



**GEF-IWCAM Capture and Demonstration of Good Practice and  
Lessons Learned Workshop**

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**Global Environmental Facility-funded Integrated Watershed and  
Coastal Area Management Project (GEF-IWCAM)**

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**DRAFT FINAL**

**Guidance document on the selection of lessons learned and  
good practices worthy of documentation for the GEF-IWCAM  
project.**

**Prepared for the GEF-IWCAM Project by  
Sylvester Clauzel, Scribal Consultancy Services**

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## 1.0 Introduction

Small Island Developing States (SIDS) in the Caribbean with high population densities, combined with high population growth rates, urbanization and increased development, particularly residential and tourist resort development, has led to the contamination of underlying aquifers and surface water, and deterioration of coastal water quality. To this end, the regional Integrated Watershed and Coastal Area Management (IWCAM) project was conceptualized with an overall objective to strengthen the commitment and capacity of the participating countries to implement an integrated approach to the management of watersheds and coastal areas. The long-term goal is to enhance the capacity of the countries to plan and manage their aquatic resources and ecosystems on a sustainable basis.

A major component of the project is to undertake specific demonstrations of targeted IWCAM activities in order to deliver actual achievements in mitigation and finding resolutions to threats and root causes. This component will be achieved through a process that will identify **best practices and lessons learned** from amongst demonstration projects. These projects are spread across the Caribbean and are extracted from the following participating countries: Antigua, Bahamas, Cuba, Dominican Republic, Jamaica, St. Kitts & Nevis, Saint Lucia and Trinidad & Tobago. Regional and other project experiences will also be examined to identify lessons and good practices worthy of documentation.

Hence, the following document describes the strategy to be employed in identifying the lessons learned and good practices, and the methodology for documenting these either as case studies or experience notes.

## 2.0 Rationale

The **core principal** of the IWCAM strategy is to help transfer knowledge, skills and technical competencies through a meticulous documentation of the lessons learned and good practices throughout the project life. These lessons and good practices should help to facilitate the better implementation of projects designed to provide community-led approaches to watershed and coastal areas management in small island developing states. The approach will also seek to provide sustainable approaches to natural resource management initiatives as well as effective project feasibility assessment procedures and techniques at the community level. If successfully implemented the documentation of lessons and good practice should have the potential to:

- Provide a model for participatory natural resource management planning and implementation of preventative and remedial actions to areas threatened by negative watershed and coastal impacts, as well as sensitive areas which are particularly vulnerable to similar impacts and threats.
- Increase capacity amongst project leaders in community based organizations as well as government agencies involved in watershed and coastal resource management and development initiatives.
- Facilitate the more effective assessment of projects at the community level thereby increasing success rate of coastal and watershed management projects.

- Contribute to the development of a sustainable coastal and watershed management sector as a pillar of the environmental management work in the region.

### **3.0 Project objectives**

- To target selected national and regional hotspots of watershed and coastal impacts and threats, as well as sensitive areas which are particularly vulnerable to similar impacts and threats
- To address the GEF International Waters Operation Programme eligible issues 'on-the-ground' through GEF funding supported by significant co-funding
- To deliver real and concrete improvements and mitigation to IWCAM constraints and impacts
- To identify and promote reforms to policy, legislation and institutional realignment consistent with IWCAM objectives
- To provide transferable lessons and best practices which can serve to replicate successes elsewhere both nationally and regionally

