UNITED NATIONS DEVELOPMENT PROGRAMME
PROJECT DOCUMENT

Project Number:	PIMS 2838 GLO/03/G41/A/1G/31
Project Title:	Strengthening Global Capacity to Sustain Transboundary Waters: The International Waters Learning Exchange and Resource Network
Project Short Title:	IW:LEARN
Executing Agency:	UN Office of Project Services (UNOPS)
Implementing Agency:	UN Development Programme (UNDP)
GEF Associated Agencies:	UN Environment Programme (UNEP) and World Bank (IBRD)
Project Site:	Distributed
Beneficiary Countries:	Global
ACC/UNDP Sector:	0320 Land and Water
GEF Theme:	International Waters, with relevance to water-related projects of other focal areas
Estimated Starting Date:	July 1, 2004
Duration:	4 Years

UNDP-GEF Financing	
UNDP/GEF:	
Full:	**$6,000,000**
PDF:	**$350,000**
Parallel Financing[1]	
UNDP:	$ 1,200,000
UNEP:	$ 1,269,000
World Bank:	$ 510,000
Others:	$ 3,156,000
Total:	**$ 12,485,000**
Associated Activities :	$ 1,470,000

Brief Description: IW:LEARN aims to strengthen Transboundary Waters Management (TWM) by facilitating structured learning and information sharing among stakeholders. In pursuit of this global objective, IW:LEARN will improve GEF IW projects' information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits through:

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

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

On behalf of:	Signature	Date	Name/Title
UNDP	_____	_____	_____
UNOPS	_____	_____	_____

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List of Acronyms

ACC	(UNDP) Administrative Committee for Coordination
ACWA	African Coastal Waters Association
ANBO	African Network of Basin Organizations
APC	Agricultural Pollution Control
APR	Annual Project Review
BCLME	Benguela Current Large Marine Ecosystem (GEF project)
BL	(UNDP) Budget Line
BSEP	Black Sea Environment Project (GEF project)
CATHALAC	Water Centre for Humid Tropics of Latin America and the Caribbean
CDU	(Train-Sea-Coast) Course Development Unit
CEP	Caribbean Environment Programme
CMBL	(UNDP) Component and Budget Line
COP	Community of Practice
CPRG	Cambridge Programming Research Group
CTA	Chief Technical Advisor
CTC	Centre for Transboundary Cooperation (Lake Peipsi)
DESA	(UN) Division of Economic and Social Affairs
DEWA	(UNEP) Division of Early Warning Assessment
DL	Distance Learning
DLIST	Distance Learning Information Sharing Tool (IW:LEARN pilot project)
DNIPRO	Dniepr River Project (GEF project)
DSS	Decision Support System
EA	(GEF) Executing Agency (for one or more projects)
EEG	(UNDP) Energy and Environment Group
ELI	Environmental Law Insititute
EMECS	Environmental Management of Enclosed Coastal Seas
EU	European Union
FAO	Food and Agriculture Organization
FSP	Full-Sized Project
GCLME	Guinea Current Large Marine Ecosystem (GEF Project)
GEF	Global Environment Facility
GEFSEC	Global Environment Facility Secretariat
GETF	Global Environment and Technology Foundation
GIS	Geographic Information Systems
GIWA	Global International Waters Assessment (GEF project)
GPA	Global Programme of Action (GPA) for the Protection of the Marine Environment from Land-based Sources of Pollution
GTZ	Gesellschaft fur Technisches Zusammenarbeit
GWP	Global Water Partnership
HCLME	Humboldt Current Large Marine Ecosytem Project

IA	(GEF) Implementing Agency (oversees multiple EAs and projects)
IAP2	International Association for Public Participation
IATF	(GEF International Waters) Inter-Agency Task Force
IBRD	World Bank
ICLARM	International Centre for Living Aquatic Resources Management
ICM	Integrated Coastal Management
ICPDR	International Commission for the Protection of the Danube River
ICRI	International Coral Reef Initiative
ICT	Information and Communication Technology
IETC	(UNEP) International Environmental Technology Centre
IFOK	Institute for Organisational Communication (Germany)
IGRAC	International Groundwater Resources Assessment Centre
IHE	(UNESCO) Institute for Hydrological Engineering
IHP	(UNESCO) International Hydrological Programme
ILEC	International Lake Environment Committee
IMO	International Maritime Organization
INBO	International Network of Basin Organizations
INBO-TWINBASIN	International Network of Basin Organizations Twinning Basin Project
INWEH	(UN) International Network on Water Education and Health
IOC	(UNESCO) International Ocean Commission
IOI	International Ocean Institute
ISARM	International Shared (Transboundary) Aquifer Resources Management
IUCN	The World Conservation Union
IW	International Waters (GEF focal area)
IWC	(GEF) International Waters Conference
IW:LEARN	International Waters Learning Exchange and Resource Network
IW- IMS	(IW:LEARN) International Waters Information Management System
IWPS	(GEF) International Waters Program Study
IWRA	International Water Resources Association
IWRC	(IW:LEARN) International Waters Resource Centre
IWRM	Integrated Water Resource Management
IWRN	Inter-American Water Resources Network
LAC	Latin America Caribbean (region)
LME	Large Marine Ecosystem
Logframe	Logical Framework
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoE	Ministry of Environment
MoFA	Ministry of Foreign Affairs
MSP	Medium-Sized Project
NBI	Nile Basin Initiative (GEF project)
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organization
NOAA	(US) National Oceanographic and Atmospheric Administration

OAS	Organization of American States
OP	(GEF) Operational Program
OP10	(GEF) Operational Program 10 (Contaminant Based Operational Program)
OPS2	(GEF) Operational Program Study 2
P2	Public Participation
PCT	Project Coordination Team
PCU	Project Coordination Unit
PDF	Project Preparation and Development Facility
PDF-B	Project Preparation and Development Facility Block B Grant
PEMSEA	Partnership for Environmental Management of the Seas of East Asia (GEF project)
PERSGA	Regional Organisation for the Conservation of the Environment of the Red Sea and Gulf of Aden (GEF project)
PIR	Project Implementation Review
POPs	Persistent Organic Pollutants
PPR	Principal Project Representative
PTS	Persistent Toxic Substances
QOR	Quarterly Operational Report
RBI	River Basin Initiative
REC	Regional Environmental Centre (for Central and Eastern Europe)
ReefBase	Global information system on coral reefs
SAP	Strategic Action Programme
SC	(IW:LEARN) Steering Committee
SCS	South China Sea (GEF project)
SEA	South East Asia (region)
SEA-START RC	South East Asia System for Analysis Research and Training – Regional Centre
SHARK	UNDP online coral reef project network
SIDS	Small Island Developing States
SIDSNet	Small Island Developing States Network
SIP	Stakeholder Involvement Plan
SIWI	Stockholm International Water Institute
SPREP	South Pacific Regional Environment Programme
STAP	Scientific and Technical Advisory Panel
TAP	Technical Advisory Panel
TBD	To Be Decided
TDA	Transboundary Diagnostic Analysis
TOR	Terms of Reference
TPR	Tripartite Review
TWM	Transboundary Water Management
UNDP	United Nations Development Programme
UNECE	United Nations Economic Commission for Europe
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNIDO	United Nations Industrial Development Organization
UNOPS	United Nations Office for Project Services
UNU	United Nations University
UNU-INWEH	United Nations University Institute for Water Education
URI	University of Rhode Island
VC	Video Conference
WANI	(IUCN) Water and Nature Initiative
WBI	World Bank Institute
WRI	World Resources Institute
WSSD	World Summit on Sustainable Development
WWAP	World Water Assessment Programme

I. CONTEXT

General Status of International Waters Capacity

1 In pursuit of their respective environmental and development objectives, International Waters (IW) projects have similar capacity needs. At the outset, project proponents rarely know where to go to discover useful lessons, wisdom, and information resources or tested solutions to the shared waters problems they face.

2 Learning principally by trial and error among isolated IW projects has 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 three 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 Programs (SAPs) – to generate adaptive management frameworks for sustaining their transboundary waters systems.

3 However, the valuable knowledge gained by mature projects and their partners[1] is not readily available to emerging IW initiatives. Only a fraction of GEF IW projects have maintained more than a token presence on the World Wide Web, for instance.[2] The GEF's most recent *International Waters Program Study*[3] 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 find it challenging to discover them without targeted capacity-building or technical assistance from a dedicated technical support mechanism. Under the GEF's OP10,[4] a 3-year IW:LEARN pilot project was established to provide such a mechanism.

The IW:LEARN Pilot Phase

4 The IW:LEARN Pilot Phase project directly contributed to realizing the GEF's goals for technical support, assessment, and derivation of lessons learned across IW operational programs.[5]

5 From 2000 to 2003, the project tested a suite of complementary of structured learning, information sharing and technical support services, then tested their capacity-building utility within the GEF IW portfolio.[6] IW:LEARN demonstrated ways GEF IW projects can effectively apply new Information and

[1] E.g., Intergovernmental basin organizations, IAs and EAs, NGOs and transboundary coordinating bodies operating at local, national and regional scales, as well as many relevant non-GEF IA projects that have substantial and useful information and lessons that could be learned. Note particularly UNEP Regional Seas, UNESCO Coasts and Islands and the accumulating experience on Tropical Marine ecosystems, in ReefBase (WorldFish Center/ICLARM) and International Tropical Marine Ecosystems Management Symposia (ICRI). See section on "IA linkages" (paragr. 115) and Annex 10, "Comparative Advantages and Specific Linkages IAs Bring to IW:LEARN" for more details.

[2] For examples, see the GEF's *International Waters Resource Centre (IWRC)*, a product of the IW:LEARN pilot phase, at www.iwlearn.net.

[3] J. M. Bewers and J. I. Uitto. 2001. International Waters Program Study. GEF Monitoring and Evaluation: Washington, DC. On-line at: http://www.iwlearn.net/ftp/iwps.pdf.

[4] The OP10 scope includes a component for "narrowly focused regional or global projects that can help meet particular technical needs or build capacity for the use of certain measures by various on-going International Waters projects. Targeted technical demonstration and capacity building projects can help build awareness in countries that are participating in International Waters projects and serve as a means to encourage best practices, develop tools for finding solutions, and formulate policies for innovative institutional approaches. Also included in this operational program are global International Waters projects that help contribute to the development of strategic approaches across operational programs in the focal area and facilitate exchange of experience among different International Waters initiatives. From these exchanges, capacity can be built and lessons learned derived for wider application. " OP10, paragraph 10.6.

[5] OP10 expected outcomes include "a collection of global and regional projects that provide programmatic and strategic benefits for the global environment through technical support, assessment, and derivation of lessons learned across operational programs in this [IW] focal area." (paragr. 10.8).

[6] IW:LEARN. 2003. *IW:LEARN Operational Phase Concept Paper*, Annex 5 (Outputs and Lessons from Pilot Phase of IW:LEARN). http://www.iwlearn.org/ftp/iwl2_concept.pdf

Communications Technology (ICT)[7] tools to increase access to transboundary waters information across participating countries. Also tested was the use of inter-project dialogue to clarify the needs of stakeholders with respect to skills development and institutional capacity building. The Pilot Phase then developed a methodology to target IW:LEARN services to emerging GEF IW projects' needs via "blended learning" – learning which applies face-to-face interactions and distance learning[8] – across projects and partners.

6 GEF IW project personnel and participants in IW:LEARN's Pilot Phase information sharing and structured learning activities revealed –

- Substantial demand for obtaining structured training and learning within and among IW projects[9]
- Additional need for guidance regarding specific technical aspects of transboundary waters management (TWM) [10] and use of ICT.
- Blended learning as a viable means to address both access and financial constraints of specialized IW training, in contrast to prolonged off-site technical training.[11]

7 Independent evaluation identified several highly successful activities emerging from the IW:LEARN Pilot Phase.[12] For instance:

> The first International Waters Conference (IWC) in Budapest (2000) provided participants an overview of the GEF portfolio and M&E process and acquainted projects with the upcoming *International Waters Program Study*. Over the course of 6 months in 2001-02, project and portfolio managers used an electronic forum to suggest themes for the next IWC and to discuss findings from the *Program Study*. The *Program Study* and forum archives – along with GEF IW project profiles and related documents – are now accessible via an electronic clearinghouse, the International Waters Resource Centre (IWRC). The IWRC is available on-line via the World Wide Web and was circulated via CD-ROM to all participants of the second IWC in 2002. In an iterative manner, the second GEF IW Conference (Dalian, 2002) returned the email-based dialog to face-to-face discourse regarding key issues of project development, implementation and M&E. The Dalian conference revealed strong demand from project managers for additional guidance on developing effective indicators.[13]

8 Evaluation confirmed that IW:LEARN's objectives remain very relevant to GEF IW projects, emphasizing that the justification for the project is as valid today as it was when IW:LEARN was

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[7] **Information and Communication Technology (ICT)** is defined here as any tool for recording, storing and processing data or information or for communicating between people separated by distance or time. ICT usually includes hardware (computers, fax machines, CD-ROMs, scanners), software (word processing programs, databases, computer simulations) or network applications (email, instant messaging, Web-based training platforms), but also includes less sophisticated instruments (radio, telephones, books, cassettes, chalkboards, litmus paper) that may be more affordable or pervasive ICT in some developing areas.

[8] DL is defined here as the ICT-mediated transfer of knowledge or skills between people.

[9] E.g., Needs identified at the GEF International Waters Conferences in Budapest, Hungary (2000) and Dalian, China (2002); recommendations of the IW:LEARN-hosted Inter-American Water Resource Managers Forum in Foz do Iguaçu, Brazil (2001) and a similar forum of East Asian IW projects in Busan, Korea (2002); testimonials at the Second International Conference on Sustainable Management of Transboundary Waters in Europe in Miedzyzdroje, Poland (2002); the Petersberg Declaration [http://www.dse.de/ef/petersb.htm]; as well as through various electronic forums associated with regional and global GEF IW communities.

[10] E.g., Public participation throughout the project cycle; monitoring and evaluation, including indicator development; environmental monitoring and data analysis; remote sensing and Geographic Information Systems (GIS); co-financing and financial sustainability; appropriate ICT to support project management, knowledge management, coordination and outreach.

[11] For instance, one student in IW:LEARN's distance MSc pilot program wrote his thesis on local mangrove areas while working in his project region, providing a basis for him to advance to the project's National Coordinator for Djibouti. Meanwhile, a Namibian regional planner enrolled in IW:LEARN's virtual ICM training pilot ("DLIST," at http://www.dlist.org) and continued to work while learning about relations between coastal management and sustainable tourism.

[12] *IW:LEARN Operational Phase Concept Paper*, Annex 6 (Independent Evaluation).

[13] Documented in the IWC proceedings and final report, available via the IWRC at http://www.iwlearn.net/event/proc.php.

originally conceived.[14] The evaluation recommended that those methods determined as successful – including structured learning, information sharing, ICT technical support, the IWRC and IWCs – should be scaled up in an operational phase project.

9 The *International Waters Program Study* also underscored that the GEF's IW:LEARN and International Waters Conference pilot projects were "promising steps taken" to address existing deficiencies in inter- and intra-project collaboration to incorporate lessons learned, prevent duplication and ensure efficiency. It concluded that there is a need to formalize the process of feeding back lessons learned in a transparent and effective manner, such as proposed through the Operational Phase of IW:LEARN. The GEF's *2001 Project Performance Review* further stated that IW:LEARN's "efforts towards horizontal linkages and learning between projects should be continued and strengthened."[15]

10 The IW:LEARN Pilot Phase tested several techniques to implement OP10 technical support objectives. It also helped build the technical capacity of GEF IW projects through face-to-face and ICT-mediated interactions across various levels of ICT usage. Those techniques evaluated as successful are now ready to be scaled up and instrumentalized in the Operational Phase of IW:LEARN.

11 IW:LEARN is poised to address identified project priorities[16], in collaboration with its partners, to replicate its services across transboundary basins and within various subsets of the GEF IW portfolio.[17] Based on the successful 3-year pilot, all three GEF IAs and the GEF Secretariat now jointly propose this IW:LEARN Operational Phase Full-Sized Project (FSP).

The GEF IW Learning Portfolio

12 The IW:LEARN project will transfer pertinent experiences across projects by fostering a "learning portfolio" for the GEF IW focal area. As illustrated in Figure 1, a learning portfolio is a network of projects that use similar strategies to achieve a common end and work together to achieve three goals:[18]

- 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.

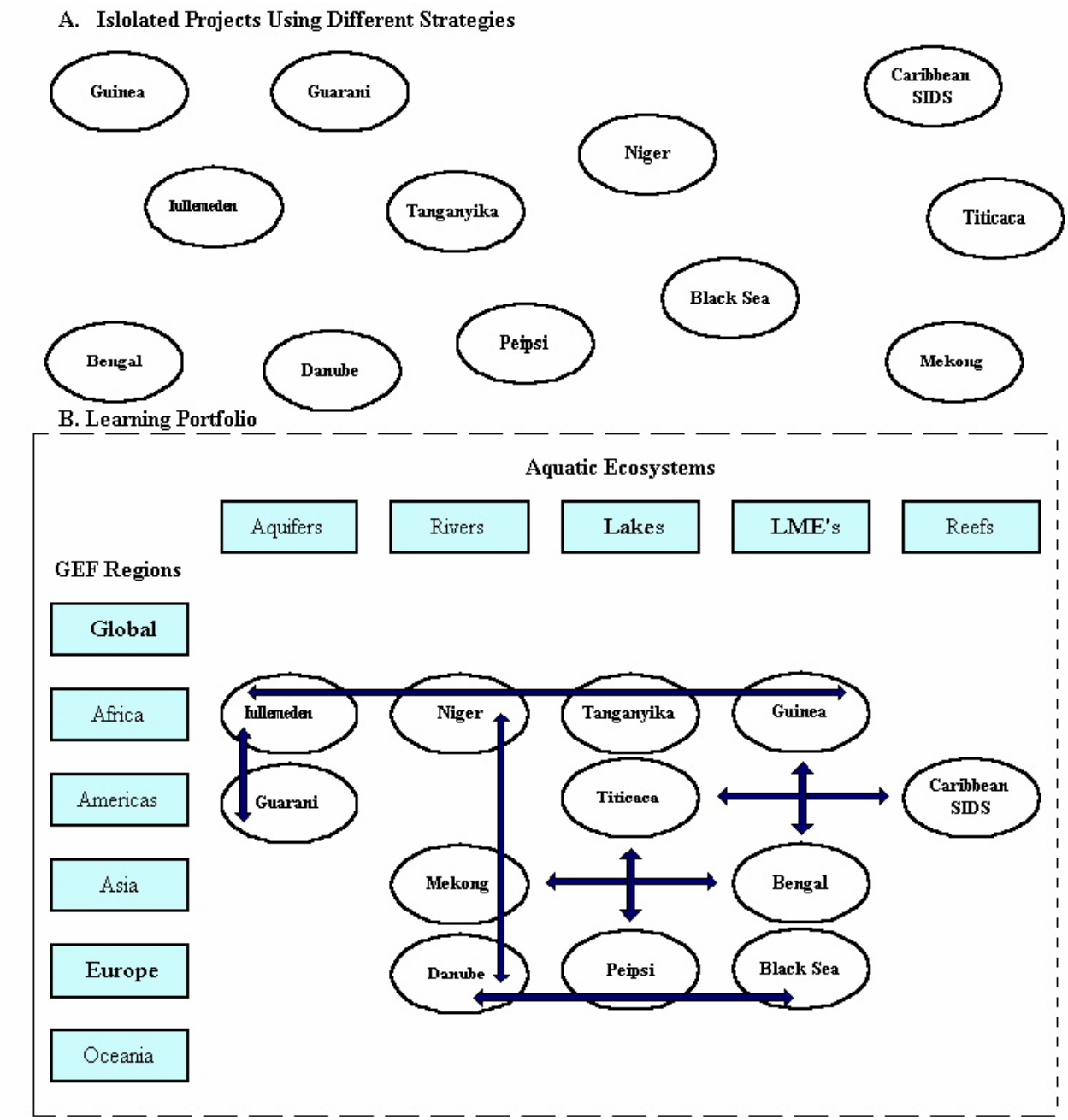
13 The learning portfolio aims to reveal conditions under which a variety of specific TWM strategies work best and why. The approach emphasizes addressing participants' capacity needs and questions through sharing of information and experiences, facilitated transfer of lessons and innovative practices, and inter-project collaboration. IW:LEARN will pursue these through structured learning, information sharing, two IW Conferences, and demonstration activities. The resulting learning portfolio will span the entire GEF IW focal area as well as focus on specific subsets of related GEF IW projects (e.g., projects in Africa or large marine ecosystem (LME) projects).

14 The learning portfolio will include both GEF IW projects and their partners, along with a Portfolio Coordination Team (PCT), as shown in Figure 2. The PCT consists of IW:LEARN personnel at its Project Coordinating Unit (PCU) and representatives of IW:LEARN's organizational partners, who

[14] The evaluation also provided a number of recommendations for the IW:LEARN Operational Phase (see Footnote 13)
[15] GEF. 2002. *2001 Project Performance Review*. GEF Monitoring and Evaluation: Washington, DC. On-line at: http://gefweb.org/Documents/Council_Documents/GEF_C19/C.19.Inf.6_Project_Performance_Review.doc.
[16] *IW:LEARN Operational Phase Concept Paper*, Annex 7 (Priority Needs Expressed by GEF IW Projects and Participating Countries at 2002 GEF IW Conference).
[17] E.g., subsets of stakeholders with common issues, ecosystems or geographic areas.
[18] RedLAC. 2003. Using Long-term Financial Planning to Strengthen Environmental Funds in Latin America: A Learning Portfolio. (May 29 Draft) http://www.redlac.org/documentos/Learning%20Portfolio/4-Concept%20Paper%20RedLAC%20Financial%20Plg%20Learning%20Portfolio.doc

altogether coordinate overall portfolio activities. Since project personnel rarely have the time or resources for specialized off-site training or inter-project meetings, the PCT will use blended learning – leveraging the advantages of both face-to-face and ICT-mediated interactions – to strengthen TWM among portfolio stakeholders. The PCT will also be responsible for identifying and strengthening linkages to external TWM resources and organization which could be of benefit to the IW learning portfolio.

Figure 1. Comparison of isolated GEF projects vs. GEF IW Learning Portfolio



Adapted from RedLAC, 2003

II. PROJECT JUSTIFICATION

15 IW:LEARN fosters structured learning, information sharing, collaboration and replication across the GEF's International Waters (IW) portfolio. At local, regional and global scales, IW:LEARN stakeholders adapt and apply learning, information, skills and tools obtained through IW:LEARN to advance and sustain ongoing benefits of their respective IW projects.

Baseline and Alternative Scenarios[19]

16 In the baseline scenario, learning and information transfer across GEF IW projects remains piecemeal: Transboundary Waters Management (TWM) capacity builds gradually in isolated projects. This constrains the pace and quality of project implementation , thus limiting the potential depth and scope of success. There exists no mechanism to transfer – on demand – valuable experiences between projects. Technical support services within each IA are not responsive to stakeholders' expressed needs across the entire GEF IW portfolio. Numerous opportunities are missed for projects to leverage emerging Information and Communications Technology (ICT) tools for greater stakeholder learning, transparency and participation in TWM. IW projects are disconnected from broader global initiatives to share the natural resources of freshwater and marine ecosystems (e.g., the Plan of Implementation of the World Summit on Sustainable Development (WSSD)[20] and Millennium Development Goals (MDGs)[21]). Project personnel operate in an experience vacuum, significantly limiting opportunities to improve the overall performance and impact of the GEF IW portfolio.

17 The IW:LEARN project develops an alternative scenario: Building upon the successful IW:LEARN pilot, the GEF actively promotes effective TWM through information sharing and targeted learning in support of its IW strategic priorities. Thriving face-to-face international exchange and accessible ICT infrastructure foster inter-project learning from community-level through freshwater basin and large marine ecosystem (LME) scales. Experiences resulting in good practices and lessons learned are transferred horizontally across projects, and fed back from GEF M&E Unit to projects in preparation and those underway. Structured learning and information exchange creates enduring *in situ* capacity to sustain TWM benefits well beyond the GEF project cycle. Information products generated by projects and through these exchanges are readily discovered, accessed and applied to improve TWM across the portfolio.

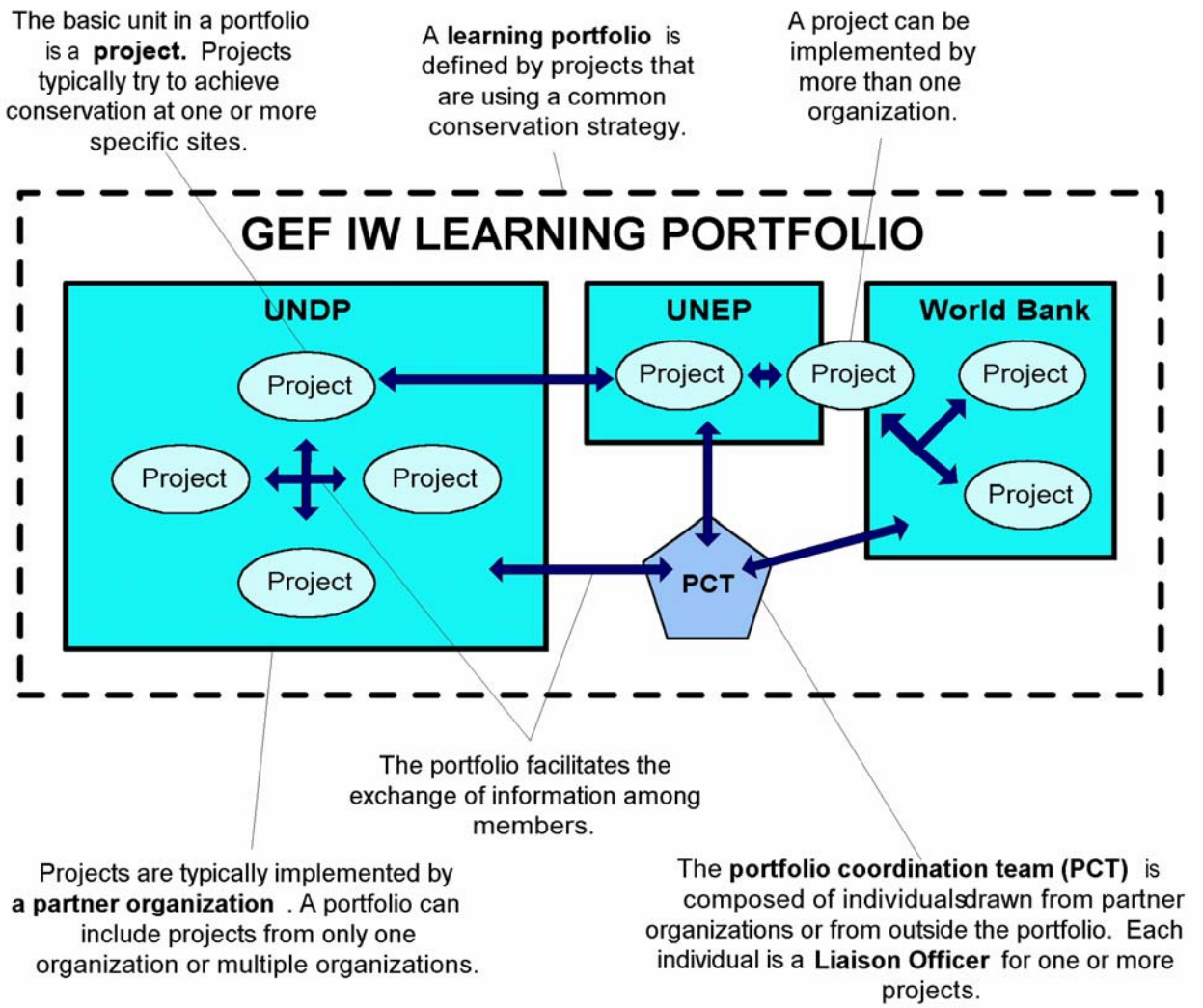
18 Under this alternative, IW:LEARN scales up and replicates its effective structured learning and information transfer activities among countries participating in GEF IW projects. This provides capacity-building support needed to realize IW-2 targets for waterbodies with country-driven, ecosystem based management programs. With an investment of $6.0 million and matching co-finance over four years, the GEF and its three IAs operationalize lessons learned from the IW:LEARN pilot project in order to advance portfolio-wide performance on a self-perpetuating basis (see Annex A, Incremental Cost Analysis). Successful pilot activities, such as biennial GEF IW Conferences and the International Waters Resource Centre, are enhanced and continued through ongoing stakeholder participation and feedback. Targeted technical assistance regularly characterizes and proactively addresses IW projects' needs early and rapidly during their GEF project cycles.[22] Meanwhile, the GEF and IAs collaborate through IW:LEARN to test innovative approaches for meeting a select set of needs expressed by IW stakeholders.

