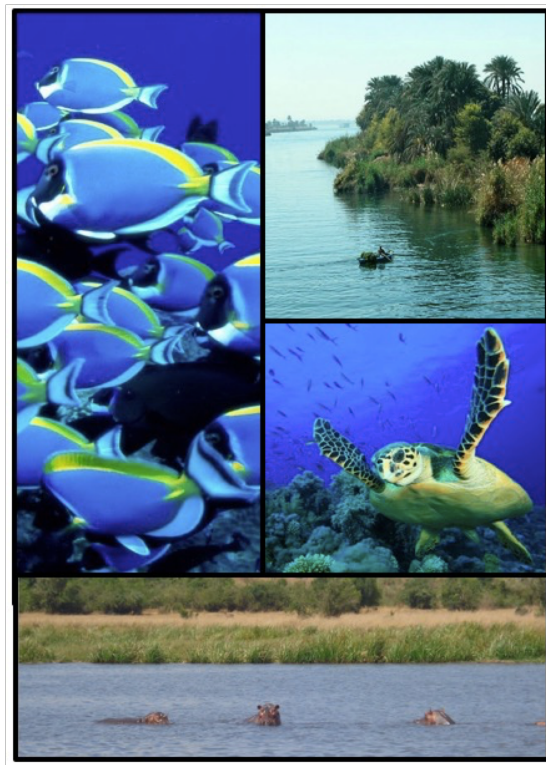




Mid Term Evaluation IW:LEARN and LME:LEARN

Final - Report



Eco-Logical Resolutions

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Prepared for:

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Basic Project Information

Project Information – IW:LEARN	
Title	GEF International Waters: Learning Exchange And Resources Network (IW:LEARN) 4th Phase
UNDP PIMS ID	5337
GEF ID	5729
MTR time frame and report	16 April 2018 – 30 July 2018
Country(ies)	New York - GEF, Regional Centre - Istanbul, New York - GEF
GEF Operational Focal Area/Strategic Program	International Waters
UNDP-GEF Technical Team	Water and Oceans
Project Implementing Agencies	UNEP (Component 1) & UNDP IRH (Component 2-5)
Project Executing Partners	GRID-Arendal (Component 1) & UNESCO-IOC (component 2-5),
Project Partners	CI, GWP, ICPDR, IRF, IUCN, TNC, UNECE, UNESCO-IHP, UNESCO-WWAP, UNIDO, WWF
Project Type	Full Size
Start Date – End Date	16 March 2016 – 28 February 2020
Total Resources / GEF Allocated Resources	\$17,109,816 / \$4,987,500
Project Information – LME:LEARN	
Title	Strengthening Global Governance of Large Marine Ecosystems and Their Coasts through Enhanced Sharing and Application of LME/ICM/MPA Knowledge and Information Tools: LME:LEARN
UNDP PIMS ID	4481
GEF ID	5278
MTR time frame and report	16 April 2018 – 30 July 2018
Country(ies)	New York - GEF, Regional Centre - Istanbul, New York - GEF
GEF Operational Focal Area/Strategic Program	International Waters
UNDP-GEF Technical Team	Water and Oceans
Project Implementing Agencies	UNDP
Project Executing Partner	UNESCO-IOC
Project Partners	CI, ICES, IUCN, NOAA
Project Type	Full Size
Start Date – End Date	16 March 2016 – 28 February 2019
Total Resources / GEF Allocated Resources	\$15,854,599 / \$4,500,000

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A final thank you to the Matie and the Tofino Coffee Company.

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Acronyms and Abbreviations

BD	Biodiversity
Cap-Net	UNDP Capacity Development In Sustainable Water Management (Project)
CBD	Convention on Biological Diversity
CC-M	Climate Change Mitigation
CEO	Chief Executive Officer
CI	Conservation International
CoP	Community of Practice (or Conference of the Parties)
COP	Conference of Parties
DIM	Data & Information Management
EV	Economic Valuation
GEF	The Global Environment Facility
GIZ	Deutsche Gesellschaft fuer Internationale Zusammenarbeit
GWP	The Global Water Partnership
ICM	Integrated Coastal Management
ICPDR	International Commission for the Protection of the Danube River
IRF	International River Foundation
IUCN	International Union for the Conservation of Nature
IW	International Waters
IW:LEARN	International Waters: Learning Exchange and Resource Network
IWC	International Waters Conference
JPOI	Johannesburg Plan of Implementation
KM	Knowledge Management
LME	Large Marine Ecosystem
LME:LEARN	Large Marine Ecosystem: Learning Exchange and Resource Network
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MENA	Middle East and North Africa
MOOC	Massive Online Open Course
NGO	Non-Governmental Organisation
NOAA	United States National Oceanic and Atmospheric Administration
OGC	Open Geospatial Consortium
OPS	Operational Performance Study
PCU	Project Coordination Unit
PPG	Project Preparation Grant
SAP	Strategic Action Programme
SDG	Sustainable Development Goal
SEE	South-eastern Europe
TDA	Transboundary Diagnostic Analysis
TNC	The Nature Conservancy
TWAP	Transboundary Waters Assessment Programme
UNDAF	United Nations Development Assistance Framework
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 – World Water
WWAP	Assessment Programme
UNESCO-IHP	UNESCO International Hydrological Programme
UNESCO-IOC	UNESCO International Oceanographic Commission
UNFCCC	United Nations Framework Convention on Climate Change
UNIDO	United Nations Industrial Development Organization

UNU United Nations University
WWF World Wildlife Fund

1 Executive Summary IW:LEARN and LME:LEARN¹

Project Title:		GEF International Waters: Learning Exchange and Resource Network (GEF IW:LEARN)		
GEF Project ID:	5729	GEF financing:	at endorsement	at MTR
UNDP Project ID:	5337		US\$4,987,500	US\$4,987,500
Country:	New York – GEF, Regional Centre – Istanbul, New York – GEF			
Region:	Global	Focal Area:	International Waters	
Project Executing Agencies		UNEP (Component 1) & UNDP IRH (Component 2-5)		
Project Implementing Partners		GRID-Arendal (Components 1), UNESCO-IOC (Comp 2-5),		
Project Partners		Conservation International, The Global Water Partnership, The International Commission for the Protection of the Danube River, The International Union for the Conservation of Nature, The International River Foundation, The Nature Conservancy, The United Nations Economic Commission for Europe, The International Hydrological Programme of UNESCO, The World Water Assessment Program-UNESCO, The United Nations Industrial Development Organization, The World Wildlife Fund		
Start Date	01 March 2016	Projected End	28 February 2020	
Total Project Cost	US\$17,109,816	GEF financing:	US\$4,987,500 (UNDP - \$3,987,000) (UNEP - \$1,000,000)	
At MTR				
Changes	UNEP-DHI + 800 (cash) WMO + 3036 AECID + 19544 IUCN + 40,000 NOAA + 134000 UCT + 15000 GWP + 2587390	Co-financing: UNDP \$1,670,000 UNEP \$170,000 GRID-Arendal \$250,000 UNECE \$300,000	In kind contribution: UNEP \$2,066,526 UNEP-DHI \$600,000 CI \$210,000 GWP \$3,300,000 ICPDR \$212,000 IRF \$133,000 IUCN \$220,000 TNC \$95,000 UNECE \$200,000 UNESCO-IHP \$250,000 UNESCO-WWAP \$210,000 UNIDO \$1,860,000 WWF \$375,000	

¹ From 1. IW:LEARN Project Document

Project Title:		Strengthening Global Governance of Large Marine Ecosystems and Their Coasts through Enhanced Sharing and Application of LME/ICM/MPA Knowledge and Information Tools : LME:LEARN		
GEF Project ID:	5278	GEF financing:	<i>at endorsement</i>	<i>at MTR</i>
UNDP Project ID:	4481		US\$2,500,000	US\$2,500,000
Country:	New York – GEF, Regional Centre – Istanbul, New York – GEF			
Region:	Global	Focal Area:	International Waters	
Project Executing Agencies		UNEP (Component 1) & UNDP IRH (Component 2-5)		
Project Implementing Partners		UNESCO-IOC, Conservation International, The International Union for the Conservation of Nature, The Nature Oceanic and Atmospheric Administration, International Council for the Exploration of the Sea		
Start Date	01 March 2018	Projected End	28 February 2019	
Total Project Cost:	US\$15,854,599	GEF financing:	US\$2,500,000	
<i>At MTR</i>				
Changes	NOAA + \$200,000 (cash) NOAA - (4,801,575) in kind. The total in-kind from NOAA is \$245,000	Co-financing (Cash):	In kind pledged contribution: CI \$373,000 ICES \$3,354,524 IUCN \$950,000 NOAA \$5,046,575 UNESCO-IOC \$1,730,500 UNDP/GEF \$1,800,000	

1.1 Project Descriptions

IW:LEARN - This is a global project whose goal is to “improve global ecosystem-based governance of Large Marine Ecosystems (LME) and their coasts by generating knowledge, building capacity, harnessing public and private partners, and supporting south-to-south learning and north-to-south learning”. This is the fourth phase of IW:LEARN and is moving from a demonstration phase where successful knowledge management services to GEF IW projects were piloted, tested and replicated, towards a scaled up project which becomes a hub for global learning on transboundary waters, working both inside and outside the GEF-financed portfolio. This enhanced role as a global knowledge hub will support the scale up of GEF IW investments globally, as the project will harness experience from more than 22 years of GEF portfolio and partner activities to improve the current and future portfolios and impacts of investments. GEF IW:LEARN will also help GEF IW projects in improving their project outcome sustainably by linking them up to the global processes and framework, as well as partners at the regional and basin levels.

The program builds upon the previous phases of IW:LEARN to enhance its capacity building objectives through i) updating its web-based infrastructure and learning platforms; ii) increase its production, promotion and training of substantive tools (and approaches) to enhance ecosystem-based management and policy development; and iii) continue its face-to-face learning and knowledge exchange between practitioners through twinnings, Regional Networks, and its landmark bi-annual International Water Conferences (IWC).

The project is jointly implemented by UNDP (Component 1) and UNDP (Components 2-4) and executed through GRID-Arendal (Component 1) and UNESCO-IOC (Component 2-4), and shares a PCU with LME:LEARN. There are 15 project partners implementing four major components and 18 sub-components. The components are as follows:

1. Support the harvesting, standardization, dissemination and replication of Portfolio and partner results, data and experience;

2. Share knowledge and results across projects and partners (through dialogue processes and face-to-face capacity building) to advance transboundary water management;
3. Expand global freshwater communities of practice to advance conjunctive management of surface freshwater and groundwater and Source-to-Sea linkages with marine waters and partner with new enterprises on initiatives to better manage IW; and,
4. Launch programmatic tools to improve portfolio performance and sustain project interventions.

The project commenced in March 2016 and is to run until March 2018.

LME:LEARN – This is a global program to improve global ecosystem-based governance of Large Marine Ecosystems and their coasts by generating knowledge, building capacity, harnessing public and private partners and supporting south-to-south learning and north-to-south learning. A key element of this improved governance is main-streaming cooperation between LME, MPA, and ICM projects in overlapping areas, both for GEF projects and for non-GEF projects. This Full-scale project plans to achieve a multiplier effect using demonstrations of learning tools and toolboxes to aid practitioners and other key stakeholders in conducting and learning from GEF projects.

While this is the first time there has been an LME:LEARN, it is building upon the model and previous work of IW:LEARN.

It is implemented through UNDP and executed by UNESCO-IOC, and shares a PCU with IW:LEARN. It has four key components and 14 sub-components:

1. Global and regional network of partners to enhance ecosystem-based management and to provide support for the GEF LME/ICM/MPA projects to address their needs and incorporate climate variability and change;
2. Synthesis and incorporation of knowledge into policy-making, capture of best LME governance practices, and development of new methods and tools to enhance the management effectiveness of LMEs and to incorporate ICM, MPAs and climate variability and change including the 5 LME modules;
3. Capacity and partnership building through twinning and learning exchanges, workshops, and training among LMEs and similar initiatives (e.g., Seascapes); and,
4. Communication, dissemination and outreach of GEF LME/ICM/MPA project achievements and lessons learned.

LME:LEARN commenced in March 2016 along with IW:LEARN and is to conclude in March 2019.

1.2 Project Progress Summary

IW:LEARN – The project is overall “on target” to achieve its intended outcomes with the caveat that attention is needed on several activities to allow sufficient time for outputs to be adopted by projects during the lifecycle of this project. Under component 1 web infrastructure has been developed and updated with a new www.iwlearn.net serving as repository of information, comprehensive data base on IW, knowledge exchange mechanism, and geo-spatial mapping tool [Geo-Node](#). Currently, 6 IW projects have web sites that have applied the IW:LEARN approach and 11 have developed visualization approaches. The project has been effective in augmenting social media use with increases of 12% on face book and twitter, and 8 of 26 newsletters have been developed. However, none of the 3 synthesis reports and only several project Experience Notes have been created. Twinning, conferences and regional meetings are all on target, with the exception of the GEF to Non-GEF project twinning. At least 34 IW projects indicate new approaches following workshops/IWC, 80% of the projects attended the IWC8, and 95% of those attending noted capacity increases following IWC8. The round-table dialogue for the SEE and MENA has conducted one of its planned meetings with positive results; and the San Juan basin has been identified as the focus of future co-operative roundtables over the next two years. 3 Regional targeted training have been

conducted in Africa, LAC and Asia on project demand driven topics – pollution, water quality, gender mainstreaming, and private sector engagement. The Gender Mainstreaming activities have been carried out ahead of target having completed 5 of 6 webinars and with over 100 IW participants. with good collaboration. IWL Staff have participated in the WWF 2018, the World Water Week in Stockholm in 2016 and 2017 with specific activities for IW:LEARN. IW:LEARN will also have a side event at the UNECE 92 Helsinki Convention COP in October 2018. There is support for GEF project participation in other global forums, for example the Fish Crime Symposium. The project target of 25% Increase on global dialogues sessions on GEF IW has already been achieved.

In developing the modules and delivering the trainings, under component 3, there are a number of new partnerships and collaboration which have been encouraged by IW:LEARN activities. The Learning Exchange Service Centre is on the verge of being up and running, trainings have been conducted on Nexus (2 trainings), green infrastructure (1), benefit sharing (2), climate change (3) and adaptive management for RBOs (1).

Training has been conducted on Source to Sea management which was attended by 6 GEF projects and 37 non-GEF participants. Moreover, training on private sector engagement has already met its project target and has involved participation of the private sector. Four training sessions have been conducted on groundwater conjunctive management; however, the groundwater community of practice has not been initiated as yet and needs immediate attention to get it running to allow enough time for the CoP to gain momentum during the project.

Under component 4, The Economic Valuation tool has been completed and training has been done in Bangkok May 2018 and the activity is well on target with the tools able to be downloaded. As the tools are only recently available no IW has completed assessments.

The review and guidance for new TDA/SAP methodology is behind schedule and support is needed from the GEF and GEF IWTF. The PCU hopes to make it available and promote it soon.

One MOOC on LME Governance has been developed and launched in April 2018 with a second to be completed by August. Approximately 431 people have registered so far. The Freshwater Legal System MOOC is slightly behind schedule, but can still accomplish project targets.

LME:LEARN - The project is overall “on target” to achieve its intended **outputs**, if attention is placed on several activities that are currently lagging. However, with only 8 months left in the project, it is questionable if there is time to assist the projects to integrate the knowledge and achieve all the intended **outcomes**. A cohesive group of international partners has been established that in general functions in a collaborative and coordinated manner to achieve project objectives.

The Global directory of LME/ICM/MPA projects, practitioners and institutions, including both GEF and Non-GEF institutions and private sector is established and being expanded. Data entry portals have been completed and are operating (marine.iwlearn.net) and has visualization tools in place linked to the [LME Hub](#), which is a visualisation and mapping tool promoting understanding of LMEs to broader audience. On Oceans Day, June 2018, LME:LEARN released a Google Earth Voyager Story on Humpback whales in the context of Large Marine Ecosystems.

Promoting the synthesis of knowledge into policy making is progressing. The LME Governance Toolkit has been developed and is being validated; however, the EBM Toolkit containing Environmental economics analysis, stakeholder participation, LME Strategic Approach, LME Assessment (Scorecard), GEF LME project Toolkit, and Marine Spatial Planning, is behind schedule along with the Data and Information Management training tools. Regional networks have been established and have had meetings in LAC, Asia and Africa. In addition to meetings, the regional networks have initiated Lightning Chats which have increased over the course of the project by 33% in Africa, 51% in LAC and 47% in Asia. Four of the six anticipated twinnings have occurred and others are being developed. Twinning training materials have been developed and training has been conducted in May 2018 with another seven training sessions planned. GEF LME projects have

participated in four global oceans conferences highlighting LME:LEARN and developed tools. Work is still needed in showcasing LME, ICM, and MPA assessment and governance best practices, as well as the creation of nine policy documents.

Table 1: MTR Ratings & Achievement Summary Table for IW:LEARN 4

Measure	MTR Rating	Achievement Description
Project Strategy	N/A	The strategy is founded on three pillars: i) a web-based learning exchange platforms and visualisation tools; ii) programmatic guidance through creation of reference manuals, toolkits and training materials on selected topics; and iii) face to face information exchange through twinnings, regional dialogues and meetings, and Biennial conferences.
Progress Towards Results	Objective: To strengthen knowledge management capacity and promote scaled-up learning of disseminated experiences, tools and methodologies for transboundary waters management – across and beyond the GEF IW portfolio, together with a global network of partners – in order to improve the effectiveness of GEF IW and partner projects to deliver tangible results and scaled-up investments: S	KM approaches and capacity are being strengthened through a series of activities and the IW:LEARN partnership. Visualization tool and web sites have been completed. 3 conferences, 2 regional workshops and 3 twinnings have helped to transfer tacit knowledge among IW Stakeholders. Videos, experience notes, content on the website, spatial data being added to the visualization tool. An increasing number of non-GEF projects are being involved in various activities. No means to assess improved P, SR or ES/SE performance until, or assess project exit strategies
	1-Increased experience sharing and replication of successes throughout and beyond the IW portfolio, as well as enhanced stakeholder buy-in to GEF IW project interventions: MS	The visualization tools and website, IW:LEARN & GeoNode, have been completed. 11 projects are using the recommended approaches to visualisation, and 48% of active projects are using the new toolkit consistent with Website Guidelines. Dissemination of information on social media has increased by 12%, and 8 newsletters have been developed. However, none of the 3 synthesis reports and only several of the anticipated 24 project experience notes have been developed.
	2a- Enhanced portfolio & partner capacity at the regional & global levels, and portfolio-wide dialogue opportunities for increased transboundary cooperation : S	Twinnings and workshops, particularly IWCs, were rated as “very useful” and 3 projects note positive changes due to twinnings. At least 34 IW projects indicate new approaches following workshops/IWC. 95% of projects attending IWC8 noted capacity increases. 1 round-table dialogue has been done. 3 Regional targeted trainings have been conducted. 5 webinars with over 100 IW personnel have engaged in Gender Mainstreaming.
	2b Increased global awareness of GEF results and additional partner collaboration with GEF projects : HS	IWL Staff have presented IW:LEARN in four global conferences and there is support for GEF project participation in other global forums.
	3-External partnerships mobilized and working together for improved learning and knowledge management, through an enhanced global freshwater Community of Practice – to impact results and advance conjunctive management of water resources: MS	3 Training have been conducted on conjunctive as well as sessions at IWC8. The Groundwater Community of Practice the needs re-activation. There are a number of new partnerships which have been encouraged by IW:LEARN activities, the Learning Exchange Service Centre is almost running, and 9 technical trainings have been given from partners. One source-to-sea partnership has been established, and large workshops on Source-to-Sea and private sector engagement have been done.

		4-Increased capacity of beneficiary governments, intergovernmental bodies and GEF projects to implement agreed actions identified in existing Strategic Action Programs, with an eye to long-term sustainability: S	The EV tool is completed and training conducted. Planning now for incorporation of EV into the SAP. One MOOC on LME Governance has been developed and launched in April 2018 with a second to be completed by August. Approximately 583 people have registered so far.
Project Implementation & Adaptive Management	S	Overall, the project is well implemented and has exhibited adaptive management for example hiring a new PCU member, changing trainings to align with IW project requests, etc. The management arrangements are complex with dual implementing and executing agencies for IW:LEARN, but also has benefits of assisting scaling-up. The PCU has done well integrating the two projects, activities to generate synergies, and workplans are well developed. Co-financing is, on the whole, poorly reported and needs attention. Monitoring through reporting and use of the PSC is done well. Stakeholder engagement has been well executed with project partner inclusion in all aspect of design and implementation. IW Projects have been solicited for input at appropriate points, albeit not always with adequate response.	
Sustainability	MU	The key risks to sustaining the outcomes stems from the need for continual GEF support for the core activities and institutional structure, which at this time is unclear. Partners developed a sustainability goals as part of their partnership agreements. While, in general many of partners will continue to develop their programs that align with outcomes of IW & LME LEARN. However, it is not clear from interviews what specific activities will maintained, or how website infrastructure will be maintained without GEF support. This will all be made clear in the projects' exit strategy.	

Table 2: MTR Ratings & Achievement Summary Table for LME:LEARN

Measure	MTR Rating	Achievement Description
Project Strategy	N/A	The overall strategy is well designed to achieve the desired outcomes and based on i) web-based learning exchange platforms; ii) programmatic guidance; and iii) face to face interactions between projects. Some changes should be made to both the indicators and the targets to align better with SMART principles.
Progress Towards Results	To improve global ecosystem-based governance of Large Marine Ecosystems and their coasts by generating knowledge, building capacity, harnessing public and private partners, and supporting south-to-south learning and north-to-south learning. (equivalent to output in ATLAS): S	<p>A cohesive group of development partners have been established and LME:LEARN has advanced towards the project objective through all pillars of the capacity building strategy:</p> <p>i) the web-based learning exchange platforms are functioning, including: marine.iwlearn.net, LME-Hub, the twinning portal, and Learning Exchange Service Centre. On Oceans Day, June 2018, LME:LEARN released a Google Earth Voyager Story on Humpback whales in the context of Large Marine Ecosystems</p> <p>ii) training tools have been developed for LME Governance, and others are close to being developed for EBM; training materials for twinning programs have been developed; on-line training is being planned with Cap-Net in the autumn; and, while behind, tools are being developed for training and curriculum development in Data & Information Management.</p> <p>iii) 3 regional networks have been established and meetings held in LAC, Asia, and Africa; 4 twinings have occurred, at least 3 GEF LME projects and members of the PCU participated in 4 global conferences/meetings to promote LME:LEARN and its tools. .</p> <p>That said, concerted effort is needed to complete the intended outputs of tool kits and trainings so allow for sufficient time for uptake from the IW Projects.</p>

	Global and regional network of partners to enhance ecosystem-based management and to provide support for the GEF-IW LME/ICM/MPA projects to address MPA needs and incorporate climate variability and change: HS		A cohesive group of international partners has been established that in general functions in a collaborative and coordinated manner to achieve project objectives. The Global directory of LME/ICM/MPA projects, practitioners and institutions, is established and being expanded. Data entry portals have been completed and operating (marine.iwlearn.net) and has visualization tools in place. Regional networks have had 3 meetings with participation as well as “lighting chats”. 3 Collaboration Opportunity grants have been awarded.
	Synthesis and incorporation of knowledge into policy-making, capture of best LME governance practices, and development of new methods and tools to enhance the management effectiveness of LMEs and to incorporate ICM, MPAs and climate variability and change: MU		Synthesis of knowledge and its promotion into policy is progressing, albeit slower than hoped. LME LEARN Governance Mechanisms Toolkit (Governance Handbook) was developed, 4 of 6 EBM tools have been developed with 2 lagging. Some have been showcased at the Asia regional meeting in Bangkok, May 2018, but dissemination is behind schedule. The Data Information Management training tools and curriculum are behind schedule. The LME Strategic Approach Brochure, Video and Thumbdrive have been prepared, published and presented at i) Global Ocean Conference - SDG 14 (May, 2017) and ii) LME 19 (Cape Town, November 2017).)
	Capacity and partnership building through twinning and learning exchanges, workshops and training among LMEs and similar initiatives: S		The Internet portal to facilitate twinning and learning exchanges has been established with links to LME:LEARN. The guide on planning and implementing capacity development is in draft form. 4 of the 6 anticipated twinings have occurred with positive results. Trainings on twinings and EV have been conducted. Responding to requests from regional Network Meetings, training materials have been developed for on-line and face to face training in Governance, Marine Spatial Planning, and Economic Valuation.
	Communication, dissemination and outreach of GEF LME/ICM/MPA project achievements and lessons learned: MS		The Marine LME Hub site which showcases LMEs for consumption by a wide (non-technical) audience is running an on Oceans Day, June 2018, LME:LEARN released a Google Earth Voyager Story on Humpback whales in the context of Large Marine Ecosystems. The showcasing of LME, ICM, and MPA assessment and governance best practices is behind schedule as are the 9 Policy briefs. LME:LEARN supported publication of two Environmental Development Journal issues devoted to the LMEs.
Project Implementation & Adaptive Management	S	Overall, the project is well implemented and has exhibited adaptive management for example hiring a new PCU member, changing trainings to align with IW project requests, etc.. The management arrangements are complex with dual implementing and executing agencies for IW:LEARN, but also has benefits of assisting scaling-up. The PCU has done well integrating the two projects, activities to generate synergies, and workplans are well developed. Co-financing is, on the whole, poorly reported and needs attention. Monitoring through reporting and use of the PSC is done well. Stakeholder engagement has been well executed with project partner inclusion in all aspect of design and implementation. IW Projects have been solicited for input at appropriate points, albeit not always with adequate response.	
Sustainability	MU	The key risks to sustaining the outcomes stems from the need for continual GEF support for the core activities and institutional structure, which at this time is unclear. Partners developed a sustainability goals as part of their partnership agreements. While, in general many of partners will continue to develop their programs that align with outcomes of IW & LME LEARN. However, it is not clear from interviews what specific activities will maintained, or how website infrastructure will be maintained without GEF support. This will all be made clear in the projects’ exit strategy.	

1.3 Summary of conclusions

Overall this Mid-term Review concludes that the twin IW:LEARN and LME:LEARN projects have been adequately designed and so far satisfactorily implemented and executed. IW:LEARN and LME:LEARN are very complex involving 15 partners and conducting 60 separate activities, many of which intersect with LME:LEARN. This level of complexity requires a high level of coordination and commitment from all partners and would indicate a higher level of risk regarding realizing outputs and achieving desired outcomes. Nevertheless, the review to date reveals an impressive amount of substantive work, reporting and monitoring has been conducted by the PCU and its partners in the first two years. The projects have advanced an array of activities and coordinated these well between IW:LEARN and LME:LEARN to develop synergistic benefits to stakeholders. Over the course of the project people have forged working relationships and partnerships some of which are likely to endure beyond the termination of the project.

That said, while the projects have achieved much, some areas require significant attention to ensure that the projects' outputs have time to achieve the desired outcomes anticipated for the projects and have been outlined in the recommendations.

One of the key challenges facing IW:LEARN will be to determine its future direction and core activities having scaled up its scope beyond the GEF IW portfolio during the first two years. The Manager Survey indicated that while the twinning, conferences, and programmatic guidance tools were found to be very useful, the website was much less so. Moreover, the survey did not indicate a clear area where IW:LEARN should focus its energy in the future. Interviews with managers and others did note that there is a concern that the number of partners may result in a dilution of concentration on serving IW projects and the scope of the audience that IW:LEARN serves may become overly large. A re-focus of definition is recommended for the next phase.

1.4 Recommendation Summary Table

Table 3: Summary Table of Recommendations

- 1 The PCU should apply the PSC recommended changes and review the suggested changes related to the indicators and targets for the Results Frameworks, particularly for LME:LEARN. A list of proposed changes should be circulated to the PSC and changes made in time for the next reporting period (if possible these should be applied to the 2018 PIR). In particular, indicators associated with web use under IW 1.2 should be monitored for the duration of the project and realistic targets developed for the next phase of IW:LEARN.