#### 4.0 Description of GEF-IWCAM Demonstration Projects

SUB-COMPONENT	COUNTRY	TITLE of DEMONSTRATION PROJECT
<b>A: Water Resource Conservation and Management</b>	St. Kitts and Nevis	Rehabilitation and Management of the Basseterre Valley as a Protection Measure for the Underlying Aquifer
	St. Lucia	Protecting and Valuing Watershed Services and Developing Management Incentives in the Fond D'or Watershed Area of St. Lucia
<b>B: Wastewater Treatment and Management</b>	Antigua and Barbuda	Mitigation of Groundwater and Coastal Impacts from Sewage Discharges from St. John
	Bahamas - Exuma	Marina Waste Management at Elizabeth Harbour in Exuma, Bahamas
	Dominican Republic	Mitigation of Impacts of Industrial Wastes on the Lower Haina River Basin and its Coast
<b>C: Land-use Planning, Zoning and Alternative practices</b>	Bahamas - Andros	Land and Sea Use Planning for Water Recharge Protection and Management in Andros, Bahamas
	Trinidad and Tobago	Land-Use Planning and Watershed Restoration as part of a Focused IWCAM Demonstration in the Courland Watershed and Buccoo Reef Area
<b>D: Targeted Model IWCAM</b>	Cuba	Application of IWCAM Concepts at Cienfuegos Bay and Watershed
	Jamaica	An Integrated Approach to Managing the Marine, Coastal and Watershed Resources of east-central Portland

#### 4.1 Map showing Caribbean region and including participating countries.



#### 5.0 Definitions

A **case study** is the analysis of a problem from identification to management. Most development theorists agree that problems may not be fully solved but may certainly be managed. The activities involved in “managing a problem” provide the **lessons learned** as well as the **good practices** used in the experience. It is expected that these lessons and practices may be replicated in the future.

#### 5.1 Case Studies

As such a **case study** includes the description of the problem, various issues discovered or revealed in assessing the problem, and the various strategies used to resolve the problem including those which were successful as well as those which failed. All of these provide valuable information which may be used as **lessons learned** about what works and what does not work. When several approaches demonstrate successful outcomes, these represent practices or strategies that provide good examples of how to achieve certain objectives. These good examples are often referred to as **good practices**.

It is important to note that **a case study is a scientific instrument** used by social scientists to identify and document good practices which may be learned from a process of problem identification to management. A case study is not an arbitrary narrative of loose descriptions, but must be structured as a logical account and analysis from problem identification to management strategy. Further, because it is a scientific instrument it must therefore follow the principles of reliability and must be replicable. As such the case study must carry, within it, the details that will provide the information for applying the good strategies identified to other similar projects with the expectation that the results may not be too dissimilar. This is the value of doing case studies and the reason why they must follow strict principles; otherwise they may fail to achieve the intended objective.

## 5.2 Experience Notes

As detailed by the International Waters Experience Notes Guidelines developed by IW: LEARN, **experience notes** aim to share practical experiences in promoting the approach used by the project. As such, those experiences include successful practices, approaches, strategies, lessons and methodologies that emerged within the context of the project implementation. It is therefore important to distinguish experience notes from case studies. **For the purpose of this exercise, whereas a case study will describe an entire project's approach to solving a problem, the experience notes will identify individual practices, approaches, strategies, methodologies or lessons from any project, and tell that story using a prescribed format.**

The experience notes are shorter and more accessible than more technical documents such as evaluations, implementation reports, case studies, etc. However they offer greater detail and reference to given project activities than the average conference presentation. Although PowerPoint presentations have improved dramatically in quality, without the accompanying audio of the speaker, the actual slides themselves do not offer much in terms of conveying their actual content. The value of the experience notes is this combination of brevity and content which makes it an excellent instrument for documenting usable learning on specific issues.



## 6.0 Assessing projects to determine holistic success - the triple bottom line approach

Although the IWCAM projects are largely environmental management projects, there is widespread agreement by project implementation theorists that projects that attempt to resolve environmental issues cannot do this successfully by focusing exclusively on the environmental problem. Often there are social, or more specifically, livelihood or even national economic development considerations which impact the project and may determine success or failure.

***The triple-bottom line approach attempts to assess the social, economic and environmental opportunities for positive change which may occur in a community as a result of any development or management project.***

The approach suggests that the bottom line of viability should NOT refer exclusively to financial viability or environmental sensitivity issues but should give equal consideration to all critical dimensions of the assessment. ***It recommends giving equal weighting to socio-economic, environmental and financial considerations, which are all necessary for sustainability.*** This position proposes that projects will not achieve the desired outcomes unless an integrated approach to project assessment is applied, and this implies applying the triple-bottom line approach.