[19] Detailed in Annex 8 (Global IW Threats and Causes, Baseline and Alternative Scenarios).
[20] http://www.johannesburgsummit.org/html/documents/summit_docs/131302_wssd_report_reissued.pdf

[21] By 2015, reduce by half the proportion of people without access to safe drinking water. http://www.undp.org/mdg

[22] For example, IW:LEARN assesses projects needs at IW Conferences and other venues then developed 2 annual work plans to address those needs. The project also responds to impromptu requests from IW projects, such as examples of good public participation strategies or M&E plans.

Figure 2. Key Elements of the GEF IW Learning Portfolio



Adapted from RedLAC, 2003

19 In addition to minimizing unproductive GEF duplication, IW:LEARN focuses on the IW learning process world-wide: Collective lessons learned through the Operational Phase contribute to the global sum of TWM experience and wisdom, providing guidance to ongoing replication of successful TWM activities at the regional and global levels. GEF IW projects are further aligned with Commission on Sustainable Development (CSD) reviews, MDG and WSSD targets (e.g., Integrated Water Resource Management Plans (IWRM) for all nations and basins). Across this broader GEF and IW community, there is expected to be a continuing long-term need for projects such as this to provide the research and development of TWM information materials and training capacities, skills and applications. Through IW:LEARN, the GEF pursues opportunities for collaboration with CSD during its biennial focus on Integrated Water Resources Management (IWRM), 2004-2005. IW:LEARN includes several features to support such collaboration, consistent with GEF Council direction (GEF/C.22/13 of November 2003) and ongoing deliberations between the CSD and the GEF Secretariat. Thus, a successfully implemented

Operational Phase FSP also strengthens the case for continuation of IW:LEARN services to advance the impact and sustainability of future GEF International Waters and related projects.

20 Comprised of IA and GEF Secretariat leads for IW – together known as the IW Inter-Agency Task Force (IATF) – the IW:LEARN Steering Committee (SC) utilizes the FSP as an instrument for assessing and advising IW projects. Additional executing and funding partners are also invited to participate. The SC plays a key role in coordinating IAs' contributions to and use of IW:LEARN in their respective projects. In this fashion, technical services and comparative advantages[23] that each IA provides benefit the entire GEF IW portfolio. Projects receive additional technical support from IW:LEARN's Technical Advisory Panel (TAP), chaired by the IW specialists from the GEF STAP (coordinated by UNEP-GEF). Thus, IW:LEARN integrates experiences and activities across GEF IW partners and stakeholders to improve TWM globally, on-the-ground and at multiple scales.

Country Drivenness

21 IW:LEARN technically supports the national priorities and activities of over 120 nations in more than 55 International Waters (IW) projects that are now under implementation or in the GEF pipeline, Figure 3, as well as in water-related projects of other GEF focal areas. IW:LEARN thus addresses the needs of country-driven GEF IW projects and their staff. Country-drivenness is demonstrated through design of these activities to meet the expressed capacity-building and technical support demands of GEF IW projects receiving country-driven, focal point endorsements.

22 GEF-beneficiary nations have expressed explicit need for further capacity-building assistance and technical support in developing their own TWM capacity. Such is reflected in their GEF project briefs, Transboundary Diagnostic Analyses (TDAs), Strategic Action Programs (SAPs) and ongoing communications with GEF IAs and IW:LEARN.[24] National representatives conveyed similar sentiments at the 2000 and 2002 GEF IWCs and other recent regional IW meetings.[25] Many of these nations also search for practical TWM models and insights to guide their common pursuit of WSSD and MDG targets for sustainable freshwater and for marine fisheries resources. Furthermore, various IW-related treaties and conventions also call for increase TWM capacity-building assistance.[26]

Why should GEF promote TWM learning through IW:LEARN?

23 The GEF has invested over US$460 million to support countries jointly pursuing International Waters projects. Judicious utilization of this GEF investment requires that all the necessary institutions are involved and their experiences included for maximizing projects' benefits. The complexity of IW projects also raises a variety of technical questions among participating countries. Stakeholders cooperating on IW projects must establish sufficient capacity to meet their common goal of sustaining the shared benefits of transboundary waters. IW:LEARN develops key activities designated in the Global Technical Support Component of OP10 [27] to address these issues.

[23] See Annexes 9 (Operational Phase Concept for the UNEP-IW:LEARN Best Practices Database) and 10 (Comparative Advantages and Specific Linkages IAs Bring to IW:LEARN).

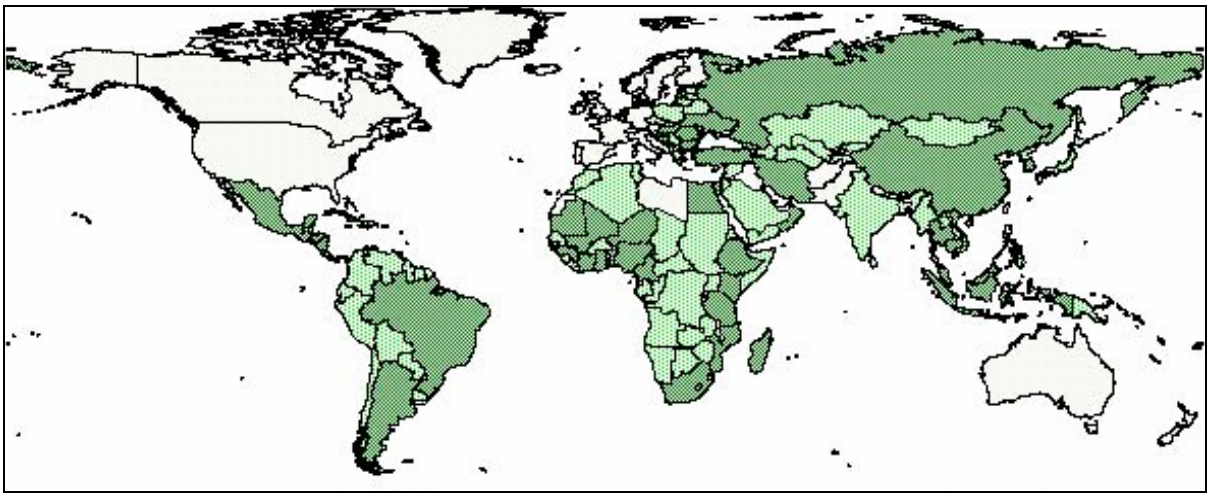
[24] Most GEF IW project-related documents, including approved project briefs and finalized SAP documents, as well as GEF IWC summary reports and proceedings, can be found on-line via the GEF's *International Waters Resource Centre* (IWRC), developed and maintained by IW:LEARN. http://www.iwlearn.net

[25] E.g., the 4th Inter-American Dialog in Brazil in 2001; East Asian Seas meeting in Korea, a UNECE meeting in Poland, and Africa Water Facility presentations at the WSSD WaterDome in South Africa, all in 2002.

[26] See list at http://en.wikipedia.org/wiki/International_Waters#International_Waters_Agreements .

[27] OP10 (paragr. 10.17) describes typical activities of the Technical Support Component as follows: "The complexity of International Waters projects raises technical questions about how and what contaminants to monitor, how to analyze complex sets of data, where to get help, how countries can institutionally work together, and how to involve the public in decision-making. Targeted regional or global capacity-building

Figure 3. Map of countries participating in GEF IW projects.



Nations participating directly in 4 or more GEF International Waters projects (darkly textured), 1-3 GEF IW projects (lightly textured) or no such projects (off-white). Map includes both active and completed projects. Note: Japan became a partner in the PEMSEA project in July 2002, but is not a recipient of GEF aid for its participation.

24 IW:LEARN directly contributes to the GEF's OP10 objective[28] of developing several global International Waters projects aimed at:

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

25 The proposed Operational Phase project aims to strengthen global capacity to learn and apply the lessons of experience from TWM approaches rather than duplicate the mistakes. IW:LEARN is also instrumental the GEF Business Plan's capacity-building strategic priorities (GEF/C.22.6). *Strategic Business Planning* (GEF/C.21/Inf.11 Annex 3, paragr. 14) particularly emphasizes IW:LEARN's key role in the GEF's Strategic Priority (IW-2) for targeted IW learning:

> "The GEF Replenishment included a specific US$20 Million for targeted learning within the portfolio, based on the success of the IW:LEARN approach in OP 10 and piloted in GEF-2.

projects may be necessary to help increase awareness on how to jointly address these contaminant problems. Global projects in this component can help individual groups of countries to share experience with other areas around the globe and lessons can be derived from the experience. New … information systems have been developed … that can help countries sort through complex decisions for dealing with root causes of transboundary environmental degradation. Targeted technical information sharing, capacity building, and training opportunities may also be appropriate."

[28] OP10, paragraph 10.4(d)

> The learning experiences among GEF projects undertaken within the IW portfolio [have] been successful as judged by survey, project evaluations and OPS2. The learning is aimed at exchanging successful approaches among existing projects and those under preparation so that they may be adopted within the framework of adaptive management that characterizes the GEF approach to transboundary water systems. They also help avoid problems that have been encountered by projects. Such South-to-South 'structured learning' contributes significantly to the success of GEF's foundational/capacity building work in IW."

With design guided by the IAs' IW leads, all IW:LEARN components and activities align within the OP10 technical support component to realize these strategic priorities.

26 IW:LEARN integrates active involvement by all three IAs – as well as the GEF Secretariat, M&E Unit, NGO Network and STAP – in exchanging practical experiences and learning across over 55 GEF-approved IW projects and projects in preparation. With the support of its Steering Committee (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.

III. DEVELOPMENT OBJECTIVE

Global Objective[29]

27 IW:LEARN's global development objective is –

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

28 To help the GEF achieve its Strategic Priorities for International Waters as well as stated objectives of the Global Technical Support Component of OP10,[30] project targets towards this objective include:

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[29] Terminology for objectives derived from Juha Uitto. 2002. *GEF M&E Policies and Procedures, with Emphasis on Indicators for International Waters Projects* (Presentation to GEF IWC 2002, on-line via http://www.iwlearn.org/iwc2002):

- **Goal** (Global Objective) – Higher objective to which this project, along with others, will contribute
- **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.
- **Outcomes** (Immediate Objectives) – The main results [components of purpose] stemming from achievement of outputs.
- **Outputs** -- distinct from Outcomes -- is used here to describe the products and services delivered by the project; whereas
- **Activities** -- refers to the actions carried out by the project to create these outputs. (http://www.undp.org/seed/unso/capacity/documents/lfa-support.pdf)

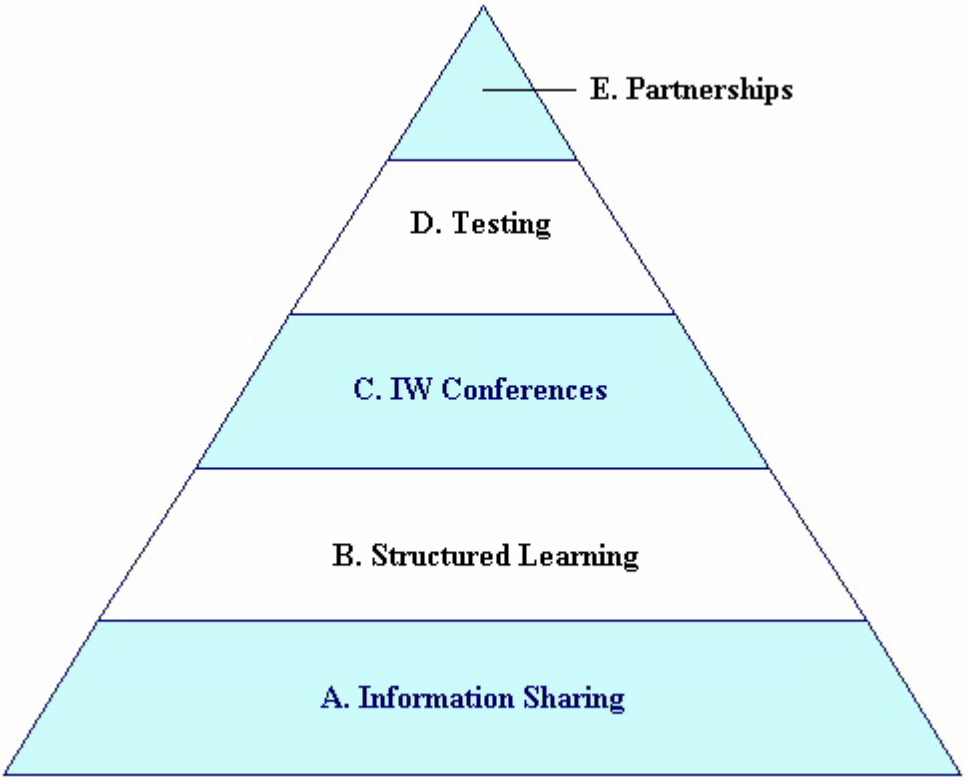
[30] OP10, paragraph 10.4(d), as quoted here in Section 6.

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

IV. COMPONENTS, OBJECTIVES, OUTCOMES, OUTPUTS, AND ACTIVITIES

29 In pursuit of these targets, IW:LEARN will improve GEF IW projects' information base, replication efficiency, transparency, stakeholder ownership and sustainability of benefits through the following five components:

Figure 4 The Five Components of the IW:LEARN Operational Phase Full-Sized Project, built upon information sharing and structured learning base



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

Outcome: TWM improved across GEF IW project areas through projects' and stakeholders' access to TWM data and information from across the GEF IW portfolio and its partners

B. Structured learning among GEF IW projects and cooperating partners

Outcome: 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. Organizing biennial International Waters Conferences

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

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

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

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

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

30 IW:LEARN components' objectives, outputs and activities are described below: Table 1 presents outputs by activity and year, as indicators of project performance. This is followed by a more detailed description of expected outcomes, and activities and outputs to realize those outcomes. The Logical Framework (Annex B) further characterizes key indicators and associated assumptions and risks.

COMPONENT A. Facilitating Access to Information on Transboundary Water Resources Among GEF IW Projects

31 Immediate Objective A: *To facilitate the integration, exchange and accessibility of data and information among GEF IW projects, their partners and stakeholders.*[31]

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

32 *Rationale*: The GEF's OP10 highlights the IW portfolio's need for increased access to and use of information to benefit transboundary waters management (TWM). Currently, data and information generated by IW GEF projects are often difficult to discover. For example, one GEF IW project has identified a score of environmental indicators to track progress towards improving its transboundary river ecosystem. Another project developed training modules to apply social marketing to support project-level IW outreach. A third project created an ICT tool for tracking over 100 partnerships involved in various

[31] Addresses priorities expressed in GEF Operational Program Number 10; "Program Objectives" section, paragraph 10.4(d) (http://gefweb.org/Operational_Policies/Operational_Programs/OP_10_English.pdf), the GEF Business Plan FY03-05 (GEF/C.19/10), GEF Council Meeting 19 Summary of the Charge (pagr. 61), GEF/C18/5 (pagr. 11), and *Priority Issues which STAP Should Address in GEF Phase III* (section 3). http://stapgef.unep.org/documents/PRIORITY%20ISSUES%20III.doc . Furthermore, this objective also facilitates the lead responsibility of GEF IAs and EAs to "disseminate project level information, including lessons learned," as expressed in the GEF's *Clarifying the Roles and Responsibilities of the GEF Entities*. http://www.gefweb.org/Documents/Council_Documents/GEF_C19/C.19.8_Roles_and_Responsibilities.pdf

project-related activities and initiatives. While virtually all GEF IW project documents include plans to create databases and Geographic Information Systems (GIS) to collect and disseminate relevant data and information, only less than 20% have made these information systems accessible on-line. In all these cases, there is virtually no means for other projects to discover and apply this valuable information.

Table 1. IW:LEARN Project Timeline with Outputs (indicators of project performance) by Activity and Year

Component/Activity	Year 1	Year 2	Year 3	Year 4
A. Information Sharing: *>75% projects use IW-IMS and >50% of users obtain needed info by 2008.*				
A1. IW Info. Mgmt. System (IW-IMS)	IW-IMS protocols established, prototype in place; 1 new module (Africa)	IW-IMS populated; Helpdesk operational, proactive & responsive; 1 new module (groundwater/aquifers)	Helpdesk responds to 24 requests/yr; 1 new module (TBD)	Helpdesk fielding 48+ requests/yr; 1 new module (TBD)
A2. ICT Technical Assistance	1 ICT Training Workshop; 25% of projects' Websites linked to IW-IMS	50% of projects' Websites linked to IW-IMS	1 ICT Workshop; 75% of projects' Websites linked to IW-IMS	95% of projects' Websites linked to IW-IMS
B. Structured Learning: *30+ projects apply lessons from IW:LEARN structured learning to improve TWM in the basins by 2008.*				
B1. Regional Multi-Project Exchanges	At least 1 regional exchange launched	At least 2 regional exchanges launched (cumulative)	At least 3 regional exchanges launched (cumulative); Present regional exchange findings at IWC4	Learning products on IW-IMS
B2. Learning for Portfolio Subsets	Freshwater &/or LMEs exchanges launched	Freshwater & LME exchanges both launched (or continuing)	Coral reef exchange launched; other exchanges present findings at IWC4	Learning products on IW-IMS
B3. Inter-Project Exchange Missions	1-4 multi-week inter-project exchanges	1-4 multi-week inter-project exchanges	1-4 multi-week inter-project exchanges	1-4 multi-week inter-project exchanges
B4. Public Participation Training	Training materials developed	1st workshop; training materials revised	2nd workshop; training materials augmented	3rd workshop; training materials on IW-IMS
C. IW Conferences: *Representatives from all GEF IW projects participate in 2 portfolio-wide review, replication and partnership events.*				
C1. IWC3 (Rio de Janeiro, Brazil)	IWC3 held; IW portfolio recommendations to CSD	Proceedings disseminated via IW-IMS		
C2. IWC4 (Cape Town, South Africa)		IWC4 host, location and co-finance secured; agenda set	IWC4 held	Proceedings disseminated

Component/Activity	Year 1	Year 2	Year 3	Year 4
				via IW-IMS
D. Testing Innovative Approaches: *GEF IW projects and partners benefit from a set of demonstration activities integrating TWM information sharing and structured learning.*				
D1. S.E. Asia Regional Learning Center (SEA-RLC)	SEA-RLC established to address projects TWM needs; Web site launched and linked to IW-IMS	Regional GEF IW GIS on-line, connected to IW-IMS	Roster of >100 experts addresses projects' needs; 3 GIS DSS modules featured	>1000 IW resources added to IW-IMS; SEA IW project applying GIS modules
D2. S.E. Europe/Central Asia	3 roundtables for senior officials and experts; regional TWM information exchange network launched via Internet	3 roundtables for senior officials and experts; network sustained via regional partners	Network and learning products accessible via IW-IMS	
D3. CSD/GEF Roundtable with CSD	Global roundtable, in follow-up to CSD-12 (and leading up to CSD-13)	Learning products accessible via IW-IMS		
E. Partnerships to Sustain Benefits: *TWM structured learning and information sharing institutionalized.*				
E1. Partnerships and Strategic Plan	Initial sustainability plan finalized and approved by IW:LEARN SC; role for partners in sustainability plan finalized, approved	Partners recruited and aligned to sustain IW:LEARN benefits for all activities per plan.	Sustainability plan revised per mid-term review	Sustainability plan realized through partners strategic plans.
E1. IW Contributions to Global TWM	2-3 projects receive cost share to participate each of in 2 GEF IW side events; 1-2 outreach &/or learning products disseminated, including LME video (co-produced by IW:LEARN)	2-3 projects receive cost share to participate in each of 2 GEF IW side events; 1-2 outreach &/or learning products disseminated	2-3 projects receive cost share to participate in 1-2 GEF IW side events; 1-2 outreach &/or learning products disseminated	2-3 projects receive cost share to participate in each of 2 GEF IW side events; 1-2 outreach &/or learning products disseminated

33 The conventional approach to developing GEF IW information systems tends to focus entirely on gathering and repackaging information without addressing means of sustaining these efforts beyond the project cycle. Subsequent to projects' conclusion, GEF's investment in project-generated information is essentially lost to posterity. For instance, in the case of the recently concluded phase of the Black Sea Environmental Programme, links to certain applications and tools developed during the project are no longer referenced and have virtually disappeared since the end of the project cycle. Clearly a there is a need to track and archive such useful project outputs.

34 Absent IW:LEARN, there is no single coordinated mechanism to capture and retain projects' outputs, intermediate data and information generated by these projects. Nor are projects generally aware of the information resources and ICT tools developed by one another to sustain their respective transboundary water bodies. Yet countries participating in TWM have expressed a strong need to access, adapt and apply such information. They also yearn to have analogous projects' information (e.g., TDA and SAP documents, contact information, etc.) at their fingertips, in order to spontaneously emulate models and seek and obtain answers to the various day-to-day operational questions critical to project success. Where these questions go unanswered, projects and their partners often meander in search of peer assistance or else re-invent the wheel, thus wasting limited time and scarce resources. They have limited ongoing interactions with their peers around the world since there is virtually no place where they can reliably find one another, on-line or off. They frequently have no idea where to go to find existing valuable TWM information amidst the vast but superfluous reaches of the Web.

35 Moreover, a large portion of GEF IW projects still have little or no Web presence themselves, outside of their profiles in the GEF IWRC (www.iwlearn.net), developed and maintained by IW:LEARN. Most use email, but few employ more advanced, yet increasingly accessible ICTs for project coordination (e.g., instant messaging, Internet-based teleconferencing, shared document editing, etc.). All this limits the ability of their national, sub-national and NGO partners – as well as key stakeholders – to keep appraised and fully involved in project activities. It also prevents "incidental" discovery of useful project information by their peers through Internet searches.

36 Past efforts of the GEF in collaboration with UNEP have put in place a mechanism for coordinated reporting of project related information that is visualized through the GEF Project Tracking System (www.gefonline.org). Recently, UNEP developed a prototype that enhanced the GEF Project Mapping System to demonstrate how data and information generated by projects could be captured. The prototype linked in real-time with information from another GEF-sponsored initiative, the "Environment-Directory" (http://www.environment-directory.org). Thus, a two-way stream of project related information can be archived and customized for specific purposes by building upon the existing business process and Internet applications already in place.

37 While this demonstration illustrated the utility of an established and coordinated information sharing process among Implementing Agencies, there still remains a need for an ongoing mechanism to capture data and information made available through the Internet (via project websites) from the various stakeholders involved in GEF IW projects. At the same time, stakeholders also seek a well-known access point and channels for sharing data, information and knowledge sharing that benefits all GEF projects and their on-the-ground constituencies – a two way channel.

38 This component will catalyse the synthesis, collection and integration of information resources pertinent to TWM – both within and from outside the GEF IW portfolio -- thereby enhancing information sharing among GEF IW project regions and their access to priority water information. Specific objectives are to:

- build a globally-accessible electronic repository of useful GEF IW project data and information – as well as of technical resources to address priority TWM information needs – which, for many project stakeholders, is currently difficult (sometimes impossible) to acquire;

- implement policies and processes to capture and disseminate transferable TWM experiences gained through GEF projects' execution;

- facilitate the development, application and inter-project replication of valuable ICT tools to support improved TWM at the project-level as well as to increase both contribution and use of pertinent information resources by those who need and can most benefit across all GEF IW projects and their on-the-ground constituencies

- foster information exchange among the IW learning portfolio, including sharing, synthesis and dissemination of information resources developed by cross-sections of the GEF IW portfolio and their non-GEF counterparts

39 Through a systematic approach to information sharing, the GEF can increase IW projects' efficiency, effectiveness, transparency and stakeholder ownership. This component develops such an alternative.

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

Output A1.1: IW-IMS prototype established through use of protocols to inter-link IW Resource Center, projects' and partners' Web sites by 2005.

Output A1.2: At least 4 IW-IMS modules support information sharing among specific subsets of the GEF IW portfolio (e.g., Africa, groundwater/aquifers, coral reefs) by 2008.

Output A1.3: An inter-agency GEF IW help desk (&/or water-net) uses IW-IMS resources to research and respond to at least 4IW community-driven TWM requests per month by 2006.

41 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 Center (IWRC) information system created during the IW:LEARN Pilot Phase, and utilizing the UNEP.Net Frame Work,[32[3]] 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 Centers). 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.

42 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,[33] and connect all GEF IW project Web sites to the GEF IW-IMS.

[32[3]] UNEP.Net is a framework consisting of two distinct utilities:

- a *discovery mechanism* for UNEP and its partners to share and publicize high quality data and information about the environment that they own or manage;
- *supporting tools* that allow users to use UNEP.Net to create and complement their own services;

Output A2.1: At least 2 ICT training workshops over 4 years, through 2008.

Output A2.2: 95% of GEF IW projects have developed Web sites with ICT tools & information resources inter-linked & accessible through IW-IMS by 2008.

43 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

44 Immediate Objective B: *To establish and technically support a series of face-to-face and electronically-mediated structured learning activities[34] – 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.

45 *Rationale*: As presented in the Context section above, GEF IW projects and their partners have expressed tremendous interest in learning from one another how to improve TWM.. The IW:LEARN solution addresses this demand through three types of South to South structured learning activities:

1) Peer-to-peer blended learning for subsets of the IW portfolio (e.g., LME projects or African projects) through a series of 2-3 facilitated face-to-face meetings, bridged by periodic electronic dialogue (Activities B1 and B2)

2) Multi-week learning missions, whereby partners from one project area visit another project in order to experience first-hand the approaches used and challenges faced by their counterparts working on similar IW issues or under similar circumstances, or to acquire hands-on experience regarding a specific IW issue or TWM approach (Activity B3)

3) Targeted training to fill critical gaps in many projects' TWM capacity (Activity B4 and some sub-activities under B1 and B2).

