	
E. 3. Budgeting and Funding for M&E activities	According to the UNDP component evaluation the ProDoc for the UNDP component made no specific organizational or financial provision for monitoring and evaluation. However there was a budget line item for evaluation and evaluation successfully occurred.	**MODERATELY SATISFACTORY**
	Similarly the UNEP component also had a budget line item for evaluation and evaluation successfully occurred.	
Long Term Monitoring	Not a formal requirement at the time of project inception but nevertheless going on to some degree.	**MODERATELY SATISFACTORY**
F. Preparation and readiness	This rating takes into account the relatively few shortcomings of the ProDoc and a reasonably sound overall project design.	**MODERATELY SATISFACTORY**
G. Stakeholder involvement	Based on interviews with project stakeholders, including beneficiaries, and a review of project documents, the level of interaction between project beneficiaries, project personnel and other project stakeholders has been reasonably substantial, especially taking into account the challenging global scope of IW:LEARN.	**SATISFACTORY**
H. Financial planning	The analysis which follows is not a "financial audit" and discussion is therefore necessarily limited to observations on financial management systems and co-financing.	**MODERATELY SATISFACTORY**
I. Implementation approach	Based on interviews with project stakeholders, including project beneficiaries, and a review of project documents, the bifurcation of responsibility for project governance between the UNEP and UNDP has made implementation of the project especially challenging. However, this has been at least partially overcome by persistent and ongoing efforts by the project implementation and	**MODERATELY SATISFACTORY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	supervision teams at both UNDP and UNEP.	
J. UNDP and UNEP Supervision and backstopping	Based on project documents and interviews with project stakeholders, including project beneficiaries, both the UNEP and UNDP project supervision teams have responded positively to the midterm evaluation (MTE) and made key adjustments in the areas of supervision and backstopping that were necessary and/or desirable to help ensure the overall success of the project. However, not all of the recommendations of the MTE were followed.	SATISFACTORY
Country ownership / Drivenness		N/A
OVERALL PROJECT RATING		MODERATELY SATISFACTORY

Summary Observations

1. **To what extent has the project strategy been successful in strengthening transboundary water management?**

The project strategy has been reasonably successful in strengthening transboundary water management in part because the UNEP invested enormous resources in the IW:LEARN 2 project after the midterm review. However, much remains to be done to ensure sustainability of the project due to the limited access of many partner countries to the internet and associated networks within their own government office contexts. Partner involvement and sharing is thus limited which affects the overall sustainability of the IW LEARN model. In the view of some stakeholders it might also be too early to adequately and properly assess the real impact IW:LEARN 2 has had on strengthening transboundary waters management. Projects clearly benefited in various ways from IW:LEARN 2 but IW:LEARN 2 might have made a contribution in addition to other factors – so attribution is difficult.

2. **Did the project effectively capture and disseminate the lessons from the IW projects?**

The IW:LEARN 2 project did effectively capture and disseminate the lessons from IW projects. However in the minds of some stakeholders, the "capture" was more effective than the "dissemination" because of a combination of the inherent limitations of the internet as the primary delivery vehicle and the challenges of cross cultural communication.

3. **Did the project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies and enhance the technical capacity of the recipients?**

In the opinion of most stakeholders and the evaluators, IW:LEARN 2 project activities clearly fostered structured learning and reasonably efficient replication of lessons among the GEF projects and cooperating agencies, and enhanced the technical capacity of the recipients. However, much clearly remains to be done to ensure the mainstreaming and sustainability of lessons among past, present and future GEF projects and cooperating agencies. For example, although some elements, such as the Experience Notes and Bridges/e-bulletin, captured experiences well, there was a disconnect between structured learning activities and exchanges and capturing and disseminating lessons learned and experiences portfolio-wide. For example, although the website was developed under component A as the technical tool in IW:LEARN 2 for information management, there was no continuous flow of "learning content" (e.g. information, knowledge and lessons learned) from components B, C and D (where experiences were shared and knowledge created) feeding into this information management system.

4. **How did the project activities translate into benefits for transboundary water management?**

The project activities translated into benefits for transboundary water management by making a wide range of lessons learned and experiences available to project beneficiaries.

5. **What mechanisms are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN 2 and associated technical support?**

The mechanisms that are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN 2 and associated technical support includes the suite of lessons learned and experiences compiled by UNDP and the sophisticated IT delivery platform developed and administered by UNEP. This system has been strengthened by

multiple face to face encounters and hands on training sessions that have occurred over the years and by the active participation of a wide range of stakeholders. However, in the view of many stakeholders, the division of the project at the outset between two separate implementing agencies was a mistake, led to irreparable loss of opportunities to excel in services to support inter-project learning, and should not be repeated.

Suggestions

Given that the IW:LEARN 2 project activities have already been completed and that a successor project is now being contemplated, suggestions rather than lessons learned or recommendations are made.

A wider range of additional lessons learned and recommendations are contained in the separate UNDP IW LEARN Terminal Evaluation and IW LEARN Mid Term Evaluation Reports but will not be further repeated here.

Suggestion # 1

Sustaining the benefits of IW:LEARN 2 will probably occur if and only if IW:LEARN 2 experiences and lessons learned are mainstreamed into GEF IW projects and institutionalized by the implementing agencies and by the GEFSEC within the IW core function of the GEFSEC. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP.

This suggestion is derived from the fact that a number of stakeholders, including beneficiaries, stated that IW:LEARN experiences and lessons learned would only be sustained if they were genuinely "mainstreamed" into each and every GEF IW project and "institutionalized" by the implementing agencies and by the GEF SEC within the IW core function of GEF SEC. The experience and professional judgment of both the Phase 1 UNDP component and Phase 2 UNEP component evaluations concurs with this opinion. IW:LEARN **2** created a number of highly valued products and services. Most project stakeholders, including beneficiaries, wish to see these continue. In seeming contradistinction to other focal areas (BD, CC, LD, POPs) IW:LEARN does not appear to have an international convention or the equivalent. Therefore the long term key to sustaining IW:LEARN benefits would seem to be in mainstreaming and institutionalizing those benefits. *'In the end, we will protect only what we love. We will love only what we understand. We will understand only what we are taught.'* (Attributed to Senegalese poet and naturalist Baba Dioum).

Suggestion # 2

IW Learning initiatives, particularly if governance is to be split between entities, should have very clearly demarcated lines of responsibility and accountability. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP.

This suggestion is derived from the split in the governance of the current IW:LEARN project between UNDP and UNEP, and the fact that this bifurcation of responsibility was heavily criticized by many project stakeholders, including beneficiaries, including in the mid-term review and subsequently. See text infra. for more details.

Suggestion # 3

Future IW learning initiatives should strive to be informed by as wide a range of "adult learning" strategies as possible, while not diminishing the current emphasis on information technology. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP.

This suggestion is derived from the fact that IW:LEARN 2 in general, and the UNEP component in particular, was perceived as having an undue emphasis on sophisticated information technology. In the words of one stakeholder,

> *"[o]ne of the main reasons I've given a '3' score on IW LEARN activities and outputs is due to the limited access of many of our partner countries to the internet and associated networks within their own government office contexts. This by default acts as a limit on their involvement and sharing of learning and innovation and therefore affects the overall sustainability of the IW LEARN model. Having said this, I believe in the longer term having an internet network and sharing mechanism like IW LEARN will enhance the likely sustainability of the joint efforts of our projects."*

It is therefore suggested that future IW learning initiatives should strive to be informed by as wide a range of "adult learning" strategies as possible while not diminishing the current emphasis on information technology. From an IW:LEARN perspective this would include development and refinement of a wider range of face to face experiential learning tools such as case studies and simulation exercises.

This suggestion is further supported by the following Sunday 03 January 2010 extract from an article in the NY Times on "adult learning":

> *The brain, as it traverses middle age, gets better at recognizing the central idea, the big picture. If kept in good shape, the brain can continue to build pathways that help its owner recognize patterns and, as a consequence, see significance and even solutions much faster than a young person can. The trick is finding ways to keep brain connections in good condition and to grow more of them. "The brain is plastic and continues to change, not in getting bigger but allowing for greater complexity and deeper understanding," says Kathleen Taylor, a professor at St. Mary's College of California, who has studied ways to teach adults effectively. "As adults we may not always learn quite as fast, but we are set up for this next developmental step." Educators say that, for adults, one way to nudge neurons in the right direction is to challenge the very assumptions they have worked so hard to accumulate while young. With a brain already full of well-connected pathways, adult learners should "jiggle their synapses a bit" by confronting thoughts that are contrary to their own, says Dr. Taylor, who is 66. Teaching new facts should not be the focus of adult education, she says. Instead, continued brain development and a richer form of learning may require that you "bump up against people and ideas" that are different. In a history class, that might mean reading multiple viewpoints, and then prying open brain networks by reflecting on how what was learned has changed your view of the world. "There's a place for information," Dr. Taylor says. "We need to know stuff. But we need to move beyond that and challenge our perception of the world. If you always hang around with those you agree with and read things that agree with what you already know, you're not going to wrestle with your established brain connections."*

Suggestion # 4

Future IW: LEARN initiatives should place renewed emphasis on the principles of active adaptive management. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP as well as all IW project stakeholders including beneficiaries.

This suggestion is derived from the fact that an active adaptive management approach generally assumes natural resource management policies and management actions are not static but adjusted based on the combination of new scientific and socio-economic information in order to improve management by learning from the ecosystems being affected. Often people think active adaptive management simply means "trial and error," in which management policies and practices evolve in response to past performance and changing priorities, but in fact this misses an essential element of the concept, which is deliberate experimentation. The well received response of UNDP and UNEP to the midterm review, while commendable, largely lacked this critical "deliberate experimentation" feature.

Suggestion # 5

There is scope for IW learning initiatives to be increasingly cross culturally aware and gender sensitive. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP as well as IW project stakeholders including beneficiaries.

This suggestion is derived from the fact that in many developing countries, particularly in Africa, water management issues have always been a male dominated field. In the words of one project stakeholder:

If we are in favour of gender mainstreaming, then we will have to allow women equal opportunities and also give them a fair chance to actively partake in water management and decision-making issues. The question is whether this is happening and also whether people think that this is possible? How do IW project stakeholders and beneficiaries see the roles of women in transboundary water management and decision making? The fact that women have been most often denied access to powerful positions certainly justifies a stronger focus on the empowerment of women. Imbalances between women and men continue to influence all walks of life and it is becoming increasingly clear that new approaches, new strategies and new methods are needed to reach the goal of gender equality. Gender mainstreaming is one of these strategies.

Suggestion # 7

The lessons learned from this terminal review be made available to past, present and future IW learning project stakeholders including project beneficiaries and individuals and organizations associated with future IW learning projects in the gestation state.

This suggestion is derived from the fact that reciprocal communication between past, present and future IW:LEARN projects needs to be encouraged. This recommendation is directed to the EO, the GEFSEC, World Bank Group, UNDP and UNEP as well as IW project stakeholders including beneficiaries.

Table of Contents

Acronyms and Abbreviations

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

1.0   Introduction and Background

The objective of this UNDP/UNEP IW:LEARN project (IW:LEARN 2) was to strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among stakeholders. The IW:LEARN 2 project aimed at improving the GEF IW projects' information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits through five tranches:

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

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

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

A. Relevance to GEF Programmes

The operational phase of IW:LEARN 2 directly contributed to GEF's OP10 objective of developing several global International Waters projects aimed at:

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

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

B. Executing Arrangements

The implementing agencies for this project were UNDP and UNEP, and the executing agencies UNDP/UNOPS and UNEP/DEWA. IW:LEARN 2 integrated active involvement by all three GEF Implementing Agencies – as well as the GEFSEC – all of whom served on IW:LEARN's Steering Committee (SC).

Other key partners of the Project Coordination Team (PCT) are listed on-line at: *http://www.iwlearn.net/abt_iwlearn/pct/index_html* (each activity-level partner is referred to as a "Partnership Activity Lead" or "PAL").

With the support of its SC members, their agencies and NGO partners, IW:LEARN 2 facilitated the incorporation of successful measures into current and new projects, so that the GEF IW portfolio could expeditiously replicate positive results. IW:LEARN 2 technical assistance to projects for appropriate use of ICT and the Internet also catalyzed increased transparency and participation. This, in turn, promoted greater stakeholder ownership and sustainability of transboundary management institutions assisted by the GEF. Thus by partnering through IW:LEARN 2, the three IAs advanced their IW projects learning, replication efficiency, transparency, ownership and sustainability during and beyond the IW:LEARN Operational Phase project.

C. Project Activities

IW:LEARN 2 project activities were grouped in five components:

1. *INFORMATION SHARING*: Facilitating access to information about transboundary water resources among GEF International Waters projects. Activities included the IW:LEARN Information Management System at *www.iwlearn.net* and ICT technical assistance trainings offered both in face-to-face workshops and through distance learning.

2. _LEARNING_: Structured learning among GEF International Waters projects and cooperating partners. Activities included Regional Multi-Project Exchanges and Inter-Project Exchange Missions, Portfolio Subset learning opportunities (lake, aquifers, river basins, large marine ecosystems, coral reefs), and training in Public Participation activities.

3. _DIALOG_: Organizing biennial International Waters Conferences. These included the 1st International Waters Conference (_Budapest, Hungary, 2000_), the 2nd International Waters Conference (_Dalian, China, 2002_) during the pilot phase, and the 3rd International Waters Conference (_Salvador do Bahia, Brazil, 2005_) and the 4th International Waters Conference (Cape Town, South Africa, 2007) during the operational phase of IW:LEARN.

4. _INNOVATION_: Testing innovative approaches to strengthen implementation of the IW portfolio. Efforts included a _South-East Asia Regional Learning Centre_ (SEA RLC), a _Transboundary Waters Information Exchange Network for South-Eastern Europe (TWIEN-SEE),_ and a global roundtable on _Integrated Water Resources Management (IWRM)_ (http://watersee.net/).

5. _PARTNERSHIP_: Fostering partnerships to sustain benefits of IW:LEARN and associated technical support. Contributions to sustain advances in global transboundary water management included documentary film production, lessons learned, documents and outreach materials, co-sponsorship of GEF International Waters projects in international events and conferences, and efforts to integrate gender and water issues.

All three Implementing Agencies (IAs) jointly proposed and committed to realize the operational phase of the IW:LEARN 2 project. Based on its comparative advantage as one of the implementing agencies in the GEF, UNEP initially oversaw the implementation of Component A and one activity of Component D and one sub activity of Component B, while UNDP implemented all of the remaining components and activities, with oversight informally shared with the World Bank Group.

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

The delivery of the IW:LEARN project through a range of interlinked products and services was as visualized in Figure 1.
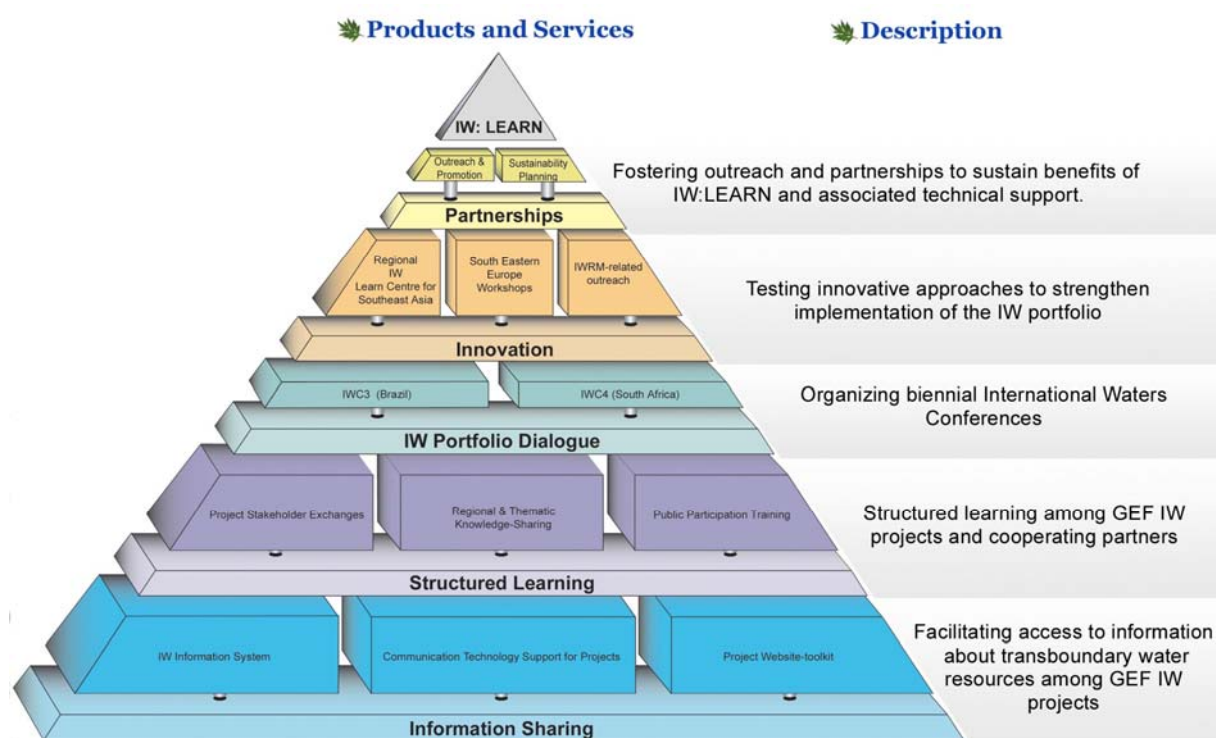

Figure 1: IW:LEARN Products and Services through which IW:LEARN aims at improving the GEF International Waters projects information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits.

D. Budget

The allocation of GEF funds to UNEP for IW:LEARN 2 was US$1,346,534.

The allocation of GEF funds to UNDP for IW:LEARN 2 was US$4,938,073.

The project also had co-financing from a number of partners, more specific details of which are contained in the project document.

E. Summary Information on Evaluation

As required by the Terms of Reference this evaluation was conducted using a participatory mixed methods approach.

The UNDP component evaluation was conducted by Dr. Phillip Tortell. Specific details of Dr. Tortell's methodology are contained in his extensive report and included literature and document reviews, various interviews with project stakeholders and beneficiaries and various digital questionnaires.

The separate and subsequent UNEP component evaluation and consolidation of the UNDP and UNEP components was conducted by Richard Paisley and included a literature and document review followed by personal interviews with project stakeholders including beneficiaries andGEF project managers, at the GEF 5 meeting in Cairns, Australia in October 2009.

Additional interviews with project stakeholders, and beneficiaries, including GEF project managers, took place in Nairobi, Kenya and Mombasa, Kenya in December 2009 and via telephone and SKYPE. Additional interviews were conducted with project stakeholders, including project beneficiaries, in Nairobi on the margins of the IWL 3 preparatory meeting in December 2009. A digital questionnaire for the UNEP component evaluation was also sent out to a wide range of project stakeholders, including beneficiaries. A copy of the digital questionnaire is included in the Annexes to this report. See the Annexes to this report also for individuals who were interviewed and/or who responded to the digital questionnaire associated with the UNEP component evaluation.

Once the Phase 2 UNEP component evaluation was completed it was consolidated with the Phase 1 UNDP component evaluation and the consolidated report edited to fewer than 50 pages as required.

Balancing this consolidated report so that the Phase 1 UNDP and Phase 2 UNEP evaluations were equitably represented, and trying to ensure that the evaluation of the significantly larger UNDP component was not overly perceived as the carrying force, was a significant challenge.

2.0 Scope, Methods and Principles of Evaluation

A. Scope

The objective of this evaluation was to establish whether, and to what extent, the combined UNDP / UNEP IW-LEARN (IW:LEARN 2) project achieved its objective of strengthening Transboundary Waters Management through facilitating learning and information sharing among GEF stakeholders, and the likelihood of future impacts. The evaluation also assesses project performance and the implementation of planned project activities and planned outputs against actual results. The evaluation also reviews the recommendations of the midterm Evaluation and their implementation.

The focus of this evaluation is to provide answers to the following questions:

1. To what extent has the project strategy been successful in strengthening transboundary water management?

2. Did the project effectively capture and disseminate the lessons from the IW projects?

3. Did the project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies and enhance the technical capacity of the recipients?

4. How did the project activities translate into benefits for transboundary water management?

5. What mechanisms are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN and associated technical support?

These answers to these questions will be revisited at the end of this report in the section entitled Comprehensive Assessment Summary and Summary Observations.

B. Methods

This terminal evaluation of the joint UNDP/UNEP IW:LEARN 2 project occurred in two phases. The Phase I UNDP evaluation covered UNDP project components. The Phase II UNEP evaluation covered UNEP project components. Both the UNDP and UNEP evaluators employed a number of methods including face-to-face interviews, telephone (SKYPE) interviews, structured questionnaires and focus group discussions to try to involve as many IW project stakeholders, including project beneficiaries, as possible. Based on the experience and recommendations of the Phase I UNDP evaluation, the Phase II UNEP evaluation placed increased emphasis on face-to-face interviews with project stakeholders, including beneficiaries. A draft of this report was circulated including to the UNEP/Evaluation Office, the UNDP evaluation office, UNOPS Chief Technical Advisor, UNEP/DGEF Task Manager, and key representatives of the executing agencies. Comments or responses to the draft report were sent to UNEP/Evaluation Office for collation and the evaluator advised of necessary or suggested revisions. The findings of this combined UNDP / UNEP evaluation were required to be based on the following criteria:

1. A desk review of project documents including, but not limited to:

    (a) The project documents, outputs, monitoring reports (such as progress and financial reports to UNEP and (via UNOPS to) UNDP as well as GEF annual Project Implementation Review reports and relevant correspondence.
    (b) Mid-Term Evaluation (MTE) report and management responses to the MTE.
    (c) Notes from the Steering Group meetings (www.iwlearn.net/sc).
    (d) Other project-related material produced by the project staff or partners as found at the GEF IW:LEARN web-site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.
    (e) Relevant material published on the GEF IW: LEARN web site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.
    (f) Mid-Term Evaluation (MTE) report and management responses and SC direction (all posted to www.iwlearn.net/mte) and www.iwlearn.net/sc.