To this end the following questions have been designed for the IWCAM demonstration projects:

### 6.1 Social: To demonstrate the capacity of a project to contribute to social development

- How were community persons involved in planning the project?
- How were community priorities addressed?
- How were community skills/talents used above imported ones, where available?
- Are there examples where the livelihood of impacted persons was improved? If so identify.
- Describe how the project facilitated greater access to assets; e.g. land, public facilities, etc.
- Was there an increased appreciation of local culture, including music, dance, traditional knowledge and practices? Describe any examples.

### 6.2 Environmental: To demonstrate the capacity of a project to contribute to an improved natural environment

- Describe improved solid and liquid waste management practices.
- Describe any innovative, appropriate technologies that emerged from the project; e.g. wetland wastewater treatment system; water harvesting technologies; etc.
- Describe any specific measures aimed at increasing water conservation or quality in the community.
- Describe any activities specifically related to soil conservation and/or reduction of sedimentation or erosion.
- Was there a systematic structure for managing environmental impacts of the project including monitoring, auditing and continuous improvement of environmental efforts? If yes describe. If no, provide reasons why.
- Was there an increased understanding and appreciation of watersheds and the management required for improved water quality?
- Describe any educational and awareness building activities designed to change behaviour.

**6.3 Economic: To demonstrate the capacity of a project to contribute to viable and sustainable economic activity related to conservation or protection activities**

- Describe the potential of the project to contribute to an increased number of viable small businesses related to any success stories in this regard.
- Was there an increase in employment opportunities consequent to conservation or protection activities? If yes, describe.
- Did community persons perceive opportunities for entrepreneurial activity from the project and to what extent were these exploited?
- Were community entrepreneurs able to attract increased access to finance for spin-off business initiatives connected to the project?

## 7.0 Criteria for assessing lessons learned and good practice of projects to inform case studies

The approach adopted for this assignment is to, first of all, categorise the demonstration projects into two broad areas for the purposes of developing criteria to select the case studies. The categories include:

- i) Providing lessons learned and best practice for assessing the **feasibility** of specific approaches; and
- ii) Providing examples of **demonstration value**.

Secondly, the case studies should be based on the learning objectives of the IWCAM project which the project designers had envisaged and categorized based on these objectives. The case studies will therefore be based on the learning objectives identified for each demonstration project against the background of its **feasibility to achieve project objectives** or its **ability to provide demonstration of good practice**. The project designers had captured this requirement of feasibility and demonstration value and as such, it is easy to follow these categories.

**7.1 Framework for identifying case studies based on feasibility and demonstration value.** (While the following list is based upon discussions during the Workshop, it is by no means final):

The ability of the project to test the **feasibility**:

- *for rehabilitation as a protection measure (Trinidad & Tobago)*
- *to develop management incentives for protection and valuing (St. Lucia)*
- *to mitigate groundwater and coastal impacts from sewage discharge (Antigua & Barbuda / Bahamas / St. Kitts & Nevis)*
- *to mitigate the impacts of industrial waste (Dominican Republic)*
- *to value the role of land-use planning through zoning (St. Kitts & Nevis)*

The ability of the project to **demonstrate**:

- ❑ *land and sea-use planning for water-recharge (Bahamas)*
- ❑ *an integrated approach to marine, coastal and watershed planning (Jamaica)*
- ❑ *the application of IWCAM concepts (Jamaica/Cuba/St. Lucia)*

## 7.2 Criteria to be applied to all projects for identifying good practice and lessons learned

The criteria for identifying various components of **good practice** as well as criteria to aid in replication of **lessons learned** may be gleaned from the listing below developed by Workshop participants who

comprise project managers and associates. This is further subdivided into feasibility and demonstration value. It was concluded that three broad criteria should be used to determine the **feasibility** of a project to provide lessons and good practice. These were identified as follows:

- I. The enabling environment provided by supporting national policies and legislation.
- II. The capacity of the local implementing agency and its supporting linkages.
- III. The participation of the host community at all levels from planning to implementation.