46 Learning Missions: The inter-project stakeholder exchange activity (B3) aims to ramp up the global transfer of TWM practical experience by increasing institutional capacity to replicate best practices and learn from lessons among the GEF International Waters projects and their partners.

47 A six-month pilot program in 2003 tested the utility and mechanism for project-proposed stakeholder exchanges. IW:LEARN requested that exchanges focus on one or more project management and/or ecological issues identified as priorities by GEF IW projects and partners (e.g., as surveyed at the 2002 GEF International Waters Conference in Dalian, China). Despite strong demand (exhibited by the number

[33] ICT quality criteria include elements such as usability, accessibility in low-bandwidth contexts, and metadata standards for effective information searching and discovery via search engines.

[34] E.g., conferences, meetings, workshops, virtual forums and e-learning exchanges.

of inquiries and proposals received), pilot funds limited support to a handful of "small" exchanges (<$10,000 each). Seven exchanges spanning all GEF-supported regions and IAs, including lakes, rivers, bays, and marine ecosystems were selected. Selection of exchange candidates was based on pragmatic objectives for knowledge transfer and relevance to assessed GEF IW priorities.

48 Targeted Training: At the last International Waters Conference (September 2002), 50 participants from GEF IW projects and partners identified "public participation" (P2) as their highest priority area of need for further capacity building. GEF mandates that IW projects develop and implement stakeholder involvement plans (SIPs) as part of the TDA/SAP process. Partners are also encouraged to promote more effective IW decision-making by providing the public access to relevant information, meaningful opportunities to participate in the decision-making process, and access to justice to redress harms that might arise. Projects aim to do so through their respective SAP processes, legal frameworks, and institutions for governing transboundary waters. Unfortunately, there is often a paucity of local, national, and regional experience to guide and realize public participation efforts.

49 Across GEF IW projects and the wider international environmental community, however, there exist a number of tested approaches, models, and tools for promoting more sustainable water governance through improved public participation. These could be readily adapted and applied to achieve Transboundary Waters Management (TWM) objectives at the local through basin-wide scales, from the early stages of project formulation through to the implementation of transboundary agreements by permanent coordinating institutions. There is thus a strong unfulfilled need to be met through capacity-building training for results-oriented P2 in IW management.

50 Overall: Blended learning meets the needs of subsets of the learning portfolio through ongoing opportunities to share respective experiences and lessons among similar TWM programs. Missions allow for more intensive experiential learning to address specific capacity needs of either one or a reciprocating pair of IW projects. Training, meanwhile, addresses highest priority learning needs expressed across the portfolio and its partners by delivering specific expertise through series of instructional modules. The multi-institutional Portfolio Coordination Team (pp. 9 and 41) will ensure that all three types of activities provide sufficient external structure to meet projects' outstanding learning needs.

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

Output B1.1: Caribbean Inter-linkages Dialog (in cooperation with UNEP and OAS)

Output B1.2: Exchange across freshwater and marine GEF IW projects and partners in Africa (in cooperation with ANBO, ACWA, NEPAD and/or African Regional Seas Secretariats).

Output B1.3: Exchange among IW projects across Eastern Europe, Central Europe and Central Asia (in partnership with the UNECE Transboundary Waters Secretariat and the Peipsi Center for Transboundary Cooperation)

52 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.

53 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. As such, it addresses STAP's 2004 discussion on such inter-linkages and supports the Barbados

Programme of Action (BPoA) for the sustainable development of Small Island Developing States (SIDS). With guidance from the IWTF, UNEP's Caribbean Environmental Programme (CEP) is well situated to realize this activity through its mandate under Cartagena Convention for the Protection and Development of the Marine Environment of the Wider Caribbean Region (1983). CEP will link projects across GEF focal areas in dialog over a 3-year period. This dialog for inter-project collaboration will be launched in conjunction with the fifth Inter-American Dialog on Water (IAD5) in fall 2005 and continue through facilitated electronic fora, a potential WWF4 side event in 2006, and a final face-to-face wrap-up event in 2008.

54 The African exchange will aim to develop a network of mutually supportive GEF IW projects in the region. The Eurasian exchange, meanwhile, will focus on supporting a subset of nationally-driven "Capacity for Water Collaboration" training workshops under development in partnership with the UNECE Transboundary Waters Convention Secretariat and regional NGOs over the 2004-2006 period.

55 Organize and conduct multi-project learning exchanges for 3-5 subsets of similar projects in the GEF portfolio.

Output B2.1: Exchanges among Freshwater Projects (with IUCN; including Groundwater/Aquifers, also with UNESCO/ISARM; River Basins, also with WBI and INBO; Lake Basins, also with LakeNet)

Output B2.2: Exchanges among Large Marine Ecosystem (LME) projects (with IUCN, NOAA, IOC, URI, GPA and Regional Seas)

Output B2.3: Exchanges among Coral Reef projects (with WorldFish Center)

56 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. Some demand-driven training elements may also be incorporated. IW:LEARN will work with IUCN and ecosystem specialists (e.g., UNESCO-ITARM, INBO, LakeNet and the WorldFish Center) to bring value and substance to these dialogues by drawing on their knowledge, experience and networks. These networks will also help extend the outreach and benefits of other GEF IW projects, e.g., the World Lakes Management Initiative MSP and the Coral Reef Targeted Research FSP.

57 Activity B3 Coordinate inter-project exchanges between GEF IW projects and partners

Output B3: 5-7 multi-week staff/stakeholder exchanges between pairs of 10-14 projects, at least half of which are new (or pipeline) projects, at a rate of 1-4 exchanges per year for 4 years, through 2008.

58 This FSP activity builds upon lessons from the 2003 pilot. Objectives include:

- Exchanging project experience and expertise at the operational level between projects with similar goals, objectives and activities;
- Mutually increasing capacity for more effective protection of shared resources and sustainable management of transboundary water systems;
- Documenting and disseminating recommendations and lessons gleaned from the exchanges across participating GEF IW projects.

59 The activity 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. To date, a number of projects and their partners (e.g., BCLME, GCLME, HCLME, PEMSEA, PERSGA, IUCN (Mekong and Tanganyika), Globallast, DeltAmerica (IWRN)) have already requested notification and consideration for exchanges in 2004. Even though the pilot phase necessarily had a short notification period, tight application deadlines, and limited publicity, the interest was widespread and vigorous. Demand is expected to increase in subsequent years, following outreach and dissemination of prior missions' results and greater, more strategic marketing of the program. Outreach will be pursued in conjunction with biennial International Waters Conferences (Component C) and through the information sharing (Activity A2), structured learning (B1, B2 and B4) and demonstration (Component D) activities developed by IW:LEARN. Opportunities for co-financed missions, e.g., through INBO's TWINBASIN project, have been also been established.

60 Activity B4 Provide face-to-face and virtual training to enhance public participation in Transboundary Waters Management.

Output B4: Training for at least 15 projects (5 government-NGO partnerships per year for at least 3 years) to jointly develop, refine and/or implement activities to increase public access and involvement in TWM decision-making in their respective basins.

61 IW:LEARN's P2 training activity will consist of distilling and delivering a set of P2 training modules to teams of project, government and NGO partners across at least 15 GEF project areas. This modular training will be reinforced and enhanced back in participants' home offices through facilitated distance learning across projects using appropriate ICTs. The overall goal will be to assist each GEF IW project in building the public support and stakeholder ownership needed to sustain TWM beyond GEF's intervention. Specific outputs may include new or improved SIPs, P2 protocols for conventions, or adoption of specific tools or measures (e.g., citizen advisory committees, stakeholder mapping tools, social marketing campaigns, public-access repositories for data or legal documents, public hearings) for improving P2 in TWM. Results for improved public access may be measured through benchmarks adapted from those developed by the Access Initiative, an international environmental NGO network, with guidance from GEF and UNDP M&E experts. Stakeholder involvement results will also be tracked according to the number and type of activities planned and realized by teams following the training.

62 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

63 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 two global conferences for the GEF IW portfolio, including exchange of experience within the portfolio and with related transboundary waters programs.

64 *Rationale*: 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. The first and second Global Environment Facility's (GEF) Biennial International Waters Conferences (2000 in Hungary and 2002 in China) were highly successful and facilitated a coordinated evaluation of the spectrum of projects within the IW portfolio. Project principals seized these opportunities to showcase their successes, exchange lessons learned and foster information sharing. The conferences also provided a means to identify avenues for increased collaboration between participating governments, GEF international waters projects, GEF implementing and executing agencies, and the private and non-profit sectors. Participants acknowledged the tremendous value these sessions provided and encouraged additional opportunities to foster collaboration among the international waters projects.

65 To continue these successful events, two GEF IW Conferences will be organized. Their purposes are to:

- permit GEF, recipient countries, the implementing agencies (UNDP, UNEP, World Bank), co-financiers, project directors, and other key stakeholders to strategically review and assess the GEF international waters portfolio with the aim of promoting improvements and needed adjustments based on lessons learned;
- facilitate the identification and dissemination of best practices and lessons learned in TWM and project development, both within and outside the GEF portfolio of projects, as well as the practical application of these practices and lessons to project portfolio priorities; and
- provide a venue for GEF IW projects' contributions to the deliberations of the Commission on Sustainable Development (CSD) in its year to address water resource management policy-making (2005)

66 Another goal of the 2005 and 2007 conferences will be to encourage the development of partnerships with organizations currently outside of the GEF family. Outreach to the wider IW community of organizations and stakeholders – as well as strengthening linkages with the United Nations Commission on Sustainable Development's (CSD) first biennial cycle devoted to water issues (2004-2005) – is increasingly important as projects chart their course to ensure the sustainability of GEF-catalyzed interventions. To support this effort IW:LEARN will collaborate with other international agencies[35] and non-governmental organizations[36] to bring their constituencies' perspectives and resources to the conferences. IW:LEARN will also seek opportunities to involve other public and private organizations to share their successful International Waters experiences.

67 Renewal of the biennial IWC cycle will provide a significant platform for international waters projects to exchange ideas, as well as to support the larger objectives of facilitating information sharing, replication, leveraging resources and encouraging the overall sustainability of these important initiatives.

68 Activity C1 Organize third GEF International Waters Conference, including contributions to CSD 13 (Rio de Janeiro, 2005)

Output C1: 3rd IW Conference, including documented recommendations from GEF IW portfolio to CSD-13 Policy Session (Spring 2005)

[35] E.g. OAS, UNIDO, FAO, AMCOW, UNECE, Regional Development Banks, Secretariats of non-GEF TWM programmes, GWP, GIWA, World Water Forum Secretariat, UNESCO and it's network of Institutes for Water Education including IHE, CATHALAC, etc.

[36] E.g., IUCN, LakeNet, DION, ALMAE/SOMADE, ENDA, OVI, and other IW-interested members of the GEF NGO Network; as well as ILEC, Eco-Africa, other global, regional, national and sub-national NGOs affiliated with IW projects' execution.

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

70 In addition to coordinating the IWC3 agenda, IW:LEARN will involve the OAS, South American IW projects and relevant CSD stakeholders in co-planning of one or more side events or follow-on event(s). As with previous conferences, this IWC will dovetail and integrate with activities of other IW:LEARN components for information sharing and structured learning. Proceedings will be published in print and on-line, distributed via GEF's IWRC Web site and throughout the IW-IMS.

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

Output C2: 4th IW Conference

72 The 4th IW Conference will likely be 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 may be arranged. A key output of a second conference will be 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 FSP.

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

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

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

74 *Rationale*: A set of highly successful demonstration activities were realized during the IW:LEARN Pilot Phase, in partnership with GEF IW stakeholders in all regions. Those most pertinent to the GEF IW learning portfolio are now being scaled-up and operationalized, through Components A-C above. This underscores the utility of continued support for testing innovative approaches to enhance information sharing and structured learning across the portfolio. Within this component, four activities test a set of approaches that, if successful, can be mainstreamed by lead partners to benefit GEF IW stakeholders during and beyond the Operational Phase IW:LEARN FSP:

75 Activity D1 Develop South East Asia Regional Learning Center (SEA-RLC)

Output D1.1: SEA-RLC established by 2005 to address regional TWM needs and leverage regional expertise to benefit global TWM

[37] GEF OP 10, paragraph 10.4(d).

Output D1.2: SEA-RLC Web site provides roster of (>100) experts and (>1000) other information resources to address IW projects' needs, by 2008

Output D1.3: Regional GIS database on-line by 2006, with at least 3 GIS-based decisions support system (GIS-DSS) applications developed and applied in the field by Southeast Asian GEF IW projects by 2008.

76 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.

77 The SEA-RLC will 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. Finally SEA-RLC will address GEF IW projects need for guidance regarding financial sustainability though links to potential co-financing and aid and development agencies, information regarding the generation of revenue streams for sustaining management-related activities concerned with the aquatic environment

78 Activity D2 Provide face-to-face and virtual training, knowledge sharing and capacity-building and cooperation between IW stakeholders in Southeastern Europe and Central Asia.

Output D2.1: Five 3-day roundtables for senior officials engaged in Southeastern European TWM by 2006.

Output D2.2: Internet-based targeted information exchange network on Transboundary Waters (for Southeastern Europe Transboundary River Basin and Lakes Management Program) launched by 2005, sustained through regional partners by 2006.

79 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).

80 The agreement with the Government of Germany was reached in that Phase II of the Petersberg Process would focus first on Southeastern Europe and later on Sub-Saharan Africa. The theme of the Phase II will be "sharing benefits." In this context, the Athens Declaration provided a framework for activities in Southeastern Europe that will focus on a series of five three-day Round Tables on specialized topics for senior officials and experts, to be supported through this IW:LEARN activity.

81 The follow-on sub-activity to implement the Athens Declaration in Southeastern Europe focus on the series of transboundary river basins lying south of the Danube River Basin, which flow into the Adriatic, Aegean, Black, and Ionian Seas, and on the set of transboundary lake basins in this area. The program which this activity supports aims to assist countries of the region, in cooperation with relevant stakeholders, to draft IWRM and water use efficiency plans for major river basins and would include a range of complementary interventions in individual river and lake basins, with a coordination mechanism

to allow for exchange of information and experience between activities. This program is now an element of the Mediterranean Component of the European Union Water Initiative and is receiving support by other international and national sources.

82 Activity D3: CSD/GEF Roundtable on IWRM or other priority issue to emerge from CSD-12 (April 2004).

Output D3: One roundtable meeting to clarify the role of IWRM or related IW issue of common priority to the CSD and the GEF.Activity, by 2005.

83 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.

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

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

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

85 *Rationale*: IW:LEARN's core approaches to raising TWM capacity include structured learning (Component B), GEF IW conferences (Component C) and demonstration projects (Component D), all of which contribute to and benefit from an underlying information sharing framework (Component A). This component aims to establish and institutionalize these activities with key partners who are able to sustain, enlarge and replicate IW:LEARN's services to promote ongoing replication and recycling of practical experience gained within the GEF IW portfolio and beyond.

86 The success and financial vitality of the IW: LEARN project relies on its ability to leverage incremental and catalytic GEF funding into long-term sustainability through internal and external partnerships. This component fosters partnerships to sustain the benefits of IW:LEARN and its technical support. Activities are designed to establish commitment, capacity and institutional infrastructure for information sharing and structured learning mechanisms developed by IW:LEARN to support the IW community on an on-going basis beyond the end of the Operational Phase project.

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

Output E1: By 2008 sustainability plans implemented, including transfer of various services to appropriate organizations.

88 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.

89 Outreach among stakeholders, and dialogue with internal partners 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.

90 Activity E2 Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community.

Output E2.1: At least 2 side events at TWM-related meetings each year for 4 years, with 2-3 GEF projects/year receiving IW:LEARN cost-share to participate.

Output E2.2: 1-2 GEF IW outreach publications, syntheses, videos and/or CD-ROMs disseminated to TWM community – including a co-produced LME video documentary – each year for 4 years.

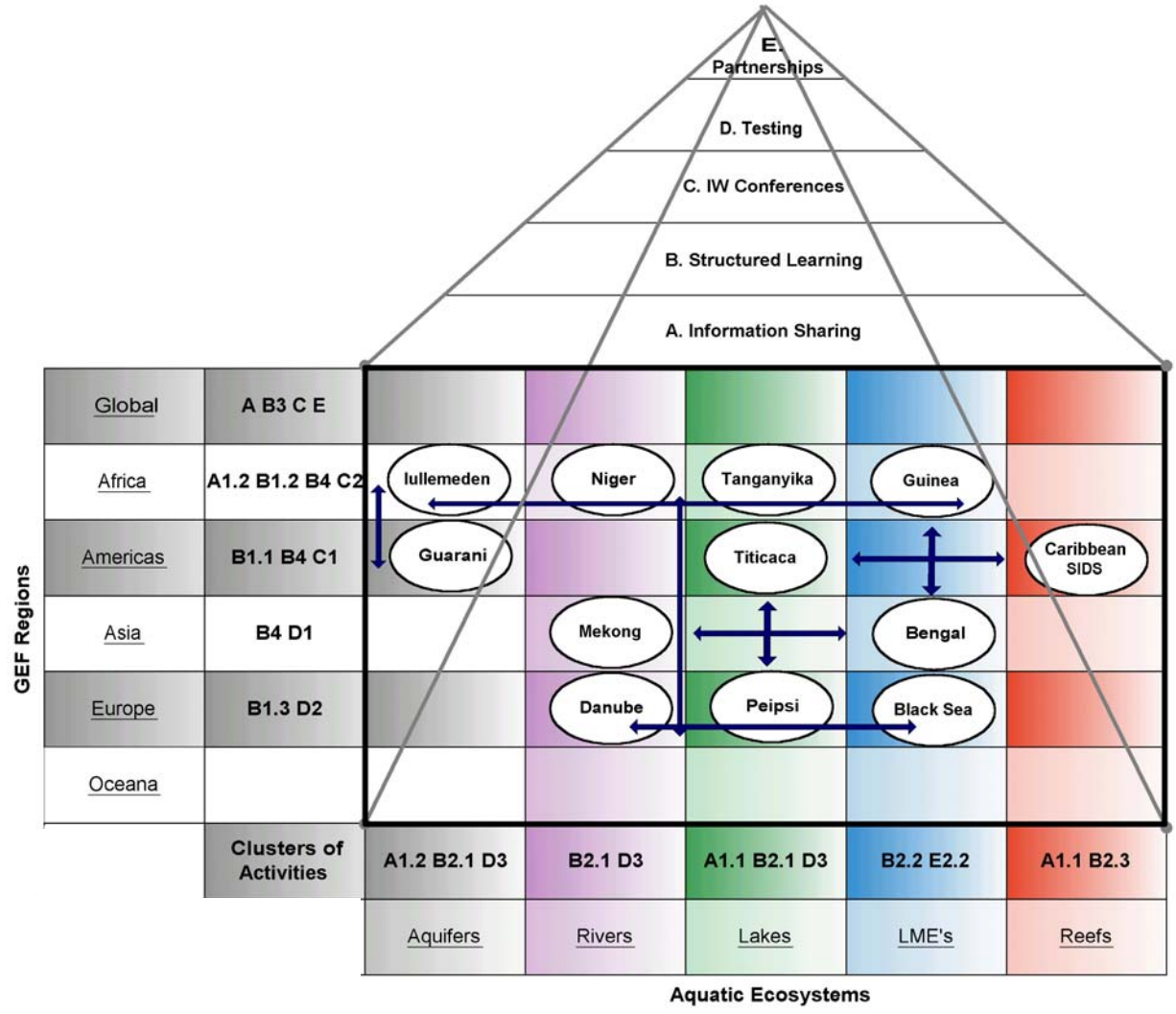
91 This activity aims to increase the outreach and interactions between the GEF IW portfolio and the broader water resources, coastal and marine management community. An IATF selection of various sets of 3-4 projects will represent the GEF IW portfolio for at least 8 international freshwater and/or marine 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.

92 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, CD-ROM or DVD), these materials will synthesize and build upon information outputs from Components A-D, and contribute to the world's understanding about International Waters issues and solutions.

93 The highlight among outreach materials will be a creating and pitching a video documentary exploring the mystique and function of LMEs, as well as the GEF's role in their transboundary management. The documentary's overall purpose will be to find simple but effective way to introduce the LME concept to a larger audience.

All IW:LEARN project activities described above may be clustered according to those which serve specific GEF beneficiary region(s) or projects addressing similar types of ecosystems, as shown in Figure 5 below. Further detail regarding each project activity can be found in the enclosed Logical Framework (Annex B).

Figure 5. Various interrelated subsets of the GEF IW portfolio form the base of the pyramid of IW:LEARN services. Clusters of IW:LEARN activities address regional and/or ecosystem-related TWM needs.



V. INPUTS

94 GEF's financial inputs to realize these activities and outputs are presented below and then summarized by year in Table 4 of Section XI (Budget). Co-financing sources are also described here and summarized in Table 5 of Section XI.

The delineation of the roles and responsibilities, as well as matching financial resources, between the three GEF Implementing Agencies will be finalized and agreed upon prior to CEO approval.

Table 2. Inputs by Activity: (a) Project-wide Quantity, Components A-B; (b) Components C-E and Project-Wide Total

(a) Inputs by Activity for Project-wide Total Quantity, Components A and B

Description by Subline:	CMBL	Cost per Unit	Units	TOTAL Qty.	A1 US$	A2 US$	B1 US$	B2 US$	B3 US$	B4 US$
PROJECT PERSONNEL	10									
International Specialists	11									
Director/Chief Technical Advisor	11.01	$ 15,928	months	48.00	$ 81,233	$ 54,155	$ 55,748	$ 127,424	$ 63,712	$ 95,568
Deputy Director/Coordinator	11.02	$ 11,160	months	48.00	$ -	$ -	$ 33,480	$ 78,120	$ 89,280	$ 44,640
Technology Component Coord.	11.03	$ 10,417	months	18.00	$ 98,958	$ 36,458	$ 7,813	$ 13,021	$ 2,604	$ 2,604
Technology Task Manager	11.04				$ -	$ -	$ -	$ -	$ -	$ -
Sub-total	11.99				$ 180,191	$ 90,614	$ 97,041	$ 218,565	$ 155,596	$ 142,812
Program Assistant	13.01	$ 2,016	months	0.0	$ -	$ -	$ -	$ -	$ -	$ -
Technical/Admin Assist	13.02	$ 7,000	months	0.0	$ -	$ -	$ -	$ -	$ -	$ -
Sub-total	13.99			0.0	$ -	$ -	$ -	$ -	$ -	$ -
Staff travel	15.01	$ 5,000	trip-weeks	38.00	$ 30,000	$ 50,000	$ -	$ -	$ -	$ 15,000
Evaluative Missions	16.01	$ 25,000	missions	2.0	$ 6,000	$ 4,000	$ 6,000	$ 10,000	$ 2,000	$ 2,000
Personnel component total	19				$ 216,191	$ 144,614	$ 103,041	$ 228,565	$ 157,596	$ 159,812
SUB-CONTRACTS	20									
A1.1: IW-IMS Sub-Contracts	21.11	$ 8,333	months	21.0	$ 175,000	$ -	$ -	$ -	$ -	$ -
A1.2: Modules Sub-Contracts	21.12	$ 8,333	months	12.0	$ 100,000	$ -	$ -	$ -	$ -	$ -
A1.3: Helpdesk Sub-Contracts	21.13	$ 10,000	months	3.0	$ 30,000	$ -	$ -	$ -	$ -	$ -
B1.1: UNEP	22.11	$ 11,000	months	18.2	$ -	$ -	$ 200,000	$ -	$ -	$ -
B1.2: ANBO	22.12	$ 11,000	months	9.1	$ -	$ -	$ 100,000	$ -	$ -	$ -
B1.3: UNECE/Peipsi CTC	22.13	$ 11,000	months	5.0	$ -	$ -	$ 55,000	$ -	$ -	$ -
B2.1.2/B2.2.1: IUCN	22.22	$ 11,000	months	46.4	$ -	$ -	$ -	$ 510,000	$ -	$ -
B2.1.1: UNESCO-ISARM	22.23	$ 11,000	months	9.1	$ -	$ -	$ -	$ 100,000	$ -	$ -
B2.1.2: LakeNet	22.24	$ 11,000	months	4.5	$ -	$ -	$ -	$ 50,000	$ -	$ -
B2.2.2: Univ. Rhode Island	22.25	$ 11,000	months	18.2	$ -	$ -	$ -	$ 200,000	$ -	$ -
B2.3: WorldFish Center	22.26	$ 11,000	months	13.6	$ -	$ -	$ -	$ 150,000	$ -	$ -
B3: Exchange Coordinator	22.30	$ 5,000	months	8.0	$ -	$ -	$ -	$ -	$ 40,000	$ -
C1/C2: GETF, UNOPS Travel	23.1-23.2	1	events	$ 763,364	$ -	$ -	$ -	$ -	$ -	$ -

Description		Cost per		TOTAL	A1	A2	B1	B2	B3	B4
by Subline:	CMBL	Unit	Units	Qty.	US$	US$	US$	US$	US$	US$
D1: SEA START RC	24.10	$ 10,000	months	28.0	$ -	$ -	$ -	$ -	$ -	$ -
D2: GWP-Mediterranean	24.20	$ 11,000	months	11.8	$ -	$ -	$ -	$ -	$ -	$ -
D3: IWRM Sub-Contracts	24.30	$ 10,000	months	20.0	$ -	$ -	$ -	$ -	$ -	$ -
E2.1: Side Events Assistance	25.21	$ 5,000	missions	16.0	$ -	$ -	$ -	$ -	$ -	$ -
E2.2: EcoAfrica (LME video)	25.22	$ 30,000	productions	1.0	$ -	$ -	$ -	$ -	$ -	$ -
Occupancy (rent)	26.00	$ 833	months	**12**	$ -	$ -	$ 1,111	$ 2,778	$ 556	$ 556
Sub-contract component total	29				$ 305,000	$ -	$ 356,111	$ 1,012,778	$ 40,556	$ 556
TRAINING	30									
A2.1: Workshops, ICT	31.1	$ 45,000	events	2.0	$ -	$ 90,000	$ -	$ -	$ -	$ -
A2.2: ICT Tech Assistance	31.2	$ 1,200	Website	50.0	$ -	$ 60,000	$ -	$ -	$ -	$ -
B4: P2 Workshops	32.2	$ 75,000	events	4.0	$ -	$ -	$ -	$ -	$ -	$ 300,000
B3: Inter-Project Exchanges	32.1	$ 10,000	missions	16.0	$ -	$ -	$ -	$ -	$ 160,000	$ -
Training Total	39				$ -	$ 150,000	$ -	$ -	$ 160,000	$ 300,000
MISCELLANEOUS	50									
Sundries, repairs, misc.	53.01	$ 997	years	4	$ -	$ -	$ 443	$ 1,108	$ 222	$ 222
Telecommunications	53.02	$ 300	months	48	$ 1,800	$ 1,200	$ 1,800	$ 3,000	$ 600	$ 600
Software	53.03	$ 5,000	programs	4	$ 15,000	$ 5,000	$ -	$ -	$ -	$ -
Outreach materials	53.04	$ 1	copy	$ 28,000	$ -	$ -	$ -	$ -	$ -	$ -
Misc component total	59			$ 66,389	$ 16,800	$ 6,200	$ 2,243	$ 4,108	$ 822	$ 822
TOTAL	90			$41,524	$537,991	$300,814	$461,395	$1,245,451	$358,973	$461,189
Executing agency support	94		percent	7%	$ 37,659	$ 21,057	$ 32,298	$ 87,182	$ 25,128	$ 32,283
(m) Total Expenditures					$575,651	$321,870	$493,692	$1,332,632	$384,101	$493,473