2. Interviews with project management and technical support including: the UNEP/DGEF Project Task Manager, UNOPS Chief Technical Advisor and Fund Management Officers, and other relevant staff in UNDP and UNEP dealing with International Waters-related activities as necessary and partners.

3. Face to face interviews, telephone interviews focus group discussions with intended users for the project outputs and other stakeholders involved with this project, including in the participating projects and international bodies.

4. Survey(s) of targeted beneficiaries of the project, including a sampling of GEF IW Task Force members, IA and EA line managers for projects, project managers, and direct participants in GEF IW:LEARN activities and interventions (including government, private sector and civil society).

5. Field visits to project staff in Washington DC in Phase 1, and in Phase 2 field visits to project staff of a sample of projects in Nairobi and Mombasa (IW:LEARN, WIO-Lab, SWIOF etc) and attendance at the GEF IW Cairns Conference in Australia.

C. Evaluation Principles

According to the Terms of Reference:

"In attempting to evaluate any outcomes and impacts that the project may have achieved, evaluators should remember that the project's performance should be assessed by considering the difference between the answers to two simple questions "what happened?" and "what would have happened anyway?" These questions imply that there should be consideration of the baseline conditions and trends in relation to the intended project outcomes and impacts. In addition, it implies that there should be plausible evidence to attribute such outcomes and impacts to the actions of the project or determine the contribution of the project to the outcomes and impacts. Sometimes, adequate information on baseline conditions and trends is lacking. In such cases, this should be clearly highlighted by the evaluator, along with any simplifying assumptions that were taken to enable the evaluator to make informed judgements about project performance."

The success of project implementation has been rated on a 6-notch scale from 'highly unsatisfactory' to 'highly satisfactory.'

3.0 Project Performance and Impact

This section provides factual evidence relevant to the questions asked by the evaluator and interpretations of such evidence. A commentary and analysis is provided in relation to ten prescribed evaluation aspects (A-J).

A. Attainment of Objectives
B. Sustainability
C. Achievement of Outputs / Outcomes
D. Catalytic Role/ Replication
E. Assessment, Monitoring and Evaluation Systems
F. Preparation and Readiness
G. Stakeholder Participation / Public Awareness
H. Financial Planning
I. Implementation Approach
J. UNEP and UNDP Supervision and Backstopping

A. Attainment of Objectives

The stated overall objective of the IW:LEARN project was to strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among GEF stakeholders. Attainment of this objective is considered to have been **MODERATELY SATISFACTORY**. The MODERATELY SATISFACTORY rating for the attainment of project objectives was also the rating given for the achievement of the project objective by the preponderance of project stakeholders, including project beneficiaries, who were asked whether project objectives had been met for both the UNDP component evaluation and the UNEP component evaluation. The MODERATELY SATISFACTORY rating is also consistent with the findings of the Mid Term Evaluation. A number of tables including Table 1, *Achievement of IW:LEARN project objectives, as measured through Indicators and Targets with comments by the UNDP and UNEP Evaluators* summarize the evidentiary basis for this rating.

The first key indicator used to rate success was whether from 2006 onward, all water bodies developing country-driven, adaptive TWM programs with GEF assistance benefited from participating in structured learning and information sharing facilitated by GEF via IW:LEARN. The associated target was All GEF- supported water bodies reporting benefits from structured learning and from information sharing. Table 1 assessed progress towards this target in both June 2007 and June 2008.

Over the period of this PIR, 70 historical, active and future GEF IW projects participated in the 4th and 5th GEF IW Conference, approximately half of the active portfolio participated in structured learning activities consecutively in 10 trainings and exchanges (13 AFR projects, 7 ASIA projects, 1 Oceania, 6 ECA, 4 LAC). Interviews with project stakeholders, including project beneficiaries, corroborate that IW:LEARN 2 is known to have facilitated effectively structured learning and information sharing. However, one difficulty in relying solely on this indicator is that this indicator was directed towards developing programs while the associated target was directed towards determining whether benefits were reported.

The second key indicator used to rate success of this component was whether from 2008 onward, successful IW:LEARN structured learning and information sharing services will be institutionalized and *sustained indefinitely* (emphasis added) through GEF and its partners. The associated target was whether IW-IMS (website resource center), 3 regional and 5 water body-specific learning services, plus biennial conferences, Gender and Water Exhibit, and IW Experience Notes series were sustained by partners. Interviews with project stakeholders, including project beneficiaries, corroborate that the project reasonably achieved this target. However, the difficulty in relying on this indicator and associated target to rate success is that the "indefinitely" time frame specified in this indicator is obviously impossible to ascertain as "indefinitely" is virtually impossible to measure. Also the indicator is directed towards whether services will be institutionalized and sustained indefinitely while the target appears to simply list services that may be sustained.

Table 1. Overall achievement of IW:LEARN project objectives, as measured through Indicators and Targets with comments by the UNDP and UNEP Evaluators. (Source: Adapted, in part, from the Phase 1 UNDP Evaluation Report at page 35)

Objective: **To strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among GEF stakeholders**				
INDICATOR	**TARGET**	**PROGRESS AS AT 30 JUNE 2007**	**PROGRESS AS AT END OF JUNE 2008**	
			According to PCU	**UNDP and UNEP EVALUATOR COMMENTS**
1. From 2006 onward, all water bodies developing country-driven, adaptive TWM programs with GEF assistance benefit from participating in structured learning and information sharing facilitated by GEF via IW:LEARN.	All GEF- supported water bodies report benefits from structured learning and from information sharing.	Over the period of this PIR, approximately half of the active portfolio participated in structured learning activities (2 ECA projects, 9 LAC projects and 10 AFR projects) reporting beneficial outcomes.	Over the period of this PIR, 70 historical, active and future GEF IW projects participated in the 4th and 5th GEF IW Conference, approximately half of the active portfolio participated in structured learning activities consecutively in 10 trainings and exchanges (13 AFR projects, 7 ASIA projects, 1 Oceania, 6 ECA, 4 LAC).	Interviews with project stakeholders, including project beneficiaries further corroborate that the project is known to have facilitated effectively structured learning and information sharing.

However, the indictor is directed towards developing programs while the target is directed towards determining whether benefits were reported. |
| 2. From 2008 onward, successful IW:LEARN structured learning and information sharing services will be institutionalized and sustained indefinitely through GEF and its partners. | IW-IMS (website resource center), 3 regional and 5 water body-specific learning services, plus biennial conferences, Gender and Water Exhibit, and IW Experience Notes series sustained by partners. | Biennial conferences expected to be continued via MSPs & participant costs mainstreamed into GEF IW projects; Africa structured learning sustained by partners & MSP; Economic valuation curricula transferred to host institution in W Africa and recycled for LME project and disseminated to e-list of over 1500 marine managers; SE Europe learning will continue with regional partners; G&W LAC Expo tour fully self-sustaining (over10 new events) & Africa expo launched w/partner intending to sustain; WB publishing IWEN series, Regional MSP/s expected to continue generating IWENs. | Biennial conferences expected to be continued via follow-on project (IWC5 PIF approved, IWC6 under formulation) & participant costs mainstreamed into GEF IW projects; European IW learning continuing through UNECE; Africa structured learning sustained by partners & MSP; Economic valuation curricula transferred to host institution in W. Africa and recycled for LME project and disseminated to e-list of over 1500 marine managers; marine governance and public participation curricula being adapted by partners and re-delivered to additional constituencies; SE Europe learning will continue with regional partners; G&W LAC Expo tour fully self-sustaining (over10 new events) & Africa expo launched w/partner intending to sustain; WB publishing IWEN series, Regional learning MSP/s expected to continue generating IWENs. | Although "indefinitely" time frame which has been specified is obviously impossible to ascertain, the project appears to have resulted in reasonable institutionalization of structured learning and information sharing. This conclusion is based on interviews with project stakeholders including project beneficiaries and the responses given in various digital questionnaires.

However, the indicator is directed towards whether services will be institutionalized and sustained indefinitely while the target appears to abandon institutionalization and lists services that may be sustained. |
| Based on both the Phase 1 UNDP and Phase 2 UNEP evaluations progress towards the Objective is therefore rated **Satisfactory (S)** | | | | |

The achievement of various objectives and outcomes has been determined in part by assessing progress towards the achievement of indicators associated with those objectives and outcomes. The UNEP component of IW:LEARN specifically targeted Outcome A (Improved access to TRM data and information across the GEF IW portfolio and their partners and stakeholders.) The UNDP Component of IW:LEARN specifically targeted outcomes B through E. Table 2, "Progress towards the Achievement of Outcome A" and Table 3, "Progress towards the Achievement of Outcomes B through E" capture findings in this area. The analysis which follows also draws on Table 4, "Summary of responses to the UNDP component evaluation questionnaire regarding the UNDP component." Key findings with regard to the achievement of outcomes A through E are captured below:

OUTCOME A: Improved access to TRM data and information across the GEF IW portfolio and their partners and stakeholders.

Table 2, "Progress towards the Achievement of Outcome A" indicates that indicators associated with the attainment of Outcome A have been achieved ranging from the percentage of GEF IW projects that access www.iwlearn.net to the number of projects indicating satisfied assistance from IWLEARN. However, the preponderance of the indicators used to measure success are quantitative rather than qualitative and do not sufficiently capture the quality of progress towards the outcome. Interviews with project stakeholders, including beneficiaries, corroborate that although access to TRM data has been improved, there is still much to be done to avoid an undue emphasis on information technology. This prompted a number of stakeholders, including beneficiaries, to suggest that future IW learning initiatives should strive to be more and better informed by as wide a range of "adult learning" strategies as possible, while hopefully not diminishing the current emphasis on information technology. Progress towards this Outcome is deemed to have been **Moderately Satisfactory (MS).**

Table 2. **Progress towards the Achievement of Outcome A.** (Source: adapted from WLEARN PIR 2009 FINAL.PDF received January 2010).

Outcome A: Improved access to TRM data and information across the GEF IW portfolio and their partners and stakeholders.				
INDICATORS	**MIDTERM TARGET**	**END OF PROJECT TARGET**	**PROGRESS AS AT 30 June 2009**	
			ACCORDING TO UNEP	**EVALUATOR'S OBSERVATIONS**
% of GEF IW projects that access www.iwlearn.net	At least 75% of projects indicate they access www.iwlearn.net	At least 85% of projects indicate they access www.iwlearn.net	77.4 % GEF IW project staff indicated they use iwlearn.net (survey done during the WWF in March '09) Increase of 8.4% from FY08	This indicator measures the quantity but not the quality of the interaction.
Number of ICT requests from IW community that UNEP IWL responds to	UNEP-IWLEARN responds to 50 IW community ICT requests	UNEPIWLEARN responds to 100 IW community ICT requests	148 issue tracker submissions related to technical backstopping projects in using the website toolkit out of a total of 637 issues covering other topics including internal, PCU, SC, etc) were addressed	This indicator measures the quantity but not the quality of the interaction.
Number of IW projects with web sites	90 GEF IW projects have websites	By 2009, 140 IW projects have websites	60 % (115 out of 190 projects) of the GEF IW portfolio (based on records on www.gefonline.org) have websites based on the iwlearn.net project database. 40% of projects with websites are still under Implementation while the remaining 20% that have been completed have been archived on iwlearn.net http://www.iwlearn.net/archive	This indicator measures the quantity but not the quality of the interaction. Interviews corroborate that technological sophistication of projects continues to vary significantly thus slowing progress in this area.
Number of IW projects that have websites link to www.iwlearn.net	60% of IW projects that have websites link to www.iwlearn.net	By 2009, 90% of IW projects that have websites link to www.iwlearn.net	90% of IW projects that have websites link to iwlearn.net (Google search)	This indicator measures the quantity but not the quality of the interaction.
% of projects that are accessible through www.iwlearn.net	95% of IW projects that have websites are accessible from www.iwlearn.net	IW projects that have websites are accessible through www.iwlearn.net	100% of IW projects with website are accessible through iwlearn.net (this is largely due to the technology utilized by the iwlearn.net search engine)	This indicator measures the quantity but not the quality of the interaction.
Increased number of unique visitors accessing www.iwlearn.net	>48,000 (estimated) unique visitors access www.iwlearn.net	>60,000 (estimated) in unique visitors access www.iwlearn.net	For this PIR cycle, a total of 166,356 unique visitors accessed iwlearn.net, which represents an increase of 83% compared to the previous PIR cycle. http://www.iwlearn.net	This indicator measures the quantity but not the quality of the interaction.
Number of datasets from and about IW projects sites available through the www.iwlearn.net	20 datasets about IW project available through the www.iwlearn.net	50 datasets about IW projects available through the www.iwlearn.net	74 datasets have been gathered to date. Of this total, metadata has been written, and are searchable. The datasets are now linked to the iw:learn website http://www.iwlearn.net/webgis	This indicator measures the quantity but not the quality of the interaction.

% of projects that have deployed a website using the UNEPIWLEARN website toolkit	> 20 project deploy websites using the UNEPIWLEARN website toolkit	> 60 projects deploy websites using the UNEPIWLEARN website toolkit	34 projects have deployed the Website Toolkit. Out of these 34 projects using the toolkit 18 are under development and include: http://caspian.iwlearn.org/ http://clme.iwlearn.org http://twap.iwlearn.org http://coast.iwlearn.org http://lss.iwlearn.org http://lta.iwlearn.org http://nutrient-bestpractices.iwlearn.org/ http://hungary.iwlearn.org/ http://plone25.iwlearn.org/sites/workshops/map	This indicator measures the quantity but not the quality of the interaction.
Number of Projects Indicating Satisfied assistance from IWLEARN	60% of project responses indicate satisfaction	80% of project responses indicate satisfaction	Based on surveys and feedback documented: WWF workshop participants (March 09) =100% Tunis Workshop participants (July 09) = 100% Athens workshop participants (Sep 08) =90% The findings of an IWLEARN survey that included questions to gauge users on satisfaction on the ICT Services http://www.iwlearn.net/websitetoolkit/survey	Good to see a more qualitative measure but not clear what criteria were for measuring "satisfaction."
Source: IWLEARN PIR 2009 FINAL.PDF received January 2010. Progress towards this Objective is deemed to have been **Moderately Satisfactory (MS)**.				

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

Table 3, "Progress towards the Achievement of Outcomes B through E" indicates that reasonable progress has been made towards the achievement of indicators associated with the attainment of Outcome B, including a number of key indicators that exceeded e.g. number of exchanges and number of trainings held. On the other hand, it would be good if more of the indicators in this area had strived to measure the quality of the sharing of experiences rather than just the quantity of sharing of experiences. Progress towards this Outcome is deemed to have been **Satisfactory (S)**.

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

Table 3, "Progress towards the Achievement of Outcomes B through E" indicates the indicators associated with the attainment of Outcome C have been reasonably achieved with the exception of the CSD 13 objective. Progress towards this Outcome is deemed to have been **Satisfactory (S)**.

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

Table 3, "Progress towards the Achievement of Objectives B through E" indicates that various networks and roundtables were initiated and that the potential for replication has been, and continues to be, reasonably significant. Progress towards this Objective is therefore deemed to have been **Moderately Satisfactory (MS)**.

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

Progress towards the Achievement of Outcomes B through E is rated **Moderately Satisfactory (MS)** because although the products, services and activities produced under this Outcome are laudable they are not probative evidence of mainstreaming and/or institutionalization.

Table 3. Progress towards the Achievement of Outcomes B through E

INDICATORS	TARGET	PROGRESS AS AT 30 JUNE 2007	PROGRESS AS AT END OF JUNE 2008	
OUTCOME B: Enhanced TWM capacity at project and basin levels through sharing of experiences among subsets of the GEF IW portfolio, including projects, their partners and counterparts				
				UNDP EVALUATOR'S OBSERVATIONS
8. By 2008, 3 multi-project regional TWM learning exchanges organized to assist total of at least 10 projects: B1.1 Caribbean Inter-linkages Dialog B1.2 Africa IW Network B1.3 Southeastern Europe and Mediterranean	3 exchanges	2 multi-project exchanges held: Pan-Africa and SEE Europe, serving over 15 projects	Cumulative 3 multi-project exchanges held: 2 Pan-Africa (plus 1 more in 2008 with additional PAL co-finance) and one Eastern Europe and Central Asia, serving at least 16 projects [UNEP-IW:LEARN PIR addresses additional Caribbean exchanges under that sub-project]	Indicator achieved fully.
9. By 2008, 5 multi-project thematic learning exchanges organized on a transboundary ecosystem basis assist at total of at least 15 projects: B2.1 Freshwater B2.1.1 Groundwater/Aquifers B2.1.2 River Basins B2.1.3 Lake Basins B2.2 LMEs (incl. MPAs) B2.3 Coral Reefs	5 multi-project thematic exchanges	2 major exchanges: African River & Lake Basins; LME projects serving approx15 projects; and 3 smaller exchanges (groundwater, lake, coral), also online ecosystem-based e-groups	6 major exchanges, 28 GEF projects served; and 6 smaller exchanges (groundwater, lake, coral), also online ecosystem-based e-groups, LME Governance manual	Indicator exceeded.
10. 5-7 multi-week staff/stakeholder exchanges between pairs of 10-14 new (or pipeline) projects and experienced projects, at a rate of 1-4 exchanges per year for 4 years.	5-7 multi-week exchanges	4 exchanges supported	10 exchanges launched serving 23 projects, two exchanges produced guidance materials, two exchanges leveraged 4:1 co-financing vs. GEF	Indicator exceeded.
11. Training for a least 15 projects (5 government-NGO partnerships trained each year for 3-4 years) to jointly develop, refine and/or implement activities to increase public access and involvement in IW decision-making	At least 15 projects receive training	9 projects have received training	21 projects have received training, draft handbook (for replication) near production captures learning from (at least 3) GEF regions	Indicator exceeded.
Progress is deemed to have been **Satisfactory (S)**.				

OUTCOME C: GEF IW portfolio-wide increase in awareness and application of effective TWM approaches, strategies and best practices; numerous new and enhanced linkages and exchanges between GEF IW and other TWM projects with shared TWM challenges				
INDICATORS	**TARGET**	**PROGRESS AS AT 30 JUNE 2007**	**PROGRESS AS AT END OF JUNE 2008**	
				UNDP EVALUATOR'S OBSERVATIONS
12. 2 IWCs, with biennial needs assessments and portfolio-wide interactions, in 2005 (C1 in Brazil) and 2007 (C2 in South Africa)	2 IWCs	2 conferences held with roughly 300 participants and more than half of the portfolio involved	2 conferences held with roughly 300 participants and more than half of the portfolio involved at each conference IWC4 redesigned for highly needs-driven agenda & P2P interactive learning, in response to IWC3 feedback; very well received	Indicator achieved fully.
13. Documented recommendations from GEF IW portfolio to CSD-13 Policy Session (Spring 2005)		GEF IW conference was delayed until after CSD-13	GEF IW conference was delayed until after CSD-13 (due to UN-SECORD directive requiring change of venue & dates)	Indicator not achieved.
Progress is deemed to have been **Satisfactory (S) as it appears that a reasonable level of TWM approaches, strategies and best practices were applied**.				

OUTCOME D: A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM				
INDICATORS	**TARGET**	**PROGRESS AS AT 30 JUNE 2007**	**PROGRESS AS AT END OF JUNE 2008**	
				UNDP EVALUATOR'S OBSERVATIONS
17. Five (5) 3-day Southeastern Europe Transboundary Waters Roundtables for senior officials and experts by 2006.	3 roundtables (+2 100% partner-financed)	3 roundtables held, 1 planned for Q42007 (groundwater), 1 for Q12008 (public participation)	6 roundtables held, including 3 that were 100% co-financed	Indicator achieved.
18. Internet-based targeted information exchange network on Transboundary Waters (for Southeastern Europe Transboundary River Basin and Lakes Management Program) launched by 2005, sustained through regional partners by 2006.	Network launched	Network launched and operational w/GWP-Med hosting (watersee.net)	Network launched and operational w/GWP-Med hosting (watersee.net), 3 electronic dialogues conducted, 8 capacity building documents prepared	Indicator largely achieved.
19. Network for dissemination of Mediterranean experience in transboundary aquifer management [for Mediterranean Shared Aquifers Management Program] – realized in conjunction with Activity B2.1	Groundwater network operating	(to be established in conjunction with groundwater roundtable in Q42007)	Not established, no demonstrated interest from stakeholders, and no actionable language built into PAL contracts or work plans, TWIEN website does provide networking opportunities	Indicator not achieved.
20. One global roundtable meeting to clarify the role of IWRM or related IW issue of common priority to	1 global IWRM meeting	1 global IWRM meeting (Tokyo) in 2006;	1 global IWRM meeting (Tokyo) in 2006; TDA/SAP & IWRM joint Learning Centre session,	Indicator partly achieved.

| the CSD and the GEF (in 2004) – e.g., bringing together select nations to build IWRM capacity to meet Millennium Development Goal for national IWRM strategies in 2005 and to support water-focus of CSD-12/CSD-13 biennium (2004-05). | | TDA/SAP & IWRM joint Learning Centre session, CSD-12 | CSD-12; substantial in-kind cost share (co-finance) and cancellation of plans for IWRM learning in conjunction w/IWC3 linked to CSD-13 (consequence of IWC relocation & rescheduling due to security situation in host city) resulted in 5-figure savings to GEF budget. | |

Progress is deemed to have been Moderately **Satisfactory (MS)** as although **ICT and other tools and approaches for strengthening TWM** have been created and are available sufficient evidence was presented to the evaluators to confirm the extent to which the ICT and other tools have actually been successfully replicated and assimilated.