Old	Proposed
<p>IW: Project Objective indicators "Increasing number of IW projects delivering improved P, SR or ES/SE performance and attributing (through surveys) achievement to IW:LEARN supported activities/information". &</p> <p>"Increasing number of projects deliver an exit strategy with sustainable financing indicating lessons/experiences facilitated by IW:LEARN"</p>	<p>Replace or remove these indicators as: There is limited means to access improved P, SR or ES/SE performance measures, only recently is there the ability to access Tracking Tool Data consecutively. Moreover, the performance measures may not adequately reflect IW:LEARN activities –they are geared for on-the ground projects. IW:LEARN activity summaries do indicate improved project performance as a result of participation in IW:LEARN activities; and,</p> <p>There is no means to systematically assess</p>

	project exit strategies.
IW Sub-component 1.1 “% of existing IW and % of new projects utilize IWL recommended approaches to visualization” & “% projects utilizing the IW:LEARN Website toolkit or offering websites consistent with ILW guidelines	Combine them to have ““% projects offering websites consistent with IWL guidelines” with a project target of 80% of projects with CEO approval post March 2016.
IW Sub-component 1.2, “% web metric indication goal vs. conversion rate for targeted campaigns and key webpages in IW:LEARN.net (using GoogleAnalytics)” needed to be revised	Monitor for a suite of web use indicators (the following are easily measured): i) total website traffic to the site over time (not cumulative by page) ii) the source of the traffic either from search engines, or links from other sites (and what sites), direct typing, or social media; iii) best performing pages – what people are looking at iv) conversion rate which allows you measure how often the same people visit as opposed to “one time”. At the end of the project analysis of visitors will be able to create informed performance metrics for the future of the site.
IW Sub-component 2.3, “Basins have enhanced co-operation as a result of IWL activities” needed revision.	Linking IWL indicators with those being assessed and developed for SDG 6.5, transboundary cooperation ²
LME Outcome 2, with indicator “Innovative approaches captured and available for use by LME, MPA and ICM practitioners in LME”. Simplify the three targets into 2.	<p>“An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance incorporating a series of validated tools on best practices supported by GEF and partner organizations, including new GEF6 requirements.”</p> <p>“A toolkit for Governance mechanisms to cross GEF sectors is developed”</p>
LME Outcome 2 Indicators: “GEF LME/ICM/MPA projects equipped with new tools that incorporate ICM, MPAs and climate variability and change” & “LME/ICM/MPA projects accessing and using the tools to address the emerging priorities and new requirements for GEF”	<p>Combine to: “GEF LME/ICM/MPA projects are aware of and are using new tools to enhance the management effectiveness of LMEs” – with targets:</p> <ul style="list-style-type: none"> • Toolkit is disseminated through the development of an on-line Toolkit brochure and online access to kit. • Demonstration at partner meetings and other regional or global meetings, • At least 5 IW Projects are using one or

² Sindico, Francesco. (2016) Transboundary Water Cooperation and the Sustainable Development Goals, UNESCO-IHP Advocacy Paper. Available from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Transboundary_Water_Cooperation_and_the_SDGs.pdf

more of the tools.

LME Outcome 2 indicator “Facilitate the exchange of experiences between LME’s on data and information management issues, and promote the development of common data management approaches”

Add an additional target: *“Training tools on information management are developed and training occurs for each of the regional networks”*

Outcome 3, indicators “GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based 5-modular assessment, management and governance practices “ & “Increased capacity of GEF LME, ICM and MPA project staff and practitioners, to address the new ecosystem-based governance priorities in GEF6”

Combine to make “GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based management and governance practices and priorities in GEF 6”.

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- 2 The PCU and Inter-Agency Forum should review the recommended actions in section 4.1.1.2 & 4.2.1.2 of this report to advance activities that are lagging. In particular:
 - IW 1.1. website, 1.2 visualization, 1.4 synthesis notes 1.5 training - have a senior consultant check the historic TDA and SAP (fact sheets); Hire a junior consultant to check basic project data with the most relevant source; engage the Inter-Agency Forum (or IW TASK Force) to provide greater guidance and support for completing and populating the web site, and developing the synthesis documents, and experience notes by developing an action memo to be sent to respective IW projects;
 - IW 2.1 (GEF to Non-GEF twinning)- PCU should independently identify the GEF and non-GEF twinning partners, send to IRF for comment with a set date to initiate the activities;
 - IW 3.2.2 (Groundwater CoP) - develop a new accelerated timeline for the Groundwater Community of Practice and link it to a conference for an external milestone to meet;
 - IW 4.3.2 (Freshwater Legal Frameworks) - PCU should review an and agree to a new timeline for activities with UNECE and GWP;
 - LME 1.2.3 (non-GEF inclusion) - ensure any private sector entity that has been involved in a workshop or conference has information on the appropriate website with links etc.;
 - LME 2.1 & 2.3 (Production and dissemination of EBM tools) - disseminate the EBM tools as they become available and integrate them when all are available;
 - LME 2.5 – (DIM tools) - select a new accelerated timeline for DIM activities linked to an external event for presentation.
 - LME 4.2 & 4.3 (Showcase best practices) - emphasize the “Showcase of best LME practices” and take advantage of IWC9 as a dissemination and training opportunity.
 - 3 To improve project input develop on-line easy to fill forms whenever possible; solicit assistance of GEF IW Task Force (and UNDP and UNEP) to contact relevant projects; use IWC9 as a venue for updating and collecting information and develop some incentive or award for inputting data; hire a junior part time position to check basic project data.
 - 4 Efforts should be made to increase the level of support for the PCU to meet administrative duties though additional staffing as required and consider shifting more official administrative responsibility to the LME Technical Advisor for management of the LME project.
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- 5** Continue to seek efficiencies in budgeting, approvals and reporting. Consider: continue aligning contracts with annual reporting (contracts should conclude by mid-December to allow for proper budgeting and planning for the subsequent year); assess if number of persons involved in approving budgets can be reduce, etc., streamlined, in accordance with the principle of subsidiarity; the Inter-Agency Forum should review the co-financing reporting and encourage all partners to review and report their cash and in-kind contributions to determine what actual co-financing levels are.
 - 6** Review the Co-financing commitments and contributions to determine the actual co-financing levels for both IW:LEARN and LME:LEARN. This should be ideally be done for the PIR 2018.
 - 7** The “Exit Strategy” for IW:LEARN should be initiated soon allowing time for it to inform the next phase. It should, amongst other things, clearly lay out how the web-infrastructure developed during this phase will be maintained. Consideration should be given to expanding the Exit Strategy to conduct a “Strategic Direction” outlining IW:LEARN core activities that are ongoing and require foundational support, and peripheral activities that may have 3-4 year time lines and can be expanded and contracted as appropriate.
 - 8** LME:LEARN should consider applying for an extension to coincide with the closure of IW:LEARN. It would allow for sufficient time for the project to finalize all its outputs and give projects the opportunity to integrate the knowledge and better achieve outcomes.
 - 9** To assist twinning and learning exchange between projects consider instituting a “mentor program” for projects such that in their 3rd year they design into their project the ability of assisting other projects that are either starting out or have similar issues that they can share. While, this is similar to the current twinning it is the concept that it will be built into the projects. This would also help build a more cohesive sense of community among the projects. It could be implemented through the twinning portal, where projects are asked to become knowledge donors.
 - 10** Review the roles of partners and consultants to develop a more streamlined project structure in future phases of IW:LEARN.
 - 11** Ask that all the project partners have information about IW:LEARN on their website as currently few have any information. At the very least a link to IW:LEARN and LME:LEARN. This will help dissemination of IW:LEARN materials.
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2 Introduction

2.1 Purpose of the MTR and objectives

The mid-term review (MTR) covers two inter-related, but separate, projects: i) “International Waters Learning Exchange and Resource Network (IW:LEARN)” - PIMS no. 5337, and ii) “Strengthening Global Governance of Large Marine Ecosystems and Their Coasts through Enhanced Sharing and Application of LME/ICM/MPA Knowledge and Information Tools (LME:LEARN)” – PIMS no. 4481. Both projects began on 16 March 2016 and are into their second year of implementation.

The MTR followed the basic path designed in the UNDP MRT Guide³ to ensure that any forthcoming recommendations are positively focused on actions to be implemented during the remainder of the projects, but also will serve to enhance the outcomes post projects.

The MTR objectives are similar for both projects and involve:⁴

- i. Assessment of progress towards the achievement of the projects’ objectives and outcomes as specified in their Project Documents;
- ii. Assessment of early signs of projects’ success or failure with the goal of identifying the necessary changes to be made in order to set the projects on-track to achieve its intended results; and,
- iii. Review of the projects’ strategy, and their risks to sustainability

2.2 Scope & Methodology

The review followed a mixed methods approach⁵ combining qualitative and quantitative data collection simultaneously, and employing triangulation to compare information on outcomes, impacts and other key indicators from different independent sources.⁶ The bulk of the review was evidenced based on quantitative data from documents and websites, but was complimented by qualitative data from interviews to i) support quantitative results and ii) fill in gaps which quantitative data did not (or could not) adequately capture. The MTR inception report which outlines the methodology in detail is in [Annex P](#).

Information was obtained through a **desk review** of 45 documents and 12 web sites ([Annex G](#)); 32 people **interviewed** via telecommunications and face to face where possible ([Annex F](#)). In conducting any **stakeholder engagement or interviews** the rights and confidentiality of persons interviewed were ensured through prior consent, and not attributing any statement to any individual unless agreed to.

The review included a **mission trip** to Athens to attend the 2nd Project Steering Meeting was conducted (12-15th April, 2018).

Additionally, an anonymous on-line survey was conducted specifically for project managers to address key questions associated with the IW:LEARN and LME:LEARN projects ([Annex M](#)). The survey was web-based (no downloading and processing needed) and included open-ended questions as well as ranked questions. It took, on average, 5 minutes to complete and rendered a 30% response

³ Guidance for Conducting Mid-term Reviews of UNDP Supported, GEF Financed Projects

(http://web.undp.org/evaluation/documents/guidance/GEF/mid-term/Guidance_Midterm%20Review%20_EN_2014.pdf)

⁴ See Section 3 “Objectives of the MRT”, TOR for IW:LEARN and LME:LEARN Midterm Review, as of 30 January, 2018.

⁵ UNDP. (2013). *Innovations in Monitoring and Evaluating Results* United Nations Development Programme, 5 November 2013 Retrieved from: <http://www.undp.org/content/undp/en/home/librarypage/capacity-building/discussion-paper--innovations-in-monitoring--evaluating-results/>

⁶ Bramberger (2012). From

rate, up from 10% in the MTR conducted for IW:LEARN 3,⁷ indicating that short and “simple to respond to” surveys are effective when used to solicit focused responses.

2.3 Structure of the Mid-term Review Report

This MTR follows the basic structure and outline stipulated in the Terms Of Reference (Annex A) and, as this report deals with two projects, has heavily employed the use of annexes to keep the body of the report concise. Outlines of the project components, activities and progress to date for IW:LEARN and LME:LEARN are summarized in Annex K and Annex L, respectively. Consequently, in the body of the report, Section 4 (Progress to Date) deals primarily with areas of the projects needing attention. Evaluations are based both in terms how well the projects are achieving desired outcomes as well as how well they are achieving target outputs (generally tied to specific activities). The overall ratings used to assess the key project elements, as specified in the TOR, include the standard GEF scale ratings as explained in Annex D.

The two projects are inter-related with common management and many similar partners. They necessarily have overlapping elements, both procedurally, in terms of management, organization and strategy, but also substantively in terms of activities that are often interconnected. Consequently, the review(s) was conducted simultaneously with most observations applying to both. This report, however, separates between IW:LEARN and LME:LEARN and as a result there is some duplication, particularly associated with the administration of the project as they share, for the most part, the same Project Coordinating Unit (PCU).

3 Project Description and Background Context

3.1 IW:LEARN-4

3.1.1 Development Context

GEF International Waters: Learning Exchange and Resource Network (IW:LEARN-4) is a global project to encourage and enhance knowledge management capacity on international waters⁸. Its objective is “to improve the effectiveness of GEF IW and partner projects to deliver tangible results and scaled up investments”. It achieves this through promoting scaled up learning of disseminated experiences, management tools, and methodologies for management and governance of international waters both within the GEF IW portfolio of projects and beyond by establishing an effective and collaborative network of partners. Since 1991 the GEF has invested some US\$1.5 billion in IW and leveraged approximately US\$8.7 billion in co-financing to develop 242 projects in 170 countries. This phase of IW:LEARN seeks to scale-up and expand the learning and exchange of knowledge beyond the GEF IW portfolio. Consequently, IW:LEARN 4 serves both GEF goals and the global community by directly contributing to SDG 6 and 14 in addressing management of rivers, lakes, groundwater, and marine and coastal systems spread across two or more states.

3.1.2 Problems that the project sought to address

The threats and root causes of challenges facing international waters have been identified as the degradation of water quality and habitat through inappropriate management; the introduction of non-indigenous species, over exploitation of resource due to inadequate management and control

⁷ Menz, A. (2013) *Mid-Term Review of MENARID GEF IW:LEARN: Strengthening IW Portfolio Delivery and Impact*, February 2013 (IWL 3 MTR)

⁸ The term “International Waters” has a strict legal connotation. Its use in this report refers to all bodies of water, be they rivers, lakes, groundwater or marine areas, that are shared by two or more states and is synonymous to “transboundary waters”.

measures, climatic change and variability including alterations to hydraulic regimes; and lack of effective governance, resources, sharing of information and experiences. The principal barriers to dealing with these threats are lack of scientific knowledge and awareness of best practices; inadequate institutional arrangements, stakeholder engagement, and sustainable financing; and, inadequate strategic planning and policy development at the global and regional levels. IW:LEARN 4 directly confronts these barriers through enhancement of the capacity and knowledge of practitioners and promotion of institutional resilience to deal with the current and future challenges associated transboundary water resources.

3.1.3 Project Description and Strategy

The importance and impact of IW:LEARN-4 extends beyond this specific project. Over the past fifteen years IW:LEARN has continued to expand and evolve into a community of practitioners promoting experience sharing and learning among public and private sector organizations, including local, national, and international government and non-government organizations working on IW-related issues. IW:LEARN focuses on capacity building through four project sub-objectives:

- (1) Assisting projects in acquiring relevant knowledge related to transboundary waters management in order to improve future project design;
- (2) Enhancing the understanding and application of GEF IW experiences across the IW portfolio to produce better quality project results;
- (3) Facilitating the replication and scaling up of good practices in transboundary waters management, resulting in lower costs and improved capacity to address transboundary concerns; and
- (4) Ensuring that insights generated through project interventions are shared and add value to the IW portfolio and beyond

The three legs of the stool which stabilizes IW:LEARN's capacity building objectives are i) its web-based infrastructure centered around www.iwlearn.net serving as repository of information, comprehensive data base on IW, knowledge exchange mechanism, and geo-spatial mapping tool [Geo-Node](#); ii) its programmatic guidance through production, promotion and training of substantive tools (and approaches) to enhance ecosystem-based management and policy development; and iii) its face-to-face learning and knowledge exchange between practitioners through twinnings, Regional Networks, and its landmark bi-annual International Water Conferences (IWC). To date it has conducted over 22 twinning projects, 38 targeted training workshops, promoted 6 regional dialogues with over 215 senior staff and convened 8 IWCs bringing together over 1400 stakeholders. This phase of IW:LEARN is geared towards scaling up the impacts of knowledge transfer by further promoting collaborations with the private sector and moving beyond the GEF portfolio to other regional and global partners.

Noting the importance of capacity building is underscored in the GEF 2020 Strategy⁹ notes, "Our (the GEF) knowledge proposition will centre on generating and sharing targeted, high quality lessons and evidence to scale our impact, sharpening our role as a facility to inform not only the non-GEF investments of our implementing partners, but also the much larger universe of private and public investments, including bilateral funds, major foundations, private sector, and national financial institutions. Leveraging knowledge in this way, we can help other dollars flow to the most effective interventions."

To advance this knowledge proposition the project focuses on achieving five mutually supportive outcomes which are accomplished through four inter-related components with activities resulting 18

⁹ http://www.thegef.org/gef/sites/thegef.org/files/documents/GEF.C.46.10.Rev_.01_GEF2020_-_Strategy_for_the_GEF.pdf

outputs (**Error! Reference source not found.**). Note that in outlining the activities the Project document describes a separate and unique outcome associated with gender recognition which is not described in the key five outcomes. It is nested here under outcome 2b as it enhances the capacity for improved dialogue leading to increased transboundary cooperation.

The project is well devised, however complex. There are 60 specific activities not including project management and administration ([Annex K](#)). Moreover, as IW:LEARN encompasses marine areas project activities have been integrated with the four components of LME:LEARN and its corresponding 26 specific activities ([Annex L](#)). This allows for synergies to be developed between the two projects as each supports the other's outcomes. However, it also provides for increased complexity and increased risk of not achieving results.

Table 4: Components, Outputs and Outcomes for IW:LEARN

Components	Outputs	Outcomes
1. Support the Harvesting, Standardization, Dissemination and Replication of Portfolio and Partner Results, Data and Experience <i>(The development of web-site and visualization tools)</i>	1.1 Upgraded IW portfolio visualization tool, including a spatial data-based results reporting interface and standardized indicator-based monitoring of project interventions 1.2 IW:LEARN website incorporating partners' online knowledge platforms, serving global network learning partnership and supporting GEF IW results-based management and GEF-wide knowledge management activities 1.3 Published IW e-newsletter, blogs, webinars, videos and mailings on current transboundary IW issues 1.4 Synthesis reports on portfolio and non-GEF approaches to with on priority topics addressing the management of transboundary water systems 1.5 Training on information and communication technology for improved management of information by GEF projects	1: Increased experience sharing and replication of successes throughout and beyond the IW portfolio, as well as enhanced stakeholder buy-in to GEF IW project interventions
2. Share Knowledge and Results Across Projects and Partners (Through Dialogue Processes and Face-to-Face Capacity Building) to Advance Transboundary Water Management <i>(Twinning, conferences, regional dialogues, & gender mainstreaming)</i>	2.1 Structured project-project twinning exchange program 2.2 GEF Biennial International Waters Conference 8 and 9 2.3 Regional dialogue approach for enhanced transboundary cooperation sustained and conducted in regions with limited GEF IW investment 2.4 Structured regional training workshops for GEF projects & partners, delivered by the global partner learning network and together with global LME governance project 2.5 Distilled summary material on gender strategies from all GEF Agencies disseminated through IW portfolio and available at IW:LEARN website and GEF IW Community of Practices on freshwater resources	2a: Enhanced portfolio and partner capacity at the regional and global levels, and portfolio-wide dialogue opportunities for increased transboundary cooperation (<i>& increased recognition of gender issues and attention on gender equality enhances effectiveness of IW projects in sustaining livelihoods and ecosystem services, and strengthens the basis for transboundary cooperation</i>)
	2.6 Participation in key global dialogue processes to promote GEF IW results and exchange tools to enhance	2b: Increased global awareness of GEF results and additional partner collaboration with GEF projects

<p>3. Expand Global Freshwater Communities of Practice to Advance Conjunctive Management of Surface Freshwater and Groundwaters and Source-to-Sea Linkages with Marine waters and Partner with New Enterprises on Initiatives to Better Manage International Waters</p> <p><i>(Learning Exchange Service Centre; training on nexus, green infrastructure, benefit sharing, climate change, RBOs; Groundwater CoP; marine – freshwater linkages;</i></p>	<p>3.1 Expanded global surface freshwater Communities of Practice to mobilize GEF and non-GEF partnerships and knowledge sharing</p> <p>3.2 Expanded global groundwater Communities of Practice to mobilize GEF and non-GEF partnerships and knowledge sharing</p> <p>3.3 Partner exchanges to promote conjunctive management of freshwater GEF projects, both surface and groundwater (together with global partner learning network), as well promotion of Source-to-Sea with coastal and ocean projects (together with global LME governance project)</p> <p>3.4 Structured engagement with the private sector through dialogue and joint activities</p>	<p>3: External partnerships mobilized and working together for improved learning and knowledge management, through an enhanced global freshwater Community of Practice – to impact results and advance conjunctive management of water resources</p>
<p>4. Launch Programmatic Tools to Improve Portfolio Performance and Sustain Project Interventions.</p> <p><i>(Interactive online training to fill portfolio gaps – LME Governance and Fresh Water Legal frameworks)</i></p>	<p>4.1 Systematic consideration of the economic valuation of natural resources into the TDA/SAP process and targeted learning</p> <p>4.2 TDA/SAP methodology updated and expanded with good practices from existing SAP implementation and waterbody-specific guidance</p> <p>4.3 Interactive online training courses based on priority thematic content to fill portfolio learning gaps (inter alia on legal frameworks, water-energy-food ecosystems nexus)</p>	<p>4: Increased capacity of beneficiary governments, intergovernmental bodies and GEF projects to implement agreed actions identified in existing Strategic Action Programs, with an eye to long-term sustainability.</p>

3.1.4 Implementation Arrangements and stakeholders

The project has brought together a suite of 15 development partners with extensive experience in capacity building and the substantive issues around international waters management. Figure 1 outlines the institutional arrangements while Figure 2 outlines the management/decision making arrangements. The project is implemented through the UNDP (Components 2-5) and UNEP (Component 1). The Project Coordinating Unit (PCU) is primarily housed in the UNESCO-IOC in Paris, but also with members of GRID-Arendal (GRID-A) in Arendal, Norway.

The core partners assisting implementation are: Conservation International (CI), The Global Water Partnership (GWP), The International Commission for the Protection of the Danube River (ICPDR), The International Union for the Conservation of Nature (IUCN), The International River Foundation (IRF), The Nature Conservancy (TNC), The United Nations Economic Commission for Europe (UNECE), The International Hydrological Programme of UNESCO (UNESCO-IHP), UNESCO World Water Assessment Programme (UNESCO-WWAP), The United Nations Industrial Development Organization (UNIDO), The World Wildlife Fund (WWF).

The Interagency Forum was established to ensure close dialogue on the overall project execution. It consists of the implementing and executing agencies and PCU. The Project Steering Committee (PSC) is comprised of all project partners and immediate stakeholders. The PSC encourages the active participation of IW Projects. For example, the project manager for the MED attended the PSC meeting in Athens in April 2018.

Figure 1 Institutional Arrangement for IW:LEARN-4

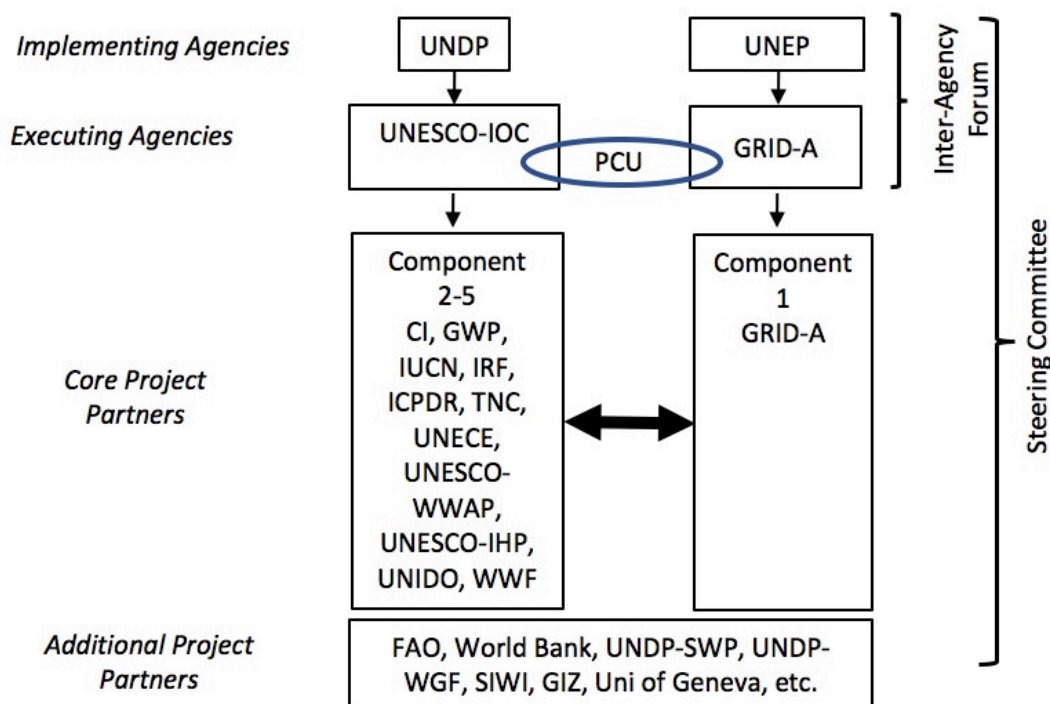
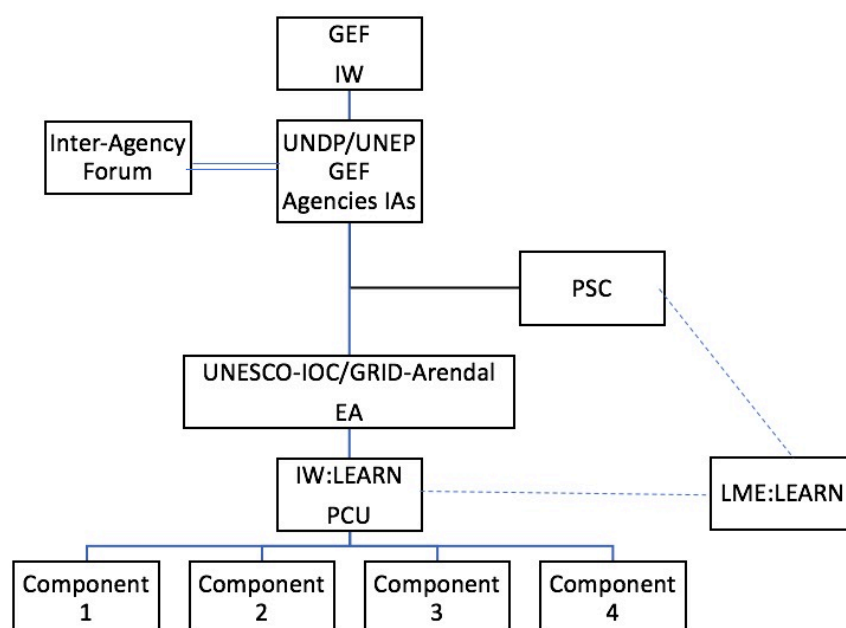


Figure 2 Management Arrangements for IW:LEARN 4¹⁰

The Project Steering Committee (PSC) provides strategic guidance and is shared with LME:LEARN, as many of the PSC members and stakeholders overlap. Meetings are held jointly to ensure better integration between the projects.

The project is designed to utilize the strengths of the various partners and help develop a cohesive development network through collaboration. For example, UNESCO-WWAP and WWF partnered to implement the “gender mainstreaming training”.¹¹ The project also has additional partners to facilitate product development and dissemination. For example, in the development an on-line course for freshwater legal regimes, UNECE and GWP are examining working with the University of Geneva.¹²

Coordination between IW:LEARN and LME:LEARN is significant, as IW:LEARN is the umbrella project under which LME:LEARN will fall. While the two projects will be administratively separate, they will be executed jointly, co-located, and share some common staff.

3.1.5 Project Timing and Milestones

IW:LEARN 4 PIF was approved on 27 May 2014 and the Pro-Doc lists a start date of 1 October, 2015 and was to run for 48 months. However, CEO Endorsement for the project was only received on 3 December 2015,¹³ and as per the 2017 Project Information Report (PIR) the Inception Workshop and actual commencement of the project was on 16 March 2016 and is to set to terminate on 31 March 2020, a period of 48 months.

¹⁰ From the Project Document p153

¹¹ Sub-Component 2.5.

¹² Sub-component 4.3, Activity 4.3.2.

¹³ GEF.org/projects

3.2 LME:LEARN

3.2.1 Development context

Strengthening Global Governance of Large Marine Ecosystems and Their Coasts through enhanced sharing and application of LME/ICM/MPA knowledge and information tools (LME:LEARN) is a global project. Its objective is to “improve global ecosystem-based governance of Large Marine Ecosystems (LME) and their coasts by generating knowledge, building capacity, harnessing public and private partners, and supporting south-to-south learning and north-to-south learning”. The project does this through identifying priority issues and root causes affecting governance of the LMEs, along with their associated coastal zones, and marine protected areas, and integrating these in a global ecosystem-based governance framework founded on global coordination and cooperation.