(b) Inputs by Activity for Components C, D and Project-wide Total

Description		**C1**	**C2**	**D1**	**D2**	**D3**	**E1**	**E2**	**TOTAL**
by Subline:	**CMBL**	**US$**	**US$**	**US$**	**US$**	**US$**	**US$**	**US$**	**US$**
PROJECT PERSONNEL	10								
International Specialists	11								
Director/Chief Technical Advisor	11.01	$ 31,856	$ 15,928	$ 15,928	$ 31,856	$ 15,928	$ 127,424	$ 47,784	$ 764,544
Deputy Director/Coordinator	11.02	$ 22,320	$ 11,160	$ 11,160	$ 22,320	$ 44,640	$ 133,920	$ 44,640	$ 535,680
Technology Component Coord.	11.03	$ 5,208	$ 2,604	$ 5,208	$ 5,208	$ 1,302	$ 5,208	$ 1,302	$ 187,500
Technology Task Manager	11.04	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-total	11.99	$ 59,384	$ 29,692	$ 32,296	$ 59,384	$ 61,870	$ 266,552	$ 93,726	$ 1,487,724
Program Assistant	13.01	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technical/Admin Assist	13.02	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-total	13.99	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Staff travel	15.01	$ 5,000	$ 5,000	$ -	$ -	$ 5,000	$ 60,000	$ 20,000	$ 190,000
Evaluative Missions	16.01	$ 4,000	$ 2,000	$ 2,000	$ 4,000	$ 2,000	$ 4,000	$ 2,000	$ 50,000
Personnel component total	19	$ 68,384	$ 36,692	$ 34,296	$ 63,384	$ 68,870	$ 330,552	$ 115,726	$ 1,727,724
SUB-CONTRACTS	20								
A1.1: IW-IMS Sub-Contracts	21.11	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 175,000
A1.2: Modules Sub-Contracts	21.12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000
A1.3: Helpdesk Sub-Contracts	21.13	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,000
B1.1: UNEP	22.11	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 200,000
B1.2: ANBO	22.12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000
B1.3: UNECE/Peipsi CTC	22.13	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 55,000
B2.1.2/B2.2.1: IUCN	22.22	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 510,000
B2.1.1: UNESCO-ISARM	22.23	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000
B2.1.2: LakeNet	22.24	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000
B2.2.2: Univ. Rhode Island	22.25	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 200,000
B2.3: WorldFish Center	22.26	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 150,000
B3: Exchange Coordinator	22.30	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 40,000
C1/C2: GETF, UNOPS Travel	23.1-23.2	$ 161,764	$ 601,600	$ -	$ -	$ -	$ -	$ -	$ 763,364
D1: SEA START RC	24.10	$ -	$ -	$ 280,000	$ -	$ -	$ -	$ -	$ 280,000
D2: GWP-Mediterranean	24.20	$ -	$ -	$ -	$ 130,000	$ -	$ -	$ -	$ 130,000
D3: IWRM Sub-Contracts	24.30	$ -	$ -	$ -	$ -	$ 200,000	$ -	$ -	$ 200,000

E2.1: Side Events Assistance	25.21	$ -	$ -	$ -	$ -	$ -	$ -	$ 80,000	$ 80,000
E2.2: EcoAfrica (LME video)	25.22	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,000	$ 30,000
Occupancy (rent)	26.00	$ 1,111	$ 556	$ -	$ 1,111	$ 556	$ 1,111	$ 556	$ 10,000
Sub-contract component total	29	$ 162,875	$ 602,156	$ 280,000	$ 131,111	$ 200,556	$ 1,111	$ 110,556	$ 3,203,364
TRAINING	30								
A2.1: Workshops, ICT	31.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 90,000
A2.2: ICT Tech Assistance	31.2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 60,000
B4: P2 Workshops	32.2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 300,000
B3: Inter-Project Exchanges	32.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 160,000
Training Total	39	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 610,000
MISCELLANEOUS	50								
Sundries, repairs, misc.	53.01	$ 443	$ 222	$ -	$ 443	$ 222	$ 443	$ 222	$ 3,989
Telecommunications	53.02	$ 600	$ 600	$ 600	$ 1,200	$ 600	$ 1,200	$ 600	$ 14,400
Software	53.03	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,000
Outreach materials	53.04	$ -	$ -	$ -	$ -	$ -	$ -	$ 28,000	$ 28,000
Misc component total	59	$ 1,043	$ 822	$ 600	$ 1,643	$ 822	$ 1,643	$ 28,822	$ 66,389
TOTAL	90	$232,303	$639,669	$314,896	$196,139	$270,247	$333,307	$255,103	$5,607,477
Executing agency support	94	$ 16,261	$ 44,777	$ 22,043	$ 13,730	$ 18,917	$ 23,331	$ 17,857	$ 392,523
(m) Total Expenditures		$248,564	$684,446	$336,939	$209,868	$289,165	$356,638	$272,960	$6,000,000

VI. RISKS, ASSUMPTIONS, SUSTAINABILITY

Risks and Assumptions

110 Risks and assumptions referenced in the Logical Framework primarily 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. It is assumed that most or all of GEF IW services (activities) will be evaluated as highly successful and beneficial to GEF IW portfolio members, thus meriting continuation beyond four years. The project's designers also expect that partners internal and external to the current GEF will both remain committed and capable of obtain and allocating resources to to assign staff and procure funds to support successful activities in perpetuity. If such is not the case, IW:LEARN PCU will alert the project's Steering Committee and consult in depth with those partner of concern at the earliest possible opportunity, in order to resolve such issues early and thoroughly.

111 Semi-annual Steering Committee meetings will also help to adjust project plans as necessary to adapt to unforeseen geopolitical conditions, such as regional or global travel restrictions, that may require adjustments to the design and resources required to realize scheduled activities.

112 Further detail regarding each project activity's assumptions and risks can be found in the enclosed Logical Framework (Annex B).

Sustainability

113 Project design includes Component E in order to ensure that strategic partnerships adopt and sustain IW:LEARN benefits beyond the conclusion of the project. Activities E1 and E2 explicitly relate to implementation of sustainability plans, while E3 provides outreach which promotes the ongoing utility of and mandate for the IW learning portfolio to participate in wider IW community events and venues for knowledge sharing. All component A-D activities are being developed with respective sustainability plans, which will be integrated and implemented from the outset of the project, then revised following mid-term evaluation. Specific elements of sustainability and replicability include:

Institutional Sustainability

[38] ICT quality criteria include elements such as usability, accessibility in low-bandwidth contexts, and metadata standards for effective information searching and discovery via search engines.

[39] Covers costs associated with the CSD-related sub-activity of IWC3, while substantial part of the overall conference is being supported through funds in the GEF"s TRAIN-SEA-COAST Programme (GLO/98/G34/A/IG/31).

114 The project's institutional sustainability is grounded in its ability to integrate broad collaborative partnerships of, by and for GEF IW projects and their stakeholders. Through Component E activities, IW:LEARN will define sustainability plans, foster partnerships and obtain commitments to establish sustaining capacity within the respective GEF Implementing and Executing agencies as well as with external partners. Wherever appropriate, IW:LEARN products and services may be progressively managed directly by international agencies or NGO partners, in order to ensure institutional ownership as momentum grows over the course of the project – thereby fostering longevity beyond the project's end.[40] Thus, by conclusion of the project in 2008, all services and benefits developed by IW:LEARN, and independently evaluated as successful and in continuing demand, will be either mainstreamed into the GEF's IW projects and programs or else well-established with appropriate service providers.

115 Facilitating dialog and collaboration across the three IAs and major EAs over the course of the project will fully integrate IW:LEARN support mechanisms for TWM within these agencies. As the GEF IW community matures over the next four years, a culture of inter-project information sharing, learning exchange, and collaboration should become steadily operationalized into projects' lifecycles and more thoroughly supported through the GEF's information management systems.[41] As a result, the project's primary objective will be realized through progressive institutionalization and decentralization of services and benefits.

Financial Sustainability

116 The extended financial viability of the IW: LEARN project relies on its ability to leverage incremental and catalytic GEF funding into long-term sustainability through partnerships. Since this project primarily serves the GEF IW portfolio, GEF and/or IA financing commitments will be needed to sustain many of its core activities. A variety of collaborations and financing mechanisms will contribute to project cost-sharing for IW:LEARN services during and beyond project implementation.

117 NGO partners are pursuing specific grants and service models to integrate the project activities they manage into their long-term programs. In addition, GEF IW representatives from all three IAs have agreed in principle that new projects should include specific budget lines to cover substantial services they receive via IW:LEARN. Market-based mechanisms tested during the pilot project will also be further refined and deployed (e.g., cost-recovery workshops, fee-for-service technical support to non-GEF IW projects). This does not preclude the possibility of sustainability plans evolving such that IW:LEARN may become either a corporate program of the GEF or its IAs, or else an independent NGO, if these structures would be most effective at enabling key service areas to be financially self-sustaining.

118 The GEF Secretariat may also wish to consider whether it is appropriate to integrate the IW:LEARN approach across focal areas into its core programs upon the conclusion of the FSP.

Environmental Sustainability

119 The project directly contributes to the improvement of many IW projects' respective process indicators for environmental sustainability.[42] Increased efficiency in GEF IW project implementation,

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[40] Section 14 of the IW:LEARN Concept Paper provides additional details regarding ensuring financial sustainability of the project. http://www.iwlearn.org/ftp/iwl2_concept.pdf

[41] As measured by the level of spontaneous interaction amongst GEF projects, unprompted by and independent of external facilitation.

[42] GEF. 22 April 2002 [Draft]. *Monitoring and Evaluation Indicators for GEF International Waters Projects*. Washington, D.C. p. 9
http://www.gefweb.org/ResultsandImpact/Monitoring___Evaluation/Evaluationstudies/M_E_WP__10.pdf

combined with greater integration with core IA programs and resources, is expected to expedite and increase achievement of positive environmental impacts and concomitant change in environmental status. IW:LEARN-fostered interaction between GEF IW projects and the Commission on Sustainable Development (CSD) and other institutions may further promote enhanced environmental sustainability across GEF operational programs and among related initiatives.

Replicability

120 Replication is intrinsic to this project's design. The project fosters replication and adaptation of best practices, ICT tools, information products and expertise across GEF IW projects. Demonstrations of capacity-building will be regularly co-developed with, transferred among, and replicated by project partners, with funding from GEF and other donors, partners and market-based mechanisms. Whenever possible, capacity to further adapt and replicate will be strengthened or transferred to on-the-ground project proponents and partners, as a means to foster on-going replication of tested practical approaches at multiple scales within project regions.

121 The project will work with existing capacity-building institutions, such as UNDP's Cap-Net, to develop cross-cutting regional and thematic stakeholder alliances to strengthen and replicate its service lines. Furthermore, by contributing the increment of *transboundary* knowledge-sharing to existing institutions which address aspects of GEF projects' needs, and aligning GEF IW projects as partners and contributors in the wider network of IW-related initiatives, IW:LEARN will ensure that its products and services are widely adapted and replicated through GEF IW partner institutions.

122 Additional complementarities and synergies will be realized in positioning the GEF IW structured learning among the GEF's contributions to the CSD framework as well as upcoming World Water Forums.

123 The GEF Secretariat may also consider, as part of the mid-term and/or final project review, replicating or enlarging successes from the IW:LEARN approach to serve other GEF focal areas. IW:LEARN will work with each IA and EA to build their dedicated capacity to replicate across GEF focal areas demand-driven services initiated by IW:LEARN. Support for an operational "GEF Learning Exchange and Resource Network" staff lead within each IA may be explored as a means to expand provision of these services and benefits across focal areas. This could open opportunities to more fully leverage the comparative advantages of IAs and EAs across focal areas.

124 IW:LEARN demonstrated that IW:LEARN's products and services are valuable commodities among partner organizations interested in adopting them in whole or in part. As a result, IW:LEARN will work throughout the FSP to identify opportunities to "spin-off" portions of its activities to realize further co-financing for its core initiatives.

An initial draft Sustainability Plan, provided as Annex E, will be vetted and finalized in the first year of the project, then pursued and refined in subsequent years.

VII. PRIOR OBLIGATIONS AND PREREQUISITES

125 Successful FSP launch and ongoing sustainability should greatly benefit from an institutional host to provide facilities, telecommunication and administrative assistance – and to promote the long-term

viability of IW:LEARN services to the GEF IW portfolio. IW:LEARN SC members have also emphasized that IW:LEARN must have a physical presence along the New York to Washington corridor, close to GEF Secretariat and US-based IAs. With these issues in mind, the SC will review options for hosting PCU in this region at its May 2004 meeting, thus to be decided prior to signature of this Project Document.

126 Proposed 25% increase in the number of GEF-sponsored participants at future IW Conferences (relative to past conferences) could result in a shortfall of up to $37,000 for the IWC4 unless resources are conserved or additional cost-share is identified. Stock-taking prior and subsequent to IWC3 will ensure that IWC4 plans are made accordingly.

127 Recent scope reductions, co-finance constraints and delay prior to FSP approval or final signature could adversely impact the ability to realize one or more of the demonstration activities. PCU personnel will work with its Steering Committee, IAs demonstration partners to map out contingency plans accordingly.

128 TWM managers and policy makers, particularly in developing countries, have little time, inclination, confidence or quality of internet connection to burrow deeply into rich and complex data bases or books. Hence, the IW:LEARN's core products will need to be well targeted both in terms of their contents and delivery format (e.g.., as far as practicable stand-alone information services with option for further on-line exploration identified but not assumed).

129 Details regarding the IWRM Roundtables and CSD-related elements of the IWC3 will further materials as an output from IW:LEARN's participation in CSD-12 in April 2004. After this event, both activities should be notably refined.

VIII. IMPLEMENTATION AND EXECUTION

Project Implementation

130 In order to best leverage the core competencies of each Implementing Agency, the project will be implemented by UNDP in close programmatic cooperation with UNEP and the World Bank. IW leads from all three agencies and from GEF Secretariat will comprise the project's Steering Committee (SC). A representative from the executing agency and additional donors to the project will also be invited to participate in the SC. The SC will approve project work plans and major project outputs.

131 UNOPS, which coordinated the project preparatory (PDF-B) activities, will continue as IW:LEARN's Executing Agency (EA). Through the PCU and in collaboration with IAs and partners in participating countries, UNOPS is well situated to implement the project due to its experience managing GEF IW and related projects, as well as its network across the UN system, beneficiary countries and partner institutions. Annex G details these institutional arrangements.

132 Project management will consist of an equivalent of 6 personnel: Chief Technical Advisor (CTA), Deputy Director, and part-time Program Assistant – all supported by the GEF; a UNEP-IW:LEARN Technical Component Coordinator, supported by a 50-50 cost-share between GEF and UNEP; part-time technical and administrative assistants, and a half-time technology developer – all supported by UNEP. Other IAs may appoint liaisons to serve as their day-to-day representatives in interfacing with and between the project and their respective partners and constituents.

133 According to their comparative advantages, IAs will provide strategic oversight to IW:LEARN at a component- or activity-level, as presented in Table 3. The PCU will realize most project activities in

collaboration with a lead partner and a set of supporting partners. Lead partners will also be responsible for contributing to and helping to implemement sustainability plans for their respective activities.

134 Overall project implementation is represented the by the PCT, presented in Figure 6. Annexes provide more detail on this institutional framework, including an overall organizational chart (Annex F), institutional arrangements (Annex G) and terms of reference (Annex H) for PCU personnel and sub-contracts. Annex I also provides partners letters of commitment and documentation of co-financing.

Stakeholder Involvement

135 Since the last GEF International Waters Conferences (September 2002), substantial consultation with representatives from GEF IW projects and their partners (e.g., global, regional, national and local agencies, NGOs, etc.) informed design of this project. Continued consultation via electronic forums, one-on-one interviews and regional and global IW learning exchanges will ensure that stakeholder interests are regularly recorded, reviewed and systematically addressed by the project and its regional, thematic and institutional partners. Given the number of recent GEF IW project briefs and documents that explicitly identify planned cooperation with IW:LEARN, the project expects to establish more formal agreements to further incorporate stakeholder involvement through these partnerships.

136 To optimise GEF IW project stakeholder involvement, all IW:LEARN activities are aligned with a stakeholder involvement plan and outreach and dissemination strategy. These include five objectives based on lessons learned from the experimental phase:

1. *Enhance ownership* of and buy-in to IW:LEARN through participatory project development and implementation

2. *Raise awareness* about the role of IW:LEARN, GEF IW Portfolio and IW management in sustainable development (e.g., achieving Millennium Development Goals, Johannesburg and World Water Forum objectives, etc.)

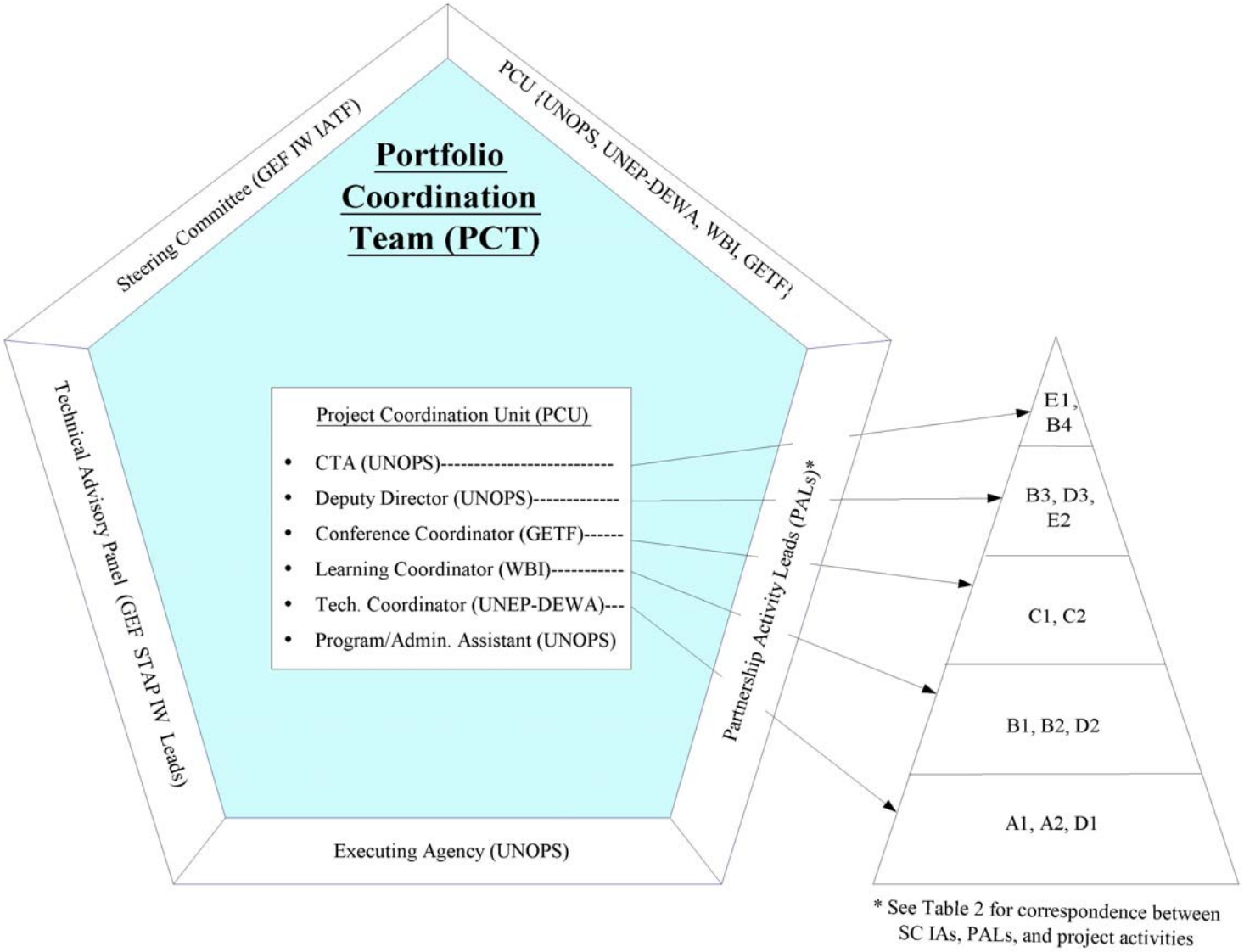
3. *Provide customized service* through personal relations with key personnel at projects, partners and service providers.

4. *Develop effective delivery mechanisms* which leverage the use of appropriate tools for ICT-mediated dissemination to, for and through GEF IW projects and their partners.

5. *Assist in replication* of useful GEF IW experiences, innovations, lessons, opportunities and tools across the GEF IW portfolio.

137 In order to provide customized and targeted services and support to stakeholders, partners and on-the-ground beneficiaries, IW:LEARN is committed to developing personal relationships with all projects within the GEF IW portfolio. An open-source on-line collaboration tool will be used as a means to strengthen outreach to specific stakeholders and enhance participation and transparency in all project activities.

Figure 6. IW Learning Portfolio Coordination Team (PCT) and its underlying organizational structure



* See Table 2 for correspondence between SC IAs, PALs, and project activities

Table 3. IW:LEARN Activity Leads and Supporting Partners

Component/Activity	IA /EA	Lead Partners	Key Supporting Partners
A. Information Sharing			
A1. IW Info. Mgmt. System (IW-IMS)	UNEP	UNEP-DEWA	World Bank, UNDP, GEF Secretariat, GWP, Cap-Net, LakeNet, IWRN, SIDSNet, NEPAD, FAO, UNESCO, IGRAC, GIWA, Regional Seas and transboundary basin secretariats
A2. ICT Technical Assistance	UNEP	IW:LEARN PCU w/DEWA	UNESCO-IHE, UNESCO-WWAP, WaterWebConsortium
B. Structured Learning			
B1. Regional Multi-Project Exchanges	WBI	IW:LEARN PCU	Caribbean White Water to Blue Water Initiative[43], IWRN, UNEP-CEP; ANBO; UNECE
B2. Learning for Portfolio Subsets	IBRD-WBI	IW:LEARN PCU w/IUCN	IUCN; UNESCO-ISARM, IGRAC; INBO; ILEC, LakeNet; WorldFish Center-ReefBase, GEF Coral Reef Targeted Research project, UNDP-GEF-SHARK
B3. Inter-Project Exchange Missions	UNDP	IW:LEARN PCU w/IUCN	INBO-TWINBASIN, GEF STAP, UNESCO-IHP and IOC
B4. Public Participation Training	UNDP	ELI	WRI, UNECE, Peipsi CTC, IUCN-WANI, experienced GEF IW projects (e.g.., San Juan, SPREP, ICPDR), IAP2

[43] http://www.ww2bw.org/ww2bw

Component/Activity	IA /EA	Lead Partners	Key Supporting Partners
C. IW Conferences (2005, 2007)			
C1. IWC3 (Rio de Janeiro, Brazil)	UNDP	GETF	Brazilian Government, OAS, DESA-CSD, Cap-Net and private sector sponsors
C2. IWC4 (Cape Town, South Africa)	UNDP	GETF	South African Government, NEPAD, BCLME and private sector sponsors
D. Testing Innovative Approaches			
D1. S.E. Asia Reg. Learning Ctr.	UNEP	SEA-START RC (Chulalongkorn Univ.)	GEF IW projects: South China Sea, Mekong, Bay of Bengal, Yellow Sea, PEMSEA, Hai River and Globallast
D2. S.E. Europe/Central Asia	IBRD	GWP-Mediterranean	Germany (MoE, GTZ, MfE), Greece (MoFA), MAP and other GEF IW projects
D3. CSD/GEF Roundtable	UNDP	Cap-Net	CSD, GWP, UNESCO-IHE, GPA, INBO, IUCN, IWRA
E. Partnerships to Sustain Benefits			
E1. Internal Partnerships/Strategic Plan	All IAs	IW:LEARN PCU; IATF	GEF-STAP, UNEP-GEF, UNEP-DEWA, UNDP-EEG, UNDP-GEF, World Bank-GEF, WBI, UNESCO World Bank-UNDP IW Partnership
E2. IW Contributions to Global TWM	UNDP	IW:LEARN PCU	GEF Secretariat, selected GEF IW projects, EcoAfrica, UNDP Video Productions, IUCN, NOAA

138 Outreach will also establish linkages with non-GEF IA and other TWM institutional partners through structured learning activities, IWCs, and innovative testing collaborations. All of these will be discoverable via the IW-IMS in order to contribute to enhanced implementation of the GEF IW portfolio and sustaining the benefits of IW:LEARN interventions.

Information on Project Proposer

139 The project proponents are the three GEF Implementing Agencies, on behalf of all countries participating in GEF-sponsored IW projects. A letter of support, signed by GEF leads at all three IAs was submitted with the Operational Phase Concept Paper.

IA Coordination and Linkages To GEF and IA Programs and Activities

140 In recent years, GEF support has fostered a broad body of experience and information regarding regional cooperation in TWM. As part of its structured learning activities, IW:LEARN will synthesize and disseminate information based on the experience and findings of GEF IW projects, IAs broader water programs, and related initiatives (e.g., French GEF projects, UNEP-GPA, UNESCO IHP & WWAP, ISARM-IGRAC, FAO, IUCN freshwater and marine programs, the "whitewater to bluewater" partnership, EU, Waterweb Consortium, USAID, etc) across the GEF IW community and IAs' water resource management-related programs. Through the IW Information Management System (Component A), related information will be shared and disseminated reciprocally across GEF-affiliated (and, where valuable, non-GEF) partners.

141 Enhanced coordination with all three Implementing Agencies (IAs) and the GEF Secretariat is critical to the project's success. Thus, the GEF IW leads from each of these agencies will serve in pivotal strategic roles on IW:LEARN's SC. In addition, each IA will oversee one portion of the overall set of IW:LEARN activities. For such activities, the IA's SC member will appoint a point-of-contact within the agency for day-to-day operational coordination with the PCU. IW:LEARN has also established liaisons and, in several cases, cooperative agreements with GEF executing agencies (e.g., UNESCO, OAS, IMO, UNIDO, CATHALAC) and international partners (e.g., GETF, IUCN) in order to further operationalize coordination and cooperation across agencies and GEF projects to benefit TWM world-wide.

142 IW:LEARN will also provide valuable opportunities for portfolio-wide reviews and assessments by the GEF M&E Unit. This includes assistance in identifying individuals and their contact information for IW Program Studies (via the IWRC Web site); provision of venues (such as the IW Conferences and structured learning exchanges) for face-to-face communication between GEF M&E representatives, IW projects and the partners; and supplying various avenues for dissemination of GEF's M&E findings and recommendations to those in the field, who benefit most from constructive feedback.