OUTCOME E: TWM learning and information sharing mechanisms mainstreamed and institutionalized into GEF IA and ongoing projects, as well as transboundary institutional frameworks of completed projects (e.g., Regional Seas and freshwater basin secretariats)				
INDICATORS	**TARGET**	**PROGRESS AS AT 30 JUNE 2007**	**PROGRESS AS AT END OF JUNE 2008**	
				UNDP EVALUATOR'S OBSERVATIONS
21. By 2008, Sustainability Plans implemented, including l transfer of various services to appropriate organizations, SC acceptance of associated financing and personnel TORs, etc. 22. By end of project, IW:LEARN products and services are maintained and enriched in perpetuity through a network of partners	Implemented plan	Overall plan yet to be finalized but partially developed: Africa MSP prepared; SEE partners supporting on-going activities,; Basin EV curricula transferred to partners; LME network supported by projects and partners; groundwater forum & Digital Aquifer Environments established by partners; GEF has begun mainstreaming some costs of IWC participation into IW projects; LME video translated into Chinese, Russian pending; Gender & Water Expo continuing & self-sustaining; MSPs expected to continue to generate IWExperience Notes.	Iterations of sustainability plan drafted and presented to SC, nearly finalized; some PAL's and IA's are acting or have pledged to continue various valued IW:LEARN services (see indicator #2 above) Africa MSP prepared and launched (Sept 07); SEE partners supporting on-going activities; Basin EV curricula transferred to host partner; LME network supported by projects and partners; groundwater forum & Digital Aquifer Environments established by partners; GEF has begun mainstreaming some costs of IWC participation into IW projects; LME video translated into Chinese, Russian pending; Gender & Water Expo continuing, adding new region (Asia) & self-sustaining; Learning MS Ps expected to continue to generate IWExperience Notes.	Indicators not achieved.
23. Side events at TWM meetings (e.g., CSD, WWF4, IUCN Assembly): 2 GEF IW presentations,	2 side events per year; 2-3	7 side events; 18 GEF projects supported; 8 IW	10 side events, 21 GEF project supported; 12 IW Bridges newsletters, (500+ LME Governance	

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information kiosks, or side events per year for 4 years; 2-3 GEF IW projects/year receive cost-sharing to participate; 24. Outreach &/or learning products disseminated	GEF project/year get cost-sharing to participate; ; 1-2 outreach &/or learning products disseminated per year	Bridges newsletters disseminated to all GEF IW projects, (100+ LME Governance Handbooks disseminated in 3rd-4th Q 2006), 18 IW Experience Notes disseminated on- line and at side-events.	Handbooks disseminated), 27 IW Experiences Notes disseminated online and at side events, LME video seen by over 100 nations reps, translated in-kind by partners into Mandarin and (text of script only) Russian. Produced 'Reflections' videos capturing participant perspectives at GEF IWC4; and video 'reflections' short for Africa Groundwater and Climate conference, Kampala, 2008. IW:LEARN's Gender and Water travelling expo has (as of 2008) opened at GEF IWC3 (LAC expo, Brazil 2005) and GEF IWC4 (Africa expo, South Africa 2007) and toured or triggered at least 25 global, regional and national events in at least 20 countries in Latin America and the Caribbean (LAC), Africa, Europe, North America, and Asia/Pacific regions.	The products, services and activities produced under this Outcome are laudable but they are not evidence of mainstreaming and/or institutionalization.
Progress is deemed to have been **Moderately Satisfactory (MS)** because although many good products, services and activities produced under this Outcome are laudable they are not probative evidence of mainstreaming and/or institutionalization.				

Table 4. Summary of responses to the UNDP component evaluation questionnaire regarding the UNDP component.
(Source: Adapted from UNDP Evaluation Report)

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

According to the UNDP component evaluation, 54% of stakeholders were of the view that the UNDP component had strengthened TWM, facilitated learning, captured and disseminated lessons, fostered structured learning and replication, and enhanced technical capacities whereas 43% of respondents said that these gains had been achieved only slightly and 3% said they had not been achieved at all. Most project stakeholders including project beneficiaries who were interviewed and/or who filled out the digital questionnaire regarding the UNEP component also gave UNEP a rating of **"Satisfactory"** when asked their opinion whether the IW:LEARN UNEP component had met its objectives.

Accordingly the IW:LEARN 2 project has largely met, and in some cases exceeded, a number of its key targets. On the other hand many of the indicators necessarily relied upon to measure success were quantitative, as opposed to qualitative, in character and there were a number of shortcomings in the achievement of objectives.

Based on a combination of in-depth interviews with project stakeholders, including project beneficiaries, digital questionnaires and the evaluators analysis and professional judgment achievement of the overall project objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders, has therefore been rated **moderately satisfactory (MS).**

EFFECTIVENESS

The stated objective of IW:LEARN was to facilitate structured learning and information sharing. From the evidence presented by various project stakeholders, including project beneficiaries, IW:LEARN has been

generally effective in facilitating structured learning and information sharing. IW LEARN has reached out both directly and indirectly to a wide range of stakeholders (including project practitioners and decision-makers) with effective products and services to enable them to apply the information and knowledge delivered by IW:LEARN in their project planning and decision-making on an array of IW issues and challenges.

The ultimate test of the IW:LEARN project's impact is the strengthening of TWM. A comprehensive assessment of this is probably unrealistic within the resources and timeframe of this evaluation. However, most project stakeholders, including beneficiaries, appear to believe that IW:LEARN has made a reasonably significant contribution towards stronger TWM.

The project has also been rated reasonably effective in achieving project objectives, sub-objectives and targets based on interviews with project stakeholders, including project beneficiaries, digital questionnaires and the evaluators analysis and professional judgment. Effectiveness of the IW:LEARN project is therefore considered **Satisfactory (S)**.

RELEVANCE

Based on a comparison of IW:LEARN 2 project outcomes with GEF OP10 Objectives, the outcomes of IW:LEARN are consistent with the GEF IW focal area and operational programme strategies. More specifically IW:LEARN 2 has contributed directly to the GEF OP10 objective of developing several global International Waters projects which aim to derive and disseminate lessons learned from projects undertaken during the pilot phase and the operational GEF.

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

In summary the relevance of the project has been rated highly satisfactory (HS) based on a comparison of IW:LEARN 2 products and services with documentation regarding the GEF IW focal area and Operational Programme Strategies.

EFFICIENCY

Key findings from the UNDP component evaluation which accounted for over 80% of the overall project budget included:

1. "It has not been easy to get to grips with the financial aspects of the project, particularly expenditures at the Outcomes and Outputs level and (therefore) it is not possible to state categorically that the project was or was not cost effective."

2. For a project with a global scope (with its concomitant travel and communication costs), running over four years, with a staff of three, $5 million[1] does not seem excessive as an investment by GEF. When one looks at the array of products and services that IW:LEARN 2 has provided to the vast number of stakeholders and beneficiaries IW:LEARN 2 appears to have been good value for money.

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

3. While the total amount of co-financing was less than predicted, the contributions by 13 co-financiers who had not pledged but nevertheless contributed in-kind or cash, is a good measure of efficiency on the part of the project. Nine co-financiers also delivered 100% or better than their pledged amount.

The UNEP component evaluation of IW:LEARN 2 concurs that the project appears overall to have been reasonably efficiently built on earlier initiatives and available information, including a successful "pilot phase."

On the other hand, a number of project stakeholders were critical of the efficiency of IW:LEARN 2 in a number of key areas. First, there were a number of criticisms by project stakeholders, both orally and in writing, of the efficacy of the bifurcation of project governance between UNDP and UNEP. Second, there was criticism that IW:LEARN 2 was not effective at forecasting in its efforts at leveraging co-financing with the single most significant co-financing failure one that had been tagged as an UNDP contribution in-kind. Third, there was a lengthy criticism in the UNDP evaluation of the challenges associated with being forced to rely on the much maligned ATLAS financial management system. Fourth, there were pointed criticisms by at least one key stakeholder regarding the efficacy of relying on PALs to produce deliverables.

In summary, the IW:LEARN 2 project has achieved reasonably good value for money spent based on project documents and interviews with project stakeholders, including project beneficiaries. Further, although some promised sources of co-finance did not materialize, this has been more than counterbalanced by successfully accessing new sources of co-finance that were unanticipated at the inception of the project. Discussions with key stakeholders, including beneficiaries, confirm that no major gain in efficiency could likely have been achieved through alternative approaches to project governance with one exception. This exception was the conduct of the project under the governance auspices of two separate agencies which many project stakeholders criticized.

In terms of overall efficiency IW:LEARN 2 is rated **Moderately Satisfactory (S)**.

B. Sustainability

Sustainability is the probability of long-term project-derived outcomes and impacts continuing after GEF project funding ends. Financial sustainability, socio-political sustainability, and institutional frameworks and governance sustainability are each examined below and then an overall rating is presented.

FINANCIAL SUSTAINABILITY

Financial sustainability of the IW:LEARN 2 project is considered moderately likely, at least in the short term, based on the fact that some individual GEF projects have been paying their own money to attend recent IW LEARN 2 UNEP training sessions e.g. in Nairobi. There is also speculation that a successor IW LEARN initiative will shortly be funded which should help with financial sustainability at least in the short term. On the other hand, the activities and programs pioneered by IW:LEARN 2 are now some distance from being self supporting all of which could prove to be problematic in the face of any future economic downturn(s).

SOCIO – POLITICAL SUSTAINABILITY

Socio political sustainability is considered reasonably likely based on the fact that most project stakeholders including beneficiaries see it as in their best interest that the project benefits continue to flow. Militating against socio political sustainability is recent instability in major world financial markets, as well as increasing political instability in a number of key regions which are the natural constituency of the project, including sub Saharan Africa and Central Asia.

INSTITUTIONAL FRAMEWORK AND GOVERNANCE SUSTAINABILITY

A favourable institutional framework and governance sustainability is particularly important to meeting the objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders.

On the one hand there has been evidence of a number of positive developments in terms of institutional and governance sustainability:

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

2. A UNDP/ADB initiative is underway which will carry the "IW:LEARN" brand with a focus on marine issues and regional learning. It will be part of the Coral Triangle Initiative and, among other things, support the next phase of the Global Oceans Forum and the 5th GEF IW Conference, which was sponsored by Australia and hosted by the Great Barrier Reef MPA, in November 2009. In addition to the 5th IWC where there were over 300 participants and 70 IW projects, the project also features:

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

3. IW:LEARN 2 project personnel have been contributing to the development of the UNDP/UNEP MENARID project which is currently under formulation with the collaboration of GWP-Med and UNESCO. The project, provisionally entitled GEF IW:LEARN: Global portfolio learning in international waters with a focus on groundwater in the MENA region, is likely to include, inter alia, the following among its Outcomes/Outputs of interest to this evaluation:

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

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

On the other hand many stakeholders including beneficiaries expressed scepticism about the ability of UNEP and UNDP to work together to sustain such a complex multi disciplinary multi component initiative. Both the midterm evaluation and the UNDP component evaluation also expressed scepticism about the sustainability of the bifurcation of governance authority for the project between UNDP and UNEP. According to a number of stakeholders interviewed further investment in the sustainability of IW:LEARN is needed.

The institutional framework and governance aspect of sustainability is therefore considered only moderately likely (ML).

The prospects for sustainability are enhanced by the possibility of one or more successor initiatives. However, there are a number of possible risks to sustainability including the relatively high turnover in project personnel, the relatively high level of technological sophistication required to sustain the IT side of the project and the current relatively bleak world economic outlook especially for Africa at least in the short term. Also when a number of project stakeholders were asked (by the UNDP component evaluation): "Do you know if there are mechanisms in place to ensure stakeholder ownership and sustainability of the benefits of IW:LEARN and associated technical support?" The responses were less than positive. Five respondents gave an outright "no," whereas four said they did not know, and two were not sure. Of the rest, a few replied in the affirmative, a few suggested possible mechanisms, but the majority did not seem particularly optimistic.

The overall sustainability of project outcomes is therefore rated only **moderately likely (ML)**.

C. Achievement of Outputs and Activities

Both the UNEP component and the UNDP component of the project were responsible for the achievement of various outputs and activities. Outputs A.1 and A.2 and Output D.1 were the responsibility of the UNEP Component. All remaining outputs and activities were the responsibility of the UNDP Component. The UNEP component evaluation found that when project stakeholders including project beneficiaries were asked the question "Whether in your opinion IW:LEARN has produced its programmed activities with regard to outputs A and D" of those who responded, the responses were either moderately satisfactory or satisfactory with one highly satisfactory. There were no ratings moderately unsatisfactory or lower (most project stakeholders including beneficiaries had considerable difficulty usefully distinguishing between the UNEP and UNDP components of IW:LEARN including for the purposes of evaluation).

Table 5, *Responses from digital questionnaires sent to project stakeholders including beneficiaries regarding the benefits of IW:LEARN (UNEP component),* presents additional findings from a survey of UNEP project stakeholders. The percentage of non respondents to this survey was significant (90%).

Table 5. Selected responses from digital questionnaires sent to project stakeholders, including project beneficiaries, regarding the benefits of IW:LEARN 2 (UNEP component)

The following responses illustrate the scope and content of the responses received from project stakeholders, including project beneficiaries, regarding the benefits of IW:LEARN 2 (UNEP component):

• One of the main reasons I've given a '3' score on IW LEARN activities and outputs is due to the limited access of many of our partner countries to the internet and associated networks within their own government office contexts. This by default acts as a limit on their involvement and sharing of learning and innovation and therefore affects the overall sustainability of the IW LEARN model. Having said this I believe in the longer term having an internet network and sharing mechanism like IW LEARN will enhance the likely sustainability of the joint efforts of our projects.

• In addition to about one year delay in start-up which put the UNDP component at a disadvantage in not being able to resolve expectations of services to be provided by the UNEP component, the subsequent roll-out of services has been so slow that it is only really in the final year of the project that UNEP-IWL has been able to satisfactorily address many of the website support requests and services beneficiary projects have been expecting since the project started, and so chaotic that it is still not clear what exactly these services are and how to access them. The Caribbean regional activity was delayed for literally years and inadequately administered by UNEP from Nairobi despite availability of dedicated support staff both in the regional UNEP coordination unit and from the UNDP component. Interface with component B & D structured learning activities has never been satisfactory – it is almost impossible for beneficiaries of the 'face to face' regional & thematic activities to find (access) information about the activities and communities of practice they expected to be supported through the website to sustain networking & knowledge-sharing among peer groups formed through targeted training and dialogue activities. As a project beneficiary I was unable to establish even the rudiments of what I would consider a viable website while waiting for UNEP to allow our project to participate in one of the training workshops for projects to do this (& has yet to happen). The dis-connect between the info system users and provider has been profound at every level, despite good communication between UNEP & UNDP project staff and good will and eventual responsiveness of UNEP staff. The fact that IWC participants are unable to upload materials to share with each other after the Cairns meeting is evidence that this disconnect continues to characterize the role of UNEP as info system provider, and after 4 years of failing to 'catch up' my conclusion is that the division of the project at the outset between two separate implementing agencies was a mistake, led to irreparable loss of opportunities to excel in services to support inter-project learning, and should not be repeated.

• IW:LEARN needs to promote its activities and services more to GEF IW projects. Perhaps a requirement of new IW managers/projects) when under development or early in the implementation) should be to familiarize themselves with the services provided by IW:LEARN. The structure of IW:LEARN is invaluable as an archiving system for GEF IW Lessons Learned and hosting of websites for projects which have ended. This should not be lost. Further investment in the sustainability of IW:LEARN is therefore needed.

• It might be too early to assess the impact IW:LEARN has had on strengthening transboundary waters management. As far as I know, there are no good data on the table measuring this. Projects benefited in various ways from IW:LEARN but IW:LEARN might have made a contribution in addition to other factors – so attribution is difficult. One of the most important roles that IW:LEARN has played in my view however is to facilitate transboundary waters (learning) networking – this became quite clear to me at the recent International Waters Conference in Cairns.

• Although some elements, such as the Experience Notes and Bridges/e-bulletin, captured experiences well, there was a disconnect between structured learning activities and exchanges and capturing and disseminating lessons learned and experiences portfolio-wide in my view. For example, meeting inputs from participants and workshops results could have been captured and made available to the wider portfolio through the information management platform – beyond those who participated in the learning activities and to future users. Although the website was developed under component A as the technical tool in IW:LEARN for information management, there was no continuous flow of "learning content" (e.g. information, knowledge and lessons learned) from components B, C and D (where experiences were shared and knowledge created) feeding into this information management system.

• (Active) Adaptive management took place in response to the Mid-Term Evaluation and the monitoring and

evaluation systems were further improved for the UNEP component. The project design was revisited and the logframe revised as per the MTE recommendations, project representatives were added to the Steering Committee composition, management roles and responsibilities were clarified whereas regular Steering Committee meetings continued to be held, close project oversight provided and yearly Project Implementation Review reports prepared for the UNEP component including risk assessments and an M&E section.

• In general, and in particular the last year of implementation, the quality and delivery of the component has been drastically improved. The success of the IW:LEARN Toolkit (alongside the flagship iwlearn.net) speaks for itself. The trainings have been excellent as well. I do think however there are still a lot of improvements that need to be made…especially in organization of the overall site's content, how information is displayed, the community space, proper tagging of content, an assessment of the existing content and whether it is meeting the portfolio's needs, greater push of the help-desk function and a much greater emphasis on pulling out of projects their results (and displaying that effectively). And the list could be much longer….

• From a project managers perspective I believe that the following are useful initiatives for the future:

- An introductory "course" for project managers and senior stuff on GEF, the IW portfolio, various tools and methods, etc.
- Face to face sharing of experiences, supported by appropriate documentation and lessons learned notes
- Community of practices, to harvest, analyze and synthesize experiences and approaches from both GEF and non GEF initiatives

In summary there is evidence from UNEP component project stakeholders, including project beneficiaries, that:

1. The reliance on relatively sophisticated technology needs to be tempered by the realization that not all target audiences are technologically sophisticated and/or may only have limited and/or sporadic access to technology;
2. In hindsight, the division of project governance between two separate implementing agencies was a mistake, led to irreparable loss of opportunities to excel in services to support inter-project learning, and should not be repeated;
3. IW:LEARN needs to promote its activities and services more to GEF IW projects;
4. It might be too early to assess the real impact IW:LEARN has had on strengthening transboundary waters management;
5. Although the website was developed under component A as the technical tool in IW:LEARN for information management, there was no continuous flow of "learning content" (e.g. information, knowledge and lessons learned) from components B, C and D (where experiences were shared and knowledge created) feeding into this information management system.

Table 6, *Achievement of Outputs as perceived by questionnaire respondents (UNDP Component)* presents the perceived achievement of the outputs of the UNDP component by various project stakeholders, including project beneficiaries. The percentage of non respondents to the UNDP component questionnaire is not known but it is known to be generally high in surveys of this type.

Table 6. Achievement of Outputs as perceived by questionnaire respondents (UNDP Component) (percentages for each score shown in brackets) (Source: adapted from UNDP component evaluation).

OUTPUTS	ACHIEVEMENT				TOTAL
	YES FULLY	ONLY PARTLY	NOT AT ALL	DON 'T KNOW	
OUTPUT B1: Multi-project learning exchanges within a region, e.g. in Africa, Eastern Europe, Central Europe, Central Asia	23 (40)	20 (34)	0 (0)	15 (26)	58
OUTPUT B2: Multi-project learning exchanges for similar IW projects, e.g. Freshwater Projects, Large Marine Ecosystem Projects, Coral Reef Projects	23 (40)	23 (40)	2 (3)	10 (17)	58
OUTPUT B3: Inter-project exchanges between GEF IW projects and partners, including: multi-week staff/stakeholder exchanges between pairs of projects	13 (23)	12 (22)	3 (5)	28 (50)	56
OUTPUT B4: Face-to-face and virtual training to enhance public	16 (30)	16 (30)	2 (3)	20 (37)	54

participation in Transboundary Waters Management, e.g. to increase public access and involvement in TWM decisions					
OUTPUT C1&C2: Organize the third (Salvador, 2005) and fourth (Cape Town, 2007) GEF International Waters Conferences	40 (70)	3 (5)	0 (0)	14 (25)	57
OUTPUT D2: Face-to-face and virtual training, knowledge sharing, capacity-building and cooperation between IW stakeholders in Southeastern Europe and the Mediterranean Sea, including roundtables for senior officials and internet-based targeted information exchange network	9 (16)	5 (9)	1 (2)	40 (73)	55
OUTPUT D3: Roundtable on IWRM to clarify the role of IWRM	7 (13)	7 (13)	4 (8)	34 (66)	52
OUTPUT E1: Partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies, Executing Agencies, and external organizations	14 (25)	16 (30)	4 (7)	21 (38)	55
OUTPUT E2: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community through outreach publications, syntheses, videos, CD-ROMs and GEF IW bulletins as well as Gender and Water Exhibit at GEF IW Conferences and related international events	28 (50)	15 (27)	2 (3)	11 (20)	56
TOTALS	**175**	**117**	**18**	**183**	

In summary it was found by UNDP component project stakeholders that:

1. 37% of respondents were unable to express an opinion on achievement of specific Outputs. However, of the 63% that did express an opinion, 56% considered the Outputs as fully achieved and 38% said they were partially achieved. Only 18 scores (6%) considered some Outputs as not having been achieved at all.