It was further concluded that the ability of the project to provide **demonstration value** could be determined as follows:

- I. The strategies applied by project managers from design to implementation.

As such, every project will be assessed based upon the following criteria:

### **Feasibility**

#### **7.2.1 Enabling policy and legislative environment**

- Review of and harmonisation of supporting legislation, policy, and regulations
- Enabling policy framework - e.g. incentives and disincentives
- Understanding the role of partisan politics and other power brokers. This includes issues of island insularity in multi-island republics and federated states.

#### **7.2.2 Technical, local capacity**

- Strong leadership/ management/ co-ordination capacity.
- Technical capacity available to project.
- Workable linkages to supporting institutions.
- Adequate financing/co-financing.

#### **7.2.3 Community participation**

- Clarity of communication with stakeholders from the onset.
- Receptivity of host community.

- ❑ Response from, and collaboration with, key contributors to the problem.
- ❑ Community identification of problem/ Community priorities.

### **Demonstration value**

#### **7.2.4 Project Management**

- ❑ Availability of baseline information to measure project progress and achievements.
- ❑ Application of integrated variable approach to project design (triple-bottom line).

## **8.0 Identifying examples for Experience Notes**

Experience Notes include successful practices, approaches, strategies, lessons and methodologies that emerge within the context of the project implementation. The following experiences listed below as items 8.1 to 8.4 were identified at the workshop, and represent specific activities which participants determined warranted documentation. However for the purpose of scientific analysis, it is necessary to classify these experiences. It is recommended that the experience notes be extracted from the triple-bottom line analysis and therefore they should address social, environmental or economic **success factors**.

### **8.1 Social**

- ❑ Innovative approaches for improving livelihoods and quality of life – St. Lucia, Jamaica
- ❑ Methodologies for community mobilisation – Jamaica and Cuba
- ❑ Workshops, training and education programmes – Trinidad & Tobago and Cuba
- ❑ Stakeholder engagement and involvement – Jamaica, Dominican Republic, St. Lucia

### **8.2 Environmental**

- ❑ Water quality monitoring programme implementation – Jamaica, Trinidad & Tobago and Cuba
- ❑ Development and implementation of appropriate technologies – St. Lucia, Cuba, Jamaica
- ❑ Sustainable agricultural approaches – St. Lucia, Jamaica, Cuba
- ❑ Reforestation campaigns: challenges and achievements – Trinidad & Tobago
- ❑ Wastewater treatment – Antigua & Barbuda, St. Lucia, Jamaica
- ❑ Establishment of Protected Areas – St. Kitts & Nevis
- ❑ Management of groundwater resources – Bahamas, St. Kitts & Nevis
- ❑ Cleaner production – Dominican Republic
- ❑ The challenge of establishing baseline indicators: All demos.

### **8.3 Economic**

- ❑ Economic Sustainability Issues – Jamaica and St. Lucia
- ❑ Financing “Small grants within a grant system” – Jamaica

*\* The non-demo countries may have examples to be added to this list. It is recommended that the triple-bottom line assessment be conducted and the relevant experience extracted from this assessment.*

#### **8.4 Other Experiences**

Although the following experiences were identified randomly from the workshop, they do not meet the categorisation identified above, unless they are modified to reflect triple-bottom line success factors. Some are project management issues which will be documented separately by the Project Coordination Unit (PCU).

- ❑ Development and tracking of indicators – PCU
- ❑ Partnerships and linkages – IWRM Working Group
- ❑ Project Design – PCU, Antigua & Barbuda, Bahamas.