143 This project has been developed in close consultation with UNDP, UNEP, and the World Bank, in order to design a package of GEF interventions to promote and replicate of TWM successes. The IW:LEARN SC includes all three IAs' and the GEF Secretariat's leads for IW. The GEF M&E Unit may also utilize IW:LEARN activities as instruments for assessing emerging information needs and advising IW projects accordingly. The SC plays a pivotal role in coordinating IAs' contributions to and use of IW:LEARN in their respective projects, so that technical services and comparative advantages[44] that each IA provides can benefit the GEF IW portfolio as a whole.

[44] See IW:LEARN Concept Paper Annexes 9 (Operational Phase Concept for the UNEP-IW:LEARN Best Practices Database) and 10 (Comparative Advantages and Specific Linkages IAs Bring to IW:LEARN). http://www.iwlearn.org/ftp/iwl2_concept_annexes.pdf

144 The project also benefits from ongoing communications with several EAs, notably UNIDO, OAS, IMO, and UNESCO, as well as various existing and pipeline GEF IW projects (e.g., PEMSEA, Volta River, Black Sea/Danube). EAs' assistance is engaged in bringing additional institutional partners and resources to enhance project activities. (Non-GEF transboundary waters programs and funding agencies are also invited to participate in IW structured learning.) Through such partnerships, IW:LEARN integrates information sharing and structured learning with capacity-building activities among GEF IW stakeholders on-the-ground and across internal partner agencies. Through IW:LEARN, they will collaborate to replicate successful experiences and improve TWM globally at multiple geographic scales.

IX. MONITORING, EVALUATION, REPORTING, AND DISSEMINATION

145 IW:LEARN's Logical Framework (Annex B) includes both "output" (performance) and "outcome" (impact) indicators.[45] Performance will be gauged according to specific milestones towards achieving outputs, as documented in the project document and annual work plans. Data to measure outcomes will be derived from follow-up surveys and interviews with participating stakeholders and beneficiaries in conjunction with successive iterations of each activity. On a quarterly basis, project progress, as measured by these indicators, will be reported to IW:LEARN's SC and interested stakeholders, and key impacts included in IW:LEARN's Quarterly Operational Report (QOR) to the GEF.

146 Each May, progress will be assessed by a Tripartite Review (TPRs), comprised of representatives of the Executing and Implementing Agencies which serve on the SC (UNOPS, UNDP/GEF, UNEP and the World Bank). This annual review will focus on both performance (including effectiveness, efficiency and timeliness) and impact. As part of this process, the Project Coordinating Unit (PCU) will submit and present a consolidated APR/PIR (Annual Project Report/Project Implementation Review) in line with UNDP and GEF reporting requirements.

147 Each November, the SC will meet again to review semi-annual progress, to recommend incremental changes to the annual work plan, and to address any emerging needs among the GEF IW projects or new operational challenges faced by the project. GEF STAP's IW leads and other experts may also be invited to participate and provide their guidance during this meeting.

148 Independent mid-term (year 2) and final (year 4) Project Performance Reviews will help to further assess progress and impact, as well as refine implementation (mid-term) and sustainability (final) of IW:LEARN activities. These external reviews will also be presented at the following TPR, permitting the SC to endorse or adapt independent findings or recommendations to subsequently guide the project.

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[45] "**Outputs** are the specific products and services which emerge from processing inputs through […] activities. Outputs, therefore, relate to the completion (rather than the conduct) of activities and are the type of result over which managers have a high degree of influence. **Outcomes** are actual or intended changes in development conditions that […] interventions are seeking to support. They describe a change in development conditions between the completion of outputs and the achievement of impact." UNDP. 1 December 2000. *Results Framework Draft Technical Note (Revision 5)*.

X. LEGAL CONTEXT

Project Cooperative Agreement

149 This Project Document shall be the instrument referred to as such in Article 1 of the Basic Assistance Agreement between the United Nations Development Program and those participating institutions which signed such agreement.

150 The following types of revisions may be made to this Project Document with the signature of the Principal Project Representative (PPR) only, provided he or she is assured that the other signatories of the Project Document have no objection to the changes (for this global project, the PPR will be the Executive Coordinator, UNDP-GEF):

1. Revisions in, or addition of, any of the annexes of the Project Document.

2. Revisions that do not involve significant changes in the immediate Subcomponents, objectives, outputs or activities of the project, but are caused by the rearrangement of the inputs already agreed to or by cost increases due to inflation.

3. Mandatory annual revisions that re-phase the delivery of agreed project inputs or increased expert or other costs due to inflation or take into account agency expenditure flexibility.

XI. BUDGET

151 The total GEF grant financing to realize this FSP is US$ 6,000,000 over four years. The annual breakdown of this budget is provided in Table 4. The GEF's support will be matched by comparable co-finance commitments to achieve IW:LEARN's outputs and parallel financing for external activities associated with realizing this project's intended outcomes, as summarized in Table 5. Such contributions will come primarily from GEF Implementing Agencies (IAs), Executing Agencies (EAs) and NGO partners in IW:LEARN's project management. A smaller portion of cost-sharing and cost-recovery through fee-for-services is also expected to continue as demonstrated during the IW:LEARN pilot project.

152 Incremental Cost Analysis is presented in Annex A. This GEF investment represents a modest increment to utilize structured learning and information sharing to integrate GEF-supported "transboudary" experiences with global efforts to improve water resource, coastal and marine management. As recent GEF Council information documents have emphasized, facilitating lateral transfer of insights and information between projects is an important investment: Its potential yield is large in terms of increased project efficiency and more affordable replication of successes. Independent evaluation of the IW:LEARN pilot project also confirmed IW:LEARN cost-effectiveness in leveraging the GEF's support to nations by developing effective tools and methods for the dissemination of practical experiences among GEF IW projects. In the longer-term, the multi-stakeholder approach and the partnerships forged between EAs, IAs, projects and stakeholders through IW:LEARN will reduce the recurrent costs of "reinventing the wheel" and enhance TWM across basins from community to regional scales.

Table 4. GEF Inputs by Project Year (July 2004-June 2008)

Description by Subline:	CMBL	Cost per Unit	Units	TOTAL Qty.	TOTAL US$	GEF Financing by Year YR 1 - 2004	YR 2 - 2005	YR 3 - 2006	YR 4 - 2007
PROJECT PERSONNEL	10								
International Specialists	11								
Director/Chief Technical Advisor	11.01	$ 15,928	months	48.00	$ 764,544	$ 191,136	$ 191,136	$ 191,136	$ 191,136
Deputy Director/Coordinator	11.02	$ 11,160	months	48.00	$ 535,680	$ 133,920	$ 133,920	$ 133,920	$ 133,920
Technology Component Coord.	11.03	$ 10,417	months	18.00	$ 187,500	$ 46,875	$ 46,875	$ 46,875	$ 46,875
Technology Task Manager	11.04				$ -				
Sub-total	11.99				$ 1,487,724	$ 371,931	$ 371,931	$ 371,931	$ 371,931
Program Assistant	13.01	$ 2,016	months	0.0	$ -	$ -	$ -	$ -	$ -
Technical/Admin Assist	13.02	$ 7,000	months	0.0	$ -	$ -	$ -	$ -	$ -
Sub-total	13.99			0.0	$ -	$ -	$ -	$ -	$ -
Staff travel	15.01	$ 5,000	trip-weeks	38.00	$ 190,000	$ 47,500	$ 47,500	$ 47,500	$ 47,500
Evaluative Missions	16.01	$ 25,000	missions	2.0	$ 50,000		$ 25,000		$ 25,000
Personnel component total	19				$ 1,727,724	$ 419,431	$ 444,431	$ 419,431	$ 444,431
SUB-CONTRACTS	20								
A1.1: IW-IMS Sub-Contracts	21.11	$ 8,333	months	21.0	$ 175,000	$ 43,750	$ 43,750	$ 43,750	$ 43,750
A1.2: Modules Sub-Contracts	21.12	$ 8,333	months	12.0	$ 100,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
A1.3: Helpdesk Sub-Contracts	21.13	$ 10,000	months	3.0	$ 30,000	$ 7,500	$ 7,500	$ 7,500	$ 7,500
B1.1: UNEP	22.11	$ 11,000	months	18.2	$ 200,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
B1.2: ANBO	22.12	$ 11,000	months	9.1	$ 100,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
B1.3: UNECE/Peipsi CTC	22.13	$ 11,000	months	5.0	$ 55,000	$ 13,750	$ 13,750	$ 13,750	$ 13,750
B2.1.2/B2.2.1: IUCN	22.22	$ 11,000	months	46.4	$ 510,000	$ 127,500	$ 127,500	$ 127,500	$ 127,500
B2.1.1: UNESCO-ISARM	22.23	$ 11,000	months	9.1	$ 100,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
B2.1.2: LakeNet	22.24	$ 11,000	months	4.5	$ 50,000	$ 12,500	$ 12,500	$ 12,500	$ 12,500
B2.2.2: Univ. Rhode Island	22.25	$ 11,000	months	18.2	$ 200,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
B2.3: WorldFish Center	22.26	$ 11,000	months	13.6	$ 150,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500
B3: Exchange Coordinator	22.30	$ 5,000	months	8.0	$ 40,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000

Description		Cost per	Units	TOTAL	TOTAL	GEF Financing by Year			
by Subline:	CMBL	Unit		Qty.	US$	YR 1 - 2004	YR 2 - 2005	YR 3 - 2006	YR 4 - 2007
C1/C2: GETF, UNOPS Travel	23.1-23.2	1	events	$ 763,364	$ 763,364	$ 190,841	$ 190,841	$ 190,841	$ 190,841
D1: SEA START RC	24.10	$ 10,000	months	28.0	$ 280,000	$ 70,000	$ 70,000	$ 70,000	$ 70,000
D2: GWP-Mediterranean	24.20	$ 11,000	months	11.8	$ 130,000	$ 32,500	$ 32,500	$ 32,500	$ 32,500
D3: IWRM Sub-Contracts	24.30	$ 10,000	months	20.0	$ 200,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
E2.1: Side Events Assistance	25.21	$ 5,000	missions	16.0	$ 80,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
E2.2: EcoAfrica (LME video)	25.22	$ 30,000	productions	1.0	$ 30,000	$ 7,500	$ 7,500	$ 7,500	$ 7,500
Occupancy (rent)	26.00	$ 833	months	**12**	$ 10,000	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Sub-contract component total	29				$ 3,203,364	$ 800,841	$ 800,841	$ 800,841	$ 800,841
TRAINING	30								
A2.1: Workshops, ICT	31.1	$ 45,000	events	2.0	$ 90,000	$ 22,500	$ 22,500	$ 22,500	$ 22,500
A2.2: ICT Tech Assistance	31.2	$ 1,200	Website	50.0	$ 60,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
B4: P2 Workshops	32.2	$ 75,000	events	4.0	$ 300,000	$ 75,000	$ 75,000	$ 75,000	$ 75,000
B3: Inter-Project Exchanges	32.1	$ 10,000	missions	16.0	$ 160,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000
Training Total	39				$ 610,000	$ 152,500	$ 152,500	$ 152,500	$ 152,500
MISCELLANEOUS	50								
Sundries, repairs, misc.	53.01	$ 997	years	4	$ 3,989	$ 997	$ 997	$ 997	$ 997
Telecommunications	53.02	$ 300	months	48	$ 14,400	$ 3,600	$ 3,600	$ 3,600	$ 3,600
Software	53.03	$ 5,000	programs	4	$ 20,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Outreach materials	53.04	$ 1	copy	$ 28,000	$ 28,000	$ 7,000	$ 7,000	$ 7,000	$ 7,000
Misc component total	59			$ 66,389	$ 66,389	$ 16,597	$ 16,597	$ 16,597	$ 16,597
TOTAL	90			$41,524	$5,607,477	$ 1,389,369	$ 1,414,369	$ 1,389,369	$ 1,414,369
Executing agency support	94		percent	7%	$ 392,523	$ 98,131	$ 98,131	$ 98,131	$ 98,131
(m) Total Expenditures					$6,000,000	$ 1,487,500	$ 1,512,500	$ 1,487,500	$ 1,512,500

Table 5 Total IW:LEARN Financing, by Source

This table will be completed pending delineation of the roles and responsibilities, as well as matching financial resources, between the three GEF Implementing Agencies -- to be finalized and agreed upon prior to CEO approval. In the interim, the Executive Summary to this project document presents partners' contributions by Component.

Description	Total GEF	GEF	UNDP	UNEP	UNESCO	NGOs	National

ANNEX A: INCREMENTAL COST ANALYSIS

Component	**Cost Type**	**Cost** (US$1,000)	**Global Scenario/Benefits**
TOTAL PROJECT COST:	Baseline	1470	*GEF IW projects operate in isolation. They and their partners fail to capitalize on others' wisdom nor replicate their successful activities. Without access to valuable information generated by others, GEF IW projects continue to re-invent the wheel and do not contribute to global learning to strengthen transboundary waters management.*
	GEF Alternative	13360	*GEF IW projects access, adapt and apply one another's' experience and information to effectively leverage GEF investment and realize long-term improvements in managing their shared water and marine resources. Partners and stakeholders are more aware of and actively involved in project development and implementation, thus capable of tapping GEF IW information resources to sustain project benefits beyond GEF's intervention. The GEF IW portfolio makes substantive contributions to TWM learning globally, thereby enhancing replication and benefits of GEF IW interventions.*
	GEF Increment (GEF, Cofinance)	11890 (6000[i], 5890)	
A. Facilitation of <u>access to information</u> on transboundary water resources among GEF IW projects	Baseline	200	*Project Web sites and ICT tools, where they exist, are assembled in a piecemeal fashion, difficult to adapt to other projects and disconnected from the GEF's overall information management systems. Valuable external information to support priority TWM needs is largely unknown or inaccessible to those participating in GEF IW projects.*
	GEF Alternative	3717	<u>Global:</u> *All GEF IW project Web sites promote clarity, transparency,*

Component	Cost Type	Cost (US$1,000)	Global Scenario/Benefits
	GEF Increment (GEF, Cofinance)	2247 (475, 1772)	*understanding and involvement in TWM in their geographic areas. Sites interconnect with GEF information management systems to increase information discovery and access across projects, agencies and stakeholders. Where one project designs an ICT tool to benefit TWM, IW:LEARN assists in development, transfer and replication of that solution to meet that and other projects' TWM needs.* Domestic: *Participating countries leverage one another's water data, documents and expertise as well as ICT tools to improve adaptive management of their respective transboundary ecosystems, increasing stakeholders' awareness and participation and promoting mutual understanding and collaborative environmental problem-solving.*
B. Structured learning among GEF IW projects and cooperating partners	Baseline	800	*Project stakeholders must discover and actively seek out rare opportunities to share lessons and learn from one another's' experiences regarding TWM management. Few international freshwater and marine events consider the transboundary governance aspects of ecosystem management. Outside of Europe, there is very limited capacity to involve stakeholders across multiple riparian states in joint TWM.*
	GEF Alternative	5387	Global: *Project stakeholders learn extensively from one another how to improve transboundary IWRM, public involvement, overall project management and related issues.* Domestic: *Targeted learning interactions between nations' water resource, coastal and marine environmental managers, stakeholders and subject matter experts increase nation's capacity to address outstanding issues and priorities for effective TWM. Regional and ecosystem-based exchanges provide the basis for ongoing ad hoc guidance and technical assistance among countries developing TWM regimes. National participation in TWM is enriched through increased civil society participation.*
	GEF Increment (GEF, Cofinance)	4587 (1865,2722)	

Component	Cost Type	Cost (US$1,000)	Global Scenario/Benefits
C. Biennial International Waters Conferences	Baseline	470	*IW-related conferences occasionally invite presentations by GEF IW projects or their partners, with little TWM focus nor strategic outreach on behalf of GEF nor systematic effort to benefit IW projects and stakeholders across the GEF portfolio. IWC3 is only partially supported by existing UNDP-GEF IW funds and disjoint from overall IW structured learning and information sharing activities. Project do not collectively contribute to transboundary waters-related CSD policies.*
	GEF Alternative	1376	Global: *Successful biennial GEF IW Conferences continue iteratively across recipient regions, providing real-time face-to-face opportunity for inter-project learning and coordination as well as showcasing the success of GEF investments to donors, partners and stakeholders, to support improved TWM around the world.* Domestic: *Participating countries, private sector and civil society members discover successfully-tested approaches, pitfalls and solutions to vexing TWM challenges (e.g., sustainable financing), and learn to whom to go for further technical assistance regarding such matters.*
	GEF Increment (GEF+Cofinance)	906 (763, 143)	
D. Testing innovative approaches to strengthen implementation of the IW portfolio	Baseline	0	*IW:LEARN's structured learning and information sharing approaches are limited to those which succeeded during its pilot project; projects do not benefit from innovativee services tailored to the needs of their region, ecosystem,etc.*
	GEF Alternative	1693	Global: *Stakeholders in GEF IW projects benefit from increased TWM capacity and effectiveness through periodic and ongoing structured learning activities focussed on specific TWM regions and or themes.* Domestic: *Countries participating in demonstration projects develop and apply innovative approaches to address common TWM concerns (e.g., involvement of private sector, cooperative management of large shared aquifers)*
	GEF Increment (GEF, Cofinance)	1693 (610,1083)	

Component	Cost Type	Cost (US$1,000)	Global Scenario/Benefits
E. Fostering partnerships to sustain benefits of IW:LEARN and associated technical support	Baseline	0	*IW:LEARN's structured learning and information sharing services are discontinued and information products, experiences and ICT tools are lost to GEF partners and upon completion of this FSt and other GEF-supported IW projects.*
	GEF Alternative	308	Global: *Partners adopt, own, institutionalize, scale-up and replicate successful IW:LEARN products and services starting no later than year 5 of the project and continuing indefinitely.* Domestic: *National and sub-national environmental managers and stakeholders are able to access the services and obtain the benefits of IW:LEARN, as extended and replicated by partners beyond the limited scope and duration of this GEF project.*
	GEF Increment (GEF, Cofinance)	(138,170)	

ANNEX B: PROJECT LOGICAL FRAMEWORK

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

Internal, Specific Targets:

Project Strategy	Indicators	Means of Verification	Assumptions
IWL1. Coverage of Benefits (Components A-D)	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.	Participation lists and proceedings; After Action Reports, information access and post-intervention surveys and interviews, as synthesized for each activity into Quarterly Operational Reports.	Stakeholders have sufficient capacity-building needs, awareness of IW:LEARN plans, & resources (time, funding, ...) to participate in IW:LEARN activities and convey their experience to IW:LEARN PCU; partners can obtain post-intervention feedback regarding benefits.
IWL2. Continuity of Services (Component E)	From 2008 onward, successful IW:LEARN structured learning and information sharing services will be insitutionalized and sustained indefinitely through GEF and its partners.	Development (through 2007) and documented implementation of 2008 work plan by sustaining partners.	A subset of services (activities) will be independently evaluated as "successful;" partners remain committed and able to procure funds to support their successful activities.

COMPONENT A: FACILITATING ACCESS TO INFORMATION ABOUT TRANSBOUNDARY WATER RESOURCES
IA oversight: UNEP; GEF $ 892,280 [Activity $475,000; PCU $363, 805; EA $58,716], Total co-finance: $ 1,771,667

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

Outcome 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.*

Project Strategy	Indicators/Outputs[48]	Means of Verification	Assumptions
Result A: Partners/stakeholders access information and data across GEF IW portfolio, sharing ICT tools to improve TWM.	By 2008, >75% of projects use the GEF's comprehensive IW Information Management System ("IW-IMS" including helpdesk) and >50% of its users obtain needed TWM data, information and/or tools; stakeholders increasingly use IWRC to obtain project data and information.	Results of surveys at 2007 IW Conference [IWC] and on-line, included in M&E reports to GEF IW-IMS usage statistics (e.g., system administrator records documenting source and number of data and information requests)	Projects continue to be willing and able to use Web software and ICT tools to help address TWM issues.
Activity A1 Establish a central metadata directory of all available IW project data and information as well as external information resources of benefit to GEF IW projects (GEF IW Information Management System: IW-IMS) $ 575,651 GEF $ 320,000 Activity $ 217,991 PCU $ 37,659 EA	A1.1 Demand-Driven System Design Protocols and Prototype IW-IMS (linking IAs' project info.) by 2005 A1.2 IW-IMS includes at least 4 modules focused on regional, thematic or process-based subsets of TWM information resources by 2008 A1.3 By 2006, help desk (or water-net) responds to at least 4 IW community requests per month, extending IW-IMS contents with demand-driven research	IWRC and IW project Web sites; agreements with TWM content providers; Frequently Asked Questions (FAQ) posted to IWRC; archive of email correspondence between helpdesk and inquirers; results of user surveys.	GEFSEC & IAs promote or mandate IW projects' participation in IW-IMS; interest and commitment of partners to share data and information Web continues to be effective for global sharing of data and information; all projects recognize benefit of & access sufficient technical capability and resources to develop inter-linked Web sites.

[48] For this logical framework, the indicators for a specific activity include that activity's output.

COMPONENT A: FACILITATING ACCESS TO INFORMATION ABOUT TRANSBOUNDARY WATER RESOURCES IA oversight: UNEP; GEF $ 892,280 [Activity $475,000; PCU $363, 805; EA $58,716], Total co-finance: $ 1,771,667			
Activity A2 Provide technical assistance to GEF IW projects to develop or strengthen their Web sites and ICT tools according to defined ICT quality criteria, and connect all GEF IW project Web sites to the GEF IW-IMS $ 321,870 GEF $ 155,000 Activity $ 145,814 PCU $ 21,057 EA	A2.1 At least 2 ICT Training Workshops over 4 years A2.2 By 2008, 95% of IW projects have developed Web sites, with ICT tools and information resources inter-linked and accessible through IW-IMS (in years 1 (25%), 2 (50%), 3 (75%) and 4 (95%))	Guidance posted to IWRC and disseminated to projects; IW project dossiers; workshop participant lists, affiliations, and post-training action plans; IWRC Web site. ICT solutions showcased at IWC3 and IWC4 (see Component C) IW project Web sites' addresses, data, news and information listed, linked, accessible through International Waters Resource Centre [IWRC] Web site (central metadata directory) and other IW-IMS nodes	IW IATF consensus on minimum essential criteria for Web sites supported by GEF; continued co-location of workshops with other annual events; continued project demand to co-develop/adapt Web sites & ICT tools with IW:LEARN. GEF establishes policy requirement for IW projects to provide key information. Technical capabilities can be efficiently transferred to participating countries.

COMPONENT B. STRUCTURED LEARNING AMONG IW PROJECTS AND COOPERATING PARTNERS IA oversight: UNEP [B1.1], IBRD [B1.2-1.3, B2], and UNDP [B3, B4]; GEF $ 2,703,899 [Activity $1,865,000; PCU $662,008; EA $176,891] Total co-finance: $2,722,000			
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.* 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.*			
Project Strategy	Indicators/Outputs	Means of Verification	Assumptions
Result B: Enhanced TWM capacity in at least half of GEF IW projects through sharing of experiences among subsets of the portfolio	30+ projects apply lessons from IW:LEARN structured learning activities to improve TWM within their respective basins by 2008.	Survey results and presentations at 2007 GEF IW Conference, posted thereafter to IW-IMS (accessible via IWRC); missions reports and recommendation documents; specific measures implemented by projects	Demand continues for structured learning activities. Stakeholders have (time and financial) resources to participate Political stability and security permit exchanges via international travel or viable alternative (virtual) means
Activity B1 Organize 3-5 multi-project learning exchanges on a regional scale $ 493,692 GEF $ 355,000 Activity $ 106,395 PCU $ 32,298 EA	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 Eastern/Central Europe and Central Asia	Participants' lists, proceedings, summaries of lessons learned via exchanges; primers documenting exchanges' insights, lessons as enduring knowledge products to address ongoing needs; lists of actions pursued by stakeholders as a result of these exchanges	Sufficient regional interest and capacity to support exchanges; Co-localization with larger relevant events wherever possible, to increase participation and reduce travel and logistical expenses
Activity B2 Organize and conduct multi-project	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	Participants' lists, proceedings, summaries of lessons learned via exchanges; primers documenting exchanges' insights, lessons as enduring knowledge products to	World Bank Institute Water Program leadership, coordination & in-kind contributions (leadership/ management); partnerships w/recognized leaders and providers

COMPONENT B. STRUCTURED LEARNING AMONG IW PROJECTS AND COOPERATING PARTNERS IA oversight: UNEP [B1.1], IBRD [B1.2-1.3, B2], and UNDP [B3, B4]; GEF $ 2,703,899 [Activity $1,865,000; PCU $662,008; EA $176,891] Total co-finance: $2,722,000			
learning exchanges for 3-5 subsets of similar projects in the GEF portfolio. <u>$ 1,332,632 GEF</u> $ 1,010,000 Activity $ 235,451 PCU $ 87,182 EA	B2.1.1 Groundwater/Aquifers B2.1.2 River Basins B2.1.3 Lake Basins B2.2 LMEs (incl. MPAs) B2.3 Coral Reefs	address ongoing needs; lists of actions pursued by stakeholders as a result of these exchanges	of thematic expertise; Sufficient stakeholder interest and capacity to participate in exchanges; Co-localization with larger relevant events wherever possible
Activity B3 Coordinate inter-project exchanges between GEF IW projects and their partners or counterparts <u>$ 384,101 GEF</u> $ 200,000 Activity $ 158,973 PCU $ 25,128 EA	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.	Mission reports from participants documenting experiences and lessons learned for future community reference	Projects or their stakeholder beneficiaries will have the time to write and assure co-finance for proposals, participate in exchanges
Activity B4 Provide face-to-face and virtual training to enhance public participation <u>$ 493,473 GEF</u> $ 300,000 Activity $ 161,189 PCU $ 32,283 EA	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	Training materials, proceedings, participants' evaluations, documented action plans posted to workshops' Web sites. Stakeholder Involvement Plans (SIPs); public participation protocols; specific measures implemented to increase public access/involvement	GEF IW projects' success and sustainability are contingent upon effective public access and stakeholder involvement; projects, governments and (NGO) stakeholders are receptive and committed to develop SIPs, public participation protocols/measures via training process.

COMPONENT B. STRUCTURED LEARNING AMONG IW PROJECTS AND COOPERATING PARTNERS IA oversight: UNEP [B1.1], IBRD [B1.2-1.3, B2], and UNDP [B3, B4]; GEF $ 2,703,899 [Activity $1,865,000; PCU $662,008; EA $176,891] Total co-finance: $2,722,000			
		(e.g., social marketing campaign); pre- and post-training basin-wide assessments of water governance	Governments & NGOs willing/able to cooperate in development, assessment & exchange of lessons re: IW projects' progress towards public access & involvement.