2. The positive view held by the majority of questionnaire respondents regarding the products and services of IW:LEARN 2 reflects what appears to be the general positive feeling about the project.

3. The biennial IW Conferences have clearly been seen as the project's flagship event and they appear to provide the project with the best opportunity for outreach. The 4th GEF International Waters Conference in Cape Town, (with 314 participants from 68 countries and 70 GEF projects) and the equally well attended 5th GEF International Waters Conference in Cairns, appear to have been hugely successful according to most stakeholder and project beneficiaries who were interviewed. The interactive and demand-driven design of the 4th and 5th Conferences have also been particularly well received.

4. One of the most visible products of the IW LEARN 2 project continues to be the IW:LEARN website – www.iwlearn.net. The website is a tangible manifestation of the reach that the project as a whole has had to its wide constituency. According to UNDP[2] as far back as 2007 the IW:LEARN website had received 1.3 million hits – including 27,000 unique visitors – from more than 120 countries since it became operational. One in ten visitors also appears to bookmark the website.

5. As a global project, IW:LEARN 2 faced numerous challenges in successfully reaching out to its constituents and great reliance was based on the website. One project beneficiary described the website as "a goldmine" but added that "the mine had first to be found and then the gold had to be mined." The website is a passive interface that may or may not be encountered by those who do not know of the project. Therefore, in addition to the "pull" effect of the website, there appears to be a need for the project to also engage in "push" activities in order to ensure contact and visibility with its potential beneficiaries. The project largely achieved this through its tireless efforts at participating in IW and related global events. There was also been a concerted effort to reach out and physically visit projects and project sites in face to face encounters including through visits to project sites and other face to face encounters with project personnel.

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[2] In its publication "*International Waters Programme – Delivering Results*", by Mahenau Agha and Jay Dowle, published in 2007.

In conclusion, overall achievements of outputs and activities for both the UNEP and UNDP project components is rated **Satisfactory (S)** based on the fact that the project has largely met, and in some cases exceeded, the majority of its targets. This is corroborated by the views of project stakeholders, including project beneficiaries, and the professional judgement of the evaluators.

D. Catalytic Role/ Replication

The evaluation of the UNDP component notes that the IW:LEARN 2 project has triggered a number of similar activities and these are well documented. The catalytic effects of IW:LEARN 2 also continues. For example, there have been enquiries from the ILO regional office in Bangkok which has expressed an interest in adapting the IW:LEARN website toolkit for their own use. Similarly IUCN has advised the PCU that a number of follow-up learning events have emerged from the Iguacu Workshop on the use of Environmental Flows (a key management tool promoted by IW:LEARN). These include: four training workshops in Panama; a Role Play workshop in Guatemala on basin governance reform/flows; and a series of three workshops planned in Brazil to bring together government and hydropower operators. Additionally, UNDP's Climate Division has recently launched an 'Adaptation Learning Mechanism' project which benefited from feedback and consultation with IW:LEARN in its project design.

The catalytic function as carried out by IW:LEARN 2 has therefore been **Highly Satisfactory (HS)**.

Replication, in the context of this evaluation refers to lessons and experiences coming out of the project that are adopted or scaled up in the design and implementation of other projects. The potential for this to happen with the IW:LEARN approach to knowledge management; data gathering, storing and retrieval; and information and experience sharing, has been reasonably high.

The replication potential for IW:LEARN can therefore be considered as **Highly Satisfactory (HS)**.

E. Assessment of Monitoring and Evaluation Systems

The current GEF criteria for monitoring and evaluation were not in place at the time of planning of the project and thus the project cannot be adequately and properly evaluated against these criteria. However, the project will be assessed for adequacy and appropriateness of M&E design, implementation of M&E; and budgeting and funding for M&E activities and long term monitoring as follows:

ADEQUACY AND APPROPRIATENESS OF M&E DESIGN

Despite the lack of a formal requirement for an M & E design, many of the key elements of what are now thought to constitute an adequate and appropriate M & E design were in place at the time of project inception e.g. there is a section in the ProDoc on Monitoring, Evaluation, Reporting, and Dissemination which made reference to the LogFrame Matrix and Indicators; there were discussions of M & E baselines in the ProDoc and the Project Executive Summary that formed the basis for CEO endorsement; and there was a budget line for evaluations.

The M&E Design of IW:LEARN can therefore be considered as **Moderately Satisfactory (MS)**.

IMPLEMENTATION OF M&E

According to the UNDP component evaluation, despite the lack of a clearly identifiable specific M&E Plan for the IW:LEARN project UNDP component, or a requirement to even have such a plan at the time of project inception, performance monitoring as carried out by the project generally satisfied the essentials of the current GEF requirements for M&E. E.g. Quarterly Progress Reports, APRs and PIRs were prepared regularly, and independent Mid-Term and Terminal Evaluations were carried out. The UNDP component project management team also believed that in the spirit of active adaptive management, they not only complied with GEF M&E expectations at the time of ProDoc approval, but they also demonstrated full transparency and verification for measurements of all indicators, and that they "regularly met or exceeded GEF and IA expectations for M&E." Aspects of active adaptive management also clearly took place in response to the Mid-Term Evaluation and the

monitoring and evaluation systems were further improved for the UNEP component. The project design was revisited and the logframe revised as per the MTE recommendations, project representatives were added to the Steering Committee composition, management roles and responsibilities were clarified as regular Steering Committee meetings continued to be held, close project oversight provided and yearly Project Implementation Review Reports prepared for the UNEP component including risk assessments and an M&E section. The UNDP component project management team also felt that they "exceeded expectations for transparency, access to verification evidence, learning from M&E, and dissemination of lessons via IW Bridges, IWENs, etc.

Quarterly Progress Reports, APRs and PIRs were prepared regularly and independent Mid-Term and Terminal Evaluations were also carried out for the UNEP component. The UNEP component project management team also believed that in the spirit of active adaptive management, they also complied with GEF M&E expectations and that they demonstrated full transparency and verification for measurements of all indicators and regularly met or exceeded GEF and IA expectations for M&E.

The M&E Implementation of IW:LEARN can therefore be considered as **Moderately Satisfactory (MS)**.

BUDGETING AND FUNDING FOR M&E ACTIVITIES

According to the UNDP component evaluation the ProDoc for the UNDP component made no specific organizational or financial provision for monitoring and evaluation. However, there was a budget line item for evaluation and evaluation successfully occurred. Similarly the UNEP component evaluation also had a budget line item for evaluation and evaluation successfully occurred.

The M&E Budgeting and Funding of IW:LEARN can therefore be considered as **Moderately Satisfactory (MS)**.

LONG TERM MONITORING

Although long term monitoring was not a formal requirement at the time of project inception, at least some long term monitoring appears to be taking place according to stakeholders who were interviewed pursuant to the UNEP component evaluation.

OVERALL RATING

Taking into consideration that fact that a formal M&E plan was not a requirement at the time of the IW:LEARN 2 project inception, and taking into account impressive advances that appear to have been made as a result of active adaptive management as revealed by project documents and interviews with project stakeholders including project beneficiaries, this criteria is considered as **Moderately Satisfactory (MS)**.

F. Preparation and Readiness

The IW:LEARN 2 project arose out of the perceived need for the knowledge gained by mature projects and their partners to become readily available to ongoing projects and those at the development phase. According to the ProDoc, participants in GEF IW projects seeking such knowledge, found it challenging to discover it without targeted capacity building or technical assistance from a dedicated technical support mechanism. The IW:LEARN project was designed to remedy this problem pursuant to GEF OP10, first as a three-year pilot phase and subsequently as a full-size operational project lasting four years.

The aim of the IW:LEARN 2 project was to transfer pertinent experiences across projects by fostering a "learning portfolio" for the GEF IW focal area comprising a network of projects that use similar strategies to achieve a common end and work together to achieve three goals:

- Implement more effective projects
- Systematically learn about the conditions under which these strategies work best and why
- Improve the capacity of the members of the portfolio to do adaptive management

The design and structure of IW:LEARN 2 created the mechanism to deliver on these three goals by information sharing and structured learning, by transferring good practices and lessons learned horizontally across projects, and by providing feedback to projects in preparation and those underway. Based as it was on the experience learned from the pilot phase, the operational phase of IW:LEARN had a good foundation. A project such as IW:LEARN, dealing with knowledge management and capacity building, is somewhat open-ended and this is particularly so in view of the transient nature of projects with old projects winding down and new projects continually arising. Whether four years was an appropriate timescale for such a project will always remain a controversial point but it has been reasonably adequate to achieve the project's goals and objective and create the products and establish the services that had been targeted.

One unique design feature of the IW:LEARN 2 project was the partnership arrangements which, through the counterpart resources (funding, staff, and facilities) negotiated prior to project implementation, became responsible for delivery of significant Outputs. In general these arrangements worked well and while there was some lack of delivery, others exceeded expectations.

IW:LEARN's Global Development Objective (also referred to as the Goal) is its supreme target and reads as follows: *To strengthen Transboundary Waters Management (TWM) by facilitating learning and information sharing among GEF stakeholders.*

The LogFrame Matrix identified the following two Indicators for the Development Objective with clear time-bound targets for the project:

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

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

A. *TWM improved across GEF IW project areas through projects' and stakeholders' access to TWM data and information from across the GEF IW portfolio and its partners;[3]*
B. *Enhanced TWM capacity at project- and basin-levels through sharing of experiences among subsets of the GEF IW portfolio, including projects, their partners and counterparts;*
C. *GEF IW portfolio-wide increase in awareness and application of effective TWM approaches, strategies and best practices; numerous new and enhanced linkages and exchanges between GEF IW and other TWM projects with shared TWM challenges;*

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[3] The target for Component A was changed in the revision of the UNEP component in response to the MTE recommendations (without affecting parts of the LogFrame relevant to the UNDP component).

D. *A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM;*

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

RISKS AND ASSUMPTIONS

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

The draft PIR 2008 identifies the risk that *"SC may not ratify final Sustainability Plan in time for UNOPS PCU to help implement it"* and notes that *"[s]uccessive drafts provided to SC through 30 June 2008 without final sign-off at 16 July 2008 SC meeting. Once further inputs received from UNEP and WB are incorporated, final sign-off expected by SC. If not, given high level of inter-agency conflict and limited commitment across GEF agencies with respect to coordination of implementing IW:LEARN sustainability plan, it is quite possible that the plan will not be ratified in advance of UNOPS IW:LEARN's operational closure (2008Q4)."*

Were the project's objectives and components clear, practicable and feasible within its timeframe?

Based on interviews with project stakeholders, including project beneficiaries, and after reviewing various documents, including the mid-term evaluation, the response to the mid-term evaluation and the terminal evaluation of the UNDP component, the objectives and components were reasonably clear but probably also over ambitious, and therefore probably not entirely practicable and feasible within the timeframe given. This situation was unquestionably exacerbated by the bifurcation of governance challenges that have been touched on elsewhere in this report and in the midterm and UNDP evaluations. Probably the reason the project has been as successful as it has been is because of highly motivated and dedicated project management / implementation teams at both UNEP and UNDP, who have actively adaptively managed their way to success particularly after the mid-term review.

Were the capacities of executing institution and counterparts properly considered when the project was designed?

The capacities of executing institution and counterparts have been reasonably considered when the project was designed. However, the various challenges that came to be associated with the bifurcation of governance between the UNDP and UNEP were at best underestimated. The significant challenges that came to be associated with the Atlas financial management system also have been missed.

Were lessons from other relevant projects properly incorporated in the project design?

The IW:LEARN project was predicated on the proposition that lessons learned could be successfully identified and shared between GEF projects and in this endeavour the project has been reasonably successful. Where the project has been less successful is in identifying lessons learned and best practises in the realm of project governance and applying them to itself and/or future projects.

Were the partnership arrangements properly identified and the roles and responsibilities negotiated prior to project implementation?

There is no clear answer to this question. On the one hand, various PALs who were interviewed by the UNEP evaluation (e.g. WWF) felt that their partnerships arrangements were adequately and properly identified and

PAL roles and responsibilities adequately and properly identified prior to project implementation. On the other hand, at least one SC member continues to feel very strongly that PAL partnership arrangements were not properly identified or PAL roles and responsibilities adequately and properly identified prior to project implementation.

Were counterpart resources (funding, staff, and facilities), enabling legislation, and adequate project management arrangements in place?

Most project stakeholders including beneficiaries who were interviewed or who shared their views were of the view that counterpart resources (funding, staff, and facilities), and enabling legislation, not adequate project management arrangements, were reasonably in place but that IW learning projects generally need to be more adequately and properly resourced.

The overall preparedness of the project is therefore considered to have been **Moderately Satisfactory (MS)**.

G. Stakeholder Participation / Public Awareness

For the purposes of this analysis, the term "stakeholder" is used in the widest sense. In addition to direct project beneficiaries and specific interest groups such as implementing agencies, governments and environmental nongovernmental organizations (ENGOs) the stakeholder is intended to include civil society, the media and academia.

Stakeholder participation in the project was evident at a number of levels including the implementing agency level through the participation of the implementing agencies including through the project steering committee, at the government level and at the ENGO level including through the PAL implementation mechanism.

GEF project managers were the most direct beneficiaries of the project. By 2008 alone GEF Project Managers referenced over 140 encounters with IW:LEARN 2 project team members. Of these encounters, 58 were direct missions carried out to the project site or headquarters. This was seen by the UNDP component evaluation as a tremendous amount of "push" for a project that has been criticized by some as over relying on "pull" such as through a passive website.

In the view of the UNDP component evaluation, "one of the greatest shortcomings of IW:LEARN was not having gained a true, formal entry-point to all GEF projects." One suggestion for addressing this alleged shortcoming would be to develop GEF project specific strategies to ensure that as wide a range of IW:LEARN project stakeholders as possible are meaningfully engaged right from the time of the inception of each GEF project.

A number of individuals interviewed as part of the UNEP evaluation also lamented what they saw as "lost opportunities" throughout the life of the project to better engage the media, civil society and the private sector. In their view, IW:LEARN needs to promote its activities and services more to GEF IW projects.

Perhaps a requirement of new IW managers/projects (when under development or early in the implementation) should be to familiarize themselves with the services provided by IW:LEARN.

The overall rating for stakeholder involvement is considered to be **Satisfactory (S)**.

H. Financial Planning

The documents relied upon to complete this section included the IW:LEARN UNDP component Terminal Evaluation, the ANNEX –IV UNEP IWLEARN Clarified Logical Framework. PDF received January 2010; the PIR - 2009 Annex 3 Co-financing Table 1 received January 2010 and IWLEARN PIR 2009 FINAL.PDF received January 2010.

The analysis which follows is not a financial audit and discussion is necessarily limited to observations on financial management systems and co-financing.

The UNDP component evaluation felt strongly that the "ATLAS" financial management system relied upon by the UNDP for financial management was very clearly not up to the task.

According to the UNDP component evaluation, UNOPS candidly conceded that the ATLAS system

> "*is not very flexible when it comes to detailed management of project budgets and hence projects need to keep shadow budgets. This in turn has lead to confusion of where and what to charge in the project. If project or UNOPS staff are not clear from where a charge should be made within the project budget it can easily be charged to the wrong Activity. This is because ATLAS checks funds availability against total project budget for the year not by allocations to each Activity. UNOPS budget and expenditure reports can become misaligned with the shadow budget … Activities are not budgeted nor can data be aggregated from the system in this way. Under each ATLAS activity there are a series of Accounts which are predetermined and cannot be changed … There is no way within our system to aggregate the various components … as our client (UNDP-GEF) does not require reports from us at this level we do not provide and indeed as mentioned above could not using ATLAS.*"

According to the UNDP component evaluation:

1.   the UNDP management team did an exemplary job to resolve the various challenges associated with the Atlas financial management system and although there were occasional difficulties and discrepancies, including in expenditure reports, the bottom line financially was "always correct."

2.   the project budget was largely on target and while a number of revisions were needed for practical reasons the project budget did not need to be adjusted dramatically over the course of the project.

3.   Financial information provided by UNEP project managers to the UNEP component evaluation also generally supports the conclusion that project management obtained reasonable value for the time and money that was expended.

4.   The concomitant need to create a parallel, shadow budget for the project, and the constant reconciliation with ATLAS is not something that was anticipated in the ProDoc or provided for in the original budget. The time, human resources and actual costs also represent a drain on project resources that could have been spent supporting other core functions. According to the UNDP component evaluator it is an unfortunate flaw in the system that a GEF project manager has to keep a "shadow budget" for management purposes. Under these circumstances, it is much more difficult for project management to make informed decisions regarding the budget and allow for a proper and timely flow of funds for the payment of satisfactory project deliverables. The PCU found the disbursement process "*generally functional,*" but noted occasional problems such as when disbursement was delayed by weeks or even months, which strained the relationship between IW:LEARN and its vendors and stakeholders. Miscoding errors (across activities and even across projects) were also noted and some lingered long after they had been reported, creating problems when the PCU tried to reconcile the project-level shadow budget with UNOPS. The system also meant that payments could occur after the fact in the year a purchase order was created, thus one would not know it had occurred without returning to the previous years' books. Until the PCU was allowed real-time viewing access to the project accounts in 2008, they had to wait at least a month before being able to see what charges had been made to the project account. On the positive side, the PCU noted that the "*inventiveness and willingness of the portfolio manager*" always managed to solve the problem; and, as UNOPS conceded, *"there have been difficulties and discrepancies in expenditure reports but the bottom line is always correct."*

CO-FINANCING

The UNDP ProDoc, in Table 5, provided a helpful list of 22 co-financing sources. These were expected to contribute $6,250,800 ($175,000 in cash) of which, $5,805,800 had been confirmed in writing.

According to the UNDP component evaluation, Annex 8 to the UNDP component evaluation's report shows that during the life of the UNDP component, 58 sources of co-financing were identified and/or pledged support – more than double the original list in Table 5 of the UNDP ProDoc. Of these, 33 were in-kind, 17 were in cash, six were sponsorships, one was parallel financing and one was not determined. Of the $6,740,581 that appears to have been pledged, $3,279,828 actually appeared (49%) which is short of the confirmed pledges which had been indicated in the ProDoc Table 5. Some 25 had low (less than 25%) or no delivery (including six multilaterals), but these were compensated for by 13 who had not pledged but still contributed in-kind or cash. There were nine who delivered 100% or better on their pledged amount and of these, four were NGOs and two were governments.

According to the PCU, the single most significant co-financing failure was in not engaging with Cap-Net (in spite of several efforts) which was shown in the ProDoc Table 5 as a UNDP contribution worth $1.4 million in-kind.[4] According to one stakeholder, UNDP should have taken a more proactive responsibility for the ultimate failure to leverage Cap-Net co-finance, not only due to failure to meet a pledge upon which the project was at least in part approved, but also for failure to leverage the knowledge-sharing, networking and information resources which the Cap-Net pledge was a proxy for.

The financial information provided to the UNEP component evaluation indicates that in terms of "IA own financing" in millions of USD, proposed in kind was .730 and proposed other types was .477 for a total of 1.21, whereas actual in kind was .525 and actual other types was .477 for a total of 1.002. For further details please see "Annex 3 Co-financing and leveraged resources (for projects which underwent a mid-term, phase or a terminal evaluation in FY 08)."

In conclusion, financial planning was satisfactory since the budget available for the project appears to have been adequate despite various disappointments regarding co-financing. In addition, while the financial management by the UNDP and UNEP project teams has been relatively effective, the apparent inability of the ATLAS system to provide adequate and proper support to project management leads to an overall rating of **Moderately Satisfactory (MS)** for financial planning and management.

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

I. Implementation Approach

The project ProDoc illustrated the implementation framework for the project in the diagram below.
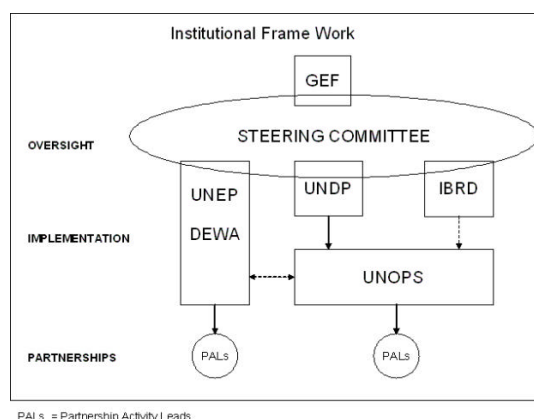
As previously discussed, according to the Mid Term Evaluation, the bifurcation of project governance between the UNDP, UNEP and the World Bank Group (IBRD) reduced operational effectiveness, negated the design of a single line of responsibility and accountability, created a lack of coordination between project elements, and resulted in significant confusion among project partners, stakeholders, potential beneficiaries, personnel and even the SC itself.

According to the UNDP component evaluation, the UNDP project management team felt that the UNDP and UNEP project components were separate and parallel rather than a unified mutually-reinforcing project with two sides. There were persistent difficulties in effective collaboration, frequent lapses in communications, and a chronic lack of follow-through in expected supporting measures and action. According to the UNDP component evaluation, UNOPS considered the split as *"never a good idea"* and one that created *"a number of difficulties."*

During the UNEP component evaluation most project stakeholders, including beneficiaries, also raised the issue of the various frustrations they associated with the bifurcation of governance issue when asked how they felt about project implementation.   Most project stakeholders including project beneficiaries who were interviewed for the UNEP component evaluation also had difficulty distinguishing between the UNEP and UNDP components of the IW:LEARN 2 project.