Global work around LMEs has been ongoing for decades and has involved a number of development institutions, including: UNDP, IOC, UNEP, UNIDO, FAO, ICES, NOAA, CI and IUCN, amongst others. Since 1991 the GEF has provided support to assist 128 recipient countries to work together within 22 of the world’s 66 LMEs (including 2 LME equivalents, the Pacific Warm-water Pool and Caspian Sea). Building on the experience of GEF in IW projects and scaling this up to include non-GEF institutions, the private sector and NGOs, LME:LEARN seeks concretize the collective experience in managing LMEs and deliver a suite of tools and approaches promoting coherent development assistance across the different scales of coastal and ocean governance within and between LMEs across the globe.

3.2.2 Problems that the project sought to address

The oceans serve as a source of protein and livelihoods for billions of people and provides an estimated 63% of global “ecosystem services” with a global market value of \$3 trillion/year (5% of global GDP). The 66 LMEs of the world are the most productive regions. However, productivity is declining due to pressure from pollution (mostly land based), overfishing, introduced species, and habitat and species loss. The root causes of the overutilization and degradation of the LMEs stems from failures in governance of the relevant sectors (fisheries, tourism, shipping, agriculture, etc.), including inadequate policies and legislation, poor enforcement, weak institutions, and insufficient participation of civil society in the management of both marine and freshwater systems.

Prompt and large scale action is needed to achieve integrated adaptive ecosystem-based management and governance of transboundary resources, to overcome the downward trend of losses of goods and services, and to mitigate the degradation of the LMEs in the face of the accelerating effects of climate change. LME:LEARN directly address this challenge by bring together key institutions and partners to identify and fill knowledge gaps associated with ecosystem based management and governance of LMEs and related marine areas.

3.2.3 Project Description and Strategy

The premise of LME:LEARN is that improved capacity to manage LMEs, and associated marine areas, will result in improved ecosystems and benefits. LME:LEARN is the first GEF global knowledge management project dedicated to LMEs and marine management. Previous IW:LEARN projects have included marine management within the scope of activities. However, by focusing on LMEs in a dedicated manner, LME:LEARN will establish a dynamic global support network for the GEF LME, MPA and ICM projects for practitioners needed to increase the capacity of nation States to realise adaptive ecosystem-based management and governance.

Similar to IW:LEARN, the three key elements of the project’s capacity building objective are its web-based infrastructure centered around [LME:LEARN](#) serving as a comprehensive data base, knowledge exchange mechanism, and communication and out-reach device with [LME-Hub](#) ; its production, promotion and training of EBM and governance tools; and its face-to-face learning and knowledge

exchange between practitioners through twinings, Regional Networks, regional dialogues, and meetings including participation in global dialogues and IW:LEARN bi-annual International Water Conferences.

The LME project document follows a less hierarchical structure than the IW:LEARN project document and the same components are referred interchangeably as objectives and outcomes (in the Project Results Framework). In this report they will be referred to as component/outcomes.

LME:LEARN is comprised of four key components/outcomes with 26 separate activities, many of which are interlinked with IW:LEARN activities, at work to achieve 14 sub-outcomes (Table 5).

Table 5 Component/outcomes and sub-outcomes of LME:LEARN

Components/Outcomes	Sub-Outcomes
<p>1. Global and regional network of partners to enhance ecosystem-based management and to provide support for the GEF LME/ICM/MPA projects to address their needs and incorporate climate variability and change</p> <p><i>(This involves the creation and network of development partners; the creation of Regional Networks (Community of Practice); and the development of an LME:LEARN website designed in conjunction with IW:LEARN providing an information exchange and learning platform and data base for GEF and Non-GEF projects)</i></p>	<p>1.1: Enhanced network of partners working to provide consistent management and ecosystem-based methods and technical support to GEF-LME/ICM/MPA projects.</p> <p>1.2: Increased interaction between GEF- LME, MPA and ICM projects and other marine and coastal initiatives supported by GEF and partner organizations.</p> <p>1.3: Increased collaboration and coordination between GEF-LME, ICM and MPA projects and partners, within the geographic boundaries of LMEs.</p> <p>1.4: Progress towards fully integrated 'ridge to reef' ecosystem-based management of freshwater and marine transboundary water systems, based on good governance practices, through increased generation of knowledge and enhanced coordination between GEF-IW surface and LME and ICM projects</p>
<p>2. Synthesis and incorporation of knowledge into policy-making, capture of best LME governance practices, and development of new methods and tools to enhance the management effectiveness of LMEs and to incorporate ICM, MPAs and climate variability and change including the 5 LME modules</p> <p><i>(The analysis and production of tools for EBM, tools for governance to cross GEF sectors; tools and strategy for Data Information Management; dissemination of tools and training; and the publication of results)</i></p>	<p>2.1: GEF LME/ICM/MPA projects equipped with new tools that incorporate ICM, MPAs and climate variability and change.</p> <p>2.2: Innovative approaches captured and available for use by LME, MPA and ICM practitioners in LME governance.</p> <p>2.3: LME/ICM/MPA projects accessing and using the tools to address the emerging priorities and new requirements for GEF.</p> <p>2.4: Facilitate the exchange of experiences between LME's on data and information management issues, and promote the development of common data management approaches for LME/ICM/MPA projects</p>
<p>3. Capacity and partnership building through twinning and learning exchanges, workshops, and training among LMEs and similar initiatives (e.g., Seascapes)</p> <p><i>(Fostering and facilitating twinning exchanges, both within and beyond GEF,</i></p>	<p>3.1: Increased collaboration and learning exchanges South-to-South between the GEF LME, MPA and ICM projects, and North-to-South and South-to-North partnerships with non-GEF marine and coastal initiatives (e.g. Seascapes) to build capacity and develop training and education materials.</p> <p>3.2: GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based</p>

<i>including developing an internet-portal; implementing training strategy including developing modules and conducting training; and participation in global conferences)</i>	<p>5-modular assessment, management and governance practices for ecosystem and mitigation of effects of climatic variability and change in LMEs.</p> <p>3.3: Increased capacity of GEF LME, ICM and MPA project staff and practitioners, to address the new ecosystem-based governance priorities in GEF6 built through portfolio learning, partnerships, and training</p>
<p>4. Communication, dissemination and outreach of GEF LME/ICM/MPA project achievements and lessons learned.</p> <p><i>(developing an interactive web-site with LME-Hub for outreach linked to google, showcase the best practices, and active participation in conferences)</i></p>	<p>4.1: Communication of results to stakeholders, increased awareness of LME issues and engagement in networks through global and regional LME /COPs</p> <p>4.2: Strategy developed for showcasing LME and ICM assessment and governance best practices among project partners, stakeholders, resource managers, broader scientific community, government representatives, private companies, universities, schools and the public.</p> <p>4.3: Global policy discussions informed and impacted by knowledge and experience of GEF-ecosystem based LME/ICM/MPA governance project</p>

3.2.4 Project Implementation Arrangements and Stakeholders

The LME:LEARN project is has brought together six development partners with extensive experience in LME management, policy development and capacity building. The institutional arrangements and management organization are shown in figures 3 & 4, respectively. The project is implemented through the UNDP and executed by UNESCO-IOC in Paris, which houses the Project Coordinating Unit (PCU).

The core partners assisting project implementation: Conservation International (CI), The International Union for the Conservation of Nature (IUCN), The International Council for the Exploration of the Sea (ICES), and the US National State Oceanic and Atmospheric Administration (NOAA).

The Project Steering Committee (PSC) provides strategic guidance and is shared with IW:LEARN 4, as many of the PSC members and stakeholders overlap. Meetings are held jointly to ensure better integration between the projects.

The project is designed to utilize the strengths of the various partners and help develop a cohesive development network through collaboration. For example, ICES and NOAA partnered with 15 experts to establish best practices from the GWF-IW portfolio and develop a “governance tool kit”.¹⁴ The project also has additional partners to facilitate product development and dissemination.

¹⁴ LME Activity 2.2

Figure 3 Institutional Arrangement for LME:LEARN

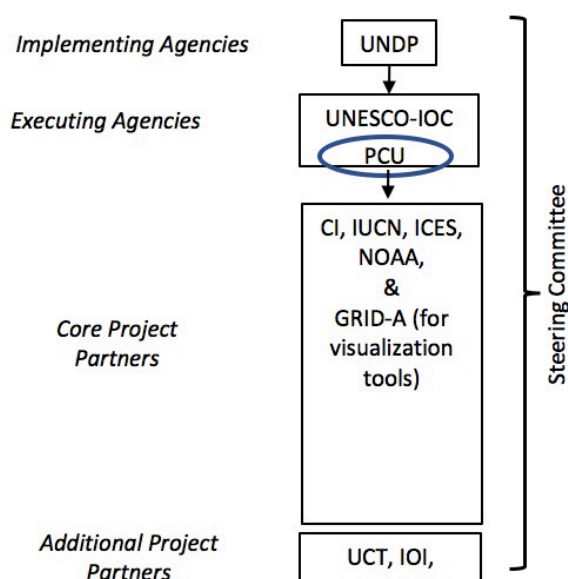
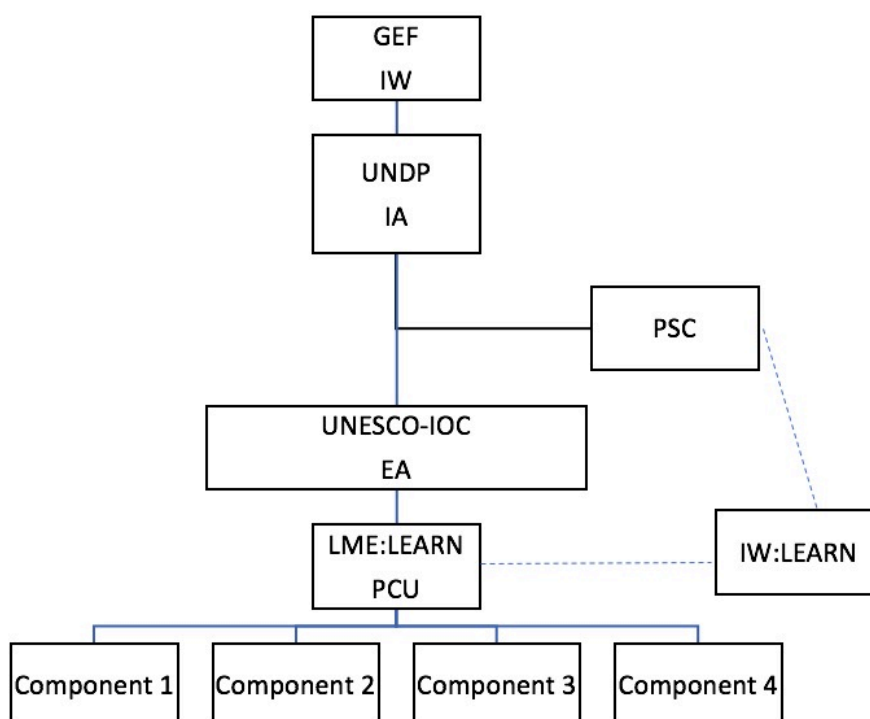


Figure 4 Management Arrangement for LME:LEARN



3.2.5 Project timing and milestones

LME:LEARN PIF was approved on 12 April 2013, CEO Endorsement for the project was 27 May, 2015 and the Project Document lists a start date of 1 October 2015 for a period of 36 months (ending on 30 September 2018). As per the 2017 Project Information Report (PIR) the Inception Workshop and actual commencement of the project was on 16 March 2016 and is to set to terminate on 17 March 2019, a period of 36 months.

4 Main Findings

4.1 Project Strategy

4.1.1 Project Design IW:LEARN

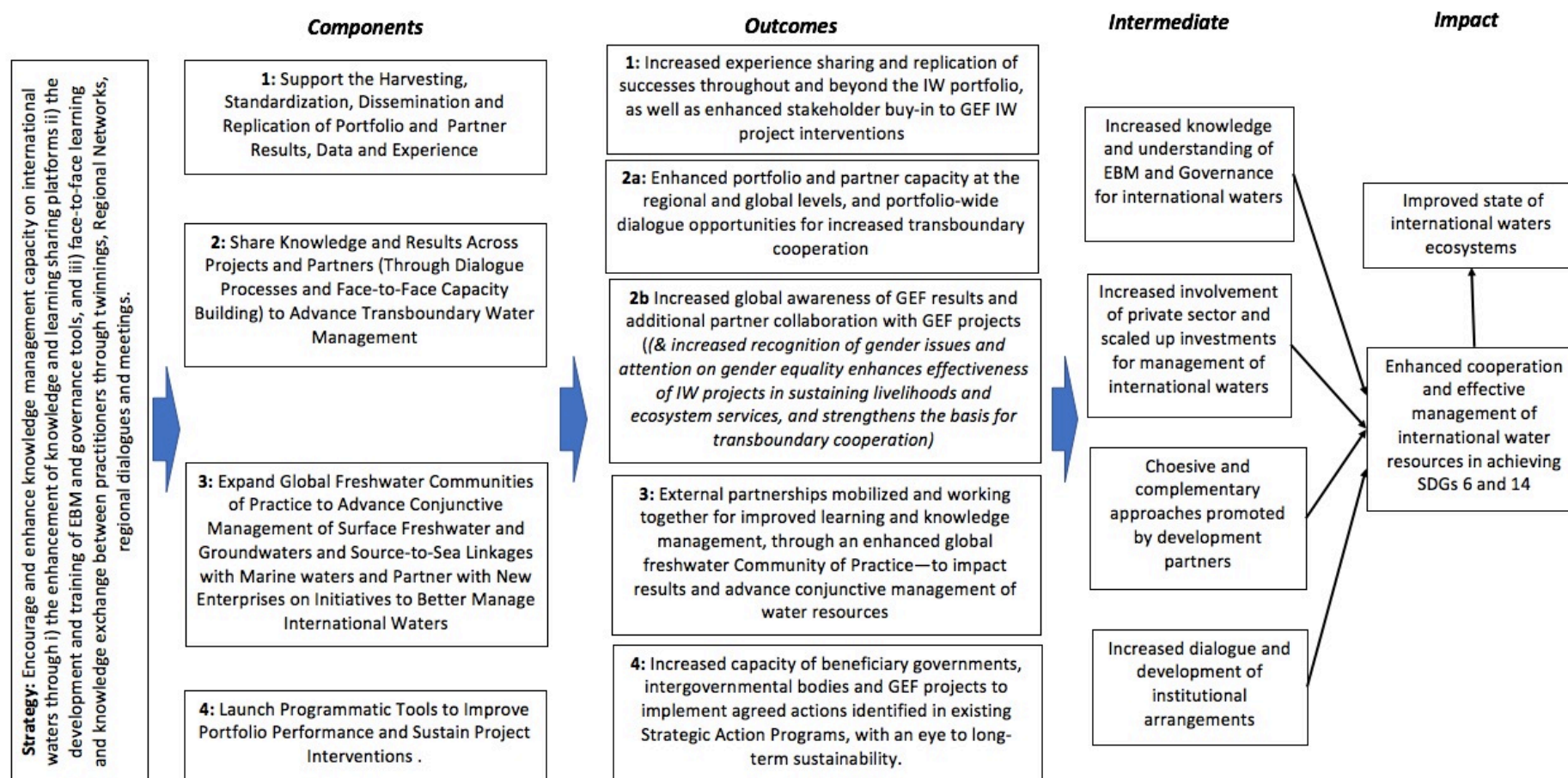
The strategy underpinning IW:LEARN is to “improve the effectiveness of GWEF IW and partner projects to deliver tangible results and scaled up investments” by strengthening knowledge management through i) the enhancement of knowledge and learning sharing platforms (Comp 1) ii) the development and training of EBM and governance tools (Comp 3 & 4), and iii) face-to-face learning and knowledge exchange between practitioners through twinnings, Regional Networks, regional dialogues and meetings (Comp 2&3).

In reviewing the basic assumptions outlined in the Project Document regarding barriers and root causes of issues, IW:LEARN is justified in focussing on capacity building and filling knowledge gaps to promote dynamic and resilient institutions needed to address the current and future challenges associated with managing transboundary water. There is an increasing volume of literature which underscores the importance of institutional resilience in determining whether transboundary water will be managed in both an effective and cooperative manner.

Application of the “Theory of Change” methodology for IW:LEARN-4 (Figure 5) illustrates the overall approach to achieving the project objective “to strengthen knowledge management capacity and promote scaled-up learning of disseminated experiences, tools and methodologies for transboundary waters management—across and beyond the GEF IW portfolio, together with a global network of partners—in order to improve the effectiveness of GEF IW and partner projects to deliver tangible results and scaled-up investments”. The project is well designed in terms of aligning actions under the different components ([Annex K](#)) to advanced the desired project outcomes. It will take sustained effort beyond this project, and through the enhanced Community of Practice that this project is promoting, to ensure the outcomes are realized in a practical and meaningful way to achieve the intermediate states (Figure 3). This is not a design flaw, rather an acknowledgement that the project outcomes, such as increased capacity of “beneficiary governments to implement agreed actions (Outcome 4), will necessarily take longer than the projected time frame of the project and proceed at different rates in different regions.

The desired project outcomes (Figure 5) are well poised to achieve the intermediate states of increased knowledge and understanding of EBM and Governance of international waters; increased involvement of the private sector and scaled up investments, cohesive and complementary approaches being promoted by development partners; and, increased dialogue and development of institutional arrangements governing international waters. These in turn would realize the project objective in a meaningful way. The resulting impact of which would be enhanced cooperation and effective management of international water resources to achieve SDG 6 and SDG 14 goals, which in turn would improve the state of international water ecosystems thereby directly addressing the threats identified in the project document.

Figure 5 Theory of change for IW:LEARN Strategy



Recommendations of the Terminal Evaluation of the IW:LEARN-3 ([Annex N](#)) most have, for the most part, been addressed in this phase IW:LEARN:

- **Recommendation 1 – Clearly defining IWL’s first, second and third-order priorities.** While IW:LEARN-4 has achieved impressive outputs in its first two years, there is a risk that as it engages beyond the GEF-Portfolio it may lose clarity on what its core mandate should be. The previous terminal evaluation cautions that *“IW:LEARN should not spread itself too thinly with diverse activities in its next project design”*. Incorporation of so many partners at the project design level, with necessarily diverse interests and skills, can be both a benefit in developing a community of practice that extends well outside the GEF portfolio, but also dilute focus on GEF IW project priorities. In the development of IW:LEARN 4 *“different studies (such as the GEF IW portfolio mapping, needs capacity assessment) and negotiations among partners placed an emphasis on overarching themes for attention by the GEF IW community in line with ecosystem management for entire watersheds/basins”*. These studies have clearly helped to formulate the current project, nevertheless, as interviews with project managers and results of the web-survey ([Annex M](#)) show, there is a perception of spreading too thinly. There is a need, therefore, to review IW:LEARN strategic priorities during the next two years to help inform the future of IW:LEARN beyond 2020.
- **Recommendation 2 – Adequate resourcing, staff and centralization of the IWL PCU.** Considering the combined management of IW:LEARN and LME:LEARN with the scaled-up activities of the two projects, the proposed resources for management structure of the PCU in the project design seems somewhat inadequate and the PCU responded by hiring an additional junior level communications staff. The recommendation to have *“Project Manager and all staff in the same office (at least initially) and especially with direct responsibility and control over IW:LEARN’s web presence”* was not carried out. Rather weekly calls were made between the different sections of the PCU and several face to face meetings were conducted to discuss web-site issues.
- **Recommendation 3 – Planning for multiple IWCs.** IW:LEARN 4 has taken into consideration the various meetings and conferences anticipated during its 48 months.
- **Recommendation 4 – Contractual arrangements between IAs and project execution.** The option to engage a chief Operating Officer with necessary skill set was addressed through the hiring of an Admin/Financial Assistant engaged to take up the bulk of the administrative functions. Despite this, however, the project manager and technical advisors continue to spend a disproportionate amount of time (close to half their time) on administrative affairs.
- **Recommendation 5 – Fiscal Flexibility.** As evidenced by the alteration of budget line items during the 1st PSC meeting there has been fiscal flexibility incorporated into the project, albeit perhaps not the degree envisioned in Recommendation 5. However, the budgeting approval process between the executing and implementing agencies should seek to be improved upon.
- **Recommendation 6 - Re-examine and reprioritize elements of IWL’s Web presence – both content and the technology options needed to present and manage it.** There has been a large emphasis placed on the web presence in IW:LEARN 4. The PCU contains the expertise, through GRID-Arendal, to effectively manage IW:LEARNs growing content and needs. There was therefore no need to hire a third-party consultant.
- **Recommendation 7 - Partner with existing networks (i.e Open Channels** (<http://openchannels.org/>) **to take advantage of programs that already have expertise.** The project has done this and has run is LME MOOC through Coursera (www.coursera.org/learn/large-marine-ecosystems).
- **Recommendation 8 - Further develop the “Impact Tracker” as a relational database application for Long Term monitoring of IWL progress.** This refers to developing (and maintaining) a data base of people/projects who have participated or used the services of IW:LEARN to assess how IW:LEARN is effecting change over time. It includes surveys of how well the workshops are being conferences are being conducted, as well as whether commitments are

being implemented by projects. It has helped following implementations post twinings, for example.

- **Recommendation 9 - Content Visualization needs to have a specific focus and priority initially with clear terms of reference to produce specific outputs, and then build upon it.** To a large extent IW:LEARN4 has focused on enhancing the visualization tools for its web presence which is much of the work of Component 1. It has not “started small” but rather has taken the route of developing an integrated site with geo-spatial mapping tools and links to LME visualization tools such as the LME Hub (www.lmehub.net).
- **Recommendation 10 - Targeted Messaging and Communication.** The project has not taken up the recommendation to “engage a communication firm” to assist in pushing key messages for IW to the right audience at the right time. Rather the PCU has engaged a junior staff member specializing in communications.

Gender equity has been incorporated into the framework of the project and is focused on in component 2 through the “promotion gender mainstreaming” to achieve *“increased recognition of gender issues and attention on gender equality enhances effectiveness of IW projects in sustaining livelihoods and ecosystem services, and strengthens the basis for transboundary cooperation”*. In practice the activities associated with gender mainstreaming include LME projects. However, there is no official link to these activities with LME:IWLEARN.

4.1.2 Results Framework – IW:LEARN

The results Log Framework for IW:LEARN follows a logical and clear sequencing ([Annex J](#)). For the most part outcome indicators adhere to the SMART criteria in being Specific, Measurable, Attainable, Relevant, and Time-bound. There are also indicators for outputs, against which the outputs are measured ([Annex K](#)). Several were identified at the 3rd PSC meeting in Athens, April 2018 and which require specific attention (Table 6). In addition to comments made by the 3rd PSC meeting the following is suggested for consideration:

- The PSC determined that the outcome indicator for Sub-component 1.1 “% of existing IW and % of new projects utilize IWL recommended approaches to visualization” needed revision. However, there is a similar indicator “% projects utilizing the IW:LEARN Website toolkit or offering websites consistent with ILW guidelines”, with a project target of 75%. It is suggested that consideration be given to simply having one indicator: “% projects offering websites consistent with IWL guidelines” with a project target of 80% of projects with CEO approval post March 2016.
- The PSC determined that the output indicator under sub-component 1.2, “% web metric indication goal vs. conversion rate for targeted campaigns and key webpages in IW:LEARN.net (using GoogleAnalytics)” needed to be revised. The IW:LEARN 3 website measured total hits per page while the new method monitors hits per site (ie anywhere in the site). Thus over a similar time period the IWLEARN 3 site registered over 12,000 hits and the IW:LEARN 4 site registered just over 200. It is suggested that for IW:LEARN 4 there be no target associated with the web-use. Rather, the following metrics should be monitored i) total website traffic to the site over time (not cumulative by page) ii) the source of the traffic either from search engines, or links from other sites (and what sites), direct typing, or social media; iii) best performing pages – what people are looking at iv) conversion rate which allows you measure how often the same people visit as opposed to “one time”. At the end of the project analysis of visitors will be able to create informed performance metrics for the future of the site.
- The PSC indicated sub-component 2.3, “Basins have enhanced co-operation as a result of IWL activities” needed revision. Consideration should be given to linking IWL indicators with those

being assessed and developed for SDG 6.5, transboundary cooperation.¹⁵ This could also help provide a basis for countries reporting on SDG 6.5.

¹⁵ Sindico, Francesco. (2016) Transboundary Water Cooperation and the Sustainable Development Goals, UNESCO-IHP Advocacy Paper. Available from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Transboundary_Water_Cooperation_and_the_SDGs.pdf

Table 6 Changes to Indicators for IW:LEARN from 3rd PSC Meeting

Sub-Comp	Outcome Indicator with targets	Output Indicator targets	Comments
1.1	50% of existing IW and 70% of new projects utilize IWL recommended approaches to visualization		The PSC identified as needing revision.
1.1	10 new stakeholder groups supporting IW projects with their sustainability plans (as reported by surveys from projects).		The PSC felt that this was overly complicated to measure and not sufficiently relevant to the outcome and decided to delete it. [DELETE]
1.2		80% of portfolio with active RSS-feed links to IW:LEARN.net sharing news, events and results	PCU determined to change it to “80% of active portfolio sharing news and results to IW:LEARN.net”
1.2		50% web metric indication goal vs. conversion rate for targeted campaigns and key webpages in IW:LEARN.net (using GoogleAnalytics)	The PCU suggested a new metric should be determined as the metrics on the IW:LEARN 3 was cumulative hits. It is suggested that website use for the new web-site be monitored including hits, source of hits, conversion rate, and best performing pages. An appropriate metric and target should then be determined at the end of the project to assess future projects
1.3		50% increase in number of subscribers to social media, blogs and mailing lists	The PCU decided set targets of an increase of 10-15% of Facebook subscribers and 20-25% for Twitter.
1.5	75% of GEF5 (and previous) IW projects and >80% of GEF6 IW projects cite improved web presence		The PCU determined to delete this indicator, as most projects before GEF 6 have closed out and it is hard to measure projects citing improved web presence. [DELETE]
2.3	2 basins have enhanced cooperation as a result of IWL activities		The PCU determined that work is needed to better define this indicator.
3.2	5 projects have adopted improved conjunctive management approaches to ground/surface waters		The PCU determined that work is needed to better define this indicator.
4.1	100% of new TDA/SAPs have used EV approaches		The PSC determined this should be changed to “100% of new projects implementing a TDA-SAP Process are trained in economic valuation”

4.1.3 Project Design LME:LEARN

The strategy underpinning LME:LEARN is to improve global ecosystem based management and governance of LME and their coastal areas through i) sharing knowledge the enhancement of knowledge and learning sharing platforms (Comp 1 &4) ii) the development and training of EBM and governance tools, (Comp 2 &3) and iii) face-to-face learning and knowledge exchange between practitioners through twinnings, Regional Networks, regional dialogues and meetings (Comp 1, 2 & 4).

The basic assumptions outlined in the LME Project Document regarding barriers and root causes of issues, focusses addressing gaps in knowledge and governance, as well as promoting partnerships, including the private sector, to implement effective policy. Focus on institutional development is sound in that this has been identified in literature and studies as one of the key areas influencing management of resources in the marine and coastal areas. Furthermore, the promotion of linkages between different stakeholders both within specific LMEs (for example between marine, coastal and landbased activities) and between LMEs is an important step towards generating both knowledge and effective governance partnerships.

The 26 activities and sub-components that support the outcomes for the components are outlined in [Annex L](#), and are generally well crafted and achievable within the resources and timeframe envisioned for the project. The activities are inter-related to support the various components of the projects. For example,

- The regional networks established in component 1 support training conducted in component 3.
- The network of development partners (comprising the steering committee and other organisations) in component 1 supports the synthesis of knowledge into policy approaches and is fundamental in ensuring their adequate dissemination in component 2.
- The synthesis approaches of component 2 are basis for training modules developed in component 3.
- The consolidation up-grading of the web-based platform in component 1 provides the infrastructure to house a twinning portal to enhance project to project learning of component 3.
- While dissemination of information and knowledge sharing is incorporated throughout the components it is emphasized and elaborated in component 4 which also involves the creation of a vizualization tool to encourage widespread understanding of LMEs (www.lmehub.net) and links to the data base and knowledge exchange platform of component 1.

Tin terms of resources, the positions outlined for the management of the project were adequate. The administrative staff were shared between the IW:LEARN and LME:LEARN and LME had a technical advisor solely dedicated to oversee LME technical matters.