COMPONENT C. BIENNIAL INTERNATIONAL WATERS CONFERENCES
IA oversight: UNDP; GEF $ 933,010 [Activity $ 763,364; PCU $108,608; $61,038 EA]; Total co-finance :$ 143,000

Immediate Objective C: *To hold GEF IW conferences in 2004 and 2006, gathering the IW community for sharing experience among GEF IW projects, stakeholders, evaluators and other IW programs and institutions.*

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*

Project Strategy	Indicators/Outputs	Means of Verification	Assumptions
Result C: The GEF hosts two global conferences (2005, 2007) for the GEF IW portfolio, including exchange of experience within the portfolio and with related transboundary waters programs.	Representatives from all GEF IW projects (including TWM agencies, governments, project principals, IAs, EAs, NGOs and private sector) participate in review of portfolio accomplishments, evaluate replication and partnership potentials at two IW conferences, as well as key preparatory or follow-up activities	Session agendas and proceedings reflecting considerations and insights from participating nations, project principals, GEF Eas, IAs, EAs, and other partners Evaluation surveys of participants	2005 and 2007 IWCs provide valuable benchmarks to evaluate the continuing successes of projects within the IW portfolio. Session agendas based on solid communication and on-going sharing of goals and accomplishments.
Activity C1 and C2 Organize 3rd & 4th GEF International Waters Conferences (2005, 2007) to bring together full spectrum of IW project stakeholders. C1: IWC3 + CSD $ 248,564 GEF $ 161,764 Activity $ 70,539 PCU $ 16,261 EA **C2: IWC4**	2 IWCs, with biennial needs assessments and portfolio-wide interactions, in 2005 (C1 in Brazil) and 2007 (C2 in South Africa) Documented recommendations from GEF IW portfolio to CSD-13 Policy Session (Spring 2005)	Posting to IW-IMS and dissemination of primers, conference participants lists, proceedings, summaries of lessons learned at conferences and results of needs assessment; lists of actions pursued by stakeholders as a result of these conferences; archive of electronic discourse among participants; submission on behalf of GEF IW portfolio to CSD-13	IW project principals and stakeholders actively engage in efforts to share best practices and develop mechanisms to support partnership strategies. Sufficient coordination w/ and substantive contributions from GEF Entities and their partners. Continued outreach to, interest of, contributions by and travel support for nations, NGO partners. Venue accessibility and geopolitical stability permit broad participation (GEF and non-GEF projects and donors)

COMPONENT C. BIENNIAL INTERNATIONAL WATERS CONFERENCES IA oversight: UNDP; GEF $ 933,010 [Activity $ 763,364; PCU $108,608; $61,038 EA]; Total co-finance :$ 143,000			
$ 684,446 GEF $ 601,600 Activity $ 38,069 PCU $ 44,777 EA			

COMPONENT D. TESTING INNOVATIVE APPROACHES TO STRENGTHEN IMPLEMENTATION OF THE IW PORTFOLIO IA oversight: UNEP [D1], IBRD [D2, D3]; GEF $948,009 [Activity $610,000; PCU $ 171,282; EA $54,690]; Total co-finance: $ 1,083,333 Immediate Objective D: *To test, evaluate and replicate novel approaches and ICT tools to meet IW stakeholder needs.* Outcome D: *A widely available suite of tested and replicated ICT and other tools and approaches for strengthening TWM.*			
Project Strategy	Indicators/Outputs	Means of Verification	Assumptions
Result D: GEF agencies develop, test and, where successful, replicate demonstrations for improving TWM among GEF IW projects.	GEF IW projects and partners benefit from a set of demonstration projects integrating information sharing and structured learning	Participant lists, evaluations and follow-up assessments of impacts from participation.	Project partners and stakeholders have the time, interest and resources to participate in structured learning and information sharing demos.
Activity D1 Develop South East Asia Regional Learning Centre (SEA-RLC) $ 336,939 GEF $ 280,000 Activity $ 34,896 PCU $ 22,043 EA	D1.1 In 2004, SEA-RLC established to address regional TWM project needs (as identified during PDF-B) D1.2 SEA-RLC Web site launched (by 2005), addressing project needs through roster of IW experts (>100 by 2007) and other information resource (>1000 by 2008) D1.3 Regional IW GIS database operational online by 2006, with at least 3 prototype GIS-based decision support applications featured by 2007 and applied by SEA projects by 2008	Outreach materials disseminated to all GEF IW projects & partner institutions in region IWRC template online and customized to SEA region; updates to metadata database of information resources and linked to GEF IW-IMS. Regional GIS database and demonstration applications, SEA-RLC Library of Practical Experience and TWM distance learning materials online and interlinked w/SEA node of GEF IW-IMS	RLC partners able to solicit, access and provide sufficient TWM & ICT expertise to address identified needs of GEF projects/partners; GEF IW projects in region committed to contributing to and benefiting from SEA-RLC services Host has technical capacity to adapt develop ICT tools to meet project needs, adequate human resources to maintain outreach, assess and respond to GEF IW projects/partners needs, and research & catalogue relevant information resources National partners responsive to SEA-

COMPONENT D. TESTING INNOVATIVE APPROACHES TO STRENGTHEN IMPLEMENTATION OF THE IW PORTFOLIO IA oversight: UNEP [D1], IBRD [D2, D3]; GEF $948,009 [Activity $610,000; PCU $ 171,282; EA $54,690]; Total co-finance: $ 1,083,333			
			RLC solicitation of needs & offer of service; potential national data and information sharing restrictions
Activity D2 Provide face-to-face and virtual training, knowledge sharing and capacity building, cooperation between stakeholders in Southeastern Europe and Mediterranean sub-region $ 209,868 GEF $ 130,000 Activity $ 66,139 PCU $ 13,730 EA	D2.1 Five (5) 3-day Southeastern Europe Transboundary Waters Roundtables for senior officials and experts by 2006. D2.2 Internet-based targeted information exchange network on Transboundary Waters (for Southeastern Europe Transboundary River Basin and Lakes Management Program) launched by 2005, sustained through regional partners by 2006. D2.3 Network for dissemination of Mediterranean experience in transboundary aquifer management [for Mediterranean Shared Aquifers Management Program] – as part of B2.1	Participant lists and evaluations; rapporteurs' reports from Roundtables (posted to IW-IMS) Archives and evaluations of electronic discourse; information disseminated by GWP-Mediterranean via IW-IMS (and other media)	GWP brings expert facilitator(s) and rapporteur(s) to both Roundtables and network discussions GWP able to organize roundtables starting June 2004. Beneficiary countries willing and able to send senior officials and experts to participate. GEF projects in region have sufficient experience and resources to contribute. Coordination with Component A permits rapid deployment of network through IW-IMS; e.g., interlinking Web sites of GWP-Med., GEF projects & MAP. Participants are willing and able to convey inquiries and insights via Internet and contribute to electronic version Networks are developed and sustained in a manner responsive and useful to stakeholders

COMPONENT D. TESTING INNOVATIVE APPROACHES TO STRENGTHEN IMPLEMENTATION OF THE IW PORTFOLIO IA oversight: UNEP [D1], IBRD [D2, D3]; GEF $948,009 [Activity $610,000; PCU $ 171,282; EA $54,690]; Total co-finance: $ 1,083,333			
Activity D3 CSD/GEF Roundtable $ 289,164 GEF $ 200,000 Activity $ 70,247 PCU $ 18,917 EA	D3 One global roundtable meeting to clarify the role of IRWM or related IW issue of common priority to the CSD and the GEF (in 2004) – e.g., bringing together select nations to build IWRM capacity to meet Millennium Development Goal for national IWRM strategies in 2005 and to support water-focus of CSD-12/CSD-13 biennium (2004-05)	Participant lists and evaluations; rapporteurs' reports and guidance from roundtables (posted to IW-IMS and disseminated at IWC, CSD, WWF4, etc.)	Cap-Net brings expert facilitator(s) and rapporteur(s) to roundtable Cap-Net and IW:LEARN able to organize roundtables starting June 2004. Beneficiary countries willing and able to send senior officials and experts to participate.

COMPONENT E. FOSTERING PARTNERSHIPS TO SUSTAIN BENEFITS OF IW:LEARN AND ASSOCIATED TECHNICAL SUPPORT
IA oversight: all IAs; GEF $ 629,599 [Activity $ 138,000; PCU $450,410; EA 41,189]; Total co-finance: $170,000

Immediate Objective E: *To sustain and institutionalize information sharing and learning exchanges across GEF IW projects and GEF entities.*

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

Project Strategy	Indicators/Outputs	Means of Verification	Assumptions
Result E: GEF agencies have designed, evaluated and implemented strategic plans to provide services & make benefits of IW:LEARN and its technical support available to GEF IW community on an on-going basis.	By 2008, successful IW:LEARN structured learning and information sharing services insitutionalized and sustained indefinitely through GEF and its partners. Partners' strategic plans include role in sustaining one or more FSP product or service.	Development (through 2007) and documented implementation of 2008 work plan by sustaining partners. Annual work plans, PIRs an TPRs, as well as mid-term Review and Final Independent Evaluation Partners' strategic plans (e.g., business plans, work plans, etc.)	A subset of FSP activities evaluated as "successful;" partners leverage GEF funds to commit and procure resources to support their successful activities beyond FSP Projects and NGO stakeholders are receptive to sustaining partners and continue to benefit from services and support.
Activity E1: Develop partnerships to sustain IW:LEARN's benefits through dialog with GEF Implementing Agencies (IAs), Executing Agencies	By 2008, Sustainability Plans implemented, including l transfer of various services to appropriate organizations, SC acceptance of associated financing and personnel TORs, etc. By end of project, IW:LEARN products and services are maintained and enriched in perpetuity through a network of partners	Annual FSP and partner work plans; Sustainability Strategy documented, ratified by SC; MOUs established; Activity-level Sustainability Plans; TORs for financing and dedicated staff for 1 year beyond end of FSP	IAs & Eas will take on responsibility to build sustaining capacity for IWL OP activities they respectively lead to serve full GEF IW portfolio in perpetuity. External partners will build capacity to sustain services and benefits they respectively lead to serve GEF IW portfolio; Co-financed partnerships will catalyze process of tapered transition to full partner financing. Sustaining activities is contingent upon effective outreach and

COMPONENT E. FOSTERING PARTNERSHIPS TO SUSTAIN BENEFITS OF IW:LEARN AND ASSOCIATED TECHNICAL SUPPORT IA oversight: all IAs; GEF $ 629,599 [Activity $ 138,000; PCU $450,410; EA 41,189]; Total co-finance: $170,000			
(EAs), and external organizations. $ 356,638 GEF $ - $ 333,307 PCU $ 23,331 EA			stakeholder involvement, to ensure utility of services and support provided through partnerships.
Activity E2: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community $ 272,960 GEF $ 138,000 Activity $ 117,103 PCU $ 17,857 EA	E2.1 Side events at TWM meetings (e.g., CSD, WWF4, IUCN Assembly): 2 GEF IW presentations, information kiosks, or side events per year for 4 years; 2-3 GEF IW projects/year receive cost-sharing to participate E2.2 Outreach Materials: 1-2 GEF IW outreach publications, syntheses, videos and/or (IW-IMS) CD-ROMs circulated to TWM community – including a co-produced LME video documentary – ea. year for 4 years.	Proceedings and presentations from side-events, archived and accessible via IW-IMS; participants lists, mission reports; IW-related articles and news posted items prepared and/or GEF IW project proponent submission of papers and news to scholarly and IW-community Publications and/or syntheses available on IW-IMS and CD.	Mutual acceptance between GEF and meeting hosts regarding GEF IW projects' participation side-events

ANNEX C. STAP ROSTER TECHNICAL REVIEW

STAP REVIEW

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1. Introduction

There is no doubt that this is an important and urgently needed ongoing project that builds on a solid basis of experience. There is a global problem of duplicatory, inaccessible, overlapping, unevaluated "fuzzy" an artificially fragmented information relating to marine ecosystems and the management of human activities that affect or depend upon them. The IW:LEARN pilot has demonstrated the capacity and value of reducing wasteful activity in planning, management, preparation and delivery of a wide range of information materials.

Although the budget is not particularly large it appears well targetted to achieve leverage by augmenting internal resources of the implementing agencies and securing match funding from other sources. This is a complex project in terms of the number of participating agencies and thus, presumably of coordination. This is reflected in the log frame. The project is clearly designed to add more collective value than a "small grant" approach of allocating relatively small amounts to enable the participating agencies to continue current programs. Such a project requires active coordination and steering to ensure that lessons of experience are rapidly shared within and beyond the network of participating agencies.

2. Scientific and technical soundness

The broad technical basis of the project is sound. It builds upon the foundation of IW:LEARN and some related experience. The basis for identification of specific activities as priorities reflects an evolution on the basis of learning from earlier experience. The proposed activities are logical and respond to that experience The approach of identifying the broad objectives of areas of activities without detailed project specification helps to provide a context for adaptive management. But it follows that within the life of this phase project management should be able to respond to ongoing evolutionary experience.

3. Global environment benefits and costs

If it achieves its objectives the project will deliver clear and ongoing global environmental benefits by further developing a systematic and needs-based approach to sharing information and delivering appropriate training relating to management of human use and impacts and provision for conservation and sustainability of international waters.

The project should strengthen global capacity to learn and apply the lessons of experience from approaches to management of marine ecosystems rather than duplicate the mistakes.

The context of GEF goals and guidelines

The project is a core component of activities in the International Waters focal Area and it also clearly addresses marine components of the Biological Diversity focal area.

4. Regional Context

This is a global project but 9 of the 13 component tasks have strong regional focus.

5. Replicability

The project is designed to build on past and current activities and strengthen the basis for ongoing replication and expansion of capacity to manage information, deliver priority training and support continuous improvement of global capacity to design and implement sustainable management of International Waters.

This project addresses an important and dynamic area. It is important that its ongoing management can focus on maximising the learning process and minimising unproductive duplication. The collective lessons learned through this project should contribute to the global sum of experience and knowledge and certainly provide guidance in replication of International Waters management activities regionally and globally.

6. Sustainability

Effective use and management of information is an inextricably core component of IW and related ecosystem scale management. The project recognises the need to reach the situation where information and training activities are internalised in International Waters Management projects. Successfully implemented, this project should strengthen the case for such internalisation in future International Waters projects and in related projects however funded. In the long term it can reasonably be expected that there will be continuing need for projects such as this which provide the research and development of information materials and training capacities, skills and applications to effective management of marine environments and resources..

7. Contribution to future strategies and policies

Discussed above

8. Secondary Issues

Component A

Facilitating Access to Information on Transboundary Water Resources among GEF IW Projects
The proposal clearly identifies the importance of sharing, synthesis and dissemination of information resources developed by cross-sections of the GEF IW portfolio and their non-GEF counterparts. The detail refers to specific IW:LEARN and GEF materials. There are materials of transboundary marine resources that do not derive from IW:LEARN or GEF. It would be appropriate for this project to clearly address meta-data linkages outside the IW:LEARN/GEF core. This could well be addressed in the context of Biennial International waters Conferences. Absent such outreach beyond GEF there is a risk of unproductive duplication and competition.

Component B

Structured Learning Among IW Projects and Cooperating Partners

There is a wealth of training materials already prepared or under preparation under many projects. The vast majority of these are in the English language and many are developed without apparent awareness of what already exists. . There is often a lack of clarity of the specific needs of management training targets in the context of the tasks and responsibilities they will be expected to undertake as a result of being trained. The need for this is reflected in the proposal but I suggest it might be more strongly reflected as a core component of the structured learning activities.

A related issue in the area of specific needs is the lack of own language/own idiom training materials for people whose first language is not English and whose end-users are stakeholders with no English language skills. The constructs, idioms and imagery used in English can cause substantial confusion in literal translations and difficulty or cultural dissonance of text can discourage its use. I would urge that, while it may limit the number of training texts or materials that can be prepared, the issue of non-English language support be given high priority consideration in needs evaluation and project selection.

To the extent that IW:LEARN addresses the needs of end user managers and policy people in governments and agencies I would note that, particularly in developing countries, many such people have little time, inclination, confidence or quality of internet connection to burrow deeply into rich and complex data bases or books. It is important that core products for such end users are as far as practicable stand-alone with the options for further exploration identified but not assumed.

I am confident that these issues can be addressed within the project as proposed and I raise them in order to place them clearly on the agenda for the coordinating process of implementation.

9. Involvement of stakeholders

The primary stakeholders in this project are the GEF IAs and international and intergovernmental organisations with which they work. These stakeholders have experience and generally sound track records of consultation, public participation and involving "end users" in communities affected by management.

10. Conclusion

I consider this is a sound proposal for continuation of ongoing and complex GEF work implemented through the IAs. I commend it for support by GEF. As noted earlier, I consider that the concerns I have raised in this review are all relatively minor matters of emphasis than can be addressed within the proposed coordination and steering arrangements.

RESPONSE TO STAP REVIEW

1. Introduction

Relative to IW:LEARN's objectives, the GEF budget for the project is indeed quite conservative in various places. The budget was formulated bottom-up, based on cost of proposed activities and then trimmed to accommodate constraints of available resources. Cost-share has been leveraged to extent possible to meet actual costs. Success will require clear focus on activity targets and notable cost share, leveraging of in-kind support from partners, and adaptive management with respect to changing conditions among the project's beneficiaries.

Coordination will involve all IAs at the SC level, IA-specific guidance by activity, and specific PCU personnel charged with coordinating various subsets of activities (no more than 9 activities or sub-activities per personnel). The CTA, with support form the deputy director, will play key role in

coordination and communication across activities, including monthly updates of progress across all PCT partners. IW:LEARN also aims to work with partners realizing associated OP10 MSPs (e.g., World Lakes Management Initiative, IWRN-DeltAmerica) to ensure that such "small grants" are also integrated into the whole of IW technical assistance services.

2. Scientific and technical soundness

As noted in section 1 above, project management will be closely linked with individual SC advisors to expedite decision-making and adaptive management throughout the project implementation period.

3. Global environment benefits and costs

Revised paragraph 24 to clarify this STAP insight as part of the rationale for the project.

The context of GEF goals and guidelines

Amended GEF Theme (focal area) line of coverpage: "with relevance to water-related projects of other focal areas" (as it was in IW:LEARN's Concept Paper).

4. Regional Context

Indeed, the project has specific clusters of activities focusing on particular regions, as well as activities (e.g., B4) which will be adapted and delivered region-by-region. IW:LEARN activities are also open to non-regional projects as well as similar non-GEF TWM initiatives within those regions.

5. Replicability

Revised paragraph 19 to clarify this STAP insight as part of the replicability of this project

6. Sustainability

Revised paragraph 19 to clarify this STAP insight as part of the sustainability of this project.

7. Contribution to future strategies and policies

Discussed above.

8. Secondary Issues

Component A

Revised paragraph 14 to clarify that part of the role of the PCT is to enhance linkages between GEF IW and external TWM resources and organizations (both Component A and across all project Components). Activities A1, C2 and E2 also incorporate external contributions to (and benefits from) the IW learning portfolio. Updated paragraph 38 to reflect the importance of external linkages as well.

Component B

Structured Learning Among IW Projects and Cooperating Partners

A growing list of TWM-related training materials readily accessible via the Internet are already being catalogued through the GEF's IWRC (managed by IW:LEARN). As additional training resources are identified, associated metadata will also be added to the Web site. All training materials developed through IW:LEARN will also be accessible through this and other dissemination pathways (see Annex I).

IW:LEARN's training approach to date has emphasized individualized assessment of beneficiary projects and enrolled participants weeks to months prior to workshops, in order to ensure training meets project needs and it suited to projects' business processes. Through Activity B4, for example, there will be specific emphasis on methods for developing and implementing an effective SIP as well as frameworks for ongoing P2 in TWM. Such assessment is also a vital part of IW:LEARN's own SIP (see Annex I).

Risks associated with language, idiom and on-the-ground time constraints are raised in the risks section (of in the Logical Framework) and addressed in the prerequisites section of the Project Document. Language/idiomatic issues are among the hardest to overcome as a global-scale project aims to assist multiple regions at once. During the pilot project, prior translation of written materials and instantaneous translation for roundtables and workshops were an ever improving facet of all IW:LEARN activities in the LAC region, in particular. In Southeast Asia, where communal language is least assured, it is hoped that leadership by a prestigious Thai partner which deals with such issues regularly. will help to bridge such regional gaps. In Africa, Latin America and Eastern Europe, however, the bilingual (or trilingual) model will likely be perpetuated wherever needed. Time-constraints are a primary reason why this project leans more towards the (quick response) people-interactive side of blended learning rather than strict "download the manual" or "attend the workshop" approach.

Paragraph 117 has been inserted to reflect customized delivery mode as a prerequisite which should be addressed in the context of targeting the right people (TWM managers and decision-makers) through appropriate delivery mechanisms.

9. Involvement of stakeholders

STAP insights here are addressed in revisions to paragraph 11 of the IW:LEARN pilot phase summary. A Stakeholder Involvement Plan (Annex I) also elaborates on this issue.

10. Conclusion

The STAP reviewer has noted that issues raised in this review are "relatively minor matters of emphasis" that can be addressed within the proposed coordination and steering arrangements. Such coordination and the dynamics of IW:LEARN's adaptive project management are clarified in Sections VI-VIII. The methodology developed during IW:LEARN's pilot phase for assessing high priority stakeholder needs will evolve from that characterized in annexes to the project's Concept Paper, "IW:LEARN's Demand-Driven Approach" (Annex 2) and "Priority Needs Expressed by GEF IW Projects and Participating Countries at 2002 GEF IW Conference" (Annex 7). With internal feedback mechanisms built into key aspects of SC oversight, PCU management and PCT delivery, the project designers are confident that the project will implement an adaptive management approach which is both proactive and responsive to the TWM needs of the GEF IW portfolio.

b) GEF Secretariat

Bilateral GEF Secretariat Review	**Response**

c) GEF Council

Council Review	**Response**

ANNEX D. LESSONS LEARNED

A. FRAMEWORK FOR CODIFICATION OF IW:LEARN LESSONS LEARNED

1) Kinds of needs expressed that IWL can address in Operational Phase
    a. Procedural, Process, Methods
        i. Programmatic services
        ii. Technical services
    b. TWM issues & priorities
2) User community constraints that must be addressed to meet expressed needs
    a. Information, Knowledge-sharing
    b. ICT
    c. Financing
    d. Limited time, Human resources
3) Lessons on IWL approach & suggestions
    a. Assumptions
    b. Design
    c. Outreach
    d. Scaling-up Activities

B. SOURCES REFERENCED

1) IWL APR/PIR
2) IWL TPR
3) Final Evaluation by independent evaluator, Laurence Mee (FE)
4) GEFSEC Concept Agreement Review (CAR)
5) 2002 IW Conference summary, including 'Dalian survey' (IWC)
6) 2002 Electronic Discussion on the GEF International Waters Program Study After Action Review by Juha Juitto (IW-AAR)
7) IWL Operational Phase Project Concept Paper (PCP)
8) DLIST report (DLIST)
9) IWL Partner/Stakeholder surveys (PSS)
10) WB Task Team Leaders survey (TTLs)
11) IWL Steering Committee/Staff comment: Al Duda, Andy Hooten, Janot Mendler, Dann Sklarew, Pablo Suarez (SC/S)
12) IWL staff contact with GEF IW projects (IW projects)
13) Stakeholder Exchanges Pilot (SEP)

C. COMPREHENSIVE CODIFICATION OF PILOT PHASE LESSONS LEARNED

1) What kinds of needs have been expressed by IW projects and their constituents?

    a. Procedural, Process, Methods needs cited:

        i. Programmatic services requested by GEF IW projects (

Management Tool demand poll

1. IW Management Tools Ranked in High Demand by over 50% of Dalian respondents surveyed:
    a. Public Participation
    b. Knowledge Management
    c. Knowledge Sharing; Water Management Indicators
    d. Data Analysis; Raising awareness; Increasing participation; Professionals Training
    e. Strategic Action Program
2. IW Mgmt tools ranked by >80% respondents at Dalian as in Medium-High demand:
    a. Public Participation; Monitoring and Evaluation
    b. Knowledge Management
    c. Databases
    d. Knowledge Sharing; Improved efficiency of use; Strategic Action Program; Monitoring; Risk assessment and mgmt
    e. Data Analysis; Project Financing; Development of Investment Packages; Cost recovery and charging policies; Build Partnerships; Stakeholder Communication; Water Resource Economics

Knowledge Management

3. Brokering knowledge transfer: connecting GEF IW partners with contact organizations, facilitating linkages, building target groups along different themes, and linking people to other relevant resources, forums and other organizations (FE)
4. KM: Incorporation of information management into decision making; institutionalization for sustainability of knowledge management.(SC/S-LAC)
5. Identify specific project management needs that can be addressed via ICT.(SC/S-LAC)
6. Facilitation of information exchange in the form of networks for projects that are performed in several countries (TTLs)
7. Disseminate information about existing IW:LEARN pilot activities for example DLIST or Black Sea knowledge warehouse creation (TTLs)
8. Facilitation of information dissemination when projects are at their completion. Helping replicate good practice (TTLs)
9. Establish mechanisms for 'political' validation of info to be made publically available.(SC/S-LAC)
10. IW:LEARN's electronic forums have helped close the circuit between GEF M&E results and projects' implementation and feedback, but not yet succeeded in building a global community of projects engaged in a continuous dialogue (IW-AAR)
11. TDA/SAP discussion: highly relevant to nearly all projects and with which most projects have experience (IW-AAR)
12. Strategic approach of project website: beyond info sharing for outsiders; explore potential for making of website a project tool, to be used by team.(SC/S-LAC)
13. Successful alternatives for dealing with plurality of languages in IW projects.(SC/S-LAC)
14. Use of IW Fellows and interns cost-effective for task-specific work (PIR)

GEF IW Conferences

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

Outreach

17. Outreach to engage users must be considered a critical activity in ICT programmes and the effort that should go into outreach cannot be underestimated (DLIST)
18. Interpersonal communication and driving players are critical if an IT tool is to be introduced and then sustained by the local communities it is intending to serve (DLIST)
19. Outreach demonstration/training all needed to develop and introduce use and utility of ICT ures
20. Constant outreach effort making people recognise the value of information sharing and the potential of (ICT tools) to have a multiplier effect[49] in terms of disseminating information
21. Accurate tracking of needs on the ground (DLIST)
22. In-person meetings with potential participant/stakeholders essential to get "buy-in" & conceptual contributions through their questions and comments (DLIST & others)

Capacity Building

23. Formal accreditation of workshops & DL programs (PERSGA, IST)
24. Developing consortium-based approach to degree program training (PIR, SCS, CATHALAC, UPTW)
25. Innovative approaches to sustainable financing for capacity-building (PERSGA, NBI, SPREP, NBCBN, GCLME)
26. Hydrodiplomacy: develop skills that integrate technical expertise and international political proficiency.(SC/S-LAC)

[49] For instance, having a kiosk provides a CB centre with much more exposure than they ordinarily might have had and make them contactable by other parties interested in similar issues or in advancing grassroots level development.

27. Training and exchange of experiences in dynamic management of geographic info (e.g. internet map server).(SC/S-LAC)
28. Expressed interest and need for Regional Learning Centres, which could fulfill some of the original decentralizing objectives of 'Support Facilities' (PIR,CATHALAC, SCS, ASEZA, REC, NBI)
29. Need for learning exchanges (IW projects)

Financing

30. Share/subsidize workshop registration fees to cover unbudgeted workshop participation costs (IW projects)
31. Prevent donor funding from being monopolised by a few (DLIST)

Inter-Project Stakeholder Exchanges (SEP)

32. Provide significant lead-time for proposal submission at the time of the Announcement (More than two or, perhaps, three months in advance of deadline). This likely was the biggest flaw of the pilot.

33. Clarify and highlight (underline or boldface) the minimum eligibility requirements (perhaps providing a list of eligible projects).