PARTNERSHIP ACTIVITY LEADS

According to the UNDP component evaluation, the UNDP project management team worked with several partner agencies and organizations (some of which were designated formally as Partnership Activity Leads (PALs)) to implement specific project activities according to formal MoUs or other basis of agreement, including co-financing in cash and in kind. Table 7 lists various PALs that were charged with the implementation of project Activities.

Table 7.   Selected Partnership Activity Leads and Activities

ACTIVITY	PARTNERSHIP ACTIVITY LEAD (PAL)
B1.1	UNEP Caribbean Regional Coordination Unit
B1.2	InWEnt - Capacity Building International, Germany
B1.3	Center for Transboundary Cooperation (Peipsi-CTC)
B1.3	United Nations Economic Commission for Europe (UNECE), Environmental and Human Settlements Division

B2.1.1   UNESCO (IHP)

B2.1.2   The World Conservation Union (IUCN) Water and Nature Initiative (WANI)

B2.1.3   LakeNet

B2.2   The World Conservation Union (IUCN) Global Marine Programme (GMP)

              United States National Oceanic and Atmospheric Administration (NOAA)

B2.2.2   University of Rhode Island (URI)

B4   Environmental Law Institute (ELI)

C1/C2   Global Environment and Technology Foundation

D1   SEA-START/Chulalongkorn University

D2   Global Water Partnership – Mediterranean

D3   Capacity Building for Integrated Water Resources Management (Cap-Net)

E2.2   Francois Odendaal Productions (FOP)/EcoAfrica Associates

E2.3   Gender and Water Alliance (GWA)

The UNDP component evaluation was generally positive about the contribution of the PALs to the achievement of project objectives.

Stakeholders who were consulted as part of the UNEP component generally corroborated the evidence of stakeholders who were consulted as part of the UNDP component evaluation regarding both the midterm evaluation and active adaptive management. However, one key stakeholder as part of the UNEP component evaluation strongly criticized the decision to have PALs as learning intermediaries to the project on the grounds that "they have consumed a good percentage of resources which could have been spent directly on project learning, instead preparing original materials for learning modules which they then use for their own purposes." Other stakeholders who were asked to specifically evaluate the efficacy of PALs as part of the UNEP component evaluation declined to adduce similar evidence.

MID-TERM EVALUATION

The MTE greatly assisted the IW:LEARN 2 project including by assisting the project:

> "to resolve an incredible impasse in coordination with and allocation of sufficient attention and resources by the UNEP team to ensure it got "back on track" as best as possible. It also provided structural improvements to our SC and placed several important lines in the sand for the project and its SC to consider if/when/how IW:LEARN should be sustained ... [and] he did register and effectively convey some of the big challenges we needed to overcome and was effective in helping us to focus on them." (Source: adapted from UNDP component evaluation).

Out of 27 substantive recommendations of the MTE, a number were considered to have been beyond the brief of the MTE and outside the ability of the project to implement, the SC and project management teams appeared to decline 13 recommendations. The recommendations of the MTE that were accepted were substantially implemented, even if with some delay.

UNEP also prepared a comprehensive management response to the MTE addressing all recommendations which resulted, among other things, in an updated organigram post MTE which is documented in the SC documentation from UNEP in the April 2007 SC meeting, and which shows the active adaptive management which took place and governed the larger part of the project, especially for the UNEP component, that continued until the 4th quarter of 2009.

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

The MTE concluded that *"[t]he logical framework does not provide a clear roadmap for delivering the overall goal. There is limited vertical logic (there should be clear logical links between one component and the next)."*

The MTE recommended that *"the logical framework should be revised and simplified to contain a clear vertical logic that will contribute to delivery of the overall goal. If practical and appropriate it should reinforce the Learning and Exchange (LE) and Resource Networking (RN) elements of the LEARN mnemonic and there should be a strong emphasis on developing a long-term institutional home for core goods and services."*

UNEP subsequently revised the LogFrame matrix in so far as possible without affecting the UNDP component.

There were also a number of *"updates to project design and implementation"* as a result of the MTE as follows:

Component B: Structured Learning

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

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

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

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

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

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

Component C: IW Conferences

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

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

Component D: Testing Innovative Approaches

D1 Redirected towards implementation of Component A as a result of MTE recommendation.

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

D3. Expectations met with fortuitous in-kind co-finance and organizational support from the Japan Water

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

Component E: Partnerships

E1: Design and implementation of joint Sustainability Plan

E2.2: In addition to LME video, and quarterly IW Bridges newsletters, this activity evolved (at Spring 2006 SC meeting) to include roll-out of an IW Experience Notes series, which has been fairly prolific, with a number of high quality (and a few low quality) substantive products. Anecdotal evidence collected from project stakeholders including beneficiaries suggests that the experience notes are being read. See also Table 3 infra. and accompanying text.

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

Implementation arrangements were in part overshadowed by the bifurcation of governance and the events prior to the midterm evaluation and are therefore seen as only **Moderately Satisfactory (MS).**

According to both the UNDP component evaluation and the UNEP component evaluation this rating could have been lower were it not for valiant efforts by the project implementation teams at both UNEP and UNDP.

J. UNEP and UNDP Supervision and Backstopping

This section discusses UNEP and UNDP supervision and backstopping including the project steering committee, the role of the GEF SEC and in an overall context.

PROJECT STEERING COMMITTEE

The Project Steering Committee initially had the same membership as the GEF International Waters Task Force (IWTF), except that some IWTF members appointed alternates to the SC. Following the recommendation of the MTE, the SC was augmented by three IW Project Managers. During the UNDP component evaluation most of the SC was consulted either face to face, via email and/or through digital questionnaires. Most SC members were also consulted pursuant to the UNEP component evaluation.

According to the UNDP component evaluation, the SC had to grapple with the usual conundrum faced by most SCs. i.e. the level of membership needed to be high enough to allow decisions to be made but not too high so as to overly require the involvement of very busy persons. The IW:LEARN 2 SC membership struggled with the time required and over the years the lack of participation and/or attention from key members adversely affected the timeliness and effectiveness of project delivery. In addition, the UNDP project management team

had to balance conflicting perspectives and guidance from the SC while aiming to deliver on the expectations and intent conveyed in the ProDoc.

Similar sentiments were expressed by the UNEP component project management team to the UNEP component evaluation and by UNOPS to the UNDP component evaluation who noted that while "*the SC has been invaluable for the project*" it has at times been *"frustrating with the various IAs sometimes taking differing views."*

IW:LEARN has been more than just a typical project, in terms of scope and expectations. As a result, responsibility for engagement and for articulating and explaining a clear service line and benefits really needed to be shared between the SC and project management teams at UNDP and UNEP.

In spite of these shortcomings, both the UNEP and UNDP project management teams noted that the SC appeared to provide quality assurance; created some links between IW:LEARN and projects; informed the project management teams of emerging GEF IW issues, priorities, initiatives and events; and provided feedback on how to do things better.

ROLE OF THE GEFSEC

According to the UNDP component evaluation, the direct and 'hands on' involvement of the GEFSEC in the design and implementation of the IW:LEARN project initiative had its pros and cons. The pros appeared to arise from the special interest that the GEFSEC took in the project and the degree of ownership that it showed in the project, including but not limited to, providing direct advice and guidance. The cons were that at least in the mind of one SC member, this close relationship may have arguably gone further than the scope of the ProDoc or the project Work Plan, and resulted in a situation where GEFSEC requests/demands had to be acted upon by the UNDP and UNEP project management teams over and above its assigned tasks and priorities.

This latter point was also voiced by at least one stakeholder during the UNEP component evaluation.

Some project stakeholders including beneficiaries appeared to feel that while these demands were justified and legitimate – in other words, the GEFSEC needed the support and service provided by the IW:LEARN PCU - this function was not part of the project design, and it had to be accommodated in addition to the other assigned tasks and created an overhead cost making the IW:LEARN products more expensive than they should have been.

On the other hand the close interest that the GEFSEC had in IW:LEARN was arguably a positive and necessary thing i.e. there is a need for IW to have a unifying force as well as a window to the world. The IW portfolio is different from the other thematic areas of GEF. Each of them, whether it is Biodiversity, or Climate Change, Land Degradation or POPs, has a champion in the form of their respective Convention Secretariats, Convention Councils and Conference of the Parties or other regular events. Not so with International Waters and it is therefore seen as legitimate by the UNDP and UNEP component evaluations for the GEFSEC to move into this position of champion for International Waters.

OVERALL CONTEXT

From an overall perspective the UNEP invested significantly in the supervision and backstopping of IW:LEARN particularly over the past three years. Investments in oversight and technical backstopping by the IA with support from other technical UNEP experts towards supporting and sustaining elements of the projects were huge especially considering the relatively small portion of GEF funds allocated to UNEP in IW:LEARN 2. UNDP also made a similarly huge investment in the project and to working collaboratively with UNEP and the Bank.

According to a number of stakeholders, in the last year of implementation in particular, the quality and delivery of the component has been drastically improved. The success of the IW:LEARN Toolkit (alongside the flagship iwlearn.net) speaks for itself. The trainings have been excellent as well. However there are still a lot of improvements that need to be made especially in organization of the overall site's content, how information is displayed, the community space, proper tagging of content, an assessment of the existing content and whether

it is meeting the portfolio's needs, greater push of the help-desk function and a much greater emphasis on pulling out of projects their results (and displaying that effectively).

In all of the circumstances the overall rating for UNDP and UNEP supervision and backstopping is considered to be **(S) Satisfactory.**

4.0   Comprehensive Assessment Summary and Summary Observations

A comprehensive assessment summary of evaluation criteria A through J together with an overall project rating is provided below:

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
A. Attainment of project objectives and results **(overall rating)**	Overall progress towards the overall project objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders, has been judged moderately satisfactory based on a combination of in depth interviews with project stakeholders, including beneficiaries, digital questionnaires and the analysis and professional judgment of both the Phase 1 UNDP evaluator and the Phase 2 UNEP evaluator. One of a number of challenges in forming this rating is that many of the indicators and associated targets that were necessarily relied upon were by design quantitative rather than qualitative in nature e.g. they measured the number of workshops held rather than the quality of those workshops. See text infra.	**MODERATELY SATISFACTORY**
A. 1. Effectiveness	The project has been judged reasonably effective in achieving project objectives, sub objectives and targets based on a combination of interviews with project stakeholders, including project beneficiaries, digital questionnaires and the analysis and professional judgment of both the Phase 1 UNDP evaluator and the Phase 2 UNEP evaluator.	**SATISFACTORY**
A. 2. Relevance	The relevance of the project has been rated highly satisfactory based on a comparison of IW:LEARN products and services with documentation regarding the GEF IW focal area and Operational Programme Strategies.	**HIGHLY SATISFACTORY**
A. 3. Efficiency	The project has achieved reasonably good value for money spent based on project documents and interviews with project stakeholders, including beneficiaries. Further, although some promised sources of co-finance did not materialize, this has been more than counterbalanced by successfully accessing new sources of co-finance that were unanticipated at the inception of the project. Discussions with key stakeholders, including project beneficiaries, further confirm that no major gain in project efficiency could likely have been achieved through alternative approaches to project governance with one notable exception. This exception was the conduct of the project under the auspices of two separate agencies which many stakeholders, including project beneficiaries, criticized.	**MODERATELY SATISFACTORY**
B. Sustainability of Project outcomes (overall rating)	The prospects for sustainability of the project are enhanced by the likelihood of one or more successor	**MODERATELY LIKELY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	IW:LEARN initiatives. However, there are also a number of possible risks to sustainability including relatively high turnover in personnel, the relatively high level of technological sophistication required to sustain the IT aspects of the project and the current relatively bleak economic outlook, especially for Africa, at least in the short term. A number of project stakeholders were also asked (by the UNDP component evaluation): "Do you know if there are mechanisms in place to ensure stakeholder ownership and sustainability of the benefits of IW:LEARN and associated technical support?" The responses were less than positive. Five respondents gave an outright "no," whereas four said they did not know, and two were not sure. Of the rest, a few replied in the affirmative, a few suggested possible mechanisms, but the majority did not seem particularly optimistic. The overall sustainability of project outcomes is therefore judged only moderately likely (ML).	
B. 1. Financial	Financial sustainability of the project is considered moderately likely, at least in the short term, based on the fact that at least some individual GEF projects have been paying their own money to attend recent IW LEARN UNEP training sessions e.g. in Nairobi. There is also speculation that a successor IW LEARN initiative will shortly be funded which could help with financial sustainability, at least in the short term. On the other hand, the activities and programs pioneered by IW:LEARN are some distance from being self supporting, all of which could prove to be problematic in the face of any further world economic downturn(s).	**MODERATELY LIKELY**
B. 2. Socio Political	Socio political sustainability is considered reasonably likely based on the fact that most project stakeholders, including project beneficiaries, see it as in their best interest that the project benefits continue to flow. Militating against socio political sustainability is the recent instability in major world financial markets, as well as increasing political instability in a number of key regions which are the natural constituency of the project, including sub Saharan Africa and Central Asia.	**MODERATELY LIKELY**
B. 3. Institutional framework and governance	A favourable institutional framework and governance environment is particularly important to meeting the objective of strengthening Transboundary Waters Management (TWM) through facilitating learning and information sharing among GEF stakeholders. On the one hand, there has been evidence of a number of positive developments in terms of institutional sustainability. On the other hand many stakeholders including beneficiaries expressed scepticism about the ability of UNEP and UNDP to continue to work together in the future to sustain such a complex multi disciplinary multi component initiative. Both the midterm evaluation and the UNDP component evaluation also expressed scepticism about the sustainability of the bifurcation of	**MODERATELY LIKELY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	governance authority for the project between UNDP and UNEP. This aspect of sustainability is therefore considered only moderately likely (ML).	42
B. 4. Ecological	N/A	**N/A**
C. Achievement of outputs and activities	The project has largely met, and in some cases exceeded, the majority of its output and activities targets. This is corroborated by the views of project stakeholders, including project beneficiaries, and the professional judgement of the evaluators.	**SATISFACTORY**
D. Catalytic Role	Based on interviews with project stakeholders including beneficiaries, various digital questionnaires, and a review of project documents, the catalytic function and the replication potential of IW:LEARN is judged highly satisfactory.	**HIGHLY SATISFACTORY**
E. Monitoring and Evaluation (overall rating)	As a formal M & E plan was not a requirement at the time of the projects inception, and taking into account advances that were made as a result of active adaptive management as revealed by project documents and interviews with project stakeholders including project beneficiaries, this criteria is deemed MS.	**MODERATELY SATISFACTORY**
E. 1. M&E Design	Despite the lack of a formal requirement for an M & E design at the time of project inception, many of the key elements which constitute an adequate and appropriate M & E design were in place at the time of project inception e.g. there is a section in the ProDoc on Monitoring, Evaluation, Reporting, and Dissemination which made reference to the LogFrame Matrix and Indicators; there were discussions of M & E baselines in the ProDoc and the Project Executive Summary that formed the basis for CEO endorsement; there was a budget line for evaluations.	**MODERATELY SATISFACTORY**
E. 2. M&E Plan Implementation (use for active adaptive management)	Despite the lack of a clearly identifiable specific **M&E Plan** for the IW:LEARN 2 project UNDP component or a requirement to even have such a plan at the time of project inception, performance monitoring as carried out by the project has generally satisfied the essentials of the current GEF requirements for M&E. e.g. Quarterly Progress Reports, APRs and PIRs have been prepared regularly, and independent Mid-Term and Terminal Evaluations were carried out.

The UNDP component project management team also believed that in the spirit of active adaptive management they not only complied with GEF M&E expectations at the time of ProDoc approval, but they also demonstrated full transparency and verification for measurements of all indicators and that they "regularly met or exceeded GEF and IA expectations for M&E." They also felt that they "exceeded expectations for transparency, access to verification evidence, learning from M&E, and dissemination of lessons via IW Bridges, IWENs, etc." | **MODERATELY SATISFACTORY** |

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	Independent performance monitoring has also been carried out in the absence of a formal M & E plan for the UNEP project component including Quarterly Progress Reports, APRs and PIRs. An independent Mid-Term and Terminal Evaluation was also successfully carried out for the UNEP project component. The UNEP component project management team also believed that in the spirit of active adaptive management they complied with GEF M&E expectations and demonstrated full transparency and verification for measurements of all indicators and regularly met or exceeded GEF and IA expectations for M&E.	43
E. 3. Budgeting and Funding for M&E activities	According to the UNDP component evaluation the ProDoc for the UNDP component made no specific organizational or financial provision for monitoring and evaluation. However there was a budget line item for evaluation and evaluation successfully occurred. Similarly the UNEP component also had a budget line item for evaluation and evaluation successfully occurred.	**MODERATELY SATISFACTORY**
Long Term Monitoring	Not a formal requirement at the time of project inception but nevertheless going on to some degree.	**MODERATELY SATISFACTORY**
F. Preparation and readiness	This rating takes into account the relatively few shortcomings of the ProDoc and a reasonably sound overall project design.	**MODERATELY SATISFACTORY**
G. Stakeholder involvement	Based on interviews with project stakeholders including beneficiaries and a review of project documents the level of interaction between project beneficiaries, project personnel and other project stakeholders has been reasonably substantial, especially taking into account the challenging global scope of IW:LEARN.	**SATISFACTORY**
H. Financial planning	The analysis which follows is not a "financial audit" and discussion is therefore necessarily limited to observations on financial management systems and co-financing.	**MODERATELY SATISFACTORY**
I. Implementation approach	Based on interviews with project stakeholders, including project beneficiaries, and a review of project documents, the bifurcation of responsibility for project governance between the UNEP and UNDP has made implementation of the project especially challenging. However this has been at least partially overcome by persistent and ongoing efforts by the project implementation and supervision teams at both UNDP and UNEP.	**MODERATELY SATISFACTORY**
J. UNDP and UNEP Supervision and backstopping	Based on project documents and interviews with project stakeholders, including project beneficiaries, both the UNEP and UNDP project supervision teams have responded positively to the midterm evaluation (MTE) and made key adjustments in the areas of supervision and backstopping that were necessary and/or desirable to help ensure the overall success of the project. However, not all of the recommendations of the MTE	**SATISFACTORY**

CRITERION	SUMMARY COMMENTS	ADJUSTED RATING
	were followed.	
Country ownership / Drivenness		N/A
OVERALL PROJECT RATING		MODERATELY SATISFACTORY

Summary Observations

1. *To what extent has the project strategy been successful in strengthening transboundary water management?*

The project strategy has been reasonably successful in strengthening transboundary water management in part because the UNEP invested enormous resources in the IW:LEARN 2 project after the midterm review. However, much remains to be done to ensure sustainability of the project due to the limited access of many partner countries to the internet and associated networks within their own government office contexts. Partner involvement and sharing is thus limited which affects the overall sustainability of the IW LEARN model. In the view of some stakeholders it might also be too early to adequately and properly assess the real impact IW:LEARN 2 has had on strengthening transboundary waters management. Projects clearly benefited in various ways from IW:LEARN 2 but IW:LEARN 2 might have made a contribution in addition to other factors – so attribution is difficult.

2. *Did the project effectively capture and disseminate the lessons from the IW projects?*

The IW:LEARN 2 project did effectively capture and disseminate the lessons from IW projects. However in the minds of some stakeholders, the "capture" was more effective than the "dissemination" because of a combination of the inherent limitations of the internet as the primary delivery vehicle and the challenges of cross cultural communication.

3. *Did the project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies and enhance the technical capacity of the recipients?*

In the opinion of most stakeholders and the evaluators, IW:LEARN 2 project activities clearly fostered structured learning and reasonably efficient replication of lessons among the GEF projects and cooperating agencies, and enhanced the technical capacity of the recipients. However, much clearly remains to be done to ensure the mainstreaming and sustainability of lessons among past, present and future GEF projects and cooperating agencies. For example, although some elements, such as the Experience Notes and Bridges/e-bulletin, captured experiences well, there was a disconnect between structured learning activities and exchanges and capturing and disseminating lessons learned and experiences portfolio-wide. For example, although the website was developed under component A as the technical tool in IW:LEARN 2 for information management, there was no continuous flow of "learning content" (e.g. information, knowledge and lessons learned) from components B, C and D (where experiences were shared and knowledge created) feeding into this information management system.

4. *How did the project activities translate into benefits for transboundary water management?*

The project activities translated into benefits for transboundary water management by making a wide range of lessons learned and experiences available to project beneficiaries.

5. *What mechanisms are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN 2 and associated technical support?*

The mechanisms that are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN 2 and associated technical support includes the suite of lessons learned and experiences compiled by UNDP and the sophisticated IT delivery platform developed and administered by UNEP. This system has been strengthened by multiple face to face encounters and hands on training sessions that have occurred over the years and by the active participation of a wide range of stakeholders. However, in the view of many stakeholders, the division of the project at the outset between two separate implementing agencies was a

mistake, led to irreparable loss of opportunities to excel in services to support inter-project learning, and should not be repeated.

Suggestions

Given that the IW:LEARN 2 project activities have already been completed and that a successor project is now being contemplated, suggestions rather than lessons learned or recommendations are made.

A wider range of additional lessons learned and recommendations are contained in the separate UNDP IW LEARN Terminal Evaluation and IW LEARN Mid Term Evaluation Reports but will not be further repeated here.

Suggestion # 1

Sustaining the benefits of IW:LEARN 2 will probably occur if and only if IW:LEARN 2 experiences and lessons learned are mainstreamed into GEF IW projects and institutionalized by the implementing agencies and by the GEFSEC within the IW core function of the GEFSEC. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP.