Gender mainstreaming was not considered in the development of the project and is an oversight. In practice, however, the activities associated with promoting gender mainstreaming in IW:LEARN incorporate and involve LME projects in their activities. Gender issues are clearly of importance to LME projects. The only video available on the IW:LEARN website associates with gender has been produced from the South China Sea LME project: [Promoting Gender Equity in Fisheries](#).

4.1.4 Project Results Framework- LME:LEARN

The logical structure of the project design is generally reflected in the log Framework ([Annex J](#)). While effort has been made to develop indicators that are SMART; however, many are worded more as objectives than as indicators with wording such as “increased interaction...” or “progress

towards...". They therefore lack the quality of being clearly "measurable or specific". The targets are refer to establishing various groups, creating products to conducting training which is more related outputs. The project team has, however, developed comprehensive annual workplans which incorporate highly measurable and specific output targets.

Some of the suggested changes to simplify the log framework include:

1. Under outcome 2, the targets associated with indicator "Innovative approaches captured and available for use by LME, MPA and ICM practitioners in LME governance" are:
 - Series of validated methods and new tools to address priority transboundary issues and national governance reforms (LME/ICM/MPA and climate variability and change).
 - An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance which incorporates tools on best practice and new GEF6 requirements.
 - Codification of experiences and best practices from GEF LME/ICM/MPA projects and other coastal and marine initiatives supported by GEF and partner organizations for inclusion in LME toolkit of assessment and governance practices.

These can be effectively captured in

- i) "An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance incorporating a series of validated tools on best practices supported by GEF and partner organizations, including new GEF6 requirements."
- ii) "A toolkit for Governance mechanisms to cross GEF sectors is developed".

These have been included in the Performance Matrix Table.

2. The indicators associated with Outcome 2 "GEF LME/ICM/MPA projects equipped with new tools that incorporate ICM, MPAs and climate variability and change" and "LME/ICM/MPA projects accessing and using the tools to address the emerging priorities and new requirements for GEF" are overly similar to warrant two separate indicators. The essence is the same that once the tools have been developed, "GEF LME/ICM/MPA projects are aware of and are using new tools to enhance the management effectiveness of LMEs". The targets associated with this indicator would be proposed to be:
 - Toolkit is disseminated through the development of an on-line Toolkit brochure and online access to kit.
 - Demonstration at partner meetings and other regional or global meetings,
 - At least 5 IW Projects are using one or more of the tools.
3. The indicator "Facilitate the exchange of experiences between LME's on data and information management issues, and promote the development of common data management approaches" had only one target associated with it which was the "Establishment of an "LME/ IW environmental data management committee". It is proposed that an additional target of *"Training tools on information management are developed and training occurs for each of the regional networks"* be included.
4. Under Outcome 3, "Capacity and partnership building through twinning and learning exchanges, workshops and training among LMEs and similar initiatives (e.g. Seascales), the indicators i) "GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based 5-modular assessment, management and governance practices " and ii) "Increased capacity of GEF LME, ICM and MPA project staff and practitioners, to address the new ecosystem-based governance priorities in GEF6" are inter-related in that ii) is the product of conducting i). It is proposed that those two indicators are con-joined into "GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based management and governance practices and priorities in GEF 6"

In summary, several of the indicators and/or targets in the current Log Frame identified by the PSC and through this report are either not appropriate or could be refined to better align with SMART requirements. The PSC made some decided changes, but left many for the PCU to review and make changes. This report has made some further refinements and proposed, in some cases revisions and suggested changes. However, the PSC needs to approve of any new project metrics.

Recommendation 1: The PCU should apply the PSC recommended changes and review the suggested changes in this report related to indicators and targets. A list of proposed changes should be circulated to the PSC and changes made in time for the next reporting period (if possible these should be applied to the 2018 PIR). In particular, those indicators associated web use, under IW 1.2, should be monitored for the duration of the project and realistic targets developed for the next phase.

4.2 Progress Towards Results

4.2.1 Progress Towards Results for IW:LEARN

The project is overall “on target” to achieve its intended outcomes with the caveat that attention needs to be placed on several activities if there is to allow sufficient time to adoption by projects during the lifecycle of this project. Table 7 shows the Progress Towards Results Matrix for IW:LEARN and Table 8 shows the Target Achieved for Activity Outputs for IW:LEARN. [Annex K](#) provides greater details on the specifics of component, by sub-component and activity and is the primary reference for this section.

Component 1 – Harvesting, Standardization, Dissemination and Replication of data

Component 1 is assessed at “**Moderately Satisfactory**”. The visualization tools and website, IW:LEARN & GeoNode, have been completed although they were behind schedule. They require attention to populate data from projects. The migration of data to the new web-site and development of web infrastructure took longer than anticipated despite planning for upfront effort. Videos have been developed and some training has been conducted (Cape Town, Nov 2017). However, more is needed. As a result, the adoption of tools (such as the Website toolkit) has not been as advanced as hoped at this point.

It has been difficult obtaining data and input from projects, and effort will need to be focused on this. This is an ongoing issue with many aspects of the project.

Dissemination of information on social media (Twitter and Facebook) has been effective with increases of 12%, and 8 newsletters have been developed – further 26 are to be produced in the next 18 months. However, none of the 3 synthesis reports and only several project Experience Notes.

The second half of the project will be focused on dissemination of information and incorporation of project data, and aligning projects with the new visualization tools. In this regard IWC9 is being viewed as a good opportunity to engage projects

More specifically:

Sub-component 1.1: Upgrade IW portfolio visualization tool (link to LME 1.2), Sub-component 1.2 : IW:LEARN to incorporate partners’ online knowledge platforms and website

Despite emphasising more effort on website migration and visualization in years 1 and 2 (US\$335,000) versus years 3 and 4 (US\$160,000 for) it lags delivering planned outputs due to unanticipated complications associated with converting to a new platform and developing a verified data base. Nevertheless, the Infra-structure of the site is generally there. Both IW:LEARN site and

the geo-spatial mapping tool are almost fully operational, upgrades are being made and aspects such as “time series” data and “aspect based” navigation are being done. However, in many instances it lacks the relevant data to make them fully functional, which is envisioned by the end of 2018. It is entirely possible to ensure functionality by the anticipated date, particularly taking advantage of IWC9 in November 2018, but concerted effort and coordination will be required to do so. Much of the first year and a half has been taken up with migration issues. There are continual changes being proposed to site in terms of enhancing functionality, for example at the PSC Meeting in April 2018. One area where more attention is needed is incorporation of spatial data for projects. Obtaining information from projects is, in general difficult, and in many cases special data is either not available or is in different formats.

Part of the difficulty in developing functionality in site design is that it is trying serve multiple purposes – i) as a GEF project based information site and ii) as a wider learning and information exchange tool. These two purposes can be difficult to balance – for example most people visiting the site outside of GEF would not be interested in GEF administration issues and having highly technical information upfront may turn “beyond GEF” users away. This has been partially addressed by having different sections serving different purposes. For example, in the LME project there is a specific LME Hub that virtually functions as a separate site focussing on a broader audience. It can be searched independently of LME:LEARN, but with easy links between them. It may be worth exploring this model as IW:LEARN moves forward.

While the website data base was not analysed comprehensively, during the review several errors or missing data was seen, including searches related to links with partners, or documents that are either not there or not properly tagged. Part of the problem stemmed from migration of the original site over from PLONE to the new software has not been as simple as initially perceived, for example tagging of document for searches have not transferred and so all information needs to be re-tagged and quality controlled. The data base issue is being addressed by the PCU and the errors noted by the author at the beginning of the evaluation have been rectified. That said there are likely others that exist that have not yet been identified.

Sub-component 1.4: Synthesis Documents on priority topics

To date none of the anticipated 3 synthesis documents¹⁶ have been produced, and despite a video on [“How to communicate your story to the IW:LEARN community”](#), only several of the anticipated 24 experience notes been developed. In part this stems from the need to develop web-infrastructure to exchange the information and in part it requires input from projects to “populate” the information. There are two synthesis documents that are in the pipeline: A draft synthesis report highlighting the role that the GEF International Waters (IW) focal area plays as a financing mechanism in implementing the Global Programme of Action (GPA) for the protection of the marine environment from land-based activities has been prepared. Also, Marine spatial planning & Addressing Nexus Considerations are well under way. With 3 synthesis documents and approximately 20 or more Experience Notes to produce and disseminate in the next 18 months a good deal of effort is going to need to be directed to this.

Sub-component 1.5 : Training on information and communication technology

A total of 8 trainings are to be done on visualization, however to date only one in Cape Town (November 2017) has been done. The visualization needed to be developed prior to the training, so it is natural that training would be emphasized in the later part of the project. Nevertheless, attention will be needed to conduct the training in time for projects to use it and input their information into the web-site within the remaining time frame of the project.

Component 2 - Share knowledge and results across partners

¹⁶ Note this target was reduced from 4 to 3 at the 3rd PSC meeting.

Component 2 is assessed as **“Satisfactory”**. Twinning and workshops, particularly IWCs, were rated as “very useful” by Project managers as supporting the projects to achieve their outcomes (See Survey of Project Managers [Annex M](#)).

The number of overall planned twinings is less than expected due to the lack of twinings between GEF and Non-GEF project institutions associated with IRF. The PCU is initiating a plan to mitigate the barrier. That said, GEF twinings ad-hoc twinings have been successful and 3 projects note positive changes due to twinings.

At least 34 IW projects indicate new approaches following workshops/IWC.

80% of the projects attended the IWC8, and 95% of those attending noted capacity increases following IWC8.

The round-table dialogue for the SEE and MENA has conducted one of its planned meetings with positive results; and the San Juan basin has been identified as the focus of future co-operative roundtables over the next two years.

3 Regional targeted training have been conducted in Africa, LAC and Asia on project demand driven topics – pollution, water quality, gender mainstreaming, and private sector engagement.

The Gender Mainstreaming activities have been carried out ahead of target with good collaboration between WWF and UNESCO-WWAP. At the mid-term over 100 IW personnel have engaged in gender webinars.

Areas that need attention are:

Sub-Component 2.1 - Twinning exchange program (Link to LME 3)

This activity is in general progressing well other than the twinings which were to be arranged with the International River Foundation. Although no specific target was established, the workplan called for five exchanges to promote GEF – and Non-GEF twinning. None have been done to date due to high change over of staff at IRF. The PCU is taking charge of this and moving ahead with identification of potential IRF twinning project to coordinate with GEF projects. Attention will be needed to achieve this in a timely fashion.

Component 2b - Global Dialogue Participation (Link LME 3.7)

Component 2b is assessed as “Highly Satisfactory”. IWL Staff have participated in the WWF 2018, the World Water Week in Stockholm in 2016 and 2017 with specific activities for IW:LEARN. IW:LEARN will also have a side event at the UNECE 92 Helsinki Convention COP in October 2018. There is support for GEF project participation in other global forums, eg Fish Crime Symposium.

There are no areas to address as it has already achieved its end of project outcome target of “25% Increase on global dialogues sessions on GEF IW”.

Component 3 - Expand Global Communities of Practice to advance water conjunctive management

Component 3 is assessed as **“Satisfactory”**. 3 Training have been conducted on conjunctive as well as sessions at IWC8. The Groundwater Community of Practice, however, has not yet been re-activated but it is now intended for autumn 2018.

In developing the modules and delivering the trainings there are a number of new partnerships and collaboration which have been encouraged by IW:LEARN activities. The Learning Exchange Service Centre is on the verge of being up and running, trainings have been conducted on Nexus (2), green infrastructure (1), benefit sharing (2), climate change (3) and adaptive management for RBOs (1).

Training has been conducted on Source to Sea management which was attended by 6 GEF projects and 37 non-GEF participants.

Training on private sector engagement has already met its project target and has involved participation of the private sector.

The area where attention is needed is:

Sub-component 3.2 Groundwater Community of Practice

The training events are going well. UNESCO-IHP has conducted a series of meetings including: i) a session at the LAC, UNESCO-CEREGAS, Montevideo, October 2017; ii) Workshop Groundwater Governance-TWAP-IW:LEARN workshop, May 2017; iii) Sessions at the “Conjunctive Management of Surface Water and Groundwater”, 43rd IAH Congress, Montpellier (FR), 26th September 2017; and iv) a session conducted at IWC8, Colombo, May 2016.

However, the legacy of GEF IW groundwater projects through sustained GEF IW Groundwater Community of Practice, including the upgrading of the website, and updating of the project brochure, are well behind schedule and at risk of not being able to achieve outcomes within the project time frame. The project document identifies the International Groundwater Resources Assessment Centre (IGRAC) as being the “interactive arm of the Groundwater CoP”. However, there has been no inclusion of IGRAC at this stage. UNESCO-IHP and the PCU, both housed in the same building, are aware of the lateness of the groundwater CoP and have made moves to contract required expertise to initiate and complete the CoP on groundwater which will hopefully be established in the autumn in time to take advantage of IWC9, November 2018.

Component 4 - Economic valuation of natural resources into the TDA/SAP process and targeted learning

Component 4 is assessed as “**Satisfactory**”. The EV tool has been completed and training has been done in Bangkok May 2018 and the activity is well on target with the tools able to be downloaded. As the tools are only recently available no IW has completed assessments. *Highly satisfactory*.

The review and guidance for new TDA/SAP methodology is behind schedule but will soon be available and promoted. *Moderately unsatisfactory*.

One MOOC on LME Governance has been developed and launched in April 2018 with a second to be completed by August. Approximately 431 people have registered so far. The Freshwater Legal System MOOC is slightly behind schedule, but can still accomplish project targets. *Moderately Satisfactory*

The key areas where attention is needed is.

Sub-component 4.2 TDA/SAP methodology updated and expanded with good practices

The review was to be completed by February 2018 and Guidelines for new SAP completed by April. An initial round of research done and has been drafted. A second round of research will be done with the idea of refining and finalizing. It should be finalized in the autumn 2018.

4.2.1.1 Progress Towards Outcomes Analysis for IW:LEARN

Table 7 IW:LEARN Progress Towards Results Matrix (Achievement of outcomes against End-of-project Targets)

Indicator Assessment Key		Green= Achieved		Yellow= On target to be achieved		Red= Not on target to be achieved	
Project Strategy	Indicator	Baseline	Level at PIR	End of Project Targets	Midterm Level ¹⁷	Rating	Justification
Project Objective To strengthen knowledge management capacity and promote scaled-up learning of disseminated experiences, tools and methodologies for transboundary waters management – across and beyond the GEF IW portfolio, together with a global network of partners – in order to improve the effectiveness of GEF IW and partner projects to deliver tangible results and scaled-up investments.	1) Strengthened KM capacity across IW portfolio and beyond 2) Scaled-up learning /dissemination of experiences, tools and methodologies 3) Improved effectiveness of IW projects to deliver results	Previous phases of IW:LEARN have built on the growing experience base to populate the interactive baseline. The needs of the projects and other stakeholders is growing and without continuing development the information sharing and other learning experiences will stagnate and become dated.	NA	KM approaches and capacity within the IW portfolio are strengthened through new methods/lessons of managing/using information and knowledge Partners activities utilize results and experiences from IW projects to enhance non-GEF projects as indicated by partner responses to surveys Increasing number of IW projects delivering improved P, SR or ES/SE performance and attributing (through surveys) achievement to IW:LEARN supported activities/information. Increasing number of projects deliver an exit strategy with sustainable financing indicating lessons/ experiences facilitated by IW:LEARN		S	Project outputs are for the most part on track and KM approaches have been strengthened through project activities: Visualization tool and web sites have been completed, a little behind schedule, and need some additional quality control with input from projects; newsletters and communications are being delivered as per the targets, videos have been developed; approaches such as EV, climate change, gender, nexus, green-infrastructure etc. have all been delivered in workshops with uptake from both agencies and projects. Non-GEF institutions and the private sector have been engaged workshops. There has been conferences on Source to Sea, scaling up investment, and SDGs. Management, 3 regional workshops, 3 twinning events, that have helped transfer of understanding and build tacit knowledge among IW projects. Not all the projects appear to readily supply data needed to enhance the exchange of information (Experience Notes etc) and help populate the data base. IWC9 will provide a good opportunity to engage projects. Projects have been attending relevant meetings and workshops, and web events. The PCU has implemented some of the risk mitigation measures and has displayed adaptive

¹⁷ Colour code this column only

Project Strategy	Indicator	Baseline	Level at PIR	End of Project Targets	Midterm Level ¹⁷	Rating	Justification
							<p>management.</p> <p>Project tracking has been done with project outputs, reporting has been, and PSC meetings have taken place as per the M & E plan.</p> <p>The level of partner adoption has not yet been established through a survey as this will be conducted later in the project.</p> <p>There is not the means to access improved P, SR or ES/SE performance measures until there is the ability to access Tracking Tool Data consecutively. IW:LEARN activity summaries do indicate improved project performance as a result of participation in IW:LEARN activities.</p> <p>There is no means to systematically assess project exit strategies</p>
Outcome 1 (UNEP Implemented) Increased experience sharing and replication of successes throughout and beyond the IW portfolio, as well as enhanced stakeholder buy-in to GEF IW project interventions	Percent of projects utilising IWL recommended approaches to visualisation	10% of existing IW projects utilise IWL recommend approaches	NA	50% of existing IW and 70% of new ¹⁸ projects utilise IWL recommended approaches to visualisation		MS	<p>The visualization tools and website, IW:LEARN & GeoNode, have been completed although they were behind schedule. They require attention to populate data from projects. The migration of data to the new web-site and development of web infrastructure took longer than anticipated despite planning for upfront effort. Videos have been developed and some training has been conducted (Cape Town, Nov 2017). However, more is needed. As a result, the adoption of tools (such as the Website toolkit) has not been as advanced as hoped at this point.</p> <p>11 projects are using the recommended approaches to visualisation, and 48% projects are using the new toolkit consistent with Website Guidelines. It has been difficult obtaining data and input from projects, and effort will need to be focused on this. This is an ongoing issue with many aspects of the project.</p> <p>Dissemination of information on social media (Twitter and Facebook) has been effective with</p>
	Percentage of IW projects and partners cite improved web presence in gaining new partners for execution or sustainability	NA – But this should apply to projects initiated in 2017 or later.	NA	75% of GEF 5 (and previous) IW projects and >80% of GEF 6 IW projects cite improved web presence	<i>The web tool recently developed – too early to measure effect.</i>		
	% of projects utilising the IW:LEARN Website toolkit or offering a website consistent with IW:LEARN Website Guidelines	54% of the IW Projects operate websites consistent with the IW:LEARN Website Guidelines	50.5 %	75% of projects utilising the IW:LEARN Website toolkit or offering a website consistent with IW:LEARN Website Guidelines			

¹⁸ 'New' GEF IW projects will be those where the CEO endorsements follow the launch of this phase of IW:LEARN

Project Strategy	Indicator	Baseline	Level at PIR	End of Project Targets	Midterm Level ¹⁷	Rating	Justification
							increases of 12%, and 8 newsletters have been developed. However, none of the 3 synthesis reports and only several of the anticipated 24 project experience notes have been developed. The second half of the project will be focused on dissemination of information and incorporation of project data, and aligning projects with the new visualization tools. In this regard IWC9 is being viewed as a good opportunity to engage projects
Outcome 2 Enhanced portfolio & partner capacity at the regional & global levels, and portfolio-wide dialogue opportunities for increased transboundary cooperation	Number of IW projects adopting new management approaches/replication of practices and experience from twinnings.	Projects have only partially been tracked to assess progress of up-take of training, twinning, etc. over time (following event, in 6 and 13 months)		10 IW projects demonstrate new approaches following twinnings	On Target	S	Twinnings and workshops, particularly IWCs, were rated as “very useful” by Project managers as supporting the projects to achieve their outcomes.
	Number of IW projects adopting new management approaches/replication of concepts from workshops/IWC			50 IW projects indicate at least 1 new approach following workshops/IWC			The number of overall planned twinnings is less than expected due to the lack of twinnings between GEF and Non-GEF project institutions. The PCU is initiating a plan to mitigate the barrier. That said, GEF twinnings ad-hoc twinnings have been successful and 3 projects note positive changes due to twinnings.
	% of IWC project participants indicate increased capacity to execute IW projects			90% of project participants provide positive responses to capacity increase following IWC			At least 34 IW projects indicate new approaches following workshops/IWC.
	% age of IW projects have PSC agreed sustainability plans as a result of experiences facilitated by IWL	Projects have only partially been tracked to assess progress of up-take of training, twinning, etc. over time (following event, in 6 and 13 months)		75% of projects have plans in-place at closure			80% of the projects attended the IWC8, and 95% of those attending noted capacity increases following IWC8.
	Number of basins/LMEs where Transboundary co-operation strengthened as a result of IWL			2 basins have enhance co-operation as a result of IWL activities			The round-table dialogue for the SEE and MENA has conducted one of its planned meetings with positive results; and the San Juan basin has been identified as the focus of future co-operative roundtables over the next two years.
	%age of IW projects with a clear gender mainstreaming plan/policy			70% of existing IW projects and 100% of projects starting after 2016 have gender mainstreaming policy			3 Regional targeted training has been conducted in Africa, LAC and Asia on project demand driven topics – pollution, water quality, gender mainstreaming, private sector engagement, The Gender Mainstreaming activities have been carried out ahead of target with good collaboration. At the mid-term over 100 IW personnel have engaged in gender webinars.
Outcome 2B Increased global	GEF IW has increased activities on	On average, no sessions solely	100%	25% Increase on global dialogues sessions on GEF IW	Achieved	HS	IWL Staff have presented in the WWF 2018, the World Water Week in Stockholm in 2016 and 2017

Project Strategy	Indicator	Baseline	Level at PIR	End of Project Targets	Midterm Level ¹⁷	Rating	Justification
awareness of GEF results and additional partner collaboration with GEF projects	programmes at SWW and WW Forum	on GEF IW interests					with specific activities for IWL. IWL will also have a side event at the UNECE 92 Helsinki Convention COP in October 2018. There is support for GEF project participation in other global forums, eg Fish Crime Symposium. This a 100% increase over the previous Phase.
Outcome 3 External partnerships mobilized and working together for improved learning and knowledge management, through an enhanced global freshwater Community of Practice – to impact results and advance conjunctive management of water resources	Number of partnerships encouraged through IW:LEARN activities promoting improved conjunctive management of surface and groundwater	Current partnerships in IW projects are developed on an <i>ad hoc</i> basis and there has been little attempt to actively engage partners outside the GEF IW community at a global level		5 new partnerships between projects on conjunctive management 5 projects have adopted improved conjunctive management approaches to ground/surface waters	On target	MS	3 Training have been conducted on conjunctive as well as sessions at IWC8. The Groundwater Community of Practice, however, has not yet been re-activated but it is now intended for autumn 2018 . In developing the modules and delivering the trainings there are a number of new partnerships which have been encouraged by IW:LEARN activities. The Learning Exchange Service Centre is on the verge of being up and running, trainings have been conducted on Nexus (2), green infrastructure (1), benefit sharing (2), climate change (3) and adaptive management for RBOs (1). Through twinning the Amazon basin and the Caribbean (CLME) were supported to form a source-to-sea partnership. Training has been conducted on Source to Sea management which was attended by 6 GEF projects and 37 non-GEF participants. Training on private sector engagement has already met it project target and has involved participation of the private sector.
	The number of cases of linked management of ecosystems is strengthened			1 freshwater basin and 1 LME have enhanced co-ordination as a result of IWL			
	Number of IW projects with PSC approved sustainability/exit plans involving the private sector			5 projects identify IWL support as assisting private sector engagement in exit/sustainability projects			
Outcome 4 (UNDP Implemented) Increased capacity of beneficiary governments, intergovernmental bodies and GEF projects to implement agreed actions identified in existing Strategic Action Programs, with an	Number of EV studies completed by GEF IW projects	Baseline not yet established on the number of IW projects using EV		10 IW projects complete EV assessments based on IWL guidance and other information		MS	The EV tool has been completed and training has been done in Bangkok May 2018 and the activity is well on target with the tools able to be downloaded. As the tools are only recently available no IW has completed assessments. The review and guidance for new TDA/SAP methodology is behind schedule but will soon be available and promoted. No projects have incorporated EV into the SAP. And no new SAP projects followed guidelines for enhanced implementation. One MOOC on LME Governance has been developed and launched in April 2018 with a
	Number of TDA/SAPs with EV studies			100% of new TDA/SAPs have used EV approaches			
	SAPs and SAP implementation enhanced and attracting additional co-finance and enhanced community engagement	Projects' have not been assessed in developing 'implementable' SAPs to-date		100% new SAP projects follow the guidance prepared by IWL on enhancing implementation of SAPs			
				2000 people register for MOOC			

Project Strategy	Indicator	Baseline	Level at PIR	End of Project Targets	Midterm Level ¹⁷	Rating	Justification
eye to long-term sustainability	MOOCs result in increase in skilled professionals in IW project related activities	IWL does not offer any MOOCs		including 50 from GEF IW projects and partner organizations 100 complete the courses including 30 from GEF IW projects showing a higher engagement level from within the IW portfolio			second to be completed by August. Approximately 583 people have registered so far. The Freshwater Legal System MOOC is slightly behind schedule, but can still accomplish project targets

Table 8 Targets achieved for Activity Outputs: IW:LEARN

Output #	Expected Output	Key Indicator	Target: Mid-Point	Target: End of Project	Achieved by 30/06/2018
Component 1 (UNEP Implemented)					
1.1	Upgraded IW portfolio visualization tool, including a spatial data-based results reporting interface and standardized indicator-based monitoring of project interventions	Number of projects visualizing spatial data at IW:LEARN.net	10	20	11
		Number of portfolio visualization maps/graphs produced	20	40	128
		Number of layers uploaded in the visualization tool	25	50	80
1.2	IW:LEARN website incorporating partners' online knowledge platforms, serving global network learning partnership and supporting GEF IW results-based management and GEF-wide knowledge management activities	<i>Revised by PSC – suggested: % of active portfolio sharing news and results to IW:LEARN.net</i>	40%	80%	NA
		<i>To be revised by PSC ¹⁹. – Suggestion is to monitor several indicators and choose targets for future analysis at the end of the project.</i>	30%	50%	NA
		<i>% Changes in Web-hits. - To be revised by PSC – Suggestion is to monitor several indicators and choose targets for future analysis at the end of the project.</i>	15%	25%	NA

¹⁹ Tracking 'Hits' has been the most accessible means to measure a website's success when other metrics were not readily available but it provides a only vague idea on what has been attained on a specific campaign. More realistic and practical metrics have been introduced by Google and the goal conversion rate is one of the major improvements. It provides a way to measure output vs. target, wherein we can tell GoogleAnalytics. For example, we are targeting 350 participants to register to the IWC8 within a specific time frame and it will track how many actually registered signified by visits to the "Thank you for registering" page.

Output #	Expected Output	Key Indicator	Target: Mid-Point	Target: End of Project	Achieved by 30/06/2018
1.3	Published IW e-newsletter, blogs, webinars, videos and mailings on current transboundary IW issues	Number of monthly electronic bulletins highlighting project, partner and portfolio news, events, results	24 (<i>Now 12</i>)	48 (<i>Now 24</i>)	8
		Increased Number of subscribers to social media, blogs and mailing lists – <i>Proposed % quota increase for Facebook & Twitter</i>	10 & 20	15 & 25%	Approx 12% & 15%
1.4	Synthesis reports on portfolio and non-GEF approaches to with on priority topics addressing the management of transboundary water systems	Number of synthesis reports & guidance produced	2	4	0
		IW Experience Notes and IW Achievement Notes received from the portfolio	12	24	0 (10 in the pipeline)
1.5	Training on information and communication technology for improved management of information by GEF projects	Number of ICT trainings conducted: Face to Face regional ICT workshops and webinars	4 F2F and 2 webinars	8 F2F and 8 webinars ²⁰	1 F2F & 0 webinars
Component 2 (UNDP Implemented)					
2.1	Structured project-project twinning exchange program	Number of planned twinning partnerships established	2	5	2
		Number of <i>ad hoc</i> exchanges	3	6	2
		# projects demonstrate new approaches following twinings	5	10	3
2.2	GEF Biennial International Waters Conference 8 and 9	Number of IW participants at IWC 8 & 9	300	600	299 at IWC8
		%of projects attending IWC exhibit/present at least one innovation and/or replicable experience following IWC	50%	50%	80%
		% of project participants provide positive responses to capacity increase following IWC	90% IWC8	90% IWC9	95% IWC8
2.3	Regional dialogue approach for enhanced transboundary cooperation sustained and conducted in regions with limited GEF IW investment	Number of roundtables/workshops in SEE/MENA	1	3	1
		MAGD available for regional dialogue	Completed	Completed	
		Number of roundtable/workshops in new regions	1	2	0
2.4	Structured regional training workshops for GEF projects &	Number of global and regional workshops addressing identified	3	6	3

²⁰ The project target of 8 webinars was presented at the Steering Committee meeting in Athens, April 2018.