34. Establish and publicize mechanisms (iwlearn.net, eco-insight.org) to encourage projects to find partners (and vice-versa), but also prepare for "no partner" applications that may need help to match.

35. Provide pre-formatted (fill in the blank) application forms.

36. Provide [links to?] examples/models of successful proposals from previous round.

37. Clarify the frequency for which the exchange program will be repeated (in order to prevent onslaught of unripe proposals).

38. Budgets must be included in each proposal and must be fully delineated.

39. State that each participating group is limited to one exchange, in an effort to achieve fairness and balance.

40. State that each participating group is limited to one or two people per exchange.

41. State that program exchanges are a priority over conference participation.

42. Require that applications include letters of support from both sides of a partnership.

43. Announce schedule for decisions and confirmation of status, with sufficient time to allow participants to make reasonable cost travel arrangements.

44. Clarify size of total purse in initial outreach materials.

45. Clarify approach to travel (e.g., economy vs. first class, per diem before vs. after trips, expectations for reimbursement, TORs, etc.)

46. Dissemination of the announcment could be more broad and strategic in the future.

47. Make sure reply-to for email announcements comes from the email address responsible for intake (so that IW:LEARN CTA doesn't get inundated with emails not going to coordinator)

48. Allocate (and fund) sufficient time for the coordinator to respond to inquiries, match the unmatched, and support submission of quality proposals. The Exchange Coordinator used portions of days that added-up to close to ten days with clarifying questions and ongoing email exchanges with various interested parties. Dann stated he should have allocated (and received support for) for probably five working days linking and clarifying projects proposals.

49. Clarify upon acceptance with participants that UNOPS is responsible for making travel arrangements and rendezvous with exchange partners (i.e., participants' organizations, not IW:LEARN).

50. Send invitations for full exchange to those who either could not meet these tight deadlines or were otherwise interested.

ii. **hnical services requested by GEF IW projects** (PCP)

1. Technical assistance with hardware and software (TTLs)
2. Web development, in the form of website creation, e-groups facilitation, web hosting, information dissemination and sharing (TTLs)
3. Tools for data entry, visualization and maintenance of geographic information, including institutional mapping, hydrometeorology and other natural dimensions, and Socioeconomic variables .(SC/S-LAC)
4. Homogeneization of metadata across boundaries for GEF projects.(SC/S-LAC)
5. Migration towards open source / linux / free software to facilitate continuity of projects.(SC/S-LAC)
6. Distributed bibliographic database .(SC/S-LAC)
7. Structure for compiling and sharing legal instruments .(SC/S-LAC)
8. Find way for orgs with policy that does not allow for participation in electronic lists (UNEP projects) to actively join e-fora (IW-AAR
9. Implement features to allow discussion postings to be routed directly to personal e-mail ounts

b. Priority TWM issues and related needs cited:

i. Issues ranked by over 33% of Dalian survey respondents as of High Information Need:
   1. Loss of Ecosystems & Ecotones by far most important issue

2. Overexploitation
3. Habitat Destruction; Inappropriate Harvesting
4. Man-induced changes in the physical environment
5. Changes in the hydrological cycles

ii. Issues ranked by >60% at Dalian of Med-High Info Importance:
1. Loss of Ecosystems & Ecotones; Biodiversity Impacts
2. Habitat Destruction
3. Inappropriate Harvesting; Resource Habitat changes; Man-induced changes in the physical environment
4. Modification of ecosystems or ecotones; Overexploitation; Changes in the hydrological cycles
5. Fisheries Biomass

iii. Partner/Stakeholder representative sampling of projects and IA task managers indicated top priority needs for capacity building tools in these areas(PSS):
1. Public Participation; Knowledge Management/Sharing
2. Monitoring & Evaluation; Water Management Indicators
3. Data Analysis/Databases

iv. Partner/Stakeholder representative sampling of projects and IA task managers indicated top priority IW issues(PSS):
1. Loss of Ecosystems/Ecotones; Habitat Destruction
2. Biodiversity impacts; Overexploitation
3. Inappropriate Harvesting

2) What are GEF IW community constraints the IWL Operational Phase can address to meet expressed needs?

a. Information/knowledge-sharing constraints cited:

i. Information on most topics is concentrated in "pockets", and does not flow freely between the different sectors of society, either vertically or horizontally (DLIST)
ii. Much more work is needed in bridging the gap to ground level so that information does not remain the privilege solely of those who are versed in basic IT (DLIST)
iii. Limited success with Access: Internet viewed by some communities as a social achievement, and thus had internal, political ramifications (DLIST
iv. Many people are shy to speak out and broadcast their opinions and/or are reluctant to use the Internet as a form of communication

b. ICT – access/connectivity, hardware, software constraints cited:

i. Need online technical support available to trouble-shoot any problems on a full-time basis (IWL, IW-AAR.
ii. Online discussion: Anyone starting from scratch would need to carefully consider the technology needs, as well as setting up the mailing list with the appropriate participants (DLIST, SC/S, IW-AAR).
iii. 'Last-mile' connectivity problems need to be assessed and addressed on case-by-case basis to identify specific constraints & implement appropriate solutions
iv. GEF website 'kiosks' can benefit organisations within region without websites, , but need & submission forms need to include guiding information on the form & be user-friendly
v. Open-source software to counter cost & training constraints of licensed software (DLIST & users

c. **Financial constraints cited:**

i. Need for innovative co-financing and partnership models to realize project activities (PIR)
ii. Final evaluation noted limited funding to expand and develop GEF's "Web presence" in International Waters through training of IW project personnel (including site visits to other IW projects)
iii. To ensure output delivery do not restrain spending (except due to budget constraints).(FE)
iv. Lack of financial capacity to expand DLIST: more features need to be developed that make it beneficial to be a registered DLIST user.[50]
v. Eco-Africa needs to find funding to assist Benguela Current region CBOs to construct web pages according to their own design (DLIST)
vi. Several NGOs have expressed that limited funding constrains their ability to participate more broadly and consistently in knowledge sharing initiatives such as IW:LEARN (PIR)
vii. To conserve costs, budget for physical convening of course participants at optimal time in which participants would benefit most from face-to-face meetings (DLIST)
viii. Distance MSc: No sound mechanism was established for internalising costs of participation in IW Project budgets (FE)
ix. Important to approach World Bank TTLs at the right time. General message is that IW:LEARN is very interesting initiative but it will be hard to commit any funds in most cases because of the stages that projects are in (beginning, completion, board etc.). Suggestions from the TTLs to keep in contact with them, and routinely follow up. (TTLs)
x. Talk with TTLs that have already expressed an interest in collaboration, to sign Letter of Intent to engage with IWL. In most cases, money is not a problem for TTLs, problem is that TTLs do not want to make a priori commitments if they do not have resources available at the time; also wariness by some TTLs interviewed because IW:LEARN also in preparation phase and therefore level of funding available still undetermined. Important to return and engage TTLs when they are ready. (TTLs)
xi. Some TTLs wanted to see actual proposals on how IW:LEARN would be able to help. For example, use of a DLIST model and other good practice as a proposed activity(ies) viewed as an important prerequisite. (TTLs)
xii. World Bank requirement for every project that 0.5% of total project cost go to the dissemination of information on project activities, lessons learned and good practice.(TTLs)

d. Limited time/human resources constraints cited:

<u>Time constraints:</u>

[50] For instance, when information arrives that is of interest to particular DLIST registered users they will be notified without delay. Following the example of SEACAM, DLIST can also assist users through emailing a brief, regular newsletter that will be circulated to its registered users. This will require more capacity on the part of the DLIST Secretariat than currently exists, although such additional capacity will be planned for in subsequent funding proposals. Finally, DLIST should be more active in pursuing information on funding sources that can be helpful to registered users, and such information should be posted on DLIST as well as sent to registered users.

i. Running a successful electronic discussion requires time and labor inputs from all participants. (IW-LR)
ii. Online discussion groups not working as a mechanism to keep most GEF project management in touch with wider community due to staff time constraints (
iii. Timing of online discussion: two-week period initially foreseen for GEF IW: Program Study first topic not sufficient (IW-LR)
iv. DLIST: Future similar pilots should probably be scheduled for two-year duration (DLIST).
v. Distance learning requires quite a large amount of staff time and a guaranteed substantial audience if it is to be effective; it has not generally proven to be a low cost alternative for small groups (FE)
vi. Get consultants to address specific issues that employees don't have time to deal with (FE)

Human resource/institutional capacity constraints:

vii. Institutions need strengthening / capacity building. (SC/S)
viii. More IW M&E STAP Coordinator inputs into and involvement with projects creates more ad hoc information sharing and knowledge brokering (PIR)
ix. Discontinuity in collaboration processes, and asymmetric capacities and interests across boundaries and institutions.(SC/S)
x. Institutional barriers to participation of project team members in long-term endeavors (training, policy discussions, etc). (SC/S)
xi. Lack of certainty / continuity among project personnel. Excessive flow of people across institutions (on the other hand provides opportunity to strengthen inter-institutional dialogue). (SC/S)
xii. Important to combine salesmanship/marketing, of new technology, and have it available soon after with actual demonstrations to address hierarchy of use by practitioners (DLIST
xiii. Need for dedicated personnel to administer info-sharing: one of the reasons for the limited involvement of kiosks in information sharing to date is that kiosk managers are multitasking & do not have enough time to perform administrative tasks such as updating kiosk information or posting documents onto the library(DLIST
xiv. In some cases, project TTLs referred to local implementing agencies and experts that have to be contacted in order to proceed with any form of collaboration. Nevertheless, talking with TTLs is beneficial because they can lead IWL to the right initiative or person in the field.
xv. Several TTLs expressed concern that when they have to chose partners or subcontractors they have to go through WB procurement procedures. In other words, why would the project choose IW:LEARN when there might be other organizations that might have bigger capacity or have more experience, etc.

3) What lessons & suggestions for improvement to the IWL approach have been identified?

a. Assumptions for Operational Phase derived from Pilot Phase activities:

Justification and Rationale

i. IW:LEARN should be a truly Interagency programme (.

ii. IW:LEARN facilitates realization of IAs' commitment to integrate into the GEF portfolio their services of comparative advantage from their core programs (PIR)
iii. Relevance to the development objective has been confirmed and is increasing with universal intensification of ICT access and applications in developing and transitional regions (PIR)
iv. Partner/Stakeholder representative sampling of projects and IA task managers indicated anticipated benefits from and desire to contribute to facilitating access to TWM info, structured learning exchanges & training, testing innovative approaches to regional and thematic water mgmt, fostering partnerships to sustain IWL benefits and services, with overwhelming support for technical assistance in developing & interlinking information mgmt/sharing systems, and biennial GEF IW conferences.(PSS)

Facilitating Access to Information on TWM

v. IW:LEARN is a global conduit for lateral transfer of experiences (PIR)
vi. IW:LEARN is relevant for broadcasting and, more importantly, *facilitating* dissemination of best practices. The cost-benefit of such best practices knowledge sharing is clear: time=money; less time spent on wheel reinvention makes for more cost-effective GEF investment (TPR)
vii. IW:LEARN has achieved recognition among most GEF IW Projects as a valuable mechanism for transferring ***information*** between projects regarding project content, output and practices; As a ***knowledge*** transfer mechanism, IW:LEARN has achieved enthusiastic recognition from those projects that have directly benefited from training or other means of support (TPR)
viii. IW:LEARN provides unique integrating facilitation across white water- blue water continuum (freshwater/marine), and bridges static and dynamic knowledge creation and management/sharing of specific benefit to the GEF IW community (PIR)
ix. IW:LEARN promotes the establishment of interoperability among diverse partners and stakeholders to promote synergies and value-adding in TWM to benefit the GEF IW community(PIR)
x. Potential for success is increasing due to further clarification of outputs, enhanced emphasis on expanding ICT infrastructure, responsive and flexible view of emerging GEF priorities, and ICT utilization within GEF IW projects and regions (FE)
xi. GEF project management fairly happy with IW:LEARN as a mechanism for inter-project knowledge transfer and with dedicating some staff time for that purpose (FE)
xii. IWLearn web site is rapidly establishing itself as a useful tool and may be regarded as flagship of the GEF IW programme; website has enormous potential as a resource for governments or civil society. (FE)
xiii. With demand-driven incremental technical assistance from IW:LEARN, projects' ICT infrastructure is being developed more efficiently and with less isolated reinvention, thereby facilitating effective mobilization of resources towards more direct environmental impacts (PIR)
xiv. Replication/iteration of proven tools can jumpstart: the technology platform is not absolutely critical, but the fact that this particular application already has a head-start in its development and use elsewhere has been an important key to many of the successes the DLIST pilot experienced.

Structured Regional & Thematic Learning

xv. In assessing activities from a global point of view, what matters most is the extent to which it can be replicated outside of the region. (DLIST)
xvi. Online discussion groups are not (yet) part of current management culture but may have use as a tool for specific themes where there are clear benefits to all of the parties. (
xvii. Training: IW:LEARN training regarded as making a positive contribution to the limited number of projects involved: important to find ways and means to increase the distribution of training benefits amongst needy projects (and work to match projects needs to appropriate training (TPR).

Biennial GEF IW Conferences

xviii. Participants very happy with IWCs. One described Dalian as 'the most useful conference I have attended as a CTA' (FE)

Testing Innovative Approaches to Strengthen Implementation of the IW Portfolio

xix. Experimental aspect of IW:LEARN continues to be valuable in undertaking pilot & demonstration activities and should be continued (TPR)
xx. Electronic fora are a means of establishing and ongoing strengthening of IW Communities of Practice (TPR)

Fostering Partnerships to Sustain Benefits

xxi. Institutional or political upheaval causing agreements to be put on hold can result in unforeseeable delays (FE cites CATHALAC delays; PERSGA)
xxii. Unless higher education is valued and mainstreamed in governmental or private sector programmes, it is unlikely to become sustainable (FE)

b. Design lessons derived from experimental phase activities:

Overall guidelines (CAR)

- Need to define clear and monitorable outcomes and outputs
- Need to devote resources to the improvement of the ability of LDCs to Participate and benefit from project activities
- Need to achieve most effective balance between ICT tools and face to face activities and events (such as IW Conferences, etc.)
- Need to take opportunity to become a vehicle for dissemination and implementation of M&E findings and recommendations, including implementation of project indicators

Facilitating Access to TWM Information

i. Need to concentrate on few ICT tools and experience exchange initiatives, selected among those proven successful during experimental phase (CAR)

ii. Need for a greater proactivity towards the IW Projects as two way dialogue supported by upper level management in IAs and GEF Secretariat (
iii. Respond to community knowledge-sharing demand through research and synthesis, match-making, and collaborative innovation(
iv. Respond, collaborate, assess, and document results of programmatic and technical services provided to address IW projects' specific knowledge needs (
v. Technology transfers should be non-proprietary (SC/S,
vi. When information is made freely available, the number of registered users of an ICT tool is not always an accurate indicator of actual use unless there are incentives to register (DLIST & others)
vii. Need to ascertain GEF IW community demand and priorities through regular and varied means (
viii. Necessary to proactively outreach to and engage project stakeholders (PIR, et al)
ix. E-outreach versus the personal touch: A significant proportion of outreach has been conducted electronically via e-mail requests to various stakeholders and organisations, and has met with limited success; ICT-mediated outreach is most effective as a value-adding adjunct to, not as a substitute for visits and personalized consensus and relationship-building (DLIST & others)
x. Technology transfer should involve a certain level of detachment (from donor team) so that recipients can problem-solve independently, and thus develop ownership (
xi. In order to promote financial, administrative and operative sustainability of IW learning and exchange endeavors, it would be beneficial to conceive support as aimed to institutions working on projects, not just to projects themselves. Projects are short lived, institutions have more incentives to seek continuity. (SC-S)
xii. Invest more in personalized communication (i.e phone calls) to strengthen cooperation. (SC-S)
xiii. Consider "hiring" people who will already participate in water events to gather or distribute information for IWL. This would not only bring down costs and expand the number of events reached, but also begin to disseminate the IWL spirit throughout key players. (SC-S)
xiv. Pursue institutionalization of knowledge management and information systems, seeking to incorporate them into the organic structure of IW management entities. (SC-S)
xv. IW:LEARN should focus on (IW community) database development and information flow (
xvi. Staff exchange program should be more flexible in terms of procedures. Projects are very dynamic; needs evolve rapidly, project time constraints are difficult to match with staff exchange proposal deadlines.(SC-S)
xvii. Though website operates as a portal to many other programmes and projects, this is often not reciprocated on their sites (
xviii. UNEP Best Practices Db: there are conceptual problems defining exactly what is 'best practice' (FE)
xix. In giving value to the voices from the ground, balancing of information is achieved through discussion forums where registered users across the target area can voice their opinions as well as kiosks where registered users can advertise and explain their organisations and initiatives and attach supporting information (DLIST)
xx. creating a "common pool of knowledge" becomes a major tool in a collective approach to sustainable development in its target area (DLIST)
xxi. Communication between IWL task management team and local partner project proponents has proven very important. The introduction of a chat program helps a

great deal in solving more problems in less time, especially across different time zones. Sharing screen dumps (picture of the page on the screen) can be another useful tool. (DLIST & others)

Regional and Thematic Structured Learning

xxii. Regionalization of IW:LEARN activities is important, leading the 'process' not the purpose in scaling-up. E.g., Replication of the IW:LEARN 'model' in regions and thematic areas (FE)

xxiii. Keep focus on means to enhance capacity-building in integrated water resources management of IW projects/personnel and their (local, national, regional) partners – not broader "environmental education" issues (TPR)

xxiv. When inviting projects for workshops and other events, be very specific about what kind of role the invitee should be playing, and try (even harder) to get the right people to participate. (SC-S)

xxv. Online discussions need better orientation on novel or successful interventions in clearly defined fields identified by IW mangers (

xxvi. To dedicate time to web based learning and information services, that service must be directly relevant – not too generalistic (

xxvii. Online discussions do not take off naturally, they need to be proactively facilitated (FE)

xxviii. Installation of "portable classrooms" remains largely unimplemented and may be regarded as having lost its relevance (

xxix. Tailoring programs to regional projects' specific capacity-building needs (

xxx. DL: Six Months appears to be realistic timeframe and level of commitment needed for course participants to consider it to be successful (DLIST)

xxxi. DL: importance of plan for accreditation as a prerequisite (DLIST, PERSGA, I)

xxxii. Importance of clear assessments of existing conditions prior to considering whether DL program elsewhere should be attempted: participant motivation in DL can be affected by extreme distances and Internet access remains a significant challenge in making this ICT operate within local communities, however interpersonal relationships strengthened that would not have otherwise developed (DLIST)

xxxiii. Very important to *introduce electronic discussion topics* and background materials (IW-LEARN)

xxxiv. Useful to have persons outside of the organizing group who can be privately asked to post messages that will generate discussions (IW-LEARN)

xxxv. Two basic solutions that could be tested to avoid prolonged discussion becoming a burden taking more time than originally planned: to limit the number of topics and to allow more time for each, or run the discussions in parallel in which case participants would be able to contribute to any of the topics at any time (IW-LEARN)

xxxvi. *Reporting* to wrap up each topic soon after the e-discussion, making reference to at least one contribution from each of the participants important in order to make sure that all participants would feel that their experiences and opinions were reflected (IW-LEARN)

GEF IW Conferences

xxxvii. Process of evaluating IWCs could be improved: request participants to complete very simple evaluation sheets of each workshop to determine the usefulness of content (FE).

xxxviii. IWCs: useful to consider addition of smaller focus groups to meet on specific issues between conferences which could meet face to face and by E-for a, produce some of the discussion documents for the main IWC event and contribute to resolving some of the barriers to better management identified during the IWCs (
xxxix. Greater participant satisfaction w/Dalian than Budapest IWC: high overall satisfaction with organization by GETF (FE)

Testing Innovative Approaches to Strengthen Implementation of the IW Portfolio

xl. Only limited experimentation of new technological advances and ways to enhance exchanges and replications should be included (CAR)
xli. Models for the sustainable financing of distance study: one of the most difficult challenges is to achieve operational sustainability; similarly for the student, getting finance is a major constraint (
xlii. The more global pilot phase schemes have been the least effective despite their perceived need (

Fostering Partnerships to Sustain Benefits

xliii. Strategy for all activities & partnerships should frame a sustainability plan at the outset
xliv. Diffusion to the wider community has not been adequately addressed: goal should be to increase governmental buy-in to the IW Projects through greater information and knowledge transfer (
xlv. Lesson from DLIST experience: importance of identifying appropriate interlocutors with various communities, developing depth in their personnel (to anticipate attrition), and mobilizing sufficient resources to sustain operations until both the concept and the technology are accepted as routine. (SC/
xlvi. Important to partner in capacity-building activities with local CB networks & institutions (SC/S
xlvii. Need to integrate IW:LEARN into IW project activities from outset and throughout life of project (FE)
xlviii. Need to align GEF IW with global sustainable development goals and objectives of GEF IW constituent projects and their partners, including fostering and strengthening global and regional conventions and agreements (
xlix. NGO involvement constraint: no globally accessible focus for identifying appropriate regional and local NGO partners to engage in IW:LEARN and IW project activities, apart from growing contacts in IWRC (
l. To be sustainable over lifetime of the GEF, a mechanism must be established to compensate the project for the benefits it provides to other IW projects (
li. IWL Pilot Phase Executing Agency (Tides) added little value to the management process (FE)
lii. need for IW:LEARN to be housed with an NGO that is expert in this type of stuff and has connections to opportunities for IW:LEARN and GEF (SC/S
liii. significant cost-savings achieved by pairing face-to-face activities with larger meetings and nts strategic partnerships (UNESCO's Water Portals).(PIR)

c. Outreach lessons derived from Pilot Phase activities:

i. Awareness of IW:LEARN is almost ubiquitous among GEF projects (FE)

ii. Need to increase awareness of IW:LEARN website; hit rate is still relatively small reflecting limited knowledge of its existence in the field: production strongly recommended simple attractive glossy 'flyers' – old methods still work (FE)
iii. Need to raise profile of GEF-IW & expand to other key groups such as donors and institutions to come see what we do and how (SC/
iv. Need to align GEF-IW with WSSD/CSD, raise pr...e & mainstream GEF-IW as hub for transboundary waters coordination, and proactively coordinate & collaborate with other major players addressing TWM (SC/S)
v. "learning is a new buzz word...but y'all have been doing it for 4 years...so we should crank it up a notch!" –Al Duda
vi. Need to program special, additional component likely related to outreach/awareness raising in which IW:LEARN facilitates itself and 2-3 GEF projects to participate at the discretion of the Steering Committee at global events (SC/S
vii. Electronic discussion on GEF IW Program Study success factor...elatively ***cohesive network*** amongst GEF international waters project participants that was already in place, largely this thanks to the IW:LEARN project (IW-AA
viii. Level of participation and active engagement in knowledge t...sfer via on-line dialogues among GEF project managers should be made more attractive and 'simple' for interested participants to contribute (
ix. Some of the travel budget should be emp...yed to enable a more proactive engagement with selected IW Projects (FE)
x. Without encouraging individuals and organisations to engage the goals cannot be achieved (DLIST)
xi. interest taken in (using ICT tool) by entities from the target area proportional to effort invested in outreach(...ST)
xii. Outreach does not mean to simply let people know that [an ICT tool] exists but by *showing people that they will actually benefit* from participating in using ...DLIST)
xiii. Outreach methods for bridging the final gap to the ground, namely betwe... community members who have access to the computers and the broader community that does not, must be developed (...ST)
xiv. On-the-ground outreach (i.e. routine use by local citizens) not yet successful for several reasons: tremendous distances highlight importance of how ICT can improve communication, but (with the exception of mobile telecommunications technology) lags encountered adopting ICT for routine use (...ST)

d. Recommendations for Scaling-up Activities based on Pilot Phase:

Facilitating access to Information

i. Decision to deviate sharply from specified project activities by the creation of the IWLearn Resource Center was bold and pragmatic new direction that should now be exploited further, increasing its outreach and connectivity (FE)
ii. UNEP's regular programme activities could be scaled up to serve GEF needs by applying existing tools and methodologies as services targeted towards GEF priority areas and objectives; project related activities (including UNEP/GEF) can be directly linked to the useful successes and potential activities of the IW:LEARN Pilot Phase (...)
iii. Scaling up of the environment-directory (a UNEP/GEF strategic partnership output) to coordinate and capture project reporting and data (GIS, reports, etc) that are components of ongoing and past project activities: IW:LEARN Pilot Phase worked

with UNEP-DEWA to develop an on-line Library of Practical Experiences pertinent to effective transboundary water management (IW-[illegible])

iv. In addition to associations with GEF Implementing Agencies, IW:LEARN can scale up links with specific activities of the GEF Secretariat. (IW-[illegible])

Regional and Thematic Structured Learning

v. Increasing CoP website usership: partaking in discussion forums is one incentive to become a registered user; users will grow when skillfully moderated discussions become a regular feature - for which a critical mass of registered users is necessary and likely to require sustained funding (IW-[illegible]ST).

vi. Combine geographic & thematic means to increase participation in discussion fora: skilfully moderated discussions on topics of high relevance to - and as requested by - registered users; there may be additional advantages to geographic expansion if regions are organised around common themes (IW-[illegible]ST)

vii. WBI is working with the Blue Team to develop a series of training modules IW:LEARN could disseminate and help locally adapt throughout the GEF IW community. Furthermore, communication of GEF IW field experience and training needs via IW:LEARN may help drive further WBI course development. (IW-[illegible])

viii. Through synthesis of specific knowledge products from the GEF IW community inputs, IW:LEARN could help the Bank to communicate how GEF IW projects address the land-freshwater-marine continuum and contribute to poverty alleviation (e.g., Bermejo topsoil preservation, Meso-American Barrier Reef ecotourism, etc.) and regional security among participating countries (e.g., cooperation in Nile River and Senegal River basins).(IW-[illegible])

ix. Selection of electronic discussion topics: organize discussions around subsets of similar projects in the portfolio (e.g., lake or freshwater basin projects, LME projects) exchanging experiences in more targeted manner (IW-[illegible]R)

x. Stakeholder Exchange Pilot:

1. The role of coordinator should be fulfilled by administrative staff who can deal with flurries of activities generated at key junctures in the process. At each phase of the process, important correspondence that includes proposals and reports should be acknowledged as soon as possible.
2. This pilot program effectively dealt with seven exchanges. If the broader exchange program in the future involves more exchanges, the administrative challenges will, of course, be greater.
3. Updating examples of the exchange notification, a sample acceptance letter and Terms of Reference template for an exchange will make the next round of exchanges go much more smoothly.
4. Key phases of the exchange coordination include:
    - Developing the Announcement
    - Disseminating the Announcement
    - Dealing with questions relating to the Announcement
    - Receiving the Proposals
    - Modifying the Proposals (dealing with budget issues, numbers of people in the exchange, etc.)
    - Making the Selections (aiming for geographical and ecosystem balance and diversity)
    - Developing the Terms of Reference for each Exchange
    - Coordinating with UNOPS on logistics

- Receiving the Exchange Reports

Biennial IW Conferences

xi. GEF IW conference rated as highly successful, provided well structured feedback, of immense value in projecting IW:LEARNs role in future (FE)

Testing Innovative Approaches

xii. Concern in the Black Sea region that the approach taken by the World Bank for distance learning (under its Strategic Partnership) may be too high-tech; closer communication should be maintained on this matter with the Programme Coordination Unit in Istanbul (FE)
xiii. The ICRIForum & DLIST models of electronic forums need to be replicated and scaled up so that IW stakeholders can continue to enhance collaboration. Bridging support to complete technical transfer is needed.(PCP)
xiv. World Bank DLIST pilot demonstrates scope for effectively applying ICT and distance learning within a sub-regional and local community context but to replicate this outside of the region should first involve a needs assessment of existing conditions and capacity, both human and technology infrastructure (DLIST, FE)

Fostering Partnerships to Sustain Benefits

xv. IW:LEARN could bring to the UNDP-World Bank water partnership an incremental component to support *distance* learning applications about *transboundary* waters, in particular, where GEF projects have significant expertise to convey to the emerging international waters managers and stakeholders (PCP)
xvi. IW:LEARN has formed pertinent linkages to non-GEF components of GEF Executing Agencies and IW-related components of other UN agencies and partner organizations that should be scaled up for more efficient integration and enhanced results through coordination and collaboration. (PCP)
xvii. IW:LEARN has specific linkages to a number of important UNDP fostered global networks and support programmes for the water sector (PCP)
xviii. Many NGOs with missions in confluence with IW:LEARN's own are readily interested in partnership with IW:LEARN towards common goals (PCP)

ANNEX E. SUSTAINABILITY PLAN

The success and financial vitality of the IW: LEARN project relies on its ability to leverage incremental and catalytic GEF funding into long-term sustainability through partnerships. To achieve this Component E activities will explore opportunities for establishing foundations and commitment to build sustaining capacity within the respective GEF Implementing and Executing agencies, and with external partners to sustain the benefits of IW:LEARN information sharing and technical assistance, structured learning, comprehensive review, and innovative testing activities and services.