This suggestion is derived from the fact that a number of stakeholders, including beneficiaries, stated that IW:LEARN experiences and lessons learned would only be sustained if they were genuinely "mainstreamed" into each and every GEF IW project and "institutionalized" by the implementing agencies and by the GEF SEC within the IW core function of GEF SEC. The experience and professional judgment of both the Phase 1 UNDP component and Phase 2 UNEP component evaluations concurs with this opinion. IW:LEARN **2** created a number of highly valued products and services. Most project stakeholders, including beneficiaries, wish to see these continue. In seeming contradistinction to other focal areas (BD, CC, LD, POPs) IW:LEARN does not appear to have an international convention or the equivalent. Therefore the long term key to sustaining IW:LEARN benefits would seem to be in mainstreaming and institutionalizing those benefits. *'In the end, we will protect only what we love. We will love only what we understand. We will understand only what we are taught.'* (Attributed to Senegalese poet and naturalist Baba Dioum).

Suggestion # 2

IW Learning initiatives, particularly if governance is to be split between entities, should have very clearly demarcated lines of responsibility and accountability. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP.

This suggestion is derived from the split in the governance of the current IW:LEARN project between UNDP and UNEP, and the fact that this bifurcation of responsibility was heavily criticized by many project stakeholders, including beneficiaries, including in the mid-term review and subsequently. See text infra. for more details.

Suggestion # 3

Future IW learning initiatives should strive to be informed by as wide a range of "adult learning" strategies as possible, while not diminishing the current emphasis on information technology. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP.

This suggestion is derived from the fact that IW:LEARN 2 in general, and the UNEP component in particular, was perceived as having an undue emphasis on sophisticated information technology. In the words of one stakeholder,

> *"[o]ne of the main reasons I've given a '3' score on IW LEARN activities and outputs is due to the limited access of many of our partner countries to the internet and associated networks within their own government office contexts. This by default acts as a limit on their involvement and sharing of learning and innovation and therefore affects the overall sustainability of the IW LEARN model. Having said this, I believe in the longer term having an internet network and sharing mechanism like IW LEARN will enhance the likely sustainability of the joint efforts of our projects."*

It is therefore suggested that future IW learning initiatives should strive to be informed by as wide a range of "adult learning" strategies as possible while not diminishing the current emphasis on information technology. From an IW:LEARN perspective this would include development and refinement of a wider range of face to face experiential learning tools such as case studies and simulation exercises.

This suggestion is further supported by the following Sunday 03 January 2010 extract from an article in the NY Times on "adult learning":

> *The brain, as it traverses middle age, gets better at recognizing the central idea, the big picture. If kept in good shape, the brain can continue to build pathways that help its owner recognize patterns and, as a consequence, see significance and even solutions much faster than a young person can. The trick is finding ways to keep brain connections in good condition and to grow more of them. "The brain is plastic and continues to change, not in getting bigger but allowing for greater complexity and deeper understanding," says Kathleen Taylor, a professor at St. Mary's College of California, who has studied ways to teach adults effectively. "As adults we may not always learn quite as fast, but we are set up for this next developmental step." Educators say that, for adults, one way to nudge neurons in the right direction is to challenge the very assumptions they have worked so hard to accumulate while young. With a brain already full of well-connected pathways, adult learners should "jiggle their synapses a bit" by confronting thoughts that are contrary to their own, says Dr. Taylor, who is 66. Teaching new facts should not be the focus of adult education, she says. Instead, continued brain development and a richer form of learning may require that you "bump up against people and ideas" that are different. In a history class, that might mean reading multiple viewpoints, and then prying open brain networks by reflecting on how what was learned has changed your view of the world. "There's a place for information," Dr. Taylor says. "We need to know stuff. But we need to move beyond that and challenge our perception of the world. If you always hang around with those you agree with and read things that agree with what you already know, you're not going to wrestle with your established brain connections."*

Suggestion # 4

Future IW: LEARN initiatives should place renewed emphasis on the principles of active adaptive management. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP as well as all IW project stakeholders including beneficiaries.

This suggestion is derived from the fact that an active adaptive management approach generally assumes natural resource management policies and management actions are not static but adjusted based on the combination of new scientific and socio-economic information in order to improve management by learning from the ecosystems being affected. Often people think active adaptive management simply means "trial and error," in which management policies and practices evolve in response to past performance and changing priorities, but in fact this misses an essential element of the concept, which is deliberate experimentation. The well received response of UNDP and UNEP to the midterm review, while commendable, largely lacked this critical "deliberate experimentation" feature.

Suggestion # 5

There is scope for IW learning initiatives to be increasingly cross culturally aware and gender sensitive. This suggestion is directed to the GEFSEC, World Bank Group, UNDP and UNEP as well as IW project stakeholders including beneficiaries.

This suggestion is derived from the fact that in many developing countries, particularly in Africa, water management issues have always been a male dominated field. In the words of one project stakeholder:

If we are in favour of gender mainstreaming, then we will have to allow women equal opportunities and also give them a fair chance to actively partake in water management and decision-making issues. The question is whether this is happening and also whether people think that this is possible? How do IW project stakeholders

and beneficiaries see the roles of women in transboundary water management and decision making? The fact that women have been most often denied access to powerful positions certainly justifies a stronger focus on the empowerment of women. Imbalances between women and men continue to influence all walks of life and it is becoming increasingly clear that new approaches, new strategies and new methods are needed to reach the goal of gender equality. Gender mainstreaming is one of these strategies.

Suggestion # 7

The lessons learned from this terminal review be made available to past, present and future IW learning project stakeholders including project beneficiaries and individuals and organizations associated with future IW learning projects in the gestation state.

This suggestion is derived from the fact that reciprocal communication between past, present and future IW:LEARN projects needs to be encouraged. This recommendation is directed to the EO, the GEFSEC, World Bank Group, UNDP and UNEP as well as IW project stakeholders including beneficiaries.

Annexes to Report

1.   Evaluation Terms of Reference

2.   List of Interviewees (UNEP component)

3.   List of Documents reviewed / consulted (UNEP Component)

4.   Summary of Co-Finance Information and Statement of Project Expenditure by Activity in the form
of PIR -2009 Annex 3 Co-Financing Table 1 received January 2010 (55KB)

5.   Expertise of Evaluator (Brief CV)

6.   Copy of Digital Questionnaire (UNEP Component)

7.   Glossary of Terms

Annex 1: Evaluation Terms of Reference

TERMS OF REFERENCE
Phase II – UNEP Project Component

Terminal Evaluation of the Joint UNDP/UNEP GEF ProjectGF/1020-04-03 (4813):
"Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning
Exchange and Resource Network (IW:Learn) Operational Phase"

INTRODUCTION

Phase I of this evaluation covered the UNDP project component and took place from July to November 2008. Phase II of the evaluation will cover the UNEP component of the project. The TORs of Phase II are similar to that of Phase I with a few modifications to take into account the lessons from Phase I. The consultant will consolidate the reports of Phase I and II into one report.

PROJECT BACKGROUND AND OVERVIEW

Project rationale

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

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

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

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

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

A. Facilitating access to information about transboundary water resources among GEF IW projects
B. Structured learning among GEF IW projects and cooperating partners
C. Organizing biennial International Waters Conferences
D. Testing innovative approaches to strengthen implementation of the IW portfolio

E.   Fostering partnerships to sustain benefits of IW:LEARN and associated technical support.

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

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

Relevance to GEF Programmes

The operational phase of IW:LEARN (further referred to as IW:LEARN) directly contributes to the GEF's OP10 objective of developing several global International Waters projects aimed at :
- Deriving and disseminating lessons learned from projects undertaken in the pilot phase;
- Sharing the learning experience with groups of countries cooperating on International Waters projects; and
- Addressing the technical and institutional needs of those countries cooperating on International Waters projects.

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

Executing arrangements

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

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

Project Activities

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

A. *INFORMATION SHARING*: Facilitating access to information about transboundary water resources among GEF International Waters projects. Activities include the IW:LEARN Information Management System at *www.iwlearn.net* and ICT technical assistance trainings offered both in face-to-face workshops and through distance learning.

B. *LEARNING*: Structured learning among GEF International Waters projects and cooperating partners. Activities include Regional Multi-Project Exchanges and Inter-Project Exchange Missions, Portfolio Subset learning opportunities (lake, aquifers, river basins, large marine ecosystems, coral reefs), and training in Public Participation activities.

C. *DIALOG*: Organizing biennial International Waters Conferences. These have included the 1st International Waters Conference (*Budapest, Hungary, 2000*), the 2nd International Waters Conference (*Dalian, China, 2002*)

during the pilot phase, and the 3rd International Waters Conference (*Salvador do Bahia, Brazil, 2005*) and the 4th International Waters Conference (Cape Town, South Africa, 2007) during the operational phase of IW:LEARN.

D. *INNOVATION*: Testing innovative approaches to strengthen implementation of the IW portfolio. Efforts include a *South-East Asia Regional Learning Centre* (SEA RLC), a *Transboundary Waters Information Exchange Network for South-Eastern Europe (TWIEN-SEE), and a global roundtable on Integrated Water Resources Management (IWRM)*http://watersee.net/

E. *PARTNERSHIP*: Fostering partnerships to sustain benefits of IW:LEARN and associated technical support. Contributions to sustain advances in global transboundary water management include documentary film production, lessons learned documents and outreach materials, co-sponsorship of GEF International Waters projects in international events and conference, and efforts to integrate gender and water issues.

All three Implementing Agencies (Ias) jointly proposed and committed to realize the operational phase of the IW:LEARN project. Based on its comparative advantage as one of the implementing agencies in the GEF, UNEP is overseeing the implementation of Component A and one activity of Component D and one sub activity of Component B, while UNDP implements the remaining components and activities, with oversight informally shared with the World Bank/World Bank Institute.
UNOPS executes the UNDP-implemented portion of the project, comprising roughly 80% of the GEF's investment. Details on agencies roles can be found in their respective IW:LEARN Operational Phase Project Documents, and their shared Executive Summary, all linked from the IW:LEARN Publications web page.

The delivery of the IW:LEARN project through a range of interlinked products and services is visualized in figure 1.
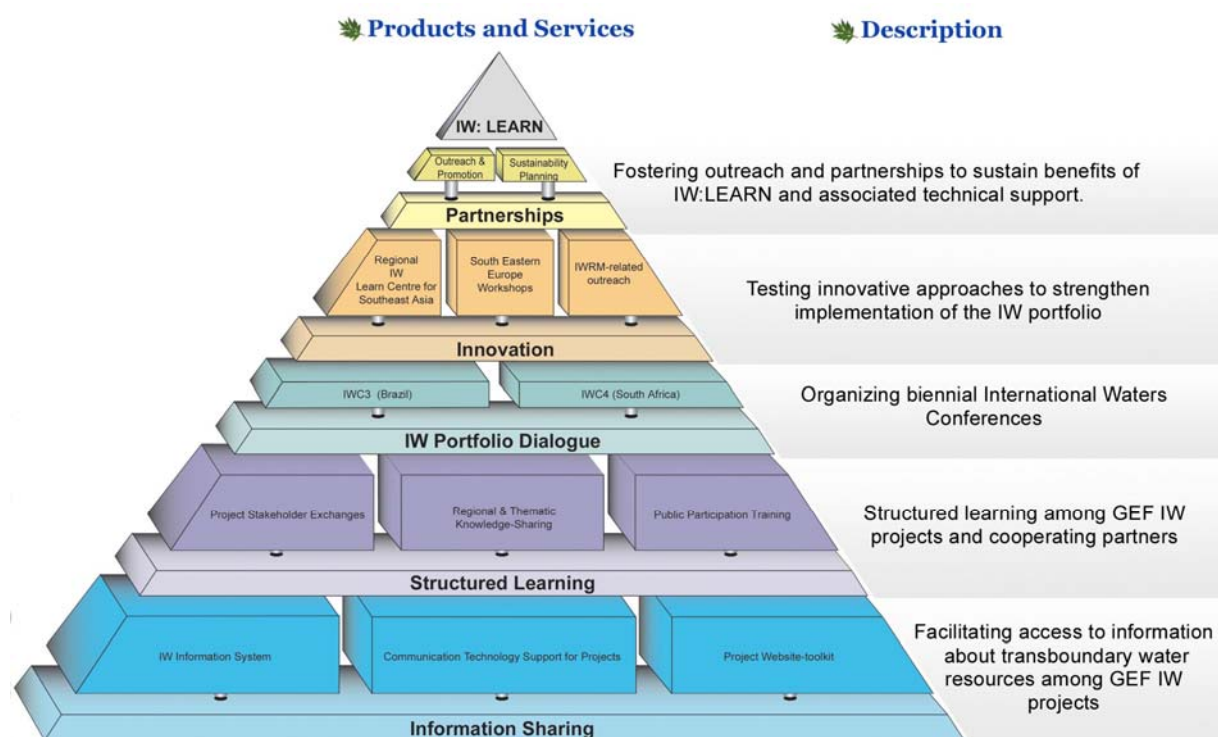
Figure 1: IW:LEARN Products and Services through which IW:LEARN aims at improving the GEF International Waters projects' information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits.

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

Budget

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

Annex 1 TERMS OF REFERENCE FOR THE EVALUATION

1. Objective and Scope of the Evaluation

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

6. To what extent has the project strategy been successful in strengthening transboundary water management

7. Did the project effectively capture and disseminate the lessons from the IW projects?

8. Did the project activities foster structured learning and efficient replication of lessons among the GEF projects and cooperating agencies and enhance the technical capacity of the recipients?

9. How did the project activities translate into benefits for transboundary water management?

10. What mechanisms are in place to ensure stakeholder ownership and sustainability of the benefits of IW: LEARN and associated technical support?

2. Methods

The terminal evaluation of the joint UNDP/UNEP project will be in two phases. Phase I will cover the UNDP project component (29 days) (**completed**) and Phase II the UNEP project component (**1.5 month**). Phase II is longer to take into account the time for consolidation of the two reports from Phase I and Phase II.

It will be an in-depth evaluation using a participatory approach. The consultant will employ a number of methods including face-to-face interviews, a structured questionnaire and focus group discussions to involve as many stakeholders as possible. Based on the experience of Phase I of this evaluation, the second phase will emphasise face-to-face interviews with as many project beneficiaries as possible.

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

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

6. A desk review of project documents including, but not limited to:
   (a) The project documents, outputs, monitoring reports (such as progress and financial reports to UNEP and (via UNOPS to) UNDP), and GEF annual Project Implementation Review reports) and relevant correspondence.
   (b) Mid-Term Evaluation (MTE) report and management responses to the MTE (c) Notes from the Steering Group meetings (www.iwlearn.net/sc) .
   (d)Other project-related material produced by the project staff or partners GEF IW:LEARN web-site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.
   (e) Relevant material published on the GEF IW: LEARN web site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.
   (f)Mid-Term Evaluation (MTE) report and management responses and SC direction (all posted to www.iwlearn.net/mte) and www.iwlearn.net/sc.

7. Interviews with project management and technical support including: the UNEP/DGEF Project Task Manager, UNOPS Chief Technical Advisor and Fund Management Officers, and other relevant staff in UNDP and UNEP dealing with International Waters-related activities as necessary and partners. The Consultant shall also gain broader perspectives from discussions with relevant GEF Secretariat staff.

8. Face to face interviews, telephone interviews and focus group discussions with intended users for the project outputs and other stakeholders involved with this project, including in the participating projects and international bodies. The Consultant shall determine whether to seek additional information and opinions from representatives of donor agencies and other organisations. As appropriate, these interviews could be combined with an email questionnaire.

9. Survey of targeted beneficiaries of the project, including a sampling of GEF IW Task Force members, IA and EA line managers for projects, project managers, and direct participants in GEF IW:LEARN activities and interventions (including government, private sector and civil society).

10. Field visits to project staff in Washington DC **(Phase I)** and in **Phase II**- A sample of projects in Nairobi and Mombasa (IW:LEARN, WIO-Lab, SWIOF etc) Project staff in Nairobi and attend the GEF IW, Cairns Conference in Australia.

Key Evaluation principles.

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

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

3. Project Ratings

The success of project implementation will be rated on 6-notch scale from 'highly unsatisfactory' to 'highly satisfactory'. In particular, the evaluation shall **assess and rate** the project with respect to the eleven categories defined below:[5]

A. **Attainment of objectives and planned results:**
The evaluation should assess the extent to which the project's major relevant objectives were effectively and efficiently achieved or are expected to be achieved and their relevance.

- *Effectiveness:* Evaluate how, and to what extent, the stated project objectives have been met, taking into account the "achievement targets". The analysis of outcomes achieved should include, *inter alia*, an assessment of the extent to which the project has directly or indirectly assisted project practitioners and decision-makers to apply information and knowledge delivered via IW:LEARN in their project planning and decision-making. In particular:
  - Evaluate the immediate contribution/impact of the project in GEF project planning and decision-making and international understanding and use of transboundary waters issues and management.
  - As far as possible, also assess the potential longer-term contributions/impacts considering that the evaluation is taking place upon completion of the project and that longer term impact is expected to be seen in a few years time. Frame recommendations to enhance future project impact in this context.
- *Relevance*: In retrospect, were the project's outcomes consistent with the focal areas/operational program strategies? Ascertain the nature and significance of the contribution of the project outcomes to the international waters portfolio, transboundary waters agreements and the wider portfolio of the GEF.

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

- *Efficiency*: Was the project implementation delayed and if it was, then did that affect cost-effectiveness? Assess the contribution of cash and in-kind co-financing to project implementation and to what extent the project leveraged additional resources. Did the project build on earlier initiatives, did it make effective use of available scientific and/or technical information. Wherever possible, the evaluator should also compare the cost-time vs. outcomes relationship of the project with that of other similar projects.

B. Sustainability:

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

Four aspects of sustainability should be addressed: financial, socio-political, institutional frameworks and governance. The following questions provide guidance on the assessment of these aspects:
- *Financial resources.* Are there any financial risks that may jeopardize sustenance of project outcomes? What is the likelihood that financial and economic resources will not be available once the GEF assistance ends (resources can be from multiple sources, such as the public and private sectors, income generating activities, and trends that may indicate that it is likely that in future there will be adequate financial resources for sustaining project's outcomes)? To what extent are the outcomes of the project dependent on continued financial support?
- *Socio-political:* Are there any social or political risks that may jeopardize sustenance of project outcomes? What is the risk that the level of stakeholder ownership will be insufficient to allow for the project outcomes to be sustained? Do the various key stakeholders see that it is in their interest that the project benefits continue to flow? Is there sufficient public / stakeholder awareness in support of the long term objectives of the project?
- *Institutional framework and governance.* To what extent is the sustenance of the outcomes of the project dependent on issues relating to institutional frameworks and governance? What is the likelihood that institutional and technical achievements, legal frameworks, policies and governance structures and processes will allow for, the project outcomes/benefits to be sustained? While responding to these questions consider if the required systems for accountability and transparency and the required technical know-how are in place.

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

D. Catalytic Role/ Replication

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

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

E. Assessment monitoring and evaluation systems.

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

M&E during project implementation

- *M&E design.* Projects should have sound M&E plans to monitor results and track progress towards achieving project objectives. An M&E plan should include a baseline (including data, methodology, etc.), SMART indicators (see Annex 4) and data analysis systems, and evaluation studies at specific times to assess results. The time frame for various M&E activities and standards for outputs should have been specified.

- *M&E plan implementation.* A Terminal Evaluation should verify that: an M&E system was in place and facilitated timely tracking of results and progress towards projects objectives throughout the project implementation period. Verify if reports were complete, accurate and with well justified ratings; that the information provided by the M&E system was used during the project to improve project performance and to adapt to changing needs; and that projects had an M&E system in place with proper training for parties responsible for M&E activities.
- *Budgeting and Funding for M&E activities.* The terminal evaluation should determine whether support for M&E was budgeted adequately and was funded in a timely fashion during implementation.

F. Preparation and Readiness

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

G. Stakeholder participation / public awareness:

This consists of three related and often overlapping processes: information dissemination, consultation, and "stakeholder" participation. Stakeholders are the individuals, groups, institutions, or other bodies that have an interest or stake in the outcome of the GEF-financed project. The term also applies to those potentially adversely affected by a project. The evaluation will specifically:
- Assess the mechanisms put in place by the project for identification and engagement of stakeholders in each participating GEF portfolio project and establish, in consultation with the stakeholders, whether this mechanism was successful, and identify its strengths and weaknesses.

- Assess the degree and effectiveness of collaboration/interactions between the various project partners and institutions during the course of implementation of the project.
- Assess the degree and effectiveness of any public awareness activities that were undertaken during the course of implementation of the project.

H. Financial Planning

Evaluation of financial planning requires assessment of the quality and effectiveness of financial planning and control of financial resources throughout the project's lifetime. Evaluation includes actual project costs by activities compared to budget (variances), financial management (including disbursement issues), and co-financing. The evaluation should:
- Assess the strength and utility of financial controls, including reporting, and planning to allow the project management to make informed decisions regarding the budget and allow for a proper and timely flow of funds for the payment of satisfactory project deliverables.
- Assess whether the project has applied appropriate standards of due diligence in the management of funds and financial audits.

I. Implementation approach:
This includes an analysis of the project's management framework, adaptation to changing conditions (adaptive management), partnerships in implementation arrangements, changes in project design, and overall project management. The evaluation will:
- Ascertain to what extent the project implementation mechanisms outlined in the project document have been closely followed. In particular, assess the role of the various committees established and whether the project document was clear and realistic to enable effective and efficient implementation, whether the project was executed according to the plan and how well the management was able to adapt to changes during the life of the project to enable the implementation of the project.
- Evaluate the effectiveness and efficiency and adaptability of project management and the supervision of project activities / project execution arrangements at all levels (1) policy decisions: Steering Group; (2) day to day project management in the UNDP/UNOPS PCU and in UNEP-DEWA and in co-ordination between the two.