Output #	Expected Output	Key Indicator	Target: Mid-Point	Target: End of Project	Achieved by 30/06/2018
	partners, delivered by the global partner learning network and together with global LME governance project	knowledge gaps			
2.5	Distilled summary material on gender strategies from all GEF Agencies disseminated through IW portfolio and available at IW:LEARN website and GEF IW Community of Practices on freshwater resources.	Number of gender mainstreaming activities at IWC and other IW workshops	5	10	5 of 6 webinars, 1 video, 2 of 3 workshops
		Number of IW personnel participating in gender webinars	50	100	Over 100
2.6	Participation in key global dialogue processes to promote GEF IW results and exchange tools to enhance knowledge management activities	Involvement of IW:LEARN in global water dialogue process (e.g. World Water Forum, Stockholm Water Week, etc.)	4	8	3
Component 3 (UNDP Implemented)					
3.1	Expanded global surface freshwater Communities of Practice to mobilize GEF and non-GEF partnerships and knowledge sharing	Establishment of freshwater learning service centre	Established	Established	Almost
		Number of training events supported on Nexus	1	2	2
		Number of training events supported on sustainable hydropower (changed to green infrastructure)	1	2	1
		Number of training events supported on benefit sharing / stakeholder analysis	1	2	1
		Number of training events supported on climate resilience	1	2	2
3.2	Expanded global groundwater Communities of Practice to mobilize GEF and non-GEF partnerships and knowledge sharing	Number of IW projects with personnel attended in conjunctive water management	4	8	Not known- but 4 workshops conducted
		Number of IW projects active in GW CoP	8	15	0

Output #	Expected Output	Key Indicator	Target: Mid-Point	Target: End of Project	Achieved by 30/06/2018
3.3	Partner exchanges to promote conjunctive management of freshwater GEF projects, both surface and groundwater (together with global partner learning network), as well promotion of Source-to-Sea with coastal and ocean projects (together with global LME governance project)	Number of IW projects participating at workshops between LMEs and linked basins	1	2	2
3.4	Structured engagement with the private sector through dialogue and joint activities	Number of regional workshops completed	2	3	2
Component 4 (UNDP Implemented)					
4.1	Systematic consideration of the economic valuation of natural resources into the TDA/SAP process and targeted learning	EV methodology and supporting documents available on IW:LEARN's website	Draft available	Final available	Final
		EV methodology embedded in the guidance on TDA/SAPs	Draft available	Final available	Training Materials developed
4.2	TDA/SAP methodology updated and expanded with good practices from existing SAP implementation and waterbody-specific guidance	Review of SAPs completed for good practices for SAP implementation	Completed		Draft
		Guidance on Good Practices on SAP implementation available	Draft available	Final available	Draft –waiting for Review
4.3	Interactive online training courses based on priority thematic content to fill portfolio learning gaps (inter alia on legal frameworks, water-energy-food ecosystems nexus)	MOOCs prepared and available online	1	2	1
		Number of registered participants in MOOC	1000	2000	431 (new course starting in July)

4.2.1.2 *Remaining Barriers to achieving the project results*

The issues or barriers that remain to achieving project results vary between activities. The principle ones associated with the delays outlined in section 4.2.1 are outlines with the causes and recommended actions:

Several activities associated with component 1 are behind (IW Sub-components 1.1, 1.2, 1.4 and 1.5).

Causes:

- i) Unanticipated technical problems and time needed to complete migration from an older platform (PLONE) to a newer platform. For example, migrating documents to the new site needed new tags to be searchable.

Recommended Actions include:

- a. Continue to implement the recommendation of the PSC 2017 to have a senior consultant check the historic TDA and SAP (fact sheets). Particularly emphasising old projects.
 - b. Hire a junior consultant to check basic project data with the most relevant source. For example, if the basin has a commission it would be the official commission website etc.
- ii) Projects that have been asked to validate and provide information have not been forthcoming. (This is an ongoing issue - see below).
- iii) One of the key project risks identified was “bringing together numerous partners and agencies”. This was seen to add complexities to management for the PCU and was to be mitigated by the clear roles laid out in the “Inception Report”. Mitigation was to occur, at the PCU level, through at least four face-to-face meetings per annum between the information management arm and the project management arm of the PCU along with weekly or bi-weekly calls. However, greater coordination within the PCU was/is needed to ensure successful migration, design, quality control, and continuity of service of the web-sites. This includes greater engagement of the Inter-Agency Forum to provide guidance.

Recommended Actions:

- a. Improve the current structure of coordination and communication within the PCU greater oversight and engagement of the Inter Agency Forum. In addition to the standard quarterly reporting etc. include more frequent updates on activities (scheduled calls or scheduled emails) and develop clear decisions to be made along with timelines.
 - b. Should new IW:LEARN web-sites be needed in future phases, develop more integrated face to face coordination within the PCU during the development period of the site, including having the site designer resident in the main office of the project manager.²¹
- iv) The Synthesis Documents require greater coordination between those parties developing the content and the PCU involved with creating novel reporting structures. Likewise, the creation of Experience Notes will require greater interaction between the PCU and the projects developing notes.

Recommended Action:

²¹ Note this is reiteration of the recommendation from the Terminal Evaluation of IW:LEARN 3.

- a. PCU should prioritize development of an action memo to address the synthesis documents and Experience Notes. The memo should detail actions and timelines and solicit the support of the GEF-IW Task Force as envisioned in the Project Document: “The project will continue to work with GEF projects to produce IW Experience Notes on key project results/achievements. The project will aim to produce one such note every two months (with the support of the GEF IW Task Force as needed”.

Twinning activities under IW 2.1 associated with IRF are behind schedule.

Causes:

- i) The position of training specialist within the PCU was only filled in the latter part of the First year due to Budget Allocation Processes requiring shifts in when money become available. (This is no longer an issue).
- ii) The external twinning with International River Foundation has not had any twinning conducted due to a high turn-over of staff in IRF.

Recommended Actions:

- a. For Activity IW2.1.2-The PCU needs to identify the potential IRF twinning institutions and make suggestions directly to IRF regarding potential twinning by August 2018. If there is no significant advancement from IRF by September 2018 then the PCU should advise IRF and communicate directly with the identified institutions.

The updated CoP for Groundwater and the related web-site has not been developed under Activity 3.2.2.

Causes:

- i) UNESCO-IHP has not initiated the process of developing a CoP web-site to link on to the new IW:LEARN website.

Recommended Actions:

- a. For Activity IW 3.2.2 - The PCU should develop a new accelerated timeline for activities with UNESCO-IHP and maintain greater coordination (bi-weekly update) as both bodies sit in the same offices in Paris. Also, the un-veiling of the new CoP should be linked to an event, conference or workshop, in early autumn. At the very least at the IWC9 conference in November.

Activities IW 4.2 Update TDA/SAP methodology is approximately 5-6 months behind schedule.

Causes:

These activities seem to be behind due to workload and that comments from both GEF and GEF IWTF are pending.

Recommended Actions:

- a. PCU needs to focus on completion of Act 4.2 to ensure updates can be relevant during the remainder of the project. Possibly place timelines on responses or comments so that updates can be developed. If comments are not forthcoming, publish “draft” updates so that they may be used during the project life, and further refined in needed at a later date.

Recommendation 2a: The PCU and Inter-Agency Forum should review the recommended actions in section 4.2.1.2 to advance activities that are lagging. In particular: have a

senior consultant check the historic TDA and SAP (fact sheets). Particularly emphasising old projects; Hire a junior consultant to check basic project data with the most relevant source; engage the Inter-Agency Forum to provide greater guidance and support for completing and populating the web site and developing the synthesis documents; PCU should independently identify the GEF and non-GEF twinning partners and initiate the activities; develop a new accelerated timeline for the Groundwater Community of Practice and link it to a conference; developed; PCU needs to provided focused attention on updating TDA/SAP methodology.

It is difficult to obtain data from Projects, either for visualization or other issues

Projects are generally unresponsive to requests for input or information. GRID-A has difficulty obtaining spatial data (IW-1.2), the PCU has difficulty soliciting input for developing policy documents (L-4.3), amongst others.

Causes:

- i) Based on discussion with project managers, they are pressed for time to engage in surveys and providing inputs or filling forms, or do not understand the benefits to their project in providing information and thus is not a priority.

Recommended Actions:

- a. Whenever possible create forms or data requests that are web-based to avoid projects having to download, fill out forms and then send back. Specific files can be uploaded to web-based survey etc.
- b. Follow the PSC recommendation to send out quarterly requests to conduct the checklists (web-based).
- c. To emphasize the importance of projects ensuring their data is up-to date on the IW:LEARN site a request should come from the executing agencies of UNDP and UNEP to their relevant projects.
- d. The PCU is planning that IWC9 should be used as an opportunity to ensure all project data is current. Possibly look at developing an incentive for, or place the responsibility on, projects to ensure their data is the most current. Create and award for "best project data set", or "best Experience Note", "most "viewed videos" etc.
- e. Hire a junior consultant to check basic project data and identify and contact projects that are having difficulties sending in data. This position would be short term until Dec 2018 (link to recommendation 2)

Recommendation 3: To improve project input develop on-line easy to fill forms whenever possible; solicit assistance of GEF IW Task Force (and UNDP and UNEP) to contact relevant projects; use IWC9 as a venue for updating and collecting information and develop some incentive or award for inputting data; hire a junior part time position to check basic project data.

4.2.2 Progress towards results for LME:LEARN

The project is overall “on target” to achieve its intended **outputs**, if attention is placed on several activities that are currently lagging. However, with only 9 months left in the project, it is questionable if there is time to assist the projects to integrate the knowledge and achieve the intended **outcomes**. Table 9 shows the Progress Towards Results Matrix for LME:LEARN, and the suggested changes to the indicators and end of project targets are incorporated in *italics*. There were no mid-term targets for outputs established for LME:LEARN. [Annex L](#) provides greater details on the specifics of component, by sub-component and activity and is the primary reference for this section.

Component/outcome 1 - Enhance ecosystem-based management and to provide support for the GEF-IW.

Component/outcome 1 is assessed as “**Satisfactory**”. In general, Component 1 (Enhance ecosystem-based management and to provide support for the GEF-IW) is moving along well and is overall “on target” to achieve the outputs and results intended. A cohesive group of international partners has been established that in general functions in a collaborative and coordinated manner to achieve project objectives. The Technical Steering Committee has met annually and produced action oriented meeting reports.

Terms of reference for steering committee members (Partner network) were developed, and responsibilities outlines in the inception report.

The Global directory of LME/ICM/MPA projects, practitioners and institutions, including both GEF and No-GEF institutions and private sector is established and being expanded. Data entry portals have been completed and operating (marine.iwlearn.net) and has visualization tools in place.

Regional networks have had meetings in Africa (August, 2017), LAC (October, 2017), and Asia (May 2018) and has included participation of the private sector at the regional level. Additional activities of the regional networks include Lightning Chats which have increased over the course of the project by 33% in Africa, 51% in LAC and 47% in Asia. 3 of 10 Inter-project Collaboration Opportunity grants have been awarded with three more to follow shortly. These enhance the S-S learning and increase collaboration between institutions both within LMEs as well as between area.

The specific areas /activities where attention is needed are:

Sub-Component 1.2 Data base of GEF LME projects with overlapping areas, Non GEF projects and private sector

The design was completed between October 2016 and April 2017 with collaboration with IODE, IUCN, GRID-Arendal, IOC (TWAP project), NOAA. Also, the Sub-domain LME:LEARN (marine.iwlearn.net) developed with GRID-Arendal is operational and functioning. Portals for twinning have been developed and connections for MOOC (for example LME Governance) are functional. The listserve, developed in collaboration with IUCN is also functioning.

Despite the success, however, there is a lack of data from projects, particularly spatial data. Activity 1.2.4 - Training projects in using visualization has only been partly implemented. It is linked to IW 1.1.6 and 1.5 and only one training event in Cape Town, November 2017, has been conducted. While there are no set targets under LME for training, it is suggested that 4 training events be used as an end target based on the existing closing date of March 2019.

Also, while there has been good success in engaging the private sector in workshops, inclusion of private sector and other non-GEF project information on the website is lacking (LME 1.2.3 Expand Data Base to include non-GEF Projects). Although no targets have been set, it would be reasonable

to assume some data – or even links – to non-GEF LMEs or the Private Sector (at a minimum those that have engaged and contributed at workshops) would be on the website.

Component/Outcome 2 - Synthesis of knowledge into policy-making, new methods of and tools to enhance management

Component/Outcome 2 is assessed as “**Moderately Unsatisfactory**” as it has elements that highly satisfactory (LME Governance Tool) and significant elements that are behind (EBM Toolkit & DIM manual and training). That said, the synthesis of knowledge and its promotion into policy is progressing. Key partners have been identified and partnerships created to develop EBM tools on Environmental economics analysis, stakeholder participation, LME Strategic Approach, LME Assessment (Scorecard), GEF LME project Toolkit, and Marine Spatial Planning. 4 tools have been developed, and some were showcased at the Asia regional meeting in Bangkok, May 2018. However, the EBM toolkit has not been released as expected as 2 tools need to be finalized. As the toolkit on EMB are still being developed no projects are yet able to use them.

LME LEARN Governance Mechanisms Toolkit (Governance Handbook) was developed with cooperation of ICES and NOAA and involved 15 experts. The kit is completed and has been sent to IWFT for validation. The Toolkits and Governance Handbook will soon be available on the internet.

The LME Strategic Approach Brochure, Video and Thumbdrive have been prepared, published and presented at i) Global Ocean Conference - SDG 14 (May, 2017) and ii) LME 19 (Cape Town, November 2017).

LME/ IW environmental data management committee has been established and met in Oostende (April 2017). However, the Data Information Management training tools are behind schedule, but are soon to be developed, and training is planned for September & October 2018 and early 2019.

Sub-components LME 2.1 - Production of EBM tools and LME 2.3 Dissemination of EBM tools

The EBM working group has been established, and the tool kits are being “updated” primarily from existing toolkits (the LME approach & project tool kit are new). One of value added aspects of the tool kits will be their integrated nature once they are completed. The tool kits are to link to one another and thus cover the range of issues associated with developing and conducting a GEF IW Project in LME. Toolkits were to be produced by February 2017 and dissemination was to begin in March 2017 - they have not yet been fully completed and disseminated. The EBM tool kits are:

- Environmental Economics Toolkit – IUCN – completed and validated;
- Stakeholder participation toolkit – CI – not completed;
- LME Strategic Toolkit – consultant – completed;
- LME Assessment toolkit (a score card) – CI – not complete, draft presented, revisions need finalizing;
- GEF LME Project toolkit – consultant – Final draft being done; and,
- Marine Spatial Planning – S.Pro – completed.

Part of lateness in delivering this sub-component is that all the tool EBM kits are to be “similar and integrated” in approach and appearance, and link together. Thus, they were to wait until all are ready to be released. That said, there may be merit in working with those that are ready and have be able to disseminate them and gauge their utility. Other tools can be altered based on feed back form the originals and when all are developed they can be harmonized and integrated. The PCU has begun to adopt this approach. Nevertheless, the dissemination of the toolkit is clearly behind the intended time of April 2018.

Sub-components LME 2.5 – Data Information Management (DIM) Tools Developed and Training.

The DIM working group has been established and met in Oostende April 2017, as well as taking advantage of other meetings such as LME 19 in Cape Town. However, the examination and

cataloguing of data on LMEs has not occurred yet and the training materials and curriculum on DIM have not been developed, though it is close to being done. The dissemination of tools should have commenced in May 2018 with the Asian regional network meeting in Bangkok. Dissemination is also planned for regional meetings that are scheduled for May, Sep and October 2018. There is still a possibility to do them in September and October 2018 and early 2019.

Component/Outcome 3 - Capacity and partnership building through twinning and learning exchanges, workshops, and training

Component 3 is assessed as “**Satisfactory**”. (3.1) The Internet portal to facilitate twinning and learning exchanges has been established on the IW:LEARN website (with links to LME:LEARN).

(3.2) The guide on planning and implementing capacity development is still in draft form, and is being peer-reviewed. It should be will be ready by July 2018, several months behind schedule.

(3.3) 4 of the 6 anticipated twinings have occurred through the Asian LME Symposium (April 2017); Gov of Mexico and Cuba (December 2017 and April 2018); EMIS and WACOM (March 2018); Parque Nacional Arrecifes de Cozumel and APFF Isla Cozumel with the Grenada Ridge to Reef project. Further twinings are anticipated including regional workshop with PERSGA and two from Asia stemming from the Pacific Regional Network Meeting (May 2018).

(3.5 + 3.4) The short term capacity development strategy is in draft form, and should be finalized. Responding to requests from regional Network Meetings, training materials have been developed for on-line and face to face training in Governance, Marine Spatial Planning, and Economic Valuation, and trainings on “Strategic Approach, Stakeholder Participation and Scorecards” were dropped based on the feedback at the regional network meetings.

(3.6) Training materials for twinning have been completed. Face to Face training has been conducted in Economic Valuation at the Pacific Regional Network meeting (May 2018). An additional 7 trainings are planned for Africa, LAC and Asia. The online training modules will be executed via the Cap-Net Virtual Campus in August and September 2018.

(3.7) 4 GEF LME projects participated at the Global Ocean Conference (May 2018) related to SDG 14. Future participation is expected in the Fish Crime Symposium (Oct 2018); Our Oceans Conference (Oct 2018) and GFCM Fish Forum (Nov 2018). Participation helps highlight LME:LEARN and promote both S-S and S-N learning exchanges and partnering between GEF and Non-GEF initiatives.

Component/Outcome 4- Communication, dissemination and outreach of GEF LME/ICM/MPA projects

Component 4 is assessed as “Moderately Satisfactory”, as some elements have been done, while other significant elements lag behind. The interactive LME:LEARN website is operational and linked to the [Marine LME Hub](#) site which showcases LMEs for consumption by a wide (non-technical) audience. On Oceans Day, June 2018, LME:LEARN released a Google Earth Voyager Story on Humpback whales in the context of Large Marine Ecosystems.

A working group has been established to develop a strategy for showcasing LME, ICM, and MPA assessment and governance best practices and have met 3 times. However, the strategy is behind schedule in draft form and still being developed. A communication consultant is to be hired to assist with 5 projects, but has not been hired yet. The linked activity to showcase best practices is moving ahead. 1 of the 3 Regional science-to-management workshops was held and additional ones are expected for September and October, 2018. Unfortunately, the demand driven policy briefs on 9 topics are behind schedule. None have been developed, and only 3 policy topics have been identified with input from projects. The PCU is pushing to have the policies finished by IWC9 (November 2018).

LME:LEARN supported publication of two Environmental Development Journal issues devoted to the LMEs. It has been printed in hundreds of copies and disseminated largely.

Biennial conferences on ecosystem management and ocean governance held.

Project staff from LME/ICM/MPA have attended regional and global conferences and presented LME:LEARN and tools at global meetings including:

- World Oceans Forum in Rotterdam,
- UN Oceans Conference to achieve SDG14 in New York,
- International Congress on Marine Protected Areas in Chile
- 19th LME Annual Consultative Meeting.

Areas where attention are needed include:

Sub-Components LME 4.2 and Show Case Best Practices Strategy and LME 4.3 – Implementing Strategy.

While a working group has been established to develop strategy highlighting successful experiences, and has met three times (2 times at other events, one standalone in Oostende 2017) work has not progressed as planned – it was to be finished by April 2018. A consultant still needs to be hired and a survey has still to be conducted to evaluate good practices, methodologies, guides etc. Policy briefs were envisioned to be demand driven by the projects. However, as call for topics elicited only three responses. The lack of feed back from projects is an ongoing issue in both IW and LME:LEARN. The policy briefs are to be developed by consultants, and should be fairly easy to produce once the topics are determined. There is still time complete them by the autumn if a concerted effort is given to this.

4.2.2.1 Progress Towards Outcomes Analysis for LME:LEARN

Table 9: LME:LEARN Progress Towards Results Matrix (Achievement of outcomes against End-of-project Targets)²²

Indicator Assessment Key		Green= Achieved	Yellow= On target to be achieved	Red= Not on target to be achieved			
Project Strategy	Indicator	Baseline (abbreviated) ²³	Level at PIR	End of Project Targets (abbreviated) ²⁴	Midterm Level & Assessment	Rating	Justification
Project Objective ²⁵ To improve global ecosystem-based governance of Large Marine Ecosystems and their coasts by generating knowledge, building capacity, harnessing public and private partners, and supporting south-to-south learning and north-to-south learning. (equivalent to output in ATLAS)	NA	Multiple initiatives by numerous different organizations which support ecosystem-based approaches to the management of marine and coastal environment at different management and governance scales (and sectors), duplicates effort, wastes limited funding resources, and creates a drain on host nation staff time that can ultimately result in confusion and		A functional, fully-facilitated governance network of ecosystem based and learning practices for GEF IW LME and their coasts. Strengthen existing alliances and build new relationships at both the global and regional level to create a network of learning partners. The LME:LEARN will provide the opportunity to achieve coherence with partner initiatives, increase consistency in the advice provided to host States, improve performance of projects within the IW LME/ICM/MPA portfolio, and increase the achievement of ecosystem-based management.		S	<p>The LME:LEARN has advanced the development of tools and training modules to enhance governance of LMEs through the promotion best practices of ecosystem-based management. An integrated tool-kit, while slightly behind, is close to being developed incorporating Environmental economics analysis, stakeholder participation, LME Strategic Approach, LME Assessment (Scorecard), GEF LME project Toolkit, and Marine Spatial Planning. A separate tool-kit on LME Governance has been developed and is being peer-reviewed.</p> <p>Functioning Regional Networks have been established and have had input into tools and training materials, and received some training. Partnerships have been developed, including inclusion of the private sector in regional meetings.</p> <p>While more training was anticipated, the project is now poised to focus on scaling up dissemination of materials and training to develop capacity at the managerial and policy level.</p> <p>The LME:LEARN web-site is operational</p>

²² There were no "mid-term targets developed for outcomes in LME:LEARN - the column has been removed.²³ See LogFrame for full description of targets.²⁴ See LogFrame for full description of targets.²⁵ Objective (Atlas output) monitored quarterly ERBM and annually in APR/PIR

Project Strategy	Indicator	Baseline (abbreviated) ²³	Level at PIR	End of Project Targets (abbreviated) ²⁴	Midterm Level & Assessment	Rating	Justification
		hinder the progress in achieving ecosystem-based management and governance.					and seamlessly integrated with IW:LEARN as well as it GeoNode tool, and with the LME-Hub which show cases LMEs to broader audience. LME:LEARN has participated in global and regional conferences to promote the tools and project to a wider audience. LME:LEARN has integrated well with IW:LEARN to create synergistic benefits associated with the projects outcomes and goals.
Outcome 1 ²⁶ Global and regional network of partners to enhance ecosystem-based management and to provide support for the GEF-IW LME/ICM/MPA projects to address MPA needs and incorporate climate variability and change.	Enhanced network of partners working together to provide consistent management and ecosystem-based methods and technical support.	Best-practice EBM and governance techniques would not be captured or codified. States would not derive maximum benefits from the lessons learned over the past 15 years.	Steering Committee, established jointly with the IW: LEARN, and had met in 2016 and 2017. Technical working groups were established on Governance, Ecosystem Based Management and Data and Information Management.	Technical and Policy-level LME Governance project Steering Committee established. Technical Working Groups established to develop new LME governance tools in partnership with GEF-LME/ICM/MPA projects, and other marine and coastal initiatives		HS	A cohesive group of international partners has been established that in general functions in a collaborative and coordinated manner to achieve project objectives. The Technical Steering Committee has met annually and produced action oriented meeting reports. Terms of reference for steering committee members (Partner network) were developed, and responsibilities outlines in the inception report.
	Increased interaction between GEF- LME, MPA and ICM projects and other marine and coastal initiatives (globally).	States would not benefit from new tools to help embed ICM into the LME framework, to build adaptive institution and reduce vulnerability to climate variability and	Network of GEF LME/ICM/MPA/MSP projects and other initiatives has been established.	Established network (Community of Practice) of GEF IW LME and their coasts projects, and other marine and coastal initiatives supported by GEF and partner organizations.			The Global directory of LME/ICM/MPA projects, practitioners and institutions, including both GEF and No-GEF institutions and private sector is established and being expanded. Data entry portals have been completed and operating (marine.iwlearn.net) and has visualization tools in place.
	Increased collaboration and coordination between GEF-LME, ICM and		Network of GEF LME/ICM/MPA/MSP projects and other initiatives has been	Established network (Community of Practice) of GEF IW LME and their coasts projects, and			Regional networks have had meetings in Africa (August, 2017), LAC (October, 2017), and Asia (May 2018) and has included

²⁶ All outcomes monitored annually in the APR/PIR. It is highly recommended not to have more than 4 outcomes.