Component E activities involve a methodology for engaging three types of partners in a sequence of planning, SC review and implemention steps to effect by the end of the project a transition to sustaining commitments to maintain the benefits of IW:LEARN beyond the life of the project. The first category of partners are internal – GEF IAs and EAs, the second external partners involved in structured learning and innovative testing activities, and the third involves building linkages to align and embed the contributions and enhance the outcomes of GEF IW interventions with CSD-related partners and processes.

Based on the comparative advantages of its IAs - UNDP, UNEP and the World Bank, and its EAs - UNOPS, [GETF, and IUCN], IW:LEARN will facilitate internal dialogue and partnerships with the aim of first identifying appropriate sustaining partnership roles, then to design and implement strategic plans to strengthen and ensure sustaining commitment and capacity with IA and EA partners to institutionalize on-going provision of specific IW:LEARN project benefits to the GEF IW community beyond the end of the IW:LEARN Operational Phase project.

This may include the development of a business plan involving internal or external partners to ensure specific on-going technical and/or other support to the GEF IW community on an on-going basis. For example, IW:LEARN could be spun off as a self-sustaining NGO entity, and/or other NGOs such as GETF (IW Conferences) or IUCN (structured learning) could be cultivated.

Specific steps to be explored and implemented to achieve sustainability are outlined:

- *Creation of sustainability plan to identify and secure near-term funding:* A key first step in the sustainability process requires preparation and initiation of a sustainability plan. The overall design of the plan will target near-term IA and EA partnership opportunities, including both financial and in-kind contributions which can be leveraged during the IW:LEARN Operational Phase to build sustaining capacity to meet GEF IW project needs on an on-going basis. This plan will survey project needs and match needs with the comparative advantages of each IA and EA based on their capacity and commitment to strengthen existing 'service lines' as GEF IW project resource providers.

- *Focus on service and support for IW projects and partners:* to establish mechanisms for linking GEF IW project needs with IA and EA resources, IW:LEARN will coordinate and work with the GEF IW partners to enhance provision of need-driven (customer) service to encompass GEF IW projects as beneficiaries. Inculcating a service ethic will ensure quick response to project needs and ensure long-term, successful relationships and optimize synergies between GEF IW projects and the wider IA and EA TWM-related activities, programs, services. Working with selected GEF IW projects and partner organizations to develop testimonials emphasizing cooperation for mutual benefits will build the case for IA partnerships and commitments for on-going funding.

- *Engage Parallel IA Communities:* Partner with IAs' respective capacity building, information society, and water and sanitation communities to link them with relevant GEF IW project needs

and leverage their networks to bring synergies and resources to bear in sustaining services to address specific needs.

- *Utilize partnering with sister programs as a mechanism to leverage synergies for IAs and EAs to sustain services and benefits:* explore and establish partnerships to exploit synergies between IAs and EAs, and with other donor agencies and organizations, to support provision of specific IW:LEARN services and benefits. This includes strengthening the UNDP-WB Water Partnership, promoting IA participation in UNEP.net, and IA outreach to sister IW programs such as the Global Water Partnership and UNESCO's IHP & World Water Assessment Program, as well as working with the GEF Secretariat to align and mainstream GEF IW project activities with CSD initiatives to proactively coordinate with other UN family and IW partners who can contribute complementary resources needed to enhance and sustain mutual benefits across respective constituencies.

- *Raise GEF IW visibility through effective outreach:* with input from SC and/or IAs and EAs, identify venues for showcasing and exchanging GEF IW project/portfolio activities, experiences and results; prepare and facilitate presentation by IW:LEARN and/or GEF IW projects at conferences, including publication of documentation in proceedings; prepare articles and news items and/or facilitate GEF IW project proponent submission of papers and news to scholarly and IW-community publications and other venues for online/offline dissemination; disseminate these occasional outreach materials to GEF IW community and provide assistance as needed for adaping to project use.

IW:LEARN will also pursue partnerships with external organizations, with the aim of generating a steady flow of resources independent from GEF funding cycles. IW:LEARN will work with partners to identify and procure resources, whether financial, in-kind, technical or physical, to ensure the future sustainability of IW:LEARN benefits. GETF has a successful history of raising resources for large initiatives, bringing in new public and private sector partners who contribute significant resources, and creating innovative vehicles and initiatives to attract financial support. It is essential to focus on self-sustainability from the beginning of all joint activities to build an entrepreneurial spirit into the program from the start. Specific steps to be explored and implemented to achieve sustainability are outlined:

- *Creation of sustainability plan to identify and secure near-term funding:* A key first step in the sustainability process requires preparation and initiation of a sustainability plan. The overall design of the plan will target near-term funding opportunities, both financial and in-kind. This plan will survey project needs and match needs with resource providers.

1. *Focus on service and support for IW projects and partners:* Coordinate and work with the GEF IW partners to focus on participant (customer) service. This service ethic will ensure quick response to customer needs and ensure long-term, successful relationships for IW:LEARN. Work with select IW project participants and partner organizations to develop testimonials that build the case for partnerships and funding. Serve as the mechanism for linking needs with resources

2. *Develop and implement a corporate sponsorship program:* Identify and conduct outreach to a select group of companies with recognizable leaders in the corporate community on environmental, science, and water issues to provide financial, in-kind, and other key resources for IW:LEARN.

3. *Develop other public sector external partnerships:* Identify and conduct outreach to organizations and foundations to help fill crucial program voids. These activities will also provide third-party testimonials, funding leads, funding and/or in-kind resources. Examples of

partner organizations include American Water Resources Association, Association of Metropolitan Sewerage Agencies, International Center for Environmental Finance, American Water Works Association, U.S. Environmental Protection Agency, U.S. Department of Agriculture, Water and Wastewater Equipment Manufacturers Association, Tennessee Valley Authority, U.S. Department of the Interior, U.S. Agency for International Development, National Oceanic & Atmospheric Administration, Organization of American States, the Peace Corps, Clean Beaches Council, Global Environmental Management Initiative (GEMI), The Irrigation Association, the Kenan Institute, Water Environment Federation, World Wildlife Fund and others.

- *Utilize IW:LEARN as a mechanism to attract resources for GEF IW projects:* Partner with GEF IW projects to link these projects with financial and other resources essential to their success and sustainability. GETF will conduct outreach to external stakeholders (e.g, foundation, private organizations, public institutions) to link GEF IW projects with the partners and resources needed to achieve their goals.

- *Engage Academic and Research Community:* Partner with the academic and research community to link them with appropriate IW projects and utilize their networks to bring resources to the table to match GEF IW project needs.

- *Raise IW: Learn visibility through effective outreach:* Conduct and attend events to showcase IW:LEARN and GEF IW projects. Attend key conferences in the earth science and international waters fields. Attend appropriate industry events. Create outreach materials for the promotion of IW:LEARN.

4. *Promote IW:LEARN sponsorship opportunities to GETF online communities:* GETF has an extensive network of web sites, list serves, and e-newsletter readers from the environmental, scientific, and academic communities. GETF's online communities receive over 30 million visits per year. An outreach campaign would be organized to raise awareness of IW:LEARN and to solicit potential partners for leveraging the project.

ANNEX F. ORGANIZATIONAL CHART

This section will be finalized prior to CEO approval.

A schematic of the Portfolio Coordination Team (PCT) for the IW Learning Portfolio is presented in Figure 6 above. The PCT consists of IW:LEARN personnel at its Project Coordinating Unit (PCU) and representatives of IW:LEARN's organizational partners, who altogether coordinate overall portfolio activities.

Project management will consist of an equivalent of 6 personnel: Chief Technical Advisor (CTA), Deputy Director, and part-time Program Assistant – all supported by the GEF; a UNEP-IW:LEARN Technical Component Coordinator, supported by a 50-50 cost-share between GEF and UNEP; part-time technical and administrative assistants, and a half-time technology developer – all supported by UNEP. Other IAs may appoint liaisons to serve as their day-to-day representatives in interfacing with and between the project and their respective partners and constituents.

According to their comparative advantages, IAs will provide strategic oversight to IW:LEARN at a component- or activity-level, as presented in Table 3.

ORGANIZATIONAL CHART:

1. Steering Committee (SC; GEF IW Inter-Agency Task Force): IW Leads from GEF Secretariat, UNDP, UNEP and World Bank)

2. Technical Advisory Panel (TAP): IW Leads from GEF STAP (with others as needed), consulted periodically regarding work plan and implementation.

3. Executing Agency (UNOPS): Through its IW Program Manager, the EA provides contractual, human resources, travel and administrative support, and reports to UNDP-GEF IW Lead, in liaison with the CTA..

4. PCU Chief Technical Advisor/Director (UNOPS): Reports to SC on programmatic issues and EA on administrative issues. Coordinates administration with EA and oversees all project sub-contacts and activities, ensuring their success and complementarity. Manages sustainability planning and directly oversees activity management by ELI, GETF, IUCN and WorldFish Center.

5. PCU Technical Coordinator (UNOPS or UNEP): Reports to CTA and oversees a subset of sub-contracts and all ICT-related activities. Directly oversees activity management by SEA-START RC and UNEP personnel supporting Component A and other project activities.

6. PCU Deputy Director/Project Coordinator (UNOPS): Reports to CTA and oversees a subset of sub-contracts and activities, ensuring their success and complementarity. Directly oversees activity management by Cap-Net, EcoAfrica and GWP-Mediterranean.

7. Program Assistant (UNOPS): Reports to CTA and provides programmatic assistance to other PCU personnel.

8. Partnership Leads (Multilaterals and NGOs): Report to CTA, Deputy Director Project or Technical Coordinators, as indicated above, in order to realize specific project activities. Directly manage those project activities and partnerships, and work with PCU to develop and implement sustainability plans.

ANNEX G. INSTITUTIONAL ARRANGEMENTS

Additional details regarding institutional arrangements will be finalized prior to CEO approval.

In order to best leverage the core competencies of each Implementing Agency, the project will be implemented by UNDP in close programmatic cooperation with UNEP and the World Bank. IW leads from all three agencies and from GEF Secretariat will comprise the project's Steering Committee (SC). A representative from the executing agency and additional donors to the project will also be invited to participate in the SC. The SC will approve project work plans and major project outputs.

UNOPS, which coordinated the project preparatory (PDF-B) activities, will continue as IW:LEARN's Executing Agency (EA). Through the PCU and in collaboration with IAs and partners in participating countries, UNOPS is well situated to implement the project due to its experience managing GEF IW and related projects, as well as its network across the UN system, beneficiary countries and partner institutions.

Project management will consist of an equivalent of 6 personnel: Chief Technical Advisor (CTA), Deputy Director, and part-time Program Assistant – all supported by the GEF; a UNEP-IW:LEARN Technical Component Coordinator, supported by a 50-50 cost-share between GEF and UNEP; part-time technical and administrative assistants, and a half-time technology developer – all supported by UNEP. Other IAs may appoint liaisons to serve as their day-to-day representatives in interfacing with and between the project and their respective partners and constituents.

153 According to their comparative advantages, IAs will provide strategic oversight to IW:LEARN at a component or activity-level, as presented in Table 3. The PCU will realize most project activities in collaboration with a lead partner and a set of supporting partners. Lead partners will also be responsible for contributing to and helping to implemement sustainability plans for their respective activities.

Lead partners identified in Table 3 include Cap-Net, Eco-Africa, GETF, GWP-Mediterranean, IUCN, SEA-START RC, and UNEP-DEWA. Including these, up to 20 sub-contracts may be required to fully realize this project.

ANNEX H. TERMS OF REFERENCE

This section will be finalized prior to CEO approval.

ANNEX I. STAKEHOLDER INVOLVEMENT PLAN

I. Goals and Objectives

1. **Enhance ownership*** and buy-in with IW:LEARN through participatory project development and implementation. * *Among IW:LEARN project stakeholders, partners and beneficiaries.*

Objective 1.1 Stimulate and exploit potential for synergies in IW:LEARN programs and activities among GEF IW projects

Strategy: in conjunction with Component A information-sharing activities, IW:LEARN will develop and implement with each GEF IW project a knowledge-sharing plan to identify and build reciprocal linkages between the GEF IW-IMS and GEF IW project information systems, addressing technical support to projects as needed.

Objective 1.2 Stimulate and exploit potential for synergies in IW:LEARN programs and activities with partner institutions, organizations and networks which benefit GEF IW projects

Strategy: develop and implement with priority content partners at least 4 knowledge-sharing plans per year to identify and build reciprocal linkages contributing to GEF IW-IMS regional or thematic modules with non-GEF programs, agencies or institutions addressing GEF IW priority issues and themes.

2. Raise awareness* about the role of IW:LEARN, GEF IW Portfolio and IW management in sustainable development (e.g., achieving Millennium Development Goals, Johannesburg and World Water Forum objectives, etc.)

Objective 2.1 Develop information materials targeted to CSD and TWM communities
Strategy: produce at least 2 new print media and/or electronically-mediated information/outreach mechanisms per year e.g. brochures, newsletters, fact sheets, CD version of IWRC, multilingual versions of materials, etc.)

Objective 2.2 Present GEF IW contribution to CSD processes at key conferences/events.
Strategy: Facilitate participation of GEF IW projects in at least 2 global and/or regional conferences/events per year including dissemination of outreach media developed under 2.1, and IW:LEARN assistance in preparing and conducting speaking or workshop sessions, supported under Component E activities to sustain the benefits of IW:LEARN.

Objective 2.3 Inform & engage academic awareness & engagement w/IW:LEARN

Strategy: prepare and submit scholarly papers addressing GEF contributions through TWM for presentation at mtgs/events and/or publication in proceedings and journals

3. Provide customized service* through personal relations with key personnel at projects, partners and service providers.

Objective 3.1 Ensure two-way communication of GEF IW project needs and activities and IW:LEARN services and programs to support them.
Strategy: Establish personal relationship with each GEF IW project (including pipeline through year 4), supported by collaborative transparency tool, in conjunction with and supported by linkages to GEF IW-IMS under 1. above.

Objective 3.2 Engage partner competencies and resources to strengthen core activities: access to TWM information, structured learning, IW conferences, testing of innovative approaches activities, sustaining the benefits of IW:LEARN.
Strategy: Pursue outreach to at least 4 new partners / year who benefit GEF IW projects to develop a strategic MOU, and/or collaborative agreements; also in conjunction with and supported by linkages to GEF IW-IMS under 1. above.

4. Develop effective delivery mechanisms* which leverage the use of appropriate tools for ICT-mediated dissemination to, for and through GEF IW projects and their partners.

Objective 4.1: Jointly develop or customize with other GEF IW project(s) at least 1 ICT-mediated dissemination system each year (2004-2007) for use across GEF IW portfolio.

Strategy: As part of Activity A2, developing or strengthening websites and ICT tools, use results and recommendations from UNEP-conducted needs and capacities survey to develop "model"

GEF IW Web site template with "mandatory" components in place. Contact annually and develop adaptation strategy for utilization of Web site template with projects in pipeline or under implementation, and assist in adaptation or development of additional "optional" tools to meet projects' expected needs.

5. Assist in replication* of useful GEF IW experiences, innovations, lessons, opportunities and tools across the GEF IW portfolio.

Objective 5.1 Foster iterative adaptation of practical experience within GEF IW community

Strategy: wherever feasible facilitate inter-project or other regionally or thematically relevant project partner partnerships, structured learning activities, and/or staff exchanges to implement elements of A.3 ICT-strengthening activities, and in all Structured Learning (Component B.) activities.

II. Stakeholder Involvement outreach and dissemination Tasks by Component/Activity

For each Operational Phase Component and its sub-activities, 1-3 strategic tasks ("O/D") are to be identified to realize stakeholder involvement objectives through Outreach and Dissemination. To be further elaborated with targetted sub-activities corresponding to the Operational Phase workplan (some examples provisionally included as bullet points)

A. Facilitating Access to Information on TWM resources

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

Strategic O/D Tasks (UNEP-led): engage IAs & GEFSec, and IW projects & partners to systematize input & updating of data & information

Activity A2: Provide technical assistance to GEF IW projects to develop or strengthen their websites and ICT tools according to defined ICT quality criteria, and connect all GEF IW project websites to the GEF IW Information Management System

Strategic O/D Tasks (UNEP & IW:LEARN PCU): work with each individual GEF IW project to periodically assess website development status and needs; design and disseminate template for minimum standardized level of ICT functionality to interlink with GEF IW IMS as means to contribute to and access information across GEF IW portfolio; develop and disseminate ICT toolkit according to defined quality criteria; work with each GEF IW project to plan and implement appropriate ICT tools…

- Introduce collaborative transparency tool to initiate outreach to each GEF IW project; use tool to co-develop and jointly update project information dossier and track project activities
- Poll projects during 2nd Quarter each year for high priority ICT-mediated dissemination needs (Obj 4.1; Goals 1 and 3).
- Work in conjunction with projects to develop, test, and then transfer solution to at least one high-priority dissemination need before the end of the same year (Obj 4.1, Goals 3 and 5).

B. Structured Learning among IW Projects & Partners

Activity B1: Organize 3-5 inter-project learning exchanges on a regional scale; e.g. Africa IW Network.

Strategic O/D Tasks: systematically query GEF IW projects by region targeted to assess specific needs to launch or strengthen on-the-ground learning communities at multiple scales within

multi-country project regions or multi-project sub-region; engage region-specific partner organizations and institutions to support formulation and sustaining of regional learning communities at multiple scales; work with projects and partners to plan and implement at least 3-5 targeted inter- or intra-project dialogue and/or training activities.

Activity B2: Organize 3-4 thematic inter-project learning exchanges on a transboundary ecosystem basis; e.g. among subsets of the GEF IW portfolio addressing Freshwater, LME, Coral Reef integrated management.

Strategic O/D Tasks: systematically query GEF IW projects to assess specific needs and demand for thematic learning exchanges; engage theme-specific partner organizations and institutions to support formulation and sustaining of thematic learning communities at multiple scales; work with projects and partners by theme to plan and implement at least 3-5 targeted inter-project dialogue and/or training activities.

Activity B3: Coordinate inter-project exchanges between GEF IW projects and their partners or counterparts

Strategic O/D Tasks: systematically query GEF IW projects to assess specific learning exchange and training needs; identify and engage need-specific partner projects, organizations/institutions to plan and implement at least 10 (budget 2/yr) GEF IW stakeholder learning exchanges between pairs of new and experienced projects.

Activity B4: Provide face-to-face and virtual training to enhance Public Participation in Transboundary Waters Management

Strategic O/D Tasks: Identify and engage appropriate partners with experience and expertise to develop and deliver targeted training for at least 5 government-NGO partnerships per year to jointly develop, refine or implement activities to increase public access and involvement in TWM.

C. Coordinating Biennial IW Conferences

Activity C1/2: Convene two global IW conferences – in 2005 (Rio, Brazil) & 2007 (Cape Town, South Africa), gathering the IW community for comprehensive reviews of the GEF IW portfolio including exchange of experience among GEF IW projects, stakeholders, evaluators, and with related transboundary waters programs.

Strategic O/D Tasks: Work with GEF IW projects to identify and facilitate preparation of presentations to showcase, share and assess GEF IW learning experience, results and outputs; identify and work with other IW programs and institutions to contribute to and participate in comprehensive review, in identification of current needs and priorities, and to facilitate further coordination and cooperation to address identified priority issues going forward, and capture recommendations from GEF IW portfolio to CSD-13 Policy Session (spring 2005).

D. Testing Innovative Approaches to Strengthen IW Portfolio Implementation

Activity D1: (UNEP/South China Sea-led): Develop South East Asia Regional Learning Centre (SEA-RLC)

Strategic O/D Tasks: Work with UNEP and South China Sea PCU to facilitate outreach to, engagement and participation of all GEF IW projects in the SEA region in the design and development of the SEA-RLC; to assist as needed in engaging relevant partner networks, organizations and institutions as SEA-RLC resources; to facilitate dissemination and exchange of experience and where relevant to assist in dissemination, including through the establishment of website linkages as a regional module within the GEF IW-IMS, of successful SEA-RLC

approaches, and in particular in the application of GIS database to decision-making, for adaptation and replication in other GEF IW regions.

Activity D2 (WB-led): Create a Black Sea / Danube Regional Distance Learning Program for agricultural pollution control (APC)

Strategic O/D Tasks: Work with WB and Black Sea and Danube GEF IW projects to facilitate engagement and participation of at least 5 GEF regional projects in blended learning program(s) to learn new APC methods and techniques; to assist as needed in engaging relevant partner networks, organizations and institutions and related transboundary initiatives (for example Dnipro, Tisza rivers) in dissemination and delivery at multiple scales within the basin and coastal catchment region; to facilitate dissemination and exchange of experience and where relevant to assist in adaptation and replication of the curricula and/or approach in other GEF IW regions.

Activity D3 (WB-led): Provide face-to-face and virtual training, knowledge-sharing and capacity building, through cooperation between stakeholders in the Southeastern Europe and Mediterranean sub-region

Strategic O/D Tasks: Work with WB and partners in the SE Mediterranean region to facilitate engagement and participation of senior officials and experts in 5 3-day Roundtables; to engage partners and stakeholders in the region in the development of an Internet-based targeted information exchange network to test innovative approaches to TWM information management; to facilitate implementation of complementary activities among participating GEF IW projects at multiple scales;e.g. aquifer/groundwater learning community supported under Component B, integration with partner websites and GEF IW-IMS; application of relevant ICT tools to support initiation/participation in learning community activities.

Activity D4 (UNDP, CapNet-led): Hold an IWRM Roundtable in late 2004 in conjunction with CSD processes

Strategic O/D Tasks: Work with lead partners (CapNet, GWP) to facilitate engagement and participation of relevant partners, organizations and institutions addressing IWRM (and/or as part of TWM, ICM, white water/blue water, capacity building) to plan and conduct IWRM roundtable. Bring together select national representatives to address issues to be decided in conjunction with CSD-12 in building capacity to meet MDG for national IWRM strategies to be in place by 2005, and in alignment with CSD-12/13 water-focused biennium. Facilitate follow-through as appropriate; e.g. fostering linkages to and participation in complementary IW:LEARN activities (e.g. establishing linkages with GEF IW IMS; application of relevant ICT tools to support community through basin-wide watershed management institutional capacity, as well as initiation of & participation in learning community activities; regional, thematic or stakeholder learning exchanges; linkages with public participation training activity, integration with aquafer/groundwater activity).

E. Fostering Partnerships to Sustain Benefits & Tech. Support

Activity E1: Facilitate internal dialogue and partnerships with GEF Secretariat, IAs and EAs to sustain successful Operational Phase activities

Strategic O/D Tasks: Based on comparative advantages of IAs and EAs, identify appropriate sustaining partnership roles; design and implement strategic plans to build sustaining capacity within respective agencies to continue to provide specific IW:LEARN project benefits and technical support to the GEF IW community beyond the end of the IW:LEARN project. This may include development of a business plan to spin off IW:LEARN as a self-sustaining entity to provide on-going technical and/or other support to the GEF IW community beyond the end of the project cycle.

Activity E2: Pursue outreach, dialogue and partnerships with external organizations to establish institutional infrastructure, capacity and commitments to sustain successfully evaluated core Operational Phase activities

Strategic O/D Tasks: Based on comparative advantages of external partners, identify appropriate sustaining partnership roles; design and implement strategic plans to strengthen and ensure sustaining commitment and capacity with respective partners to institutionalize on-going provision of specific IW:LEARN project benefits to the GEF IW community beyond the end of the IW:LEARN project, and to ensure that GEF IW activities are mainstreamed in CSD processes to leverage on-going synergies and complementarities with partner IW organizations.

Identify venues for showcasing and exchanging GEF IW project/portfolio activities, experiences and results; prepare and facilitate presentation by IW:LEARN and/or GEF IW projects at conferences, including publication of documentation in proceedings; prepare articles and news items and/or facilitate GEF IW project proponent submission of papers and news to scholarly and IW-community publications and other venues for online/offline dissemination; disseminate these occasional outreach materials to GEF IW community and provide assistance as needed for adaping to project use.

Activity E3: Promote GEF IW contributions to sustainable development and participation of GEF IW projects in broader TWM community

Strategic O/D Tasks: Identify and pursue opportunities for GEF IW portfolio participation in CSD events (and foster reciprocal partner participation in GEF IW Conferences, Component C). Assist in coordination and implementation of presentations, sessions, side events, etc. and ensure that proceedings and presentations, participants lists, mission reports, etc. are archived and accessible via IW-IMS; facilitate IW-related articles and news postings, and preparation and/or GEF IW project proponent submission of papers and news to scholarly and IW-community Publications and/or syntheses; ensure all available on IW-IMS and for dissemination on CD.

ANNEX J LETTERS OF COMMITMENT - COFINANCING

This section will be finalized prior to CEO approval.

Received To Date:

5. NOAA - $200,000

ANNEX K ACTIVITY SUMMARIES/WORK PLAN (YEAR 1 IN DETAIL)

Table 1 above presents a 4 year timeline for the IW:LEARN project. *A more detailed quarterly work plan for year 1 (July 2004 – June 2005) will be finalized at IW:LEARN's May 2004 Steering Committee meeting and inserted here prior to GEF CEO approval.*

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[i] Beyond each component's cost in Annex A, GEF support also covers a portion of PCU costs and EA fee (7% of GEF support). GEF-supported PCU costs include personnel working directly on IW:LEARN programmatic activities, personnel travel, and project M&E.