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

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

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

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

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

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

i)   An **executive summary** (no more than 3 pages) providing a brief overview of the main conclusions and recommendations of the evaluation;

ii)   **Introduction and background** giving a brief overview of the evaluated project, for example, the objective and status of activities; The GEF Monitoring and Evaluation Policy, 2006, requires that a TE report will provide summary information on when the evaluation took place; places visited; who was involved; the key questions; and, the methodology.

iii) **Scope, objective and methods** presenting the evaluation's purpose, the evaluation criteria used and questions to be addressed;

iv)   **Project Performance and Impact** providing *factual evidence* relevant to the questions asked by the evaluator and interpretations of such evidence. This is the main substantive section of the report. The evaluator should provide a commentary and analysis on all eleven evaluation aspects (A – K above).

v)   **Conclusions and rating** of project implementation success giving the evaluator's concluding assessments and ratings of the project against given evaluation criteria and standards of performance. The conclusions should provide answers to questions about whether the project is considered successful or unsuccessful, and whether the results are considered positive or negative. The ratings should be provided with a brief narrative comment in a table (see Annex 1);

vi)   **Lessons (to be) learned** presenting general conclusions from the standpoint of the design and implementation of the project, based on good practices and successes or problems and mistakes. Lessons should have the potential for wider application and use. All lessons should 'stand alone' and should:
- Briefly describe the context from which they are derived
- State or imply some prescriptive action;
- Specify the contexts in which they may be applied (if possible, who when and where)

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

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

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

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

viii) **Annexes** may include additional material deemed relevant by the evaluator but must include:
1. The Evaluation Terms of Reference,

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

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

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

Review of the Draft Evaluation Report
The Evaluator submits the draft report to the Chief of Evaluation UNEP. The Chief of Evaluation shares the report with the DGEF Project Officers for initial review and consultation. EOU/UNEP expects the DGEF staff and other stakeholders to comment on the draft evaluation report providing feedback on any errors of fact and highlighting the significance of such errors in any conclusions. The consultation also seeks feedback on the proposed recommendations. UNEP EOU collates all review comments and provides them to the evaluators for consideration in preparing the final version of the report.

5. Submission of Final Terminal Evaluation Reports.
The final report shall be written in English and submitted in electronic form in MS Word format and should be sent directly to:

Segbedzi Norgbey, Chief,
UNEP Evaluation and Oversight Unit
P.O. Box 30552-00100
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Tel.: (254-20) 7623387
Fax: (254-20) 7623158
E-mail: segbedzi.norgbey@unep.org

The Chief of Evaluation will share the report with the following individuals:

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Fax: +1-202-331-9363
Email: dann@iwlearn.org (after November 2008: dann@sklarew.com)

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

6. Resources and schedule of the evaluation

The contract will begin on 1 October 2009 and end on 31 January 2010 (1 month and 3 weeks) spread over 4 months **(16 days of travel to Nairobi and Cairns**). The evaluator will submit a draft report for Phase II on 1 December 2009 and present a draft-consolidated report of Phase I and Phase II 31 December 2009. The consultant will submit the final reports (Phase II and the consolidated reports) by 31 January 2010.

The evaluator will after an initial telephone briefing with UNEP/EOU and UNEP/GEF, conduct initial desk review work (October 2009). On 26-30 October 2009, the Consultant will attend the GEF IW Conference in Cairns Australia and then visit Nairobi.

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

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

7. Schedule Of Payment

The consultant shall select one of the following two contract options:

Lump-Sum Option
The evaluator will receive an initial payment of 30% of the total amount due upon signature of the contract. A further 30% will be paid upon submission of the draft report. A final payment of 40% will be made upon

satisfactory completion of work. The fee is payable under the individual Special Service Agreement (SSA) of the evaluator and **is inclusive** of all expenses such as travel, accommodation and incidental expenses.

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

Annex 1. OVERALL RATINGS TABLE

Criterion	Evaluator's Summary Comments	Evaluator's Rating
A. Attainment of project objectives and results (overall rating) Sub criteria (below)		
A. 1. Effectiveness		
A. 2. Relevance		
A. 3. Efficiency		
B. Sustainability of Project outcomes (overall rating) Sub criteria (below)		
B. 1. Financial		
B. 2. Socio Political		
B. 3. Institutional framework and governance		
B. 4. Ecological		
C. Achievement of outputs and activities		
D. Monitoring and Evaluation (overall rating) Sub criteria (below)		
D. 1. M&E Design		
D. 2. M&E Plan Implementation (use for adaptive management)		
D. 3. Budgeting and Funding for M&E activities		
E. Catalytic Role		
F. Preparation and readiness		
G. Country ownership / drivenness		
H. Stakeholders involvement		
I. Financial planning		
J. Implementation approach		
K. UNEP Supervision and backstopping		
Overall Rating		

RATING OF PROJECT OBJECTIVES AND RESULTS

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

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

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

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

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

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

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

RATINGS ON SUSTAINABILITY

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

Rating system for sustainability sub-criteria
On each of the dimensions of sustainability of the project outcomes will be rated as follows.

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

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

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

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

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

RATINGS OF PROJECT M&E

Monitoring is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing project with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. Evaluation is the systematic and objective assessment of an on-going or completed project, its design, implementation and results. Project evaluation may involve the definition of appropriate standards, the examination of performance against those standards, and an assessment of actual and expected results.

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

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

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

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

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

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

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

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

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

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

Annex 2. Co-financing and Leveraged Resources

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

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

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

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

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

Annex 3 - Review of the Draft Report

Draft reports submitted to UNEP EOU are shared with the corresponding Programme or Project Officer and his or her supervisor for initial review, consultation and comments. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. The consultation also seeks agreement on the findings and recommendations. UNEP EOU collates the review comments and provides them to the evaluators for their consideration in preparing the final version of the report. General comments on the draft report with respect to compliance with these TOR are shared with the reviewer.

Quality Assessment of the Evaluation Report

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

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

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

GEF Quality of the TE report = 0.3*(A + B) + 0.1*(C+D+E+F)
EOU assessment of TE report = 0.3*(G + H) + 0.1*(I+J+K+L)
Combined quality Rating = (2* 'GEF EO' rating + EOU rating)/3
     The Totals are rounded and converted to the scale of HS to HU

Rating system for quality of terminal evaluation reports
> *A number rating 1-6 is used for each criterion: Highly Satisfactory = 6, Satisfactory = 5, Moderately Satisfactory = 4, Moderately Unsatisfactory = 3, Unsatisfactory = 2, Highly Unsatisfactory = 1, and unable to assess = 0.*

Minimum Requirement 1: Project Design of M&E[6]

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

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

Minimum Requirement 2: Application of Project M&E

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

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

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

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[6] http://gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/MEPTools/meptstandards.html

Annex 5 List of intended additional recipients for the Terminal Evaluation

Aaron Zazuetta	GEF Evaluation Office	azazueta@thegef.org
GEF Focal Point(s)		
Alfred Duda	GEF Secretariat IW Senior Advisor	aduda@thegef.org
Executing Agency		
Sean Khan	UNEP/DEWA Project Manager	Sean.Khan@unep.org
Andrew Menz	UNOPS Senior Porfolio Manager	andrewm@unops.org
Dann Sklarew	UNOPS IW:LEARN Director/Chief Technical Advisor	dann@iwlearn.org (after November 2008: dann@sklarew.com)
Janot Mendler	UNOPS IW:LEARN Deputy Director/Project Coordinator	janot@iwlearn.org
Mish Hamid	UNOPS IW:LEARN Project Associate	mish@iwlearn.org
Implementing Agencies		
Tessa Goverse	UNEP DGEF Task Manager - Assessment and Science Projects	Tessa.Goverse@unep.org
	UNDP Senior GEF Evaluation Advisor	
Andrew Hudson	UNDP Principal Technical Advisor, International Waters & POPs	andrew.hudson@undp.org
Tracy Hart	World Bank GEF	thart@worldbank.org
Mei Xie	World Bank Institute	mxie@worldbank.org

Annex 6

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

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

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

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

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

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

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

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

COMPONENT B. Structured Learning Among IW Projects and Cooperating Partners

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

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

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

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

Sub-Activity B1.1 : Caribbean Activity. As indicated by the DeltAmerica MSP and the GEF-IW-LAC fora of the IW:LEARN pilot phase, facilitated dialog among different projects in the Caribbean geographic area may lead to improved efficiency and effectiveness. This activity facilitates discourse among GEF projects in IW and other focal areas. [UNEP]

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

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

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

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

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

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

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

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

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

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

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

Activity C1: Organize the third[7] GEF International Waters Conference (Rio de Janeiro, 2005)

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

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

<u>Activity C2</u>: Organize fourth GEF International Waters Conference (Cape Town, 2007)

The 4th IW Conference was held in Cape Town, South Africa. With the exception of CSD participation, activities will largely parallel those of IWC3, taking into account any procedural lessons or guidance provided through the project's independent mid-term review. Given the proximity of Cape Town to the GEF IW-supported Benguela Current LME, as well as the host country's progressive water management policies, one or more site visits were envisioned. A key output of a second conference was to further plan extension of this biennial GEF IW 'conference of the parties' in a participatory setting, based on the demonstrated and evaluated results, beyond the term of this IW:LEARN full size project.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach among stakeholders, and dialogue with partners – according to the project's Sustainability Plan and Stakeholder Involvement Plan will help develop an overall Strategic Plan
for sustainability of IW:LEARN benefits. Partnerships outlined in this Strategic Plan will complement the activities of Operational Phase components A through D. Lead and supporting partners will be identified to build and transfer sustaining capacity to carry forward the specific services and activities of each component. The implementation of strategic partnerships will build and progressively transfer full sustaining capacity to continue successful IW:LEARN services and benefits. IW:LEARN will work with stakeholders and partners to formulate, implement and evaluate a Sustainability Plan for each successful (and sustainable) activity within every component. At the end of 4 years, all successful Operational Phase activities will have been operationalized or transferred to sustaining institutions.

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

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

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

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

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

Annex 2 – List of Interviewees (UNEP component)

The individuals who were interviewed and/or who filled out and returned the digital questionnaire included:

Name	Affiliation
Johannes Akiwumi	UNEP
Al Duda	GEF
Andrew Hudson	UNDP
Tessa Goverse	UNEP
Vladimir Mamaev	UNDP
Peter Scheren	Project manager
Joanna Akrofi	UNEP
Toni Wagge	GEF project manager
Chris Severin	GEF SEC
Vincent Sweeney	GEF project manager
Hugh Gibbon	GEF project manager UNIDO
Isabelle van der Beck	UNEP
Isaac Gitau	GEF project advisor
Mei Xie	World Bank Group
Ivan Zavadsky	GEF SEC
Janot Reine Mendler de Suarez	Consultant (former deputy director IWL 2)
Mish Hamid	UNEP
Sean Khan	UNEP
Bhola Shrestha	GEF project manager
Phillip Tortell	consultant
Tracey Hart	World Bank Group
J. Jiang	GEF project manager
Michael Spilsbury	UNEP
Norberto Fernandez	UNEP
Segbedzi Norgbey	UNEP
Rondolph Payet	SWIOFP
Alexander Juras	UNEP GEF
Jacquie Alder	UNEP
Dann Sklarew	Consultant (former director IWL 2)

This evaluation was conducted during October through December 2009.

Annex 3 - List of Documents reviewed / consulted

Documents reviewed included:

(a) The project documents, outputs, monitoring reports (such as progress and financial reports to UNEP and (via UNOPS to) UNDP), and GEF annual Project Implementation Review reports) and relevant correspondence.

(b) Mid-Term Evaluation (MTE) report and management responses to the MTE

(c) (c) Notes from the Steering Group meetings (www.iwlearn.net/sc) .

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

(e) Relevant material published on the GEF IW: LEARN web site: www.iwlearn.net and its sub-section dedicated to the project implementation, www.iwlearn.net/abt_iwlearn.

(f) Mid-Term Evaluation (MTE) report and management responses and SC direction (all posted to www.iwlearn.net/mte) and www.iwlearn.net/sc.

Annex 4 - Summary of Co-Finance Information and Statement of Project Expenditure by Activity (data to be provided to evaluator for verification)

Co-financing and Leveraged Resources

(For projects which underwent a mid-term, phase or a terminal evaluation in FY 08)

1. Co-financing

Co financing (Type / Source)	IA own Financing (mill US$)		Multi-lateral Agencies (Non-GEF) (mill US$)		Bi-laterals Donors (mill US$)		Central Government (mill US$)		Local Government (mill US$)		Private Sector (mill US$)		NGOs (mill US$)		Other Sources* (mill US$)		Total Financing (mill US$)		Total Disbursement (mill US$)	
	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual
Grant																				
Credits																				
Loans																				
Equity																				
In-kind	.730	.525																		
Non-grant Instruments																				
Other Types	.477	.477																		
TOTAL	1.21	1.002																		

Please describe "Non-grant Instruments" (such as guarantees, contingent grants, etc):

Please explain "Other Types of Co-financing":

UNEP/DEWA has pledged a total of $1207,400 comprised of "cash" and "inkind" co-financing. The cash co-financing ($4770,00) is being satisfied through the appointment a Project Manager on a full time basis that is paid 100% by UNEP in the form of salary of this staff member.

Please explain "Other Sources of Co-financing":

In addition, UNEP has contributed cash, $200,000 towards the projects implementation.

2. Leveraged resources

Please describe in 50 words the resources the project has leveraged since inception and indicate how these resources are contributing to the project's global environmental objective.

DEFINITIONS AND GUIDANCE

Only those projects which, during FY 2007, have gone through mid-term evaluations or that have been closed are required to report on co-financing and leveraged resources[8].

"Proposed" co-financing refers to co-financing proposed at CEO endorsement.

Co-financing are resources committed by the GEF Implementing and/or Executing Agencies or by other non-GEF source, that will be managed with the GEF allocation as part of the initial financing package for the GEF project and without which the GEF objectives cannot be met. Information should include: co-financing by source, type, and total disbursements by June 30, 2007. Please see Table 1 as the reporting format.

Leveraged resources are defined as additional resources—beyond those committed to the project, itself by GEF and co-financiers at the time of approval—that are mobilized later as a direct result of the project. As such, leveraged resources do not form part of the committed financing plan at the outset and are not defined as "co-finance". Leverage is nevertheless a very important indicator of GEF's catalytic effect.

Leveraged resources can be financial or in-kind and may be from other donors, NGOs, foundations, governments, communities or the private sector.

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[8] The GEF Council approved the GEF policy on Co-financing (C20/6) on September 16, 2002. This policy required that all projects regularly report type and source of co-financing as well as leveraged resources.

Annex 5 – Evaluator Background
Evaluator Background

RICHARD KYLE PAISLEY is the Director of Global International Waters Research at the University of British Columbia IAR in Vancouver, British Columbia, Canada. His academic background includes graduate degrees in resource management, law and international law from the University of Washington (M.Sc.), Pepperdine University School of Law (J.D.) and the London School of Economics (LL.M.). He has an undergraduate degree (B.Sc.) in biochemistry from UBC.

His current research, teaching and consulting interests include international water and energy law, international environmental law, international contracts and intellectual property law, negotiations and environmental conflict resolution. He has directed a wide range of conferences, workshops and research projects, published extensively and been an advisor, trainer and special counsel on these subjects to national governments, international agencies, universities, non governmental organizations and aboriginal groups including the: FAO, UNDP, UNEP, IUCN, GEF, DFAIT Canada, Environment Canada, DFO Canada, CIDA, Province of British Columbia, Attorney General of Washington State, USA, Yukon Territorial Government, Government of the North West Territories, Columbia Basin Trust, Columbia Power Corporation, CPAWS, World Bank, El Colegio de Mexico (COLMEX), Institute of Asian Research UBC (IAR UBC), McGill University, Nile Basin Initiative (NBI), Mekong River Commission Secretariat (MRCS), Bangladesh Department of Environment (BDOE) and the Nepal Water and Energy Commission Secretariat (WECS).

His outside interests include skiing, swimming, cycling, backpacking, tennis, kayaking and coaching his daughters' soccer teams.

Annex 6 - Digital Questionnaire

QUESTIONNAIRE

IW LEARN: THE INTERNATIONAL WATERS LEARNING EXCHANGE AND RESOURCE NETWORK TERMINAL EVALUATION (UNEP component)

My name is Richard Paisley.

Many of you receiving this questionnaire may already know me.

I work at the University of British Columbia in Vancouver, Canada where I also direct a GEF funded international waters project involving governance, experiential learning and south-south cooperation.

Recently I was asked to conduct a terminal evaluation of IW LEARN (UNEP component).

You have been specially selected to help answer this questionnaire because of your past or present association with IW LEARN.

The objective of IW:LEARN was to strengthen transboundary waters management (TWM) by facilitating structured learning and information sharing among various stakeholders.

IW:LEARN endeavoured to do this through five components:

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

The IW-LEARN Project operational phase started in 2004.

There was both a UNDP component and a UNEP component. The UNDP component ended in November 2008. The UNEP component continued for a period of time after that.

This questionnaire focuses on the UNEP component.

Your participation in this questionnaire, together with any additional thoughts or suggestions you might have, is very much appreciated

Thank you!

Richard Kyle Paisley
Director, Global Transboundary International Waters
University of British Columbia IAR
#371, 1855 West Mall Road
Vancouver, Canada
V6T 1Z1

Telephone: + 1 604-822-9224
E Mail: paisley@law.ubc.ca

Your Name:_____

1.   Your Email address:_____

2.   Your Organization / Affiliation:_____

3.   Your Position:_____

4.   Your Country:_____

5.   Your Telephone Number:_____

6.   Your SKYPE Number:_____

A.   Your relationship to IWLEARN (mark with check marks)

Owner………

Partner/Cosponsor……..

Provider/Consultant……..

Administrator……….

Stakeholder………

Beneficiary……..

Other…………………….

B.   Your Relationship with IWLEARN has been:

Continuous…….

Intermittent/regular……..

Sporadic/occasional…….

Slight……….

C.   Particular Aspects of IW:LEARN you were Involved with:

Policy/Guidance………………

Administration/Management…………..

Component A Information Sharing…………

Component B Learning……………

Component C Dialogue……………

Component D Innovation……………

Component E Partnership………….

Other…………..

D.   Whether in your opinion IWLEARN has produced its programmed activities and outputs

Please use a scale from 1 to 6 where:

1 means "highly satisfactory"

2 means "satisfactory"

3 means "moderately satisfactory"

4 means "moderately unsatisfactory"

5 means "unsatisfactory"

6 means "highly unsatisfactory"

Activity:

A. Facilitating access to information about transboundary water resources among GEF IW projects

Your Rating:_____

D. Testing innovative approaches to strengthen implementation of the IW portfolio.

Your Rating:_____

E.   Whether in your opinion IW LEARN achieved its stated objectives

Please use a scale from 1 to 6 where:

1 means "highly satisfactory"

2 means "satisfactory"

3 means "moderately satisfactory"

4 means "moderately unsatisfactory"

5 means "unsatisfactory"

6 means "highly unsatisfactory"

1. Transboundary Water Management strengthened by IW LEARN

Your opinion_____

2. IW LEARN facilitated learning and information sharing among GEF stakeholders

Your opinion_____

3. IW LEARN effectively captured lessons learned and experiences from IW projects

Your opinion_____

4. IW LEARN effectively disseminated lessons learned and experiences from IW projects

Your opinion_____

5. IW LEARN fostered structured learning and replication of lessons among GEF projects and cooperating agencies

Your opinion_____

      6.   IW LEARN enhanced the technical capacity of recipients

Your opinion_____

      7.   IW LEARN activities translated into benefits for Transboundary Waters Management

Your opinion_____

      8.   Mechanisms appeared to be into place to ensure stakeholder ownership and sustainability of IW Learns and associated technical support

Your opinion_____

F. Further evaluation of IW LEARN UNEP component based on your personal knowledge

Please use a scale from 1 to 6 where:

1 means "highly satisfactory"

2 means "satisfactory"

3 means "moderately satisfactory"

4 means "moderately unsatisfactory"

5 means "unsatisfactory"

6 means "highly unsatisfactory"

      1.   Objectives and planned results attained

Your opinion_____

      2.   Sustainability objectives attained

Your opinion_____

      3.   specific outputs and activities attained

Your opinion_____

      4.   potential for replication attained

Your opinion_____

      5.   Monitoring and evaluation systems functioned well

Your opinion_____

      6.   project design, planning and implementation objectives attained

Your opinion_____

      7.   stakeholder participation and public awareness objectives attained

Your opinion_____

8.   financial planning and management objectives attained

Your opinion_____

   F.   Please use this section to give any additional comments or suggestions that might assist with this evaluation

_____
_____
_____
_____
_____
_____
_____
_____
_____

November 2009

Annex 7 – Glossary of Terms

GLOSSARY OF TERMS

Acknowledgement to UNDP component evaluation

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

Word	Abbreviation	Clarification	Source(s)
Distance Learning and Information sharing tool	DLIST	Mentioned in Annex IV of IWC2005 final report summary	
Educational Resources Information Center	ERIC	Search engine and data for educational information	http://eric.ed.gov/ERICWeb Portal/Home.portal?_nfpb=t rue&_pageLabel=Home_pag e
Effectiveness	Effectiveness	1. The extent to which a development outcome is achieved through interventions. The extent to which a programme or project achieves its planned results (goals, purposes and outputs) and contributes to outcomes. 2. The extent to which the development's objectives were achieved or are expected to be achieved, taking into account their relative importance. 3.The extent to which an objective has been achieved or how likely it is to be achieved.	1.http://www.undp.org/eo/ documents/HandBook/ME-HandBook.pdf 2.OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/datao ecd/29/21/2754804.pdf 3.http://www.gefweb.org/ MonitoringandEvaluation/M EPoliciesProcedures/docum ents/Policies_and_Guideline s-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Efficiency	Efficiency	1. The optimal transformation of inputs into outputs. 2. A measure of how economically resources/inputs (funds, expertise, time, etc) are converted to results. 3.The extent to which results have been delivered with the least costly resources possible. Also called cost-effectiveness or efficacy.	1.http://www.undp.org/eo/ documents/HandBook/ME-HandBook.pdf 2.OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/datao ecd/29/21/2754804.pdf 3.http://www.gefweb.org/ MonitoringandEvaluation/M EPoliciesProcedures/docum ents/Policies_and_Guideline s-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Electronic Fora.	E-for a.	Mentioned as an issue in the IW:LEARN Operational Phase MTE ToR.	
Environment Law Institute	ELI (PAL)	http://www2.eli.org/index.cfm	
Executing Agency	ExA/EA	One of seven organizations responsible for providing implementation services for a GEF project under policy of expanded opportunities. (Food and Agriculture Organization, Industrial Development Organization, International Fund for Agricultural Development, African Development Bank, Asian Development Bank,	http://thegef.org/Outreach/ outreach-PUblications/key_terms.htm l