Project Strategy	Indicator	Baseline (abbreviated) ²³	Level at PIR	End of Project Targets (abbreviated) ²⁴	Midterm Level & Assessment	Rating	Justification
	MPA projects and partners, within the geographic boundaries of LMEs.	change, or to integrate actions with other transboundary water systems.	established & Establishment of Regional Networks	other marine and coastal initiatives supported by GEF and partner organizations – <i>Focus on regional networks that enhance collaboration within LME geographic region.</i>			participation of the private sector at the regional level. Additional activities of the regional networks include Lightning Chats which have increased over the course of the project by 33% in Africa, 51% in LAC and 47% in Asia. 3 of 10 Inter-project Collaboration Opportunity grants have been awarded with three more to follow shortly. These enhance the S-S learning and increase collaboration between institutions both within LMEs as well as between area.
	Progress towards fully integrated 'ridge to reef' EBM of freshwater and marine transboundary water systems, and enhanced coordination between GEF-IW surface, ground water and LME and ICM projects.		Establishment of three Regional Networks (Africa, Latin America and a Caribbean and Asia and Pacific). More than 100 participants attended 4 regional network meetings in 2016 and 2017.	Regional Networks established to enhance interactions and harmonization between GEF- LME, ICM and MPA and other GEF-IW transboundary surface and ground water projects. (jointly with IW:LEARN)			
Outcome 2 Synthesis and incorporation of knowledge into policy-making, capture of best LME governance practices, and development of new methods and tools to enhance the management effectiveness of	Innovative approaches captured and available for use by LME, MPA and ICM practitioners in LME governance.	LME governance would continue on an ad hoc basis without the benefit of experience sharing and the incorporation of best practices and shared data.	Significant progress has been made in developing 6 technical toolkits aimed at improving regional ocean governance. Working group on LME Governance has had several meetings. Toolkits presented to regional Networks and comments incorporated in drafts.	<i>An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance incorporating a series of validated tools on best practices supported by GEF and partner organizations, including new GEF6 requirements</i> <i>A toolkit for Governance mechanisms to cross GEF sectors.</i>		MU	Synthesis of knowledge and its promotion into policy is progressing, albeit slowly. Key partners have been identified and partnerships created to develop EBM tools on Environmental economics analysis, stakeholder participation, LME Strategic Approach, LME Assessment (Scorecard), GEF LME project Toolkit, and Marine Spatial Planning. 4 tools have been developed, and some have been showcased at the Asia regional meeting in Bangkok, May 2018. However, the EBM toolkit has not been released as expected as 2 tools need to be finalized. As the toolkit on EMB

Project Strategy	Indicator	Baseline (abbreviated) ²³	Level at PIR	End of Project Targets (abbreviated) ²⁴	Midterm Level & Assessment	Rating	Justification
LMEs and to incorporate ICM, MPAs and climate variability and change within the 5 LME modules.	<i>GEF LME/ICM/MPA projects are aware of and are using new tools to enhance the management effectiveness of LMEs</i>		Toolkits to be presented at 19 th LME Meeting (Nov 2017). WG on Data and Information Management established, and harmonizing several related activities. First publication presenting LME activities relevant for the implementation of the SDG14 has been published and presented during the New York Ocean Conference in June 2017.	<i>Toolkit is disseminated through the development of an on-line Toolkit brochure, online access to kits, and publications. Demonstration at partner meetings and other regional or global meetings, At least 5 IW Projects are using one or more of the tools .</i>			are still being developed no projects are yet able to use them. LME LEARN Governance Mechanisms Toolkit (Governance Handbook) was developed with cooperation of ICES and NOAA and involved 15 experts. The kit is completed and has been sent to IWFT for validation. The Toolkits and Governance Handbook will soon be available on the internet. The LME Strategic Approach Brochure, Video and Thumbdrive have been prepared, published and presented at i) Global Ocean Conference - SDG 14 (May, 2017) and ii) LME 19 (Cape Town, November 2017). LME/ IW environmental data management committee has been established and met in Oostende (April 2017). The Data Information Management training tools are behind schedule, but are soon to be developed, and training is planned for September & October 2018 and early 2019.
	Facilitate the exchange of experiences between LME's on data and information management issues, and promote the development of common data management approaches.			Establishment of an "LME/ IW environmental data management committee". <i>Training tools on information management are developed and training occurs for each of the regional networks.</i>			
Outcome 3 Capacity and partnership building through twinning and learning exchanges, workshops and training among LMEs and similar initiatives (e.g. Seascapes).	Increased collaboration and S-S learning exchanges between the GEF LME, MPA and ICM projects, and S-N partnerships with non-GEF marine and coastal initiatives (e.g. Seascapes)	Training within the LME/ICM/MPA projects provided on an ad-hoc and inequitable basis between regions, host States and stakeholders. Delivery of the individual projects delayed by lack of capacity and	The LME:LEARN website is functional. In Asia, the LME project's workshop was held and in Africa twenty odd projects participated in the Regional Network's meeting in Zanzibar. The guide on planning and implementing capacity development	Functional dialogue, project twinning, learning exchanges, and training workshops in ecosystem-based governance among GEF LME/ICM/MPA projects and other GEF and non-GEF funded marine and coastal initiatives, such as Seascapes, to build capacity and for portfolio learning.		S	The Internet portal to facilitate twinning and learning exchanges has been established on the IW:LEARN website (with links to LME:LEARN). The guide on planning and implementing capacity development is in draft form and is being peer-reviewed. It will be ready by July 2018. 4 of the 6 anticipated twinings have occurred through the Asian LME Symposium (April 2017); Gov of Mexico and Cuba (December 2017 and April 2018); EMIS and WACOM (March 2018); Parque Nacional Arrecifes de Cozumel and APFF Isla Cozumel with the Grenada Ridge to

Project Strategy	Indicator	Baseline (abbreviated) ²³	Level at PIR	End of Project Targets (abbreviated) ²⁴	Midterm Level & Assessment	Rating	Justification
	<i>GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based management and governance practices and priorities in GEF6</i>	availability of trained practitioners. Project costs increased due to the lack of easily accessible training and educational materials. Existing training materials prepared by learning partners not fully mobilized. No strategy in place to be able to train practitioners needed to scale up the Coordination of EBM and governance practices. Existing LME projects not able to build the capacity of participating countries. Reduced impact and the level of consistency in the achievable performance of the IW portfolio	is progressing and the first draft expected for 19th LME Annual Consultative meeting (Nov 2017). LME:LEARN organized a session on Engaging the private sector at World Ocean Council (Nov 2016), and a session on SDG 14 at Ocean Conference . Regional Network participants provided input for tool development	New training materials developed in collaboration with learning partners (e.g. IUCN, FAO, IOC, ICES, NOAA, IOI, Conservation International, UNU-INWEH) and through learning exchanges and workshops to address priority issues in GEF6 GEF LME/ICM/MPA practitioners fully trained in ecosystem-based governance techniques and approaches including adaptation to climatic variability and change.			Reef project. Further twinnings are anticipated including regional workshop with PERSGA and two from Asia stemming from the Pacific Regional Network Meeting (May 2018). Responding to requests from regional Network Meetings, training materials have been developed for on-line and face to face training in Governance, Marine Spatial Planning, and Economic Valuation. Completed twinning training materials. Face to Face training has been conducted in Economic Valuation at the Pacific Regional Network meeting (May 2018). An additional 7 trainings are planned for Africa, LAC and Asia. The online training modules will be executed via the Cap-Net Virtual Campus in August and September 2018. 4 GEF LME projects participated at the Global Ocean Conference (May 2018) related to SDG 14. Future participation is expected in the Fish Crime Symposium (Oct 2018); Our Oceans Conference (Oct 2018) and GFCM Fish Forum (Nov 2018). Participation helps highlight LME:LEARN and promote both S-S and S-N learning exchanges and partnering between GEF and Non-GEF initiatives.
Outcome 4 Communication, dissemination and outreach of GEF	Communication of results to stakeholders, increased awareness of LME issues and	The global awareness, impact, and legacy of the LME/ICM/MPA	All LME:LEARN activities are supported by tools such as operational LME:LEARN linked to	Global LME/ICM/MPA-communication platform linking GEF LME, ICM and MPA projects with		MS	The interactive LME:LEARN website is operational and linked to the Marine LME Hub site which showcases LMEs for consumption by a wide (non-technical) audience. On Oceans Day, June 2018,

Project Strategy	Indicator	Baseline (abbreviated) ²³	Level at PIR	End of Project Targets (abbreviated) ²⁴	Midterm Level & Assessment	Rating	Justification
LME/ICM/MPA project achievements and lessons learned	<p>engagement in networks through global and regional LME /COPs</p> <p>Strategy developed for showcasing LME and ICM assessment and governance best practices among project partners, stakeholders, resource managers, broader scientific community, government representatives, private companies, universities, schools and the public.</p> <p>Global policy discussions informed and impacted by knowledge and experience of GEF-ecosystem based LME/ICM/MPA vgoernance project</p>	projects amongst different stakeholder groups and partners would remain at current levels	<p>IW:LEARN.</p> <p>Publication of two Environmental Development Journal issues devoted to the LMEs. It has been printed in hundreds of copies and disseminated largely.</p> <p>Presentation of LME:LEARN at all relevant major events in 2016/2017 period, such as World Oceans Forum in Rotterdam, UN Oceans Conference to achieve SDG14 in New York, International Congress on Marine Protected Areas in Chile and others. These conferences were attended by hundreds of participants</p>	<p>other relevant initiatives</p> <p>Lessons from GEF ecosystem-based LME/ICM/MPA projects disseminated through IW:LEARN website, partners and project website.(1% of the overall budget will be spend on IW:Learn related activities)</p> <p>Publication of findings from LME/ICM/MPA projects in peer-reviewed scientific, coastal and ocean management journals.</p> <p>Participation of GEF ecosystem-based LME/ICM/MPA project staff and practitioners in regional and global conferences (e.g, Global Ocean Forum, ICES Science Conferences, etc.).</p>			<p>LME:LEARN released a Google Earth Voyager Story on Humpback whales in the context of Large Marine Ecosystems</p> <p>- A working group has been established to develop a strategy for showcasing LME, ICM, and MPA assessment and governance best practices and have met 3 times. However, the strategy is behind schedule in draft form and still being developed. The linked activity to showcase best practices is moving ahead. 1 of the 3 Regional science-to-management workshops was held and additional ones are expected for September and October, 2018. Unfortunately, the demand driven policy briefs on 9 topics are being schedule. None have been developed, and only 3 policy topics have been identified with input from projects. The PCU is pushing to have the policies finished by IWC9 (November 2018).</p> <p>-LME:LEARN supported publication of two Environmental Development Journal issues devoted to the LMEs. It has been printed in hundreds of copies and disseminated largely.</p> <p>-Biennial conferences on ecosystem management and ocean governance held.</p> <p>Project staff from LME/ICM/MPA have attended regional and global conferences and presented LME:LEARN and tools at global meetings including:</p> <p>--World Oceans Forum in Rotterdam,</p> <p>--UN Oceans Conference to achieve SDG14 in New York,</p> <p>--International Congress on Marine Protected Areas in Chile</p> <p>--19th LME Annual Consultative Meeting.</p>

4.2.2.2 *Barriers to Achieving Outputs*

Activities LME 1.2.3 (Expand to include non-GEF projects) and LME 1.2.4 (Training projects in using visualization) have no set targets and there has been relatively little progress in these activities to date.

Causes:

- i) Trainings under LME 1.2.4 are linked to IW:LEARN 1.1.6 & 1.5 which are lagging.
- ii) No targets were written into the project documents or developed in subsequent PSC meetings.

Recommended Actions:

- a. LME 1.2.4 should mirror IW 1.5, which has a target of 8 trainings for projects (however only 1 has been done to date). LME:LEARN should set a target of 4 trainings as suggested by the PCU and should be decided at the next PSC meeting.
- b. For Act LME1.2.3, work should continue to place non-GEF and private sector data on the web-site. A new target for how many projects should be proposed and decided at the next PSC meeting. At the very least any non-GEF project of private sector stakeholder that participates in regional meetings or workshops should have a link on the LME site.

Sub-component LME 2.1 (Production of EBM tools) and LME 2.3 (Dissemination of EBM tools) are behind schedule.

Causes

- i) There are 7 tools to be validated and not all the consultants have completed and validated the tools. The tools are to be an integrated a fully integrated and cross referenced.

Recommended Action

- a. Disseminate the completed tools as “Drafts” when they are ready to help develop momentum for the EBM tools and help field test them. Once all tools have been developed, fully integrate and reference them and release the final versions. Dissemination can be tagged to the Regional Network Meetings.

Sub-component LME 2.5 (Training tools developed for DIM & applied) is behind schedule.

Cause:

- i) The consultant hired to develop the tool had taken ill for an extended period.

Recommended Action

- a. Set a new accelerated timeline for completion with the consultant.

Sub-components LME 4.2 & 4.3 - Strategy to Showcase best practices is behind.

The strategy for showcasing best practices has not been finalized, the consultant has not been hired to assist projects with communication, and the anticipated policy briefs have been developed.

Cause

- i) In the case of the policy briefs, there has not been much response from the projects.
- ii) In the case of of the “strategy”, there is no specific identified cause, rather these activities seem to be behind due to workload.

Recommended Action

- a. PCU needs to focus on completion of Act LME 4.2 & 4.3 to ensure strategy can be implemented during the remainder of the project, and take particular advantage of IWC9 as a dissemination and training opportunity.

- b. Policy brief topics need to be defined through either through a last solicit of Projects using and on-line system (perhaps select 12 topics and have them rank the top 5) and/or ii) have the PCU decide the remaining with input from the PSC as to which are the most appropriate briefs.

Recommendation 2b: The PCU and Inter-Agency Forum should review the recommended actions in section 4.2.2.2 to advance activities that are lagging. In particular: emphasize inclusion of the private sector in the LME:LEARN web; disseminate the EBM tools as they become available and integrate them when all are available; select a new accelerated timeline for DIM activities, emphasize the “Showcase of best LME practices” and take advantage of IWC9 as a dissemination and training opportunity.

4.3 Project Implementation and Adaptive Management

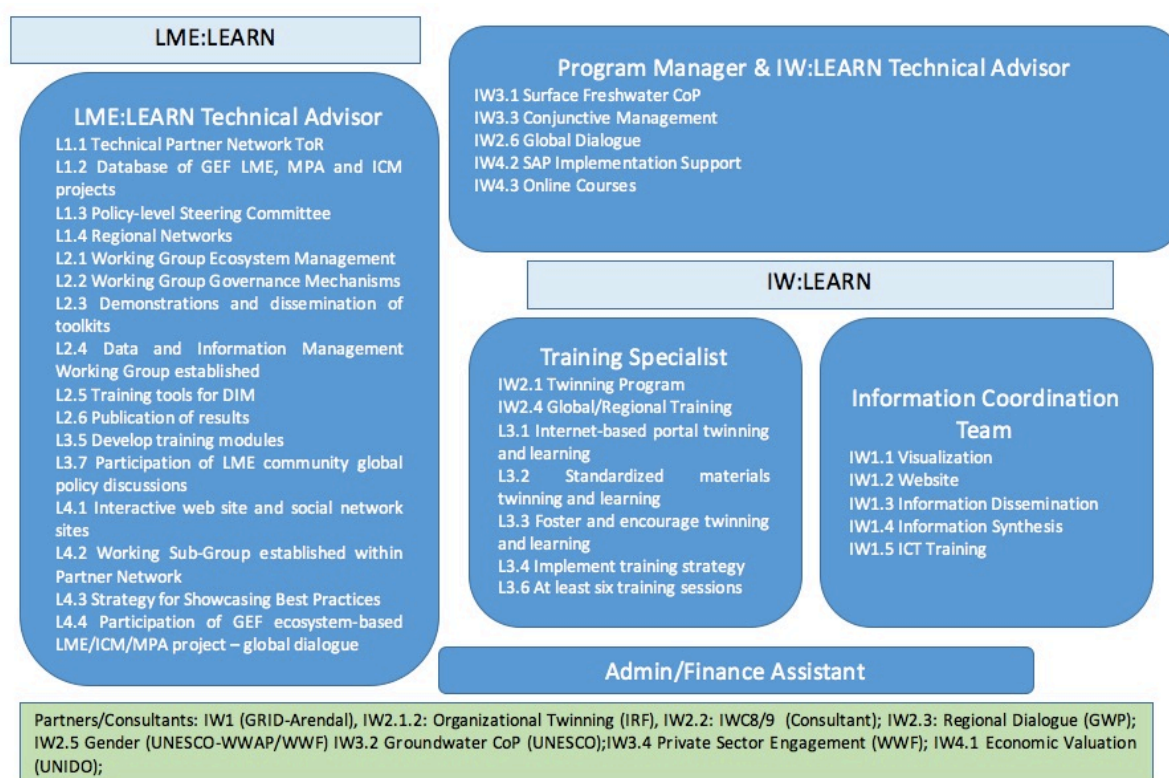
Overall the Project Management and adaptive Management for IW:LEARN and LME:LEARN was found to be **“Satisfactory”**

4.3.1 Management Arrangements:

The management arrangements were found to be **“Moderately Satisfactory”**.

The joint project management arrangements were defined in the both the IW and LME Project Document, with detailed Terms of Reference for the various roles and responsibilities. The project documents define clearly the linkages between the various activities between IW and LME: LEARN (Figure 6).

Figure 6: Co-ordination and Management LME:LEARN and IW:LEARN



The Project document also explain the Project Coordinating Unit and its staff, Implementing Agency component responsibilities, the IWL Steering Committee, the Inter-Agency Forum, the GEF-IW Task Force, Technical Advisory Group and the roles and responsibility of the Project Partners (Figure 2).

Under IW:LEARN, UNDP and UNEP served as dual implementing agencies. UNDP is responsible for project components 2 – 5 (5 being project management). UNDP also assumes responsibility for the Monitoring and Evaluation function (including this Mid-term Evaluation). UNEP is responsible for Component 1. Both UNDP and UNEP were responsible for supporting their executing agencies within the PCU, UNESCO-OIC and GRID-Arendal respectively (Figure 2). In general, both UNDP and UNEP appear to have performed their implementing responsibilities in accordance with expected practice. However, discussions with interviewees indicate that there could be greater engagement within the Inter-Agency Forum to help coordination within the different arms of the PCU and in providing support when soliciting input from projects.

It should be noted that UNEP provided significant co-financing for IWLEARN, especially during the long transition period preceding commencement of IW:LEARN 4 in terms of housing the web-site and maintaining key staff members.

The dual implementation arrangement has an historical context having been in place since IW:LEARN 2.²⁷ This review echoes the sentiments of previous evaluations in that the dual IA structure creates complexity increasing the risk of inefficiencies in project delivery and possibly in

²⁷ Dual implementation has been consistently raised as an issue of concern by evaluators since IWL2. Such concern involves the redundancy in project proposal preparation from more than one Implementing Agency; adds costs to the GEF in terms of staff time to review and comment, fees, and also involves multiple reporting to the GEF; redundant or decentralized management of project resources by a single executing entity, increasing the transaction costs for the PCU by having to work with different administrative systems with varying documentation and timelines, submission requirements; different management styles of the two IAs had some impact on decisions concerning various deliverables, and bottlenecks with communication internally (a daily limited time window separated by seven time zones affects operational efficiency and thus results in transaction costs in coordinating various tasks). While no single issue predominated, in sum the redundancies and bottlenecks did impact some aspects of project execution.

achieving desired outcomes. That said, there are benefits of this arrangement in terms of integrating the oversight and experience of the two primary UN agencies addressing international water issues. This is particularly true in terms of advancing the products and achievement made by IW:LEARN into both GEF and non-GEF projects to ultimately achieve the project outcomes. Moreover, the long history of working together has allowed deep relationships between individuals at all levels allowing for functional management. So, increased in management complexity may be balanced by improved promotion of outcomes and uptake by projects.

Also, noted by this review and previous evaluations,²⁸ is that the dual implementing arrangements place additional administrative loads on the PCU. This should be taken into consideration in finalizing this project and when developing any future projects. Moreover, in this particular set of joint projects, there are some 18 different partners to manage and communication with. This requires a significant level of administration which was not adequately accounted for in the project design. A junior staff member of the IOC-PCU was hired to assist with communications and administration to help remedy this.

This issue can affect project outcomes in terms of the time spent by the PCU in dealing with administrative issues as opposed to substantive issues. The IW:LEARN pro-doc indicates that “A significant part of the project manager’s time should be focused on using knowledge to review, anticipate, and transform Knowledge content, and push this towards the proper strategy...”. Despite this, a large amount of PM time is spent on administration and coordination of partners and activities resulting in less time available for knowledge management activities. In future projects, sufficient resources should be placed in the PCU taking into consideration both the nature of the dual implementing agencies (and split PCU support) and the number of project partners involved.

Recommendation 4: Efforts should be made to increase the level of support for the PCU to meet administrative duties though additional staffing as required and consider shifting more official administrative responsibility to the LME Technical Advisor for management of the LME project.

The project has been run with a good degree of flexibility and adaptability at all levels allowing for improved efficiency as circumstances change. For example:

- i) At the project level: Having the entire LME project postpone inception to coincide with IW:LEARN
- ii) At the management level: flexibility to initiate the project without the fully envisioned PCU team members. The Training and twinning specialist was only hired in the second year of the project.
- iii) At the activity level: displays good abilities to shift to needs and circumstances. Such as: LME Act 1.1.3 shifted from global level workshops to regional ones which were more relevant to engage the private sector. LME 1.4 - in conducting regional networks envisioned webinars were replaced by “lighting chats” to test the various different methods of using technology to access the project staff and practitioners; LME 3.5 and 3.6 where modules and trainings on “strategic, stakeholder participation and scorecards” were dropped based on the feedback at the regional network meetings, and additional focus given to MSP, Economic Valuation and Governance;

4.3.2 Work Planning:

The work planning is “**Satisfactory**”

²⁸ See both the Mid-term Review and Terminal Evaluation for IW:LEARN 3.

There was a significant gap between the approval of IW:LEARN 4 in May 2014 and its CEO endorsement in March, 2016. It is not clear why there was a 20 month period between approval and endorsement. LME:LEARN was approved in April 2013 and received CEO Endorsement in March 2015. It delayed its commencement to coincide with IW:LEARN in March 2016 to help ensure greater integration between the project and support for outcomes.

Annual planning is results based in which each activity has targeted outputs. These targets are the principle basis for reporting. As the project strategy and Log Frame relate the activities to the outcomes the activity outputs are used to help gauge achievement of outcomes along with the specific outcome targets themselves.

Adjustments to documents and planning are reviewed and conducted in the PSC meetings. For example, IWL Activity 1.2.3: “Introduction of Aspect-Based Navigation” was incorporated into IW:LEARN Activity 1.2.1: “Enhancement of the IW:LEARN net website functionality and design”. Likewise, changes to indicators and targets have also been made at PSC meetings.

4.3.3 Finance and co-finance:

The Finance and co-finance is “**Moderately Satisfactory**”

Project Financing

No financial audit was conducted as part of this audit. The Financial summaries reviewed were supplied by UNEP and the PCU. The project appears to have applied standard and appropriate financial practices of review and monitoring. Financial changes to the budget have been approved by the PSC. For example, several alterations were suggested and approved of in the inception report.

As 30 June 2018 both IW and LME LEARN projects have been operational for 28 months representing 58% and 77% of the project time, respectively. The Cumulative GEF disbursement at this stage was 55% and 57% for IW and LME LEARN, respectively. This indicates that IW:LEARN is fairly well in line with its annual plans, taking into account more upfront effort was anticipated in relation to the web development. LME:LEARN, on the other hand, is well below its anticipated expenditures for this stage of the project.

The controls in place for the project are in line with UNESCO and UNDP rules. The controls in place have, however, created a system where up to 12 people across the two organisations are needed to approve annual budgeting and the release of funds. The PCU and implementing agencies have worked to help translation between the UNDP ATLAS accounting system and UNESCO’s SOAM accounting systems. The administrative arm of the PCU is working hard to ensure smooth transitions between the systems and facilitate budget approvals. Nevertheless, in the first couple of years of the project these factors have created some delays in the delivery of activities both undertaken by the PCU as well as those associated with partners. For example, some partners did not receive contracts for activities to be undertaken in 2018 until 1 June 2018.²⁹ In some cases this did not affect activities as partners were able to support activities, while in other cases work was suspended until a contract was in place (See Act L-2.1.2 and L-2.1.4).

Recommendation 5:	Continue to seek efficiencies in budgeting, approvals and reporting. Consider: continue aligning contracts with annual reporting (contracts should conclude by mid-December to allow for proper budgeting and planning for the subsequent year); assess if number of persons involved in approving budgets can be reduced, etc., streamlined, in accordance with the
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²⁹ Conservation International and the IUCN noted their contracts were not in place until 1 June 2018.

principle of subsidiarity; the Inter-Agency Forum should review the co-financing reporting and encourage all partners to review and report their cash and in-kind contributions to determine what actual co-financing levels are.

Co-financing

In general, there is a good level of co-financing pledged for each of the projects. The GEF to co-finance ratio for IW:LEARN and LME:LEARN is 1:2.5 and 1:3.5, respectively. Table 10 and Table 11 show the summary of co-financing levels as reported at the PSC Meeting in April 2018, and updated through correspondence with UNEP and other partners. There have been some significant alterations in the co-financing levels since the inception. Both projects have been able to garner additional co-financing. IW:LEARN has increased by as much as US\$83,000, mostly in-kind related to participation of organisations in activities. Moreover, GWP has increased its in-kind contributions and has already reported US\$5,917,390, exceeding its total pledged contribution by USD\$2,587,390. This is primarily due to increased activities associated with supporting regional dialogues. LME:LEARN has received cash contributions of US\$ 200,000 from NOAA, primarily for direct support to the PCU.

However, there has also been some significant reductions in pledged co-financing. Much of the US\$5,046,576 co-financing was estimated based on potential engagements related to a NOAA climate buoy array with an LME project that was moving into its SAP phase. However, the LME project did not move into its SAP phase, and so the co-financing is markedly less. There remains co-financing associated with NOAA's participation in activities, such as the LME Governance Tool and associated MOOC. So far they have reported US\$245,000 for LME and US\$135,000 for IW associated with staff time and travel.

At the time of the writing of this report Co-financing levels were assessed at 66% for IW:LEARN, in large part due to the high level reported by GWP; and 19%³⁰ for LME:LEARN.

In general, the partner reporting on co-financing is poor. With the exception of GWP, UNECE, GRID, UNIDO, UNESCO-WWAP and CI (in the LME:LEARN) the reported co-financing is well below the expected 50% mark for this stage of the projects. Indeed, with the closure of LME still scheduled for March 2018, the reported co-financing is markedly low. Most of this is due to lack of reporting as opposed to lack of effort and activity. Clearly, meetings are being held, products are being developed, twinning is occurring etc. For example, the UNDP has not reported any co-financing in either project; and IUCN, has not reported on its activities in LME:LEARN or the development of the LESC in IW:LEARN.

Other reasons for the lower than expected reporting may have been due to an over-estimation of effort or some anticipated activities not being conducted. The change of NOAA contribution being an example of the latter. In the case of ICES, however, reporting is up to date and amounts to just under US\$ 1M based on staff time, travel, hosting meetings, amongst others. It is unlikely that they will conduct activities which will result in US\$2.3 M over the final year. This may be similar to other agencies which have been reporting, but are below the expected level at the mid-term.

The importance of correct accounting for co-financing cannot be underscored enough. It is one of the basic requirements for GEF to grant funds. It will be critically important for the PCU to determine actual co-financing to help develop a realistic picture of co-financing for the terminal evaluation as well as providing a basis for GEF to consider any future IW:LEARN project.

³⁰ Note this is based on the revised total co-financing based on input from NOAA (June, 2018).

Recommendation 6:	Review the Co-financing commitments and contributions to determine the actual co-financing levels for both IW:LEARN and LME:LEARN. This should be ideally be done for the PIR 2018.
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Table 10: Summary of Co-Financing for IW:LEARN (reported and updated from partner input – Green indicated new sources, red are changes from April 2018 report)

partner	Amount	type	% total	2016 Cofinance Recorded	2017 Cofinance Recorded	2018 Cofinance Recorded	Total Co-financing Recorded	% of Pledge Received	Notes
GWP	3330000	in-kind	27%	2850020	3067369		5917390	178%	
ICPDR	212000	in-kind	2%	2000	5500	2000	9500	4%	
UNIDO	1860000	in-kind	15%	425250	235,000		660250	35%	
UNECE	300000	cash	2%	200000			200000	67%	
	200000	in-kind	2%		200000		200000	100%	
WWF	375000	in-kind	3%				0		
UNESCO (IHP)	250000	in-kind	2%	24500			24500	10%	
UNEP	2066526	in-kind	17%		468,900 666,900		468900	23%	
	170000	in-cash	1%				0		
UNEP GRID-Arendal	250000	in-cash	2%	50,693	33808	65317	149818	60%	PCU involvement
UNEP DHI	600000	in-kind	5%				0	0%	
		cash			800		800		
UNDP	1,670,000	cash	14%				0	0%	various activities
IRF	133,790	in-kind/cash	1%			24900	24900	19%	Twinning
WMO		in-kind			3036.65		3036.65		2.1 twinning related
AECID			0.2%		19544		19544		2.4 Training
UNESCO (WWAP)	210,000	in-kind	2%		75000		75000	36%	2.5 Gender
IUCN	220,000	in-kind	2%				0	0%	LESC
		in-kind	0.4%		40000		40000		Benefit sharing
TNC	95,000	in-kind	1%		25538.19		25538.19	27%	Green infrastructure
CI	210,000	in-kind	2%				0	0%	3.3 Source to Sea

partner	Amount	type	% total	2016 Cofinance Recorded	2017 Cofinance Recorded	2018 Cofinance Recorded	Total Co-financing Recorded	% of Pledge Received	Notes
NOAA		in-kind	1%		134000		134000		New - 4.3 LME MOOC
UCT		in-kind	0%		15000		15000		New - i4.3 LME MOOC
	12,152,316		100%	3552463	4521496	92217	8166177	67%	

Table 11: Summary of Co-financing for LME:LEARN (reported and updated from partner input – Green indicated new sources, red are changes from April 2018 report)

Partner	Amount	type	% total	2016 Cofinance Recorded	2017 Cofinance Recorded	Total Co-financing Recorded	% of Pledge Received	Notes
NOAA	5046576 245000	in-kind	3%		245000	245000	100%	Based on reported to date for staff time and travel.
NOAA	200000	cash	2%	100,000	100,000	200000	100%	Additional mobilized after commencement of the project.
UNESCO-IOC	1730500	in-kind	20%			0	0	
IUCN	950000	in-kind	11%			0	0	
UNDP	1800000	in-kind	21%			0	0	
ICES	3354524	in-kind	39%	208427	744438	952865	28%	
CI	373000	in-kind	4%		242773	242773	65%	
Total	13,254,600 8,662,024		100%	308426.83	1332210.81	1640637.64	19%	

4.3.4 Project-level Monitoring and Evaluation Systems:

Overall the design and implementation of the monitoring and evaluation system is considered **“Highly Satisfactory”**.

The reporting and monitoring is being conducted as per outlined in the project documents, which is consistent with the GEF and Implementing Agencies M&E policies. With a similar management structure both projects are using the effective reporting mechanisms, such as the GEF Progress Tracker and the annual PIR reports. These documents, along with the annual workplans (and output targets) provide sufficient information to monitor the progress of the projects.