## Appendix 1 - Structure for Case Studies

### Long Form Case Study

*(approximately 25 – 30 pages)*

- 1.0 **Introduction:** Name the project title, and introduce the key lessons learned by this case study.
- 2.0 **Background:** Describe the IWCAM project in general, as well as the relevant demonstration project's rationale and objectives, and the particularly problem address.
- 3.0 **Methodology:** Describe the methodology applied to conducting the case study, which will include the process of data collection and sustainability analysis based on the triple-bottom line approach.
- 4.0 **Baseline Information on demonstration site:** Collection of baseline information to include community demographics; history of community involvement; evidence of resource protection activities or practices; and evidence of economic sustainability including entrepreneurship.
- 5.0 **Integrated project management assessment of success factors**
  - 5.1 Social – to demonstrate the capacity of the project to contribute to social development, by responding to questions of community development in planning and implementation, addressing community priorities, etc.
  - 5.2 Environmental – to demonstrate the capacity of a project to contribute to an improved environment by responding to questions of solid and liquid waste management, improving water quality and conservation practices, innovative appropriate technologies, etc.
  - 5.3 Economic – to demonstrate the capacity of a project to contribute to viable and sustainable economic activity connected to conservation or protection activities including viable small businesses, evidence of entrepreneurship, employment creation, etc.
- 6.0 **Key lessons learned - feasibility and demonstration value:** Broad criteria to help determine the feasibility and demonstration value of a project will provide the framework for lessons learned and good practice. (See Feasibility and Demonstration value on p11 above.)
  - 6.1 Community participation – the ability of the project to address community priorities; communicate effectively with community stakeholders, their receptivity to the project and response from key stakeholders.
  - 6.2 Technical local capacity and Institutional arrangements – the availability of local technical support available to the project, as well as the supporting institutions which contributed to the project.
  - 6.3 Enabling policy and legislative environment – the policies and legal instruments available in-country which aided the implementation of the project. The absence of relevant policies or legislation should also be assessed discussed.
  - 6.4 Project management analysis – the use of baseline information to measure progress and achievements; as well as the application of the principle of the triple bottom line to measure sustainability.



## 7.0 **Demonstrated good practices**

8.0 **Conclusion:** Collate the main findings into short paragraphs and explain why the experience is significant to GEF and to watershed and coastal areas management.

9.0 **References:** List of documents including books and leaflets as well as interviews.

10.0 **Appendices:** All supporting information including tables, maps, graphs, charts, etc.

### **Short form Case Study:**

*(approximately 4 – 6 pages)*

1. **Introduction/Background:** Name the project title and introduce the key lessons learned by this case study. Provide a summary of the baseline study as background to the case study.
2. **Approach:** Summarise the methodology applied.
3. **Outcomes:** Outline the key findings of the study based on community participation, technical local capacity and institutional arrangements, as well as a description of the enabling policy and legislative environment. These may be presented by the following:
  - a. Key Lesson learned
  - b. Key demonstrated good practices
4. **Conclusion:** Collate the main findings into a short paragraph and explain why the experience is significant to GEF and to watershed and coastal areas management.

## **Appendix II – Structure for Experience Notes**

1.0 **TITLE** – identify the key issue(s) addressed by the experience described in the brief.

2.0 **PROJECT TITLE** – Name the title of the project from which the experience is derived.

3.0 **PROJECT DESCRIPTION** – If the experience pertains to a specific project activity, describe that activity.

3.1 Summarise the project objectives.

3.2 List the expected outcomes and time frame.

3.3 If the experience note pertains to a specific project activity, describe that activity as well.

### **4.0 DESCRIPTION OF ISSUE(S), CHALLENGE(S) AND EXPERIENCE**

4.1 Describe concisely, the IWCAM issue(s) or challenges addressed by the experience based on the integrated success factors identified in the triple-bottom line assessment or other relevant success factors;

4.2 Describe the specific actions taken to address the issues and challenges identified under the respective assessment factor.

5.0 **RESULTS AND LEARNING FROM EXPERIENCE** – Summary of the impacts of experience

5.1 Summarise the impacts of this experience on the issues, the project and its partners;

5.2 Describe the main lessons learned from the experience.

6.0 **REPLICATION** – What implementation challenges should others expect to encounter when replicating this experience

6.1 Conditions needed for positive replication of experience;

6.2 Conditions to guard against in replicating the experience.

7.0 **SIGNIFICANCE** – Why is this experience significant to GEF and to watershed and coastal areas management?