Word	Abbreviation	Clarification	Source(s)
		European Bank for Reconstruction and Development, and Inter-American Development Bank).	
Full-sized Project	FSP		
GEF International Waters Information Management System	IW-IMS	This is the IW:LEARN website http://www.iwlearn.net/ as referred to in IWInfo http://www.iwlearn.net/abt_iwlearn/i winfo	
Gender and Water Alliance.	GWA	http://www.genderandwater.org/. Involved in E2.1 Gender and Water Exhibit http://www.genderandwater.org/page /5133	
Global Environment and Technology Foundation	GETF (PAL)		
Global Environment Facility	GEF		
Global Marine Program (IUCN)	GMP		
Global Water Partnership - Mediterranean	GWP-Med		
Global Waterpartnership	GWP	http://www.gwpforum.org/servlet/PSP	
Goal	Goal	Goal (Global Objective) – Higher objective to which this project, along with others, will contribute. IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/d ocs/iwl2_prodoc.pdf	
Guinea Current Large Marine Ecosystem Project	GCLME	www.gclme.org	
Highly Satisfactory	HS	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements Unsatisfactory.	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/d ocuments/mae-toc.htm
Highly Unsatisfactory	HU	Part of the six point scale used for Monitoring and evaluation by IW:LEARN. HS - Highly Satisfactory; S –	UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th

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

Word	Abbreviation	Clarification	Source(s)
Technology		any tool for recording, storing and processing data or information or for communicating between people separated by distance or time. ICT usually includes hardware (computers, fax machines, CD-ROMs, scanners), software (word processing programs, databases, computer simulations) or network applications (email, instant messaging, Web-based training platforms), but also includes less sophisticated instruments (radio, telephones, books, cassettes, chalkboards, litmus paper) that may be more affordable or pervasive ICT in some developing areas. *(UNDP IW:LEARN Project Document - http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf)	
Information Management System	IMS		
Information Technology	IT	http://www.iwlearn.net/iw-help/help	
International Union for the Conservation of Nature and Natural Resources	IUCN		
International Waters	IW	The term "international waters", as used for the purposes of the GEF Operational Strategy, includes the oceans, large marine ecosystems, enclosed or semi-enclosed seas and estuaries as well as rivers, lakes, groundwater systems, and wetlands with transboundary drainage basins or common borders. The water-related ecosystems associated with these waters are considered integral parts of the systems. The common global hydrologic cycle dynamically links many watersheds, airsheds, estuaries, and coastal and marine waters through transboundary movement of water, pollutants, and living resources.	Operational strategy, Chapter 4. http://gefweb.org/public/opstrat/complete.htm
International Waters Help Desk	IW-Help	http://www.iwlearn.net/abt_iwlearn/iwinfo link to the Help desk on this url does not work (16th November 2006) http://www.iwlearn.net/abt_iwlearn/pns/infoshare/a2ta1	
International Waters Management	IWM	Taken from http://www.iwlearn.net/abt_iwlearn/iwinfo outcome statement	
International Waters Priority 1	IW-1	Catalyze implementation of agreed reforms and on-the-ground stress reduction investments to address transboundary water concerns. Annex	

Word	Abbreviation	Clarification	Source(s)
		B of GEF Project Cycle an Update: Strategic Priorities by focal area under GEF 4. http://thegef.org/Operational_Policies /Eligibility_Criteria/documents/FocalAr eaStrategiesGEF4.doc	
International Waters Priority 2	IW-2	Expand foundational capacity-building to a limited number of new transboundary systems through integrated approaches and foster replication through targeted learning for the international waters portfolio.	Annex B of GEF Project Cycle an Update: Strategic Priorities by focal area under GEF 4. http://thegef.org/Operation al_Policies/Eligibility_Criteri a/documents/FocalAreaStra tegiesGEF4.doc
International Waters Priority 3	IW-3	Undertake innovative demonstrations addressing key program gaps with a focus on SIDS water supply/coastal protection and IWRM ISSD targets. Annex B of GEF Project Cycle an Update: Strategic Priorities by focal area under GEF 4. http://thegef.org/Operational_Policies /Eligibility_Criteria/documents/FocalAr eaStrategiesGEF4.doc.	
International Waters Task Force	IWTF		
International Waters: Learning Exchange and Resources Network	IW:LEARN		
Internationale Weiterbildung und Entwicklung (Capacity building International)	InWEnt		
IW:LEARN Operational Phase FSP Project Document	ProDoc		
Knowledge Management	KM		
Knowledge sharing plan	Knowledge sharing plan	Knowledge sharing plan	
Lake Peipsi Center for Transboundary Cooperation	CTC		
Learning Coordinator	LC		
Learning portfolio	Learning portfolio	a learning portfolio is a network of projects that use similar strategies to achieve a common end and work together to achieve three goals: · Implement more effective projects. · Systematically learn about the conditions under which these strategies work best and why. · Improve the capacity of the members of the portfolio to do adaptive management. (IW:LEARN UNDP	

Word	Abbreviation	Clarification	Source(s)
		Porject Document, para 12 page 9 http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf).	
Mainstreaming	Mainstreaming	The term mainstreaming is used in the IW:LEARN MTE to mean "the process of acceptance of goods and services proposed as quality standards within the target (IW) environmental management portfolio".	
Marginally satisfactory	MS	Part of the six point scale used for Monitoring and evaluation by IW:LEARN. HS - Highly Satisfactory; S – Satisfactory; MS – Marginally Satisfactory; MU - Marginally Unsatisfactory; U – Unsatisfactory; HU – Highly Unsatisfactory. Not used in this mid-term evaluation because of the OESP (1997) guidelines indicating four points on the scale.	UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF.
Marginally unsatisfactory	MU	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements. Unsatisfactory (the "MU" marginally unsatisfactory determination for "Unsatisfactory with some positive elements" is taken from "UNDP/GEF (2006). APR/PIR 2006 (1 July 2005 to 30 June 2006). November 10th 2006. Pp. 22. UNDP/GEF."	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/documents/mae-toc.htm
Mid-Term Evaluation	MTE	The terms "Mid-term evaluator" and "Mid-term evaluation" should be viewed as synonymous.	
MSP	MSP	http://www.iwlearn.net/groups/scom/UBC%20workshop/	
NBO	NBO		
Nile Basin Initiative	NBI	GEF IW Project	http://nbi.iwlearn.org
No record	No record		
Not able/qualified to answer	X		
Office of Evaluation and Strategic Planning	OESP		
Omni Search	Omni	http://www.iwlearn.net/omni-search. A search engine restricted to web sites from the list provided.	
OP-08 International Waters Waterbody-based operational program	OP-08	GEF OP-08 International Waters Waterbody-based operational program. http://gefweb.org/Operational_Policies/Operational_Programs/OP_8_English	

Word	Abbreviation	Clarification	Source(s)
		.pdf	
OP-09. Integrated land and water multiple focal area operational program.	OP-09	GEF OP-09. Integrated land and water multiple focal area operational program. http://gefweb.org/Operational_Policies/Operational_Programs/OP_9_English.pdf	
OP-10 Contaminant-based operational program.	OP-10	GEF International Waters Contaminant-based operational program.http://gefweb.org/Operational_Policies/Operational_Programs/OP_10_English.pdf	
OP-14 Persistent Organic Pollutants	OP-14	Draft Operational Program on Persistent Organic Pollutants. http://gefweb.org/Operational_Policies/Operational_Programs/C.22.Inf.4_OP_on_POPs_FINALdraft%20for%20posting.doc	
Operational Program (GEF)	OP	GEF Operational Program derived from GEF Operational Strategy. As of March 2003, there are 15 operational programs (OPs) through which the GEF provides grants. Eleven of these reflect GEF's original focal areas: four in the biodiversity focal area, four in climate change, and three more in international waters. (Projects to combat ozone depletion are not covered among the OPs.) OP 12, Integrated Ecosystem Management, encompasses cross-sectoral projects that address ecosystem management in a way that optimizes ecosystem goods and services in at least two focal areas within the context of sustainable development. In October 2002, the GEF Assembly approved persistent organic pollutants and land degradation as new GEF focal areas. OP15 (Land Degradation) is now available, and OP14 (Persistent Organic Pollutants) is being drafted. http://gefweb.org/Operational_Policies/Operational_Programs/operational_programs.html	
Outcome	Outcome	Outcomes (Immediate Objectives) – The main results [components of purpose] stemming from achievement of outputs. . IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf	
Output	Output	Outputs -- distinct from Outcomes -- is used here to describe the products and services delivered by the project;	

Word	Abbreviation	Clarification	Source(s)
		IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf	
Pacific Regional Environment Programme	SPREP	http://www.sprep.org/	
Partnership Activity Leads	PALs	IW:LEARN established Memoranda of Understanding (MOU) and/or contract with a set of institutional "partnership activity leads (PALs). The PCU will realize most activities in collaboration with a PAL and supporting partners. PALs will also be responsible for contributing to and helping to implement sustainability plans for their respective activities. Including those PALs listed here and, up to 20 sub-contracts may be required to fully realize this project. A1 UNEP (DEWA); A2 UNEP (DEWA); B1.1 Organization of American States; B1.2 [TBD], B1.3 Center for Transboundary Cooperation (Peipsi-CTC); B1.3 United Nations Economic Commission for Europe (UNECE), Environmental and Human Settlements Division; B2.1.1 International Shared Aquifer Resource Management (ISARM); B2.1.2 The World Conservation Union (IUCN) Water and Nature Initiative (WANI) B2.1.3 LakeNet; B2.2 The World Conservation Union (IUCN) Global Marine Programme (GMP); B2.2.2 United States National Oceanic and Atmospheric Administration (NOAA); B2.2.2 University of Rhode Island (URI); B4 Environmental Law Institute (ELI); C1/C2 Global Environment and Technology; D1 SEA-START/Chulalongkorn University; D2 Global Water Partnership - Mediterranean; D3 Capacity Building for Integrated Water Resources Management (Cap-Net); E2.2 Francois Odendaal Productions (FOP)/EcoAfrica Associates; E2.3 Gender and Water Alliance (GWA).	http://www.iwlearn.net/abt_iwlearn/pct
Partnerships in Environmental Management for the Seas of East Asia or PEMSEA	PEMSEA	Partnerships in Environmental Management for the Seas of East Asia or PEMSEA. GEF IW Project.	www.pemsea.org
Persistent Organic Pollutant	POP		
PLONE	PLONE	Plone is an extensible content management system written in the	

Word	Abbreviation	Clarification	Source(s)
		Python programming language. It is based on Zope. Plone is free software and is designed to be extensible. It can be used as an intranet or extranet server, a document publishing system, and a groupware tool for collaboration between separately located entities. en.wikipedia.org/wiki/Plone	
Portfolio Coordination Team	PCT	Figure 2, page 12 of IW:LEARN UNDP Project Document http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf	
Private Sector	Private Sector	Private Sector (partners)	
Program/Admin Assistants	PA/AA		
Project Coordinating Unit	PCU		
Project Coordination Team	PCT	The IW:LEARN Project Coordination Team (PCT) spans roughly 20 international agencies and organizations across four continents. The PCT consists of a multi-agency Steering Committee, a 5-person Project Coordinating Unit and over a dozen Partnership Activity Leads and other partners.	http://www.iwlearn.net/abt_iwlearn/pct/
Project cycle	Project Cycle		GEF Project Cycle: An update. Pp 23. GEF/C.22/Inf.9 Nov 5, 2003. GEF Council November 19-21, 2003. http://gefweb.org/Documents/Council_Documents/GEF_C22/Project_Cycle_Update_FINAL_Nov_5_2003.pdf
Project Implementation Review	PIR		
Project Information Management System	PIMS	The system used to categorise GEF projects.	http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf
Project Selection Criteria	PSC		
Public participation	P2		
Purpose	Purpose	Purpose (Project Objective) – The impact of a project. The change in beneficiary behaviour, systems or institutional performance because of the combined output strategy and key assumptions. (Indicators show how such changes can be measured or quantified).	IW:LEARN UNDP Project document footnote 29 paragraph 27 page 15. http://www.iwlearn.net/abt_iwlearn/docs/iwl2_prodoc.pdf
Relevance	Relevance	1.The degree to which the objectives of a programme or project remain valid and pertinent as originally planned or as subsequently modified	1.http://www.undp.org/eo/documents/HandBook/ME-HandBook.pdf 2.OECD (2002). Glossary of key

Word	Abbreviation	Clarification	Source(s)
		owing to changing circumstances within the immediate context and external environment of that programme or project. For an outcome, the extent to which the outcome reflects key national priorities and receives support from key partners. 2.The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. 3.The extent to which the activity is suited to local and national development priorities and organizational policies, including changes over time.	terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/datao ecd/29/21/2754804.pdf 3.http://www.gefweb.org/ MonitoringandEvaluation/M EPoliciesProcedures/docum ents/Policies_and_Guideline s-Tools_and_Guidelines-New_ME_Policy-020306.pdf
Satisfactory	S	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements Unsatisfactory.	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/d ocuments/mae-toc.htm
Scientific and Technical Advisory Panel.	STAP	Page 17: III Governance and structure 24. 24. UNEP shall establish, in consultation with UNDP and the World Bank and on the basis of guidelines and criteria established by the Council, the Scientific and Technical Advisory Panel (STAP) as an advisory body to the Facility. UNEP shall provide the STAP's Secretariat and shall operate as the liaison between the Facility and the STAP.	http://thegef.org/GEF_Instr ument3.pdf
Second intergovernmental review meeting of the Global Programme of Action for the protection of the marine environment from land based activities.	IGR2	http://www.gpa.unep.org/content.ht ml?ln=6&id=344	http://www.gpa.unep.org/c ontent.html?ln=6&id=344
Service delivery (service level agreement)	SLA	Service Level Agreement (SLA): A formal negotiated document that defines (or attempts to define) in quantitative (and perhaps qualitative)	http://www.knowledgetrans fer.net/dictionary/ITIL/en/S ervice_Level_Agreement.ht m

Word	Abbreviation	Clarification	Source(s)
		terms the service being offered to a Customer…… An SLA is best described as a collection of promises…..the general structure of the agreement is: Contract, Amendments, Service Description, Service Hours, Service Availability, Reliability, Customer Support, Service Performance, Functionality, Change Management Procedure, IT Service Continuity, Security, Printing, Charging (if applicable), Service Reviews, Glossary, Amendment Sheet.	
Small island developing states	SIDS		
SMART	SMART	Specific: The system captures the essence of the desired result by clearly and directly relating to achieving an objective, and only that objective. Measurable: The monitoring system and its indicators are unambiguously specified so that all parties agree on what the system covers and there are practical ways to measure the indicators and results. Achievable and Attributable: The system identifies what changes are anticipated as a result of the intervention and whether the result(s) are realistic. Attribution requires that changes in the targeted developmental issue can be linked to the intervention. Relevant and Realistic: The system establishes levels of performance that are likely to be achieved in a practical manner, and that reflect the expectations of stakeholders. Time-bound, Timely, Trackable, and Targeted: The system allows progress to be tracked in a cost-effective manner at desired frequency for a set period, with clear identification of the particular stakeholder group to be impacted by the project or program.	http://gefweb.org/MonitoringandEvaluation/MEPoliciesProcedures/MEPIndicators/mepindicators.html
South East Asia Regional Learning Centre	SEARLC		
South East Asia START Regional Centre	START (PAL)		
Stakeholder involvement plans	SIP	From Executive Summary logframe	
Steering Committee	SC		
Strategic Action Programmes	SAP	KEY ELEMENTS OF STRATEGIC ACTION PROGRAMS 1. Transboundary water-related environmental analysis. 2. Relationship to national environmental	1. http://www.iwlearn.net/publications/SAP 2. Strategic Action Program Elements (5

Word	Abbreviation	Clarification	Source(s)
		planning and economic development documents. 3. Establishment of clear priorities. 4. Establishment of a realistic baseline. 5. Determining agreed incremental costs.	elements). Operational strategy, Chapter 4, Box 4.1. http://gefweb.org/public/op strat/complete.htm
Structured learning	SL	1. IW:LEARN UNDP Project Document, Annex D page 93,96 http://www.iwlearn.net/abt_iwlearn/d ocs/iwl2_prodoc.pdf not very clear 2. Search on Google for Define: Structured Learning produced nothing substantive. 3. Search in GEF OP does not produce the term "structured learning". 4. See also short interview with Dr Thomas Petermann (INWENT, PAL Workshop Activity Leader B2.1). "STRUCTURED LEARNING: What is it: (it is still being developed and applied in the African context). Impact oriented process - logical sequence - open architecture - otherwise learning pre-empted. Identifies needs and empowers (helps people to solve their own problems). Facilitator(s) and focal point(s) - person - a liaison person in a network. Partners. Structured learning needs to be adapted to the local cultural circumstances which is what is being attempted. Individuals are highly motivated. Role of outsiders in IWLEARN is to start a process of facilitating structured learning but have to be careful not to pre-empt the outputs…… case study example from SE Europe where process of learning from each other and networking is more structured….. IWM toolbox… GWP website." (Search of the GWP toolbox http://www.gwptoolbox.org/gfx/conte nt/ToolBox%20text%20book%20Ver2% 20Eng.pdf using keyword "Structured learning" does not have an entry).	
Sustainability	Sustainability	1.Durability of positive programme or project results after the termination of the technical cooperation channelled through that programme or project; static sustainability—the continuous flow of the same benefits, set in motion by the completed programme or project, to the same target groups; dynamic sustainability— the use or adaptation of programme or project results to a different context or changing environment by the original target groups and/or other groups. For an outcome, it reflects whether the	1.http://www.undp.org/eo/ documents/HandBook/ME-HandBook.pdf 2.OECD (2002). Glossary of key terms in evaluation and results based management. Evaluation and Aid Effectiveness 6. Pp. 40. DAC Working Party on Aid Evaluation. OECD. http://www.oecd.org/datao ecd/29/21/2754804.pdf 3.http://www.gefweb.org/ MonitoringandEvaluation/M

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

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

Word	Abbreviation	Clarification	Source(s)
for Project Services			
Unsatisfactory	U	The following categories will be used to rate UNDP-assisted programmes and projects through monitoring and evaluations. Highly satisfactory. Satisfactory. Unsatisfactory, with some positive elements. Unsatisfactory.	OESP (1997). Results-oriented Monitoring and Evaluation. A Handbook For Programme Managers. OESP Handbook Series. Eds: Sharon Capeling-Alakija, Abdenour Benbouali, Barbara Brewka and Djibril Diallo. Office of Evaluation and Strategic Planning. United Nations Development Programme. One United Nations Plaza, New York, NY 10017. http://www.undp.org/eo/documents/mae-toc.htm
Water and Nature Initiative (IUCN)	WANI:IUCN		
Water Partnerships	WP		
West Indian Ocean Land based Activities	WIOLAB	West Indian Ocean Land based Activities. GEF IW Project.	www.wiolab.org/
World Bank	WB	1. One of three organizations responsible for providing implementation services for a GEF project. They are accountable to the Council for their GEF-financed activities. http://thegef.org/Outreach/outreach-PUblications/key_terms.html. http://thegef.org/participants/Implementing_Agencies/implementing_agencies.html. 2. World Bank area of emphasis: Page 36 Annex D.II.11c. The World Bank will play the primary role in ensuring the development and management of investment projects. The World Bank will draw upon its investment experience in eligible countries to promote investment opportunities and to mobilize private sector resources that are consistent with GEF objectives and national sustainable development strategies. http://thegef.org/GEF_Instrument3.pdf	
World Fish Center	WFC		
Yellow Sea Large Marine Ecosystem Project (UNDP/GEF)	YSLME	Yellow Sea Large Marine Ecosystem Project (UNDP/GEF). GEF IW Project.	www.yslme.org/
ZOPE	ZOPE	Zope is an Open Source object oriented web application server written in the programming language Python. Zope stands for "Z Object Publishing Environment". It can be almost fully managed with a web-	

Word	Abbreviation	Clarification	Source(s)
		based user interface. Zope publishes on the web Python objects that are typically persisted in an object database, ZODB. Basic object types, such as documents, images, page templates, are available for the user to create and manage through the web. ... en.wikipedia.org/wiki/Zope	

Word	Abbreviation	Clarification	Source(s)
		based user interface. Zope publishes on the web Python objects that are typically persisted in an object	