Engagement of the project partners is principally through the inception meeting in March 2016, and Project Steering Committee meetings, which have been held June 2017 (Washington DC), April 2018 (Athens).

Both projects have sufficient budgets in place to conduct the envisioned monitoring (reporting, PIR etc) and evaluations (Mid-term and Terminal). IWL:LEARN has indicated US\$80,000 and LME:LEARN has budgeted US\$40,000 for evaluations with monitoring and reporting rolled up in project management. Both have budgeted for mid-term and terminal evaluations, while in the case of the mid-term review this was a joint review. The terminal evaluations will need to be conducted separately.

4.3.5 Stakeholder Engagement:

The stakeholder engagement has been **“Highly satisfactory”**. All the stakeholder partners interviewed noted that they have been well represented and engaged in both the design and monitoring of the project, through inclusion at the PSC meetings and through email correspondence. Project managers interviewed noted that there is generally an on going dialogue with IW:LEARN/LME:LEARN, particularly through regional meetings and the IWC events, where they have opportunity for input. Moreover, during the project preparation stage, “different studies (such as the GEF IW portfolio mapping, needs capacity assessment) and negotiations among partners placed an emphasis on overarching themes for attention by the GEF IW community in line with ecosystem management for entire watersheds/basins.- illustrating a demand driven approach to developing the project”. During project implementation effort has been made to ensure “demand driven” products and training. For example, Under LME Sub-component 3.6 trainings have focussed on Economic Valuation, Ocean Governance, Marine Spatial Planning; while trainings on “stakeholder participation and scorecards” were dropped based on the feedback at the regional network meetings. It is, however, acknowledged that the marine community would still benefit from the toolkits which specifically address stakeholder participation and scorecards, and these continue to be developed as part of the integrated EMB toolkit.

4.3.6 Reporting:

The reporting for the project is **“Satisfactory”** and has been followed as laid out in the both the Monitoring and Evaluations plans in the Project Documents. Discussions with implementing agencies and the GEF indicate there is no concern regarding reporting from the Project, other than with respect to co-financing as previously discussed. The Progress Tracker, Annual PIR, PSC reports (detailing actions and decisions) are all being completed at the appropriate stages. Any changes to workplan, hiring of staff, alterations to the budget, amongst other are easily identified document by use of crossing out in red the altered text, numbers etc.

While reporting is generally good, there is concern that some of the indicators and targets developed were either difficult to find information on, did not have succinct targets, or did not follow the SMART criteria as discussed in the section on the Log Framework. For example, many of the web-use indicators in Component 1, were not reported on in the 2017 PIR suggesting at that stage that these were not appropriate. As noted by the PSC several of these needed updating and modification. Also, unlike IW:LEARN, LME:LEARN did not provide mid-term targets for outputs, which would have assisted in assessing the level of achievement at the mid-term against an expected level.

4.3.7 Communications:

Based on discussions with various stakeholders, the internal project communication with most stakeholders has generally been effective. As previously noted, some increased coordination within the Inter-Agency Forum would be beneficial to enhance project management and delivery. Most stakeholders interviewed felt that there were good lines of communication with the PCU and that the PCU was responsive “considering the size and scope of the projects”. Several people commented that it would be beneficial to have some additional reporting associated with the broad development of the projects as opposed to only a review at SPC meetings or the PIR. Different partners are interested to know how the projects are doing overall.

The twin IW:LEARN and LME:LEARN projects have brought together an impressive group of development partners resulting in new partnerships that will undoubtedly be sustained past the duration of the projects.

The importance of having this network of partners develop comprehensive sets of management tools to address ecosystem based management challenges in international waters is significant. Over the past decades various groups and agencies have developed pieces of the puzzle often independently. This effort to bring the best of many of those pieces together in an integrated way is a significant step in addressing the capacity gaps that exist in many regions of the globe. As with previous IW:LEARN projects, the forum of including marine, surface-water, and groundwater projects together is essential to addressing many of the interconnected challenges facing governments, decision makers and managers. As our science and understanding increases around the complexities associated with international water resources, and the ecosystems and species therein, greater attention will be needed on developing conjunctive management frameworks and Source to Sea approaches to resource use. The GEF, with its 25 years of experience in all aspects of international waters is formidable repository of information and while IW:LEARN continues to successfully mine the wealth of knowledge and experience within, it has also looked to exchange, share, and learn from non-GEF players. In particular, the private sector is a key player in helping to address the challenges we are facing both now and in the future. The expertise that IW:LEARN has developed on identifying and filling capacity gaps through web-based information exchange, tool kit and best practices, and promoting relationship building and learning through face to face interactions will go far to strengthen knowledge management in order to improve the effectiveness of both GEF and partner projects to deliver tangible results and increase investments in the sustainable and equitable management of international waters.

4.4 Sustainability

The overall rating on sustainability is assessed as “**Moderately Likely**”.

Sustaining IW:LEARN and LME:LEARN outcome goals requires continual support to GEF IW and Non GEF projects. At this stage, while much advancement has been made to create partnerships and some activities will continue through project partners, the continual support GEF IW and Non GEF projects through a comprehensive mechanism such as IW:LEARN is not assured beyond the life of the projects. The expectation of IW:LEARN 4 was that “*the sustainability plan concepts developed by*

the previous phases' partners will be both replicated with the partners (both new and previous) in this project and the progress of the previous sustainability plans will be assessed. This will form the basis of a project Exit Strategy and will indicate how the actions of the project (including the website) can be sustained post-project". Emphasis should therefore be placed in the next two years on developing the "Exit Strategy" which is should be incorporated as part of an overall "strategic direction" for IW:LEARN.

Recommendation 7:

The "Exit Strategy" for IW:LEARN should be initiated soon allowing time for it to inform the next phase. It should clearly lay out how the web-infrastructure during this phase will be maintained. Consideration should be given to expanding the Exit Strategy to conduct a "Strategic Direction" outlining IW:LEARN core activities that are ongoing and require foundational support, and peripheral activities that may have 3-4 year time lines and can be expanded and contracted as appropriate.

The risks identified in the project documents remain salient. While the operational complexity of the project was to be mitigated by clear roles and responsibilities, it has also demanded increased communication. The risk that was identified relating to the lack of input from projects remains particularly relevant as indicated from this review, but also previous reviews under IW:LEARN3. The mid-term evaluation noted part of the difficulty to engage projects and develop effective Communities of Practice *"may, in part, be owing to shortcomings in the ICT platform, [but] it seems to be largely because Project Managers do not feel there is sufficient benefit from participation such that they are willing to allocate their time which is in constant demand from immediate project exigencies"*.

Having projects particularly active in IW:LEARN-LME:LEARN is essential to achieve the outcomes of the project, and in particular to promote replicability of good practices. There is therefore an ongoing problem associated with drawing projects into the project so that they can reap the benefits of doing so. Engaging the projects to ensure the knowledge is replicated and sustained in the field will require more innovative processes to be developed. The survey from Project Managers ([Annex M](#)) indicates that they are neutral towards the website in terms of supporting project goals, versus the face-to-face engagements (twinings, regional meetings, IWC) and tools (tool kits and manuals) which have were found to be very useful. This phase of IW:LEARN has substantially upgraded and improved the web-based platform, particularly in-terms of visualization. It now needs to focus on having the right information on it and disseminating it to the relevant projects and stakeholders.

Dissemination of the tools and the information will therefore be critical in the next portion of the project to ensure uptake by the IW projects and thus promoting sustainability of the outcomes in the future.

4.4.1 Financial risks to sustainability:

The projects have encouraged financial sustainability to the extent they can, and it is assessed as **"Moderately Unlikely"**. The financial risks to the sustainability of the projects vary depending on the activity. While each of the IW:LEARN and LME:LEARN partners have provided sustainability plans as part of the agreements, these are dependent upon their own resources and interests. To the extent that project partners will maintain relationships developed during the projects, use and disseminate tool kits and knowledge, engage in twinings and enhance regional networks and CoPs within the context of GEF IW projects will depend largely on how well they align with each of the partners' interests. It was made clear at the PSC meeting (April 2018) and afterwards, that many of the partners are going to continue to work with GEF –IW projects as their own activities continue and advance.

That said, there is will not be the focus on GEF, and thus as noted in the terminal evaluation of IW:LEARN:

“The fact remains that given the degree to which IW:LEARN serves the GEF and its Secretariat, by providing the IW portfolios knowledgebase and serving to help coordinate the biennial International Waters Conference, a significant amount of time and energy from IWL obviously goes to serve such commitments. Therefore, current sustainability for IW:LEARN remains highly dependent upon the GEF and this will remain true for any subsequent project in the near term.”

This is particularly true with the web-based platforms. While discussions with project partners have indicated a willingness to “house” the platforms for “a period”, they do not anticipated that they would maintain them, populate with information and in general keep them active for any length of time post IW:LEARN 4 and LME:LEARN. Indeed, this is one of the challenges that IW:LEARN needs to address in the future: which is how far it expands away from being a GEF focused entity, and thus have its activities more easily adopted by partners (which would necessarily dilute the focus and support to GEF IW projects) or maintain its core focus on the GEF IW portfolio and maintain partial interest from other partners. For example, the IW:LEARN web site is geared towards providing information about TDA and SAP processes, project data, amongst others. No other entity or partner has this specific focus that covers all of the GEF IW projects.

4.4.2 Socio-economic risks to sustainability:

There are no socio-economic risks to the sustainability of the project, as the project fundamentally is enhancing and supporting other IW projects to manage resources with an ecosystem based approach that promotes sustainability. In this regard, they promote better governance, including the importance of gender mainstream which has been delivered highly successfully during the IW:LEARN project to date. This element is considered as **“Likely”**.

4.4.3 Institutional Framework and Governance risks to sustainability:

The Institutional Framework and Governance risks to sustainability of maintaining the project’s outcome goals requires continual support to GEF IW and Non GEF projects. This continual support through a well-defined and comprehensive mechanism such as IW:LEARN is not assured at this point and thus it is considered **“Moderately Unlikely”**. For example, with the LME:LEARN set to close in 10 months time, there is no specific mechanism to continue support to IW projects, other than continuing support through IW:LEARN for its remaining two years.

The Institutional Framework and Governance risks associated with national governments and regional entities adopting arrangements have been addressed by IW:LEARN/LME:LEARN in terms of enhancing the capacity of IW projects and their respective governments to develop sustainable institutional arrangements. The development and promotion of the LME Governance tool kit, the various tool kits dealing with nexus, climate change, economic valuation, amongst others, are all promoting more robust governance of IW resources. In this regard the projects are considered **“Satisfactory”**.

However, the institutional risks to IW:LEARN/LME:LEARN institutional sustainability stems from a similar risk associated with the financial sustainability. That being the interest of the GEF and its Secretariat to continue to promote and support the IW portfolio through the entity of IW:LEARN. GEF provides the secretariats for the biodiversity convention, the convention on climate change, and several pollution conventions,³¹ however, there is no permanent mechanism within GEF to support International Waters to the same degree no global water or ocean convention is housed in GEF. Nevertheless, IW:LEARN /LME:LEARN acts, for all intents and purposes, as a secretariat for the GEF

³¹ GEF provides the financial mechanism for Convention on Biological Diversity, The Framework Convention on Climate Change, Stockholm Convention on POPs, Minamata Convention on Mercury.

IW portfolio, particularly with its bi-annual IWC conferences. While it may not be possible to create a permanent IW:LEARN, such as exists for climate change, the continued project turnover that occurs every four years, does not promote the continuity that is needed to ensure greater achievements of the long-term outcomes. Indeed, as noted the nearly 20 month hiatus between IW:LEARN 3 and IW:LEARN 4 had impacts on how support was given to IW projects, the interest in the web-based platforms, and the uptake of tools. Having reached this stage in its development, IW:LEARN consideration should be given to taking a retroactive look at its key achievements, and determine where its strategic advantage lies for the future such that at least its core activities can become a “standard” element of future projects and receive longer term funding. On to these core activities additional projects could be added to such as new tool kits, or the revision of tool kits, the development of specific MOOCs, or promotion of regional dialogues in specific geographical areas, amongst others.

In assessing its strategic advantage, consideration should be given to IW:LEARN/LME:LEARN ability to become the “go-to” repository for countries assessing and monitoring SDG 6.5. It should give thought to assessing some of the indicators associated with these goals through a retro-active analysis of its collective work to date. The LME component, could likewise, see how it may assist in advancing understanding around SDG 14, although there are no specific targets associated with co-operation of transboundary marine areas or LMEs.

4.4.4 Environmental risks to sustainability:

The tools and knowledge exchange platforms developed and promoted in the projects, such as the EBM tool kit, or Climate Change impacts, green infrastructure, amongst others, deal directly with addressing environmental risk in IW project implementation. As capacity building and knowledge sharing projects, IW:LEARN and LME:LEARN are themselves not engaged with on the ground activities such as SAP implementation, amongst others. This assessment of how environmental risks to sustainability have been addressed is “**Likely**”.

5 Conclusions & Recommendations

Overall this Mid-term Review concludes that the twin IW:LEARN and LME:LEARN projects have been adequately designed and so far satisfactorily implemented and executed. Based on the review of documents and interviews conducted during the MTR, it is obvious that IW:LEARN and LME:LEARN are very complex involving 17 partners and conducting 60 separate activities, many of which intersect between projects. This level of complexity requires a high level of coordination and commitment from all partners and would indicate a higher level of risk regarding realizing outputs and achieving desired outcomes. Nevertheless, the review to date reveals an impressive amount of substantive work, reporting and monitoring has been conducted by the PCU and its partners in the first two years. The projects have advanced an array of activities and coordinated these well between IW:LEARN and LME:LEARN to develop synergistic benefits to stakeholders. Over the course of the project people have forged working relationships and partnerships some of which are likely to endure beyond the termination of the project.

That said, while the projects have achieved much, some areas require significant attention to ensure that the projects’ outputs have time to achieve the desired outcomes anticipated for the projects. While, for the most part, the web-infrastructure exists more work is needed to populate and upgrade the information. Much of this will need to come from the projects where concerted effort is needed to engage with them, both on their web-site to ensure compatibility as well as regarding project data, newsletters and experience notes. Work is likewise needed to develop synthesis documents related best practices and to finalize and disseminate the marine EBM toolkit. The guidance document and training materials for DIM need particular focus if they are to have an effect during the next 9 months of LME. Likewise, the groundwater community of practice needs to be initiated soon to have an impact.

The closure of LME:LEARN in 9 months poses an interesting issue, in that it is not entirely clear how its activities will be rolled into IW:LEARN for its remaining year when activities such as renewal applications, project closure and the terminal evaluation will be added to its existing activities.

The Project Manager survey, while short, revealed some interesting perspectives. The form was filled out by 24 managers (30% of those surveyed) ranging from very new to those with experience spanning 10 years. Few found the web-site very useful in terms of supporting individual project outcomes, while some found it “unhelpful” or rarely used it to find information. Overall there was a “neutral” attitude towards it. The conferences, twinning, regional meetings were felt overall to be “very useful” in supporting project goals and outcomes. The face-to-face interaction seems essential to helping to develop CoPs and maintaining a sense of family. Over 90% of projects applied changes to approaches in management following the IWC8 conference. The interactions between projects are the foundation of the IW:LEARN and its capacity building efforts. Likewise, the products, manuals, toolkits, and other resources IW:LEARN produces were also rated very useful by project managers. The effort placed on bringing relevant experts, organizations and institutions together to develop these learning references is appreciated by those doing the practical work on the ground.

It is not entirely clear how the activities promoting capacity building will be maintained after the project closes. Some activities will likely be assumed by project partners that are within their mandate and interest. This will be made more clear with the creation of an Exit Strategy. Nevertheless, with only approximately 9 months left in the project to complete tool kits and policy briefs, disseminate them, and support their uptake and integration by projects consideration should be given to extending the project out to coincide with closure alongside IW:LEARN. The benefits are that there will be ample time to ensure uptake and integration of tools by projects and will help relieve the additional stress put on the PCU during its final year which involve activities such as developing an exit strategy, closure of the project and preparing for a new phase of IW:LEARN. Furthermore, having developed the training tools and EMB and governance tool kits, it would be worthwhile to develop some additional dissemination and training event if additional partner funding can be obtained. It would also further take advantage of the network of development partners, further solidify relationships, and, if necessary, provide all the co-financing partners the opportunity to expend their in-kind contributions.

The twin projects have a total of 17 different project partners involved in the design and delivery which has created a complex structure. When the exit strategy is developed some consideration should be given to helping define partners and consultants. As partners would be those more invested in the project and thus in maintaining and supporting outcomes post project. This phase of IW:LEARN provides the opportunity to review partnerships and how they can assist with project sustainability.

One of the key challenges facing IW:LEARN will be to determine its future direction and core activities having scaled up its scope beyond the GEF IW portfolio during the first two years. The Manager Survey was did not indicate a clear area where IW:LEARN could be improved or focused upon. Interviews with managers and others did note that there is a concern that the number of partners may result in a dilution of concentration on serving IW projects and the scope of the audience that IW:LEARN serves may become overly large. A re-focus of definition may be needed for the next phase. Also, in moving forward consideration should be given to creating different faces of the web-sites for different audiences expanding upon the model developed between LME:LEARN and the LME-hub.

Recommendations stemming from the MTR are as follows:

- 1 The PCU should apply the PSC recommended changes and review the suggested changes related to the indicators and targets for the Results Frameworks, particularly for LME:LEARN. A list of proposed changes should be circulated to the PSC and changes made in time for the next reporting period (if possible these should be applied to the 2018 PIR). In particular, indicators associated with web use under IW 1.2 should be monitored for the duration of the project and realistic targets developed for the next phase of IW:LEARN.

Old	Proposed
<p>IW: Project Objective indicators “Increasing number of IW projects delivering improved P, SR or ES/SE performance and attributing (through surveys) achievement to IW:LEARN supported activities/information”. &</p> <p>“Increasing number of projects deliver an exit strategy with sustainable financing indicating lessons/experiences facilitated by IW:LEARN”</p>	<p>Replace or remove these indicators as: There is limited means to access improved P, SR or ES/SE performance measures, only recently is there the ability to access Tracking Tool Data consecutively. Moreover, the performance measures may not adequately reflect IW:LEARN activities –they are geared for on-the ground projects. IW:LEARN activity summaries do indicate improved project performance as a result of participation in IW:LEARN activities; and,</p> <p>There is no means to systematically assess project exit strategies.</p>
<p>IW Sub-component 1.1 “% of existing IW and % of new projects utilize IWL recommended approaches to visualization” & “% projects utilizing the IW:LEARN Website toolkit or offering websites consistent with ILW guidelines</p>	<p>Combine them to have ““% projects offering websites consistent with IWL guidelines” with a project target of 80% of projects with CEO approval post March 2016.</p>
<p>IW Sub-component 1.2 , “% web metric indication goal vs. conversion rate for targeted campaigns and key webpages in IW:LEARN.net (using GoogleAnalytics)” needed to be revised</p>	<p>Monitor for a suite of web use indicators (the following are easily measured): i) total website traffic to the site over time (not cumulative by page) ii) the source of the traffic either from search engines, or links from other sites (and what sites), direct typing, or social media; iii) best performing pages – what people are looking at iv) conversion rate which allows you measure how often the same people visit as opposed to “one time”. At the end of the project analysis of visitors will be able to create informed performance metrics for the future of the site.</p>

IW Sub-component 2.3, “Basins have enhanced co-operation as a result of IWL activities” needed revision.	Linking IWL indicators with those being assessed and developed for SDG 6.5, transboundary cooperation ³²
LME Outcome 2, with indicator “Innovative approaches captured and available for use by LME, MPA and ICM practitioners in LME”. Simplify the three targets into 2.	<p>“An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance incorporating a series of validated tools on best practices supported by GEF and partner organizations, including new GEF6 requirements.”</p> <p>“A toolkit for Governance mechanisms to cross GEF sectors is developed”</p>
LME Outcome 2 Indicators: “GEF LME/ICM/MPA projects equipped with new tools that incorporate ICM, MPAs and climate variability and change” & “LME/ICM/MPA projects accessing and using the tools to address the emerging priorities and new requirements for GEF”	<p>Combine to: “GEF LME/ICM/MPA projects are aware of and are using new tools to enhance the management effectiveness of LMEs” – with targets:</p> <ul style="list-style-type: none"> • Toolkit is disseminated through the development of an on-line Toolkit brochure and online access to kit. • Demonstration at partner meetings and other regional or global meetings, • At least 5 IW Projects are using one or more of the tools.
LME Outcome 2 indicator “Facilitate the exchange of experiences between LME’s on data and information management issues, and promote the development of common data management approaches”	Add an additional target: “ <i>Training tools on information management are developed and training occurs for each of the regional networks</i> ”
Outcome 3, indicators “GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based 5-modular assessment, management and governance practices “ & “Increased capacity of GEF LME, ICM and MPA project staff and practitioners, to address the new ecosystem-based governance priorities in GEF6”	Combine to make “GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based management and governance practices and priorities in GEF 6”.
<p>2 The PCU and Inter-Agency Forum should review the recommended actions in section 4.1.1.2 & 4.2.1.2 of this report to advance activities that are lagging. In particular:</p> <ul style="list-style-type: none"> • IW 1.1. website, 1.2 visualization, 1.4 synthesis notes 1.5 training - have a senior consultant check the historic TDA and SAP (fact sheets); Hire a junior consultant to check basic project data with the most relevant source; engage the Inter-Agency Forum (or IW 	

³² Sindico, Francesco. (2016) Transboundary Water Cooperation and the Sustainable Development Goals, UNESCO-IHP Advocacy Paper. Available from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Transboundary_Water_Cooperation_and_the_SDGs.pdf

TASK Force) to provide greater guidance and support for completing and populating the web site, and developing the synthesis documents, and experience notes by developing an action memo to be sent to respective IW projects;

- IW 2.1 (GEF to Non-GEF twinning)- PCU should independently identify the GEF and non-GEF twinning partners, send to IRF for comment with a set date to initiate the activities;
 - IW 3.2.2 (Groundwater CoP) - develop a new accelerated timeline for the Groundwater Community of Practice and link it to a conference for an external milestone to meet;
 - IW 4.3.2 (Freshwater Legal Frameworks) - PCU should review and agree to a new timeline for activities with UNECE and GWP;
 - LME 1.2.3 (non-GEF inclusion) - ensure any private sector entity that has been involved in a workshop or conference has information on the appropriate website with links etc.;
 - LME 2.1 & 2.3 (Production and dissemination of EBM tools) - disseminate the EBM tools as they become available and integrate them when all are available;
 - LME 2.5 – (DIM tools) - select a new accelerated timeline for DIM activities linked to an external event for presentation.
 - LME 4.2 & 4.3 (Showcase best practices) - emphasize the “Showcase of best LME practices” and take advantage of IWC9 as a dissemination and training opportunity.
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- 3 To improve project input develop on-line easy to fill forms whenever possible; solicit assistance of GEF IW Task Force (and UNDP and UNEP) to contact relevant projects; use IWC9 as a venue for updating and collecting information and develop some incentive or award for inputting data; hire a junior part time position to check basic project data.
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- 4 Efforts should be made to increase the level of support for the PCU to meet administrative duties though additional staffing as required and consider shifting more official administrative responsibility to the LME Technical Advisor for management of the LME project.
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- 5 Continue to seek efficiencies in budgeting, approvals and reporting. Consider: continue aligning contracts with annual reporting (contracts should conclude by mid-December to allow for proper budgeting and planning for the subsequent year); assess if number of persons involved in approving budgets can be reduce, etc., streamlined, in accordance with the principle of subsidiarity; the Inter-Agency Forum should review the co-financing reporting and encourage all partners to review and report their cash and in-kind contributions to determine what actual co-financing levels are.
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- 6 Review the Co-financing commitments and contributions to determine the actual co-financing levels for both IW:LEARN and LME:LEARN. This should be ideally be done for the PIR 2018.
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- 7 The “Exit Strategy” for IW:LEARN should be initiated soon allowing time for it to inform the next phase. It should, amongst other things, clearly lay out how the web-infrastructure developed during this phase will be maintained. Consideration should be given to expanding the Exit Strategy to conduct a “Strategic Direction” outlining IW:LEARN core activities that are ongoing and require foundational support, and peripheral activities that may have 3-4 year time lines and can be expanded and contracted as appropriate.
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- 8 LME:LEARN should consider applying for an extension to coincide with the closure of IW:LEARN. It would allow for sufficient time for the project to finalize all its outputs and give projects the opportunity to integrate the knowledge and better achieve outcomes.
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- 9** To assist twinning and learning exchange between projects consider instituting a “mentor program” for projects such that in their 3rd year they design into their project the ability of assisting other projects that are either starting out or have similar issues that they can share. While, this is similar to the current twinning it is the concept that it will be built into the projects. This would also help build a more cohesive sense of community among the projects. It could be implemented through the twinning portal, where projects are asked to become knowledge donors.
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- 10** Review the roles of partners and consultants to develop a more streamlined project structure in future phases of IW:LEARN.
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- 11** Ask that all the project partners have information about IW:LEARN on their website as currently few have any information. At the very least a link to IW:LEARN and LME:LEARN. This will help dissemination of IW:LEARN materials.
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- 1** The PCU should apply the PSC recommended changes and review the suggested changes related to the indicators and targets for the Results Frameworks, particularly for LME:LEARN. A list of proposed changes should be circulated to the PSC and changes made in time for the next reporting period (if possible these should be applied to the 2018 PIR). In particular, indicators associated with web use under IW 1.2 should be monitored for the duration of the project and realistic targets developed for the next phase of IW:LEARN.
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<p>IW: Project Objective indicators “Increasing number of IW projects delivering improved P, SR or ES/SE performance and attributing (through surveys) achievement to IW:LEARN supported activities/information”. &</p> <p>“Increasing number of projects deliver an exit strategy with sustainable financing indicating lessons/experiences facilitated by IW:LEARN”</p>	<p>Replace or remove these indicators as: There is not the means to access improved P, SR or ES/SE performance measures until there is the ability to access Tracking Tool Data consecutively. IW:LEARN activity summaries do indicate improved project performance as a result of participation in IW:LEARN activities; and,</p> <p>There is no means to systematically assess project exit strategies.</p>
<p>IW Sub-component 1.1 “% of existing IW and % of new projects utilize IWL recommended approaches to visualization” & “% projects utilizing the IW:LEARN Website toolkit or offering websites consistent with ILW guidelines</p>	<p>Combine them to have ““% projects offering websites consistent with ILW guidelines” with a project target of 80% of projects with CEO approval post March 2016.</p>
<p>IW Sub-component 1.2 , “% web metric indication goal vs. conversion rate for targeted campaigns and key webpages in IW:LEARN.net (using GoogleAnalytics)” needed to be revised</p>	<p>Monitor for a suite of web use indicators i) total website traffic to the site over time (not cumulative by page) ii) the source of the traffic either from search engines, or links from other sites (and what sites), direct typing, or social media; iii) best performing pages – what people are looking at iv) conversion rate which allows you measure how often the same</p>

	people visit as opposed to “one time”. At the end of the project analysis of visitors will be able to create informed performance metrics for the future of the site.
IW Sub-component 2.3, “Basins have enhanced co-operation as a result of IWL activities” needed revision.	Linking IWL indicators with those being assessed and developed for SDG 6.5, transboundary cooperation ³³
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³³ Sindico, Francesco. (2016) Transboundary Water Cooperation and the Sustainable Development Goals, UNESCO-IHP Advocacy Paper. Available from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Transboundary_Water_Cooperation_and_the_SDGs.pdf

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- 2 The PCU and Inter-Agency Forum should review the recommended actions in section 4.1.1.2 & 4.2.1.2 to advance activities that are lagging. In particular:
 - IW 1.1. website, 1.2 visualization, 1.4 synthesis notes 1.5 training - have a senior consultant check the historic TDA and SAP (fact sheets); Hire a junior consultant to check basic project data with the most relevant source; engage the Inter-Agency Forum (or IW TASK Force) to provide greater guidance and support for completing and populating the web site, and developing the synthesis documents, and experience notes by developing an action memo to be sent to respective IW projects;
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- 4 Efforts should be made to increase the level of support for the PCU to meet administrative duties though additional staffing as required and consider shifting more official administrative responsibility to the LME Technical Advisor for management of the LME project.
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- 5 Continue to seek efficiencies in budgeting, approvals and reporting. Consider: continue aligning contracts with annual reporting (contracts should conclude by mid-December to allow for proper budgeting and planning for the subsequent year); assess if number of persons involved in approving budgets can be reduce, etc., streamlined, in accordance with the principle of subsidiarity; the Inter-Agency Forum should review the co-financing reporting and encourage all partners to review and report their cash and in-kind contributions to determine what actual co-financing levels are.
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- 6 Review the Co-financing commitments and contributions to determine the actual co-financing levels for both IW:LEARN and LME:LEARN. This should be ideally be done for the PIR 2018.
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- 8** LME:LEARN should consider applying for an extension to coincide with the closure of IW:LEARN. It would allow for sufficient time for the project to finalize all its outputs and give projects the opportunity to integrate the knowledge and better achieve outcomes.

 - 9** To assist twinning and learning exchange between projects consider instituting a “mentor program” for projects such that in their 3rd year they design into their project the ability of assisting other projects that are either starting out or have similar issues that they can share. While, this is similar to the current twinning it is the concept that it will be built into the projects. This would also help build a more cohesive sense of community among the projects.

 - 10** Review the roles of partners and consultants to develop a more streamlined project structure in future phases of IW:LEARN.

 - 11** Ask that all the project partners have information about IW:LEARN on their website as currently few have any information. At the very least a link to IW:LEARN and LME:LEARN. This will help dissemination of IW:LEARN materials.
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6 Annex A – MTR ToR (excluding ToR annexes)

1. INTRODUCTION

This is the Terms of Reference (ToR) for the UNDP-GEF Midterm Review (MTR) of the full sized projects titled “International Waters Learning Exchange and Resource Network (IW:LEARN)” - PIMS no. 5337, and Strengthening Global Governance of Large Marine Ecosystems and Their Coasts through Enhanced Sharing and Application of LME/ICM/MPA Knowledge and Information Tools (LME:LEARN)” – PIMS no. 4481, implemented by UNDP and executed by IOC of UNESCO, which is to be undertaken in 2018. The projects started on the 16 March 2016 and are in their second year of implementation. In line with the UNDP-GEF Guidance on MTRs, this MTR process was initiated before the submission of the second Project Implementation Report (PIR). This ToR sets out the expectations for this MTR. The MTR process must follow the guidance outlined in the document *Guidance For Conducting Midterm Reviews of UNDP-Supported, GEF-Financed Projects*.

2. PROJECTS’ BACKGROUND INFORMATION

For sixteen years, **IW:LEARN** has helped strengthen transboundary water management around the globe by collecting and sharing best practices, lessons learned, and innovative solutions to common problems across the GEF International Waters portfolio. The latest round of the project, started in 2016, marks the beginning of the new phase of IW:LEARN and the start of its co-executed sister project, **LME:LEARN**. Together, the two projects help promote learning among project managers, country officials, implementing agencies, and other partners in GEF International Waters projects.

Both projects offer a suite of technical and financial assistance that have become standardized as IW:LEARN enters into its sixteenth year of operations. While IW:LEARN provides support to the entire portfolio of GEF International Waters projects, this phase contains additional support aimed at building the capacity of river and lake basin projects in areas such as the water-energy-food nexus, climate change and variability, benefit sharing, legal and institutional support for basin organizations, sustainable infrastructure, and conjunctive management of surface and groundwater. For its part, LME:LEARN will undertake additional activities in support of the marine portfolio. In order to carry out proper regional governance of Large Marine Ecosystem regions, coordination between LME, Marine Protected Area, and Integrated Coastal Management projects will be supported.

The focal point of the project is the IW:LEARN website which serves as the premiere results archive and data collection service for the GEF International Waters portfolio. The site makes available case studies and best practices, Transboundary Diagnostic Analyses and Strategic Action Programmes from projects around the world, news and events related to International Waters, and targeted knowledge sharing tools to practitioners and the wider public. The website also hosts a unique Portfolio Visualization Tool and Portfolio Results Archive that allows users to quickly discover and analyze the impacts of GEF interventions across the world. Guidance documents and other resources are also made available here to further disseminate the experiences of International Waters projects. We are currently creating a brand-new website for IW:LEARN, to make it more user-friendly and to improve the overall user experience. See below for a preview of the new home-page. LME:LEARN holds a special section of that web site, with a structure that is similar to IW:LEARN but adapted to marine issues.

In addition to the website, both IW:LEARN and LME:LEARN support GEF International Waters projects through activities such as face-to-face training and knowledge sharing activities. The GEF Biennial International Waters Conference (IWC) is the signature learning event for the GEF International Waters portfolio. Bringing together a broad range of stakeholders, the conference aims to facilitate cross-sectoral and portfolio-wide learning and experience sharing, and to assist in building capacity in key management and technical areas. The Ninth GEF IWC is set for 2018. In addition to the IWC, both projects also support Targeted Training activities on water resources management and capacity building, Regional Dialogues and Workshops to help foster transboundary cooperation, Project Twinning for face-to-face engagement between project sharing common objectives or challenges and Global Dialogue

Participation support to build partnerships with organizations working outside the immediate GEF IW portfolio

IW:LEARN has been a leader in designing and delivering new management tools, guidance and approaches for International Waters projects. The new phase of IW:LEARN will undertake activities to support gender mainstreaming by introducing systematic consideration of gender equity, women's empowerment, and social inclusion into International Waters projects for the improved management of transboundary waters. IW:LEARN will also support private sector engagement to help facilitate effective partnerships between projects and private enterprises. Activities will include training on water stewardship and risk tools, dialogues on business participation in water resource management, and multi-stakeholder basin funds. IW:LEARN will also work to integrate the economic valuation of natural resources into the Transboundary Diagnostic Analysis/Strategic Action Plan (TDA/SAP) process to influence decision-making and helping to bridge the science-policy gap. IW:LEARN will also aim to improve the quality of the SAPs to ensure that they focus on actions that can realistically be implemented through new guidance. LME:LEARN, will provide additional value-added support in terms of governance, ecosystem-based management, environmental economics, data and information management, marine spatial planning and stakeholder engagement.

A joint Project Coordination Unit (PCU) for IW:LEARN and LME:LEARN was established at IOC of UNESCO in Paris, France. The PCU has a joint Project Manager, Deputy Project Manager and the Administrative Assistant, while a Chief Technical Advisor has been hired as a long-term consultant to assist implementation of LME:LEARN.

3. OBJECTIVES OF THE MTR

The MTR will assess progress towards the achievement of the projects' objectives and outcomes as specified in their Project Documents, and assess early signs of projects' success or failure with the goal of identifying the necessary changes to be made in order to set the projects on-track to achieve its intended results. The MTR will also review the projects' strategy, their risks to sustainability.

4. MTR APPROACH & METHODOLOGY

The MTR must provide evidence based information that is credible, reliable and useful. The MTR consultant will review all relevant sources of information including documents prepared during the preparation phase (i.e. PIF, UNDP Initiation Plan, UNDP Environmental & Social Safeguard Policy, the Project Document, project reports including Annual Project Review/PIRs, project budget revisions, lesson learned reports, national strategic and legal documents, and any other materials that the team considers useful for this evidence-based review). The MTR consultant will review the baseline GEF focal area Tracking Tool submitted to the GEF at CEO endorsement, and the midterm GEF focal area Tracking Tool that must be completed before the MTR field mission begins.

The MTR consultant is expected to follow a collaborative and participatory approach³⁴ ensuring close engagement with the Project Coordination Unit (PCU), project partners, UNDP-GEF Regional Technical Advisers, and other key stakeholders.

Engagement of stakeholders is vital to a successful MTR.³⁵ Stakeholder involvement should include interviews with stakeholders who have project responsibilities; executing agencies, senior officials and task team/ component leaders, key experts and consultants in the subject area, Project Steering Committee, project stakeholders, academia, local government and CSOs, etc. Additionally, the MTR consultant is expected to conduct field mission to Paris (seat of PCU).

³⁴ For ideas on innovative and participatory Monitoring and Evaluation strategies and techniques, see [UNDP Discussion Paper: Innovations in Monitoring & Evaluating Results](#), 05 Nov 2013.

³⁵ For more stakeholder engagement in the M&E process, see the [UNDP Handbook on Planning, Monitoring and Evaluating for Development Results](#), Chapter 3, pg. 93.

The final MTR report should describe the full MTR approach taken and the rationale for the approach making explicit the underlying assumptions, challenges, strengths and weaknesses about the methods and approach of the review.

5. DETAILED SCOPE OF THE MTR

The MTR consultant will assess the following four categories of each project progress. See the *Guidance For Conducting Midterm Reviews of UNDP-Supported, GEF-Financed Projects* for extended descriptions.

i. Project Strategy

Project design:

- Review the problem addressed by each project and the underlying assumptions. Review the effect of any incorrect assumptions or changes to the context to achieving each project results as outlined in their respective Project Documents.
- Review the relevance of each project's strategy and assess whether it provides the most effective route towards expected/intended results. Were lessons from other relevant projects properly incorporated into the projects' design?
- Review decision-making processes: were perspectives of those who would be affected by projects' decisions, those who could affect the outcomes, and those who could contribute information or other resources to the process, taken into account during each project's design process?
- Review the extent to which relevant gender issues were raised in each project's design. See Annex 9 of *Guidance For Conducting Midterm Reviews of UNDP-Supported, GEF-Financed Projects* for further guidelines.
- If there are major areas of concern, recommend areas for improvement.

Results Framework/Logframe:

- Undertake a critical analysis of each project's logframe indicators and targets, assess how "SMART" the midterm and end-of-project targets are (Specific, Measurable, Attainable, Relevant, Time-bound), and suggest specific amendments/revisions to the targets and indicators as necessary.
- Are each project's objectives and outcomes or components clear, practical, and feasible within their time frame?
- Examine if progress so far has led to, or could in the future catalyse beneficial development effects (i.e. income generation, gender equality and women's empowerment, improved governance etc...) that should be included in the project results framework and monitored on an annual basis.
- Ensure broader development and gender aspects of each project are being monitored effectively. Develop and recommend SMART 'development' indicators, including sex-disaggregated indicators and indicators that capture development benefits.

ii. Progress Towards Results

Progress Towards Outcomes Analysis:

- Review the logframe indicators against progress made towards the end-of-project targets using the Progress Towards Results Matrix and following the *Guidance For Conducting Midterm Reviews of UNDP-Supported, GEF-Financed Projects*; colour code progress in a "traffic light system" based on the level of progress achieved; assign a rating on progress for each outcome; make recommendations from the areas marked as "Not on target to be achieved" (red). Prepare separate table for each project.

Table. Progress Towards Results Matrix (Achievement of outcomes against End-of-project Targets)

Project Strategy	Indicator ³⁶	Baseline Level ³⁷	Level in 1 st PIR (self-reported)	Midterm Target ³⁸	End-of-project Target	Midterm Level & Assessment ³⁹	Achievement Rating ⁴⁰	Justification for Rating
Objective:	Indicator (if applicable):							
Outcome 1:	Indicator 1:							
	Indicator 2:							
Outcome 2:	Indicator 3:							
	Indicator 4:							
	Etc.							
Etc.								

Indicator Assessment Key

Green= Achieved	Yellow= On target to be achieved	Red= Not on target to be achieved
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In addition to the progress towards outcomes analysis prepare the following for each project:

- Compare and analyse the GEF Tracking Tool at the Baseline with the one completed right before the Midterm Review.
- Identify remaining barriers to achieving the project objective in the remainder of the project.
- By reviewing the aspects of the project that have already been successful, identify ways in which the project can further expand these benefits.

iii. Project Implementation and Adaptive ManagementManagement Arrangements:

- Review overall effectiveness of project management as outlined in the Project Document. Have changes been made and are they effective? Are responsibilities and reporting lines clear? Is decision-making transparent and undertaken in a timely manner? Recommend areas for improvement.
- Review the quality of execution of the Executing Agency/Implementing Partner(s) and recommend areas for improvement.
- Review the quality of support provided by the GEF Partner Agency (UNDP) and recommend areas for improvement.
- Review the synergies created by the joint implementation of the projects.

Work Planning:

- Review any delays in projects' start-up and implementation, identify the causes and examine if they have been resolved.
- Are work-planning processes results-based? If not, suggest ways to re-orientate work planning to focus on results?
- Examine the use of the projects' results framework/ logframe as a management tool and review any changes made to it since projects' start.

Finance and co-finance:

³⁶ Populate with data from the Logframe and scorecards

³⁷ Populate with data from the Project Document

³⁸ If available

³⁹ Colour code this column only

⁴⁰ Use the 6 point Progress Towards Results Rating Scale: HS, S, MS, MU, U, HU

- Consider the financial management of the projects, with specific reference to the cost-effectiveness of interventions.
- Review the changes to fund allocations as a result of budget revisions and assess the appropriateness and relevance of such revisions.
- Does the projects have the appropriate financial controls, including reporting and planning, that allow management to make informed decisions regarding the budget and allow for timely flow of funds?
- Informed by the co-financing monitoring table to be filled out, provide commentary on co-financing: is co-financing being used strategically to help the objectives of the projects? Is the PCU meeting with all co-financing partners regularly in order to align financing priorities and annual work plans?

Project-level Monitoring and Evaluation Systems:

- Review the monitoring tools currently being used: Do they provide the necessary information? Do they involve key partners? Are they aligned or mainstreamed with national systems? Do they use existing information? Are they efficient? Are they cost-effective? Are additional tools required? How could they be made more participatory and inclusive?
- Examine the financial management of the projects' monitoring and evaluation budget. Are sufficient resources being allocated to monitoring and evaluation? Are these resources being allocated effectively?

Stakeholder Engagement:

- Project management: Have the projects developed and leveraged the necessary and appropriate partnerships with direct and tangential stakeholders?
- Participation and country-driven processes: Do local and national government stakeholders support the objectives of the projects? Do they continue to have an active role in projects' decision-making that supports efficient and effective projects' implementation?
- Participation and public awareness: To what extent has stakeholder involvement and public awareness contributed to the progress towards achievement of projects' objectives?

Reporting:

- Assess how adaptive management changes have been reported by the project management and shared with the Project Steering Committee.
- Assess how well the PCU and partners undertake and fulfil GEF reporting requirements (i.e. how have they addressed poorly-rated PIRs, if applicable?)
- Assess how lessons derived from the adaptive management process have been documented, shared with key partners and internalized by partners.

Communications:

- Review internal projects' communication with stakeholders: Is communication regular and effective? Are there key stakeholders left out of communication? Are there feedback mechanisms when communication is received? Does this communication with stakeholders contribute to their awareness of projects' outcomes and activities and investment in the sustainability of projects' results?
- Review external project communication: Are proper means of communication established or being established to express the projects progress and intended impact to the public (is there a web presence, for example? Or did the project implement appropriate outreach and public awareness campaigns?)

- For reporting purposes, write one half-page paragraph that summarizes the projects' progress towards results in terms of contribution to sustainable development benefits, as well as global environmental benefits.

iv. Sustainability

- Validate whether the risks identified in the Project Documents, Annual Project Reviews/PIRs and the ATLAS Risk Management Module are the most important and whether the risk ratings applied are appropriate and up to date. If not, explain why.
- In addition, assess the following risks to sustainability:

Financial risks to sustainability:

- What is the likelihood of financial and economic resources not being available once the GEF assistance ends (consider potential resources can be from multiple sources, such as the public and private sectors, income generating activities, and other funding that will be adequate financial resources for sustaining projects' outcomes)?

Socio-economic risks to sustainability:

- Are there any social or political risks that may jeopardize sustainability of projects' outcomes? What is the risk that the level of stakeholder ownership (including ownership by governments and other key stakeholders) will be insufficient to allow for the projects' outcomes/benefits to be sustained? Do the various key stakeholders see that it is in their interest that the projects benefits continue to flow? Is there sufficient public / stakeholder awareness in support of the long term objectives of the projects? Are lessons learned being documented by the PCU on a continual basis and shared/ transferred to appropriate parties who could learn from the projects and potentially replicate and/or scale it in the future?

Institutional Framework and Governance risks to sustainability:

- Do the legal frameworks, policies, governance structures and processes pose risks that may jeopardize sustenance of projects benefits? While assessing this parameter, also consider if the required systems/ mechanisms for accountability, transparency, and technical knowledge transfer are in place.

Environmental risks to sustainability:

- Are there any environmental risks that may jeopardize sustenance of projects outcomes?

Conclusions & Recommendations

The MTR consultant will include a section of the report setting out the MTR's evidence-based conclusions, in light of the findings.⁴¹

Recommendations should be succinct suggestions for critical intervention that are specific, measurable, achievable, and relevant. A recommendation table should be put in the report's executive summary. See the *Guidance For Conducting Midterm Reviews of UNDP-Supported, GEF-Financed Projects* for guidance on a recommendation table.

The MTR consultant should make no more than 15 recommendations total for each project.

Ratings

⁴¹ Alternatively, MTR conclusions may be integrated into the body of the report.

The MTR consultant will include its ratings of the projects' results and brief descriptions of the associated achievements in a *MTR Ratings & Achievement Summary Table* in the Executive Summary of the MTR report. See Annex E for ratings scales. No rating on Projects' Strategy and no overall project rating is required.

Table. MTR Ratings & Achievement Summary Table for (for each project separately)

Measure	MTR Rating	Achievement Description
Project Strategy	N/A	
Progress Towards Results	Objective Achievement Rating: (rate 6 pt. scale)	
	Outcome 1 Achievement Rating: (rate 6 pt. scale)	
	Outcome 2 Achievement Rating: (rate 6 pt. scale)	
	Outcome 3 Achievement Rating: (rate 6 pt. scale)	
	Etc.	
Project Implementation & Adaptive Management	(rate 6 pt. scale)	
Sustainability	(rate 4 pt. scale)	

6. TIMEFRAME

The total duration of the MTR will be approximately 35 days over a time period of 14 weeks starting 9 March 2018. The tentative MTR timeframe is as follows:

TIMEFRAME	ACTIVITY
22 February 2018	Application closes
2 March 2018	Select MTR Consultant
9 March 2018	Prep the MTR Team (handover of Project Documents)
20 March 2018 (6 days)	Document review and preparing MTR Inception Report
23 March 2018 (2 days)	Finalization and Validation of MTR Inception Report- latest start of MTR mission
30 March 2018 (3 days)	Stakeholder telecon interviews
13 April 2018	Mission to attend the Steering Committee Meeting. Wrap-up meeting & presentation of initial findings at the end of MTR mission
11 May 2018 (20 days)	Preparing draft report
18 May 2018	Review of the draft report by PCU and feedback
25 May 2018 (4 days)	Incorporating audit trail from feedback on draft report/Finalization of MTR report
29 May 2018	Preparation & Issue of Management Response
31 May 2018	Expected date of full MTR completion

7. MIDTERM REVIEW DELIVERABLES⁴²

#	Deliverable	Description	Timing**	Responsibilities
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⁴² Note dates of deliverables were altered due to the project commencing on 26 April, 2018

1	MTR Inception Report	MTR consultant clarifies objectives and methods of Midterm Review	No later than 2 weeks before the MTR mission: (20 March 2018)	MTR consultant submits to the Commissioning Unit and project management
2	Presentation	Initial Findings	End of MTR mission: (13 April 2018)	MTR Team presents to project management and the Commissioning Unit
3	Draft Final Report	Full report (using guidelines on content outlined in Annex B) with annexes. There will be one report covering two projects	Within 3 weeks of the MTR mission: (11 May 2018)	Sent to the Commissioning Unit, reviewed by RTA, Project Coordinating Unit
4	Final Report*	Revised report with audit trail detailing how all received comments have (and have not) been addressed in the final MTR report	Within 1 week of receiving UNDP comments on draft: (31 May 2018)	Sent to the Commissioning Unit

*The final MTR report must be in English. If applicable, the Commissioning Unit may choose to arrange for a translation of the report into a language more widely shared by national stakeholders.

8. MTR ARRANGEMENTS

The principal responsibility for managing this MTR resides with the Commissioning Unit. The Commissioning Unit for this project's MTR is IOC of UNESCO.

The commissioning unit will contract the consultants and ensure the timely provision of per diems and travel arrangements for the MTR consultant. The PCU will be responsible for liaising with the MTR consultant to provide all relevant documents, set up stakeholder interviews, and arrange the mission.

Travel:

- International travel will likely be required to travel to attend the Steering Committee Meeting (place to be decided).
- The Basic Security in the Field II, Advanced Security in the Field and UNESCO Security in the Field courses must be successfully completed prior to commencement of travel;
- Individual Consultants are responsible for ensuring they have vaccinations/inoculations when travelling to certain countries, as designated by the UN Medical Director.
- Consultants are required to comply with the UN security directives set forth under <https://dss.un.org/dssweb/>
- All related travel expenses will be covered and will be reimbursed as per IOC/UNESCO rules and regulations upon submission of a travel claim form and supporting documents.

9. REQUIRED SKILLS AND EXPERIENCE

One independent consultant will conduct the MTR. The consultant cannot have participated in either of the projects preparation, formulation, and/or implementation (including the writing of the Project Document) and should not have a conflict of interest with projects' related activities.

The selection of consultant will be aimed at maximizing the overall qualities in the following areas:

Consultant's experiences/qualification related to the services		
Criteria		Maximum Points
1.	Recent experience with result-based management evaluation methodologies	20
2.	Experience applying SMART indicators and reconstructing or validating baseline scenarios	10
3.	Competence in adaptive management, as applied to GEF International Waters Focal Area	10
4.	Experience working with the GEF or GEF-evaluations	10
5.	Work experience in relevant technical areas for at least 10 years	10
6.	Demonstrated understanding of issues related to gender and GEF International Waters Focal Area; experience in gender sensitive evaluation and analysis	5
7.	Excellent communication skills	5
8.	Demonstrable analytical skills	5
9.	Project evaluation/review experiences within United Nations system will be considered an asset	5
10.	A Master's degree in water resource management, environmental management, international waters, climate change, transboundary monitoring, and other environmental issues, marine spatial planning, integrated coastal zone management or other closely related field	20
TOTAL		100

10. PAYMENT MODALITIES AND SPECIFICATIONS

10% of payment upon approval of the final MTR Inception Report

30% upon submission of the draft MTR report

60% upon finalization of the MTR report

11. APPLICATION PROCESS⁴³

Recommended Presentation of Proposal:

- Letter of Confirmation of Interest and Availability** using the [template](#)⁴⁴ provided by UNDP;
- CV** and a **Personal History Form** ([P11 form](#))⁴⁵;
- Brief description of approach to work/technical proposal** of why the individual considers him/herself as the most suitable for the assignment, and a proposed methodology on how he/she will approach and complete the assignment; (max 1 page)
- Financial Proposal** that indicates the all-inclusive fixed total contract price, as per template attached to the Letter of Confirmation of Interest template. If an applicant is employed by an organization/company/institution, and he/she expects his/her employer to charge a management fee in the process of releasing him/her to UNDP under Reimbursable Loan Agreement (RLA), the applicant must indicate at this point, and ensure that all such costs are duly incorporated in the financial proposal submitted to UNDP.

⁴³ Engagement of the consultants should be done in line with guidelines for hiring consultants in the POPP:

<https://info.undp.org/global/popp/Pages/default.aspx>

⁴⁴

<https://intranet.undp.org/unit/bom/psd/Support%20documents%20on%20IC%20Guidelines/Template%20for%20Confirmation%20of%20Interest%20and%20Submission%20of%20Financial%20Proposal.docx>

⁴⁵ http://www.undp.org/content/dam/undp/library/corporate/Careers/P11_Personal_history_form.doc

All application materials should be submitted by email at the following address ONLY: j.barbiere@unesco.org with CC to i.chavez@unesco.org by **22 February 2018**. Incomplete applications will be excluded from further consideration.

Criteria for Evaluation of Proposal: Only those applications which are responsive and compliant will be evaluated. Offers will be evaluated according to the Combined Scoring method – where the educational background and experience on similar assignments will be weighted at 70% and the price proposal will weigh as 30% of the total scoring. The applicant receiving the Highest Combined Score that has also accepted UNDP's General Terms and Conditions will be awarded the contract.

7 Annex B - MTR evaluative matrix (evaluation criteria with key questions, indicators, sources of data, and methodology)

Evaluative Questions	Indicators	Sources	Methodology
Project Strategy: To what extent is the project strategy relevant to country priorities, country ownership, and the best route towards expected results?			
(include evaluative question(s))	(i.e. relationships established, level of coherence between project design and implementation approach, specific activities conducted, quality of risk mitigation strategies, etc.)	(i.e. project documents, national policies or strategies, websites, project staff, project partners, data collected throughout the MTR mission, etc.)	(i.e. document analysis, data analysis, interviews with project staff, interviews with stakeholders, etc.)
Progress Towards Results: To what extent have the expected outcomes and objectives of the project been achieved thus far?			
Project Implementation and Adaptive Management: Has the project been implemented efficiently, cost-effectively, and been able to adapt to any changing conditions thus far? To what extent are project-level monitoring and evaluation systems, reporting, and project communications supporting the project's implementation?			
Sustainability: To what extent are there financial, institutional, socio-economic, and/or environmental risks to sustaining long-term project results?			

8 Annex C - Example Questionnaire or Interview Guide used for data collection

1. Project Strategy
Was the project strategy for IW:LEARN and/or LME:LEARN well laid out and has it been to date successful in strengthening the IW portfolio delivery and impact?
Do you think it will strengthen the IW portfolio delivery and impact by the end of the project?
1. Progress towards Results:
Where all expected outputs and activities of the project (which you were involved with) delivered as programmed to date, on time and on budget? If not why?
Are the indicators used for “measuring success” SMART ? Could they be improved?
Has the development of the information platform (websites) to date met your needs and expectations?
Were the methods used to develop technical documents (synthesis documents, tool kits) sound and effective to date?
Do the technical products have the scientific weight and authority to influence decision makers, national level - international level?
Do you believe that the technical products will be used by decision makers?
What improvements can be made to the delivery of technical products for the remainder of the project?
2. Project completion and sustainability
Are there any risks (financial, social-political, institutional, technical or environmental) which jeopardize achieve the project objectives
To ensure that there is continuity and that the intended impacts of the project are realized what aspects of the remaining project need to be emphasized, what additional measures need to take place, or what needs to change? (for example: greater coordination with partners, improve commitment of agencies etc.)
2 Management and Coordination
Has the PCU applied management and coordination duties?
How has the PCU assisted or hindered your participation in the Project? (for partners, institutions, etc).
Has the management and coordination at the activity level been effective?
Could the PCU and Commissioning Unit do any more to enhance management for the remainder

of the project? If so what?
3. Financial Management
Have financial controls, including reporting, and planning allowed the project management to make informed decisions regarding the budget and allow for a proper and timely flow of funds for the payment of satisfactory project deliverables?
Actual project costs (and sub-component costs) compared to budgeted – are they different, if so, how have they differed and why?
What co-financing has been achieved to date and is the target likely to be achieved by the project end?
Was budgeting and funding both adequate and timely?
4. Institutional Arrangements
What institutional factors are present to help achieve or undermine the project goals? How can these be improved upon?
6. Assessment of Monitoring and Evaluation Systems
Has monitoring and evaluation tools been effective (Reporting, SC meetings etc.) both for PCU and at the partner level?
7. Adaptability
Has the implementation of the project(s) displayed adaptive management in terms of changing circumstances?
8. Stakeholder participation
Has the project achieved its goals with respect to stakeholder participation and engagement with all the relevant partners and projects?
Were collaboration/interactions between the various project partners and institutions to date been effective and constructive? Have new relationships been developed between partners?
9. Recommendations
Are there any recommendations you would have for the rest of the project?

9 Annex D - Ratings Scales

Ratings for Progress Towards Results: (one rating for each outcome and for the objective)		
6	Highly Satisfactory (HS)	The objective/outcome is expected to achieve or exceed all its end-of-project targets, without major shortcomings. The progress towards the objective/outcome can be presented as “good practice”.
5	Satisfactory (S)	The objective/outcome is expected to achieve most of its end-of-project targets, with only minor shortcomings.
4	Moderately Satisfactory (MS)	The objective/outcome is expected to achieve most of its end-of-project targets but with significant shortcomings.
3	Moderately Unsatisfactory (MU)	The objective/outcome is expected to achieve its end-of-project targets with major shortcomings.
2	Unsatisfactory (U)	The objective/outcome is expected not to achieve most of its end-of-project targets.
1	Highly Unsatisfactory (HU)	The objective/outcome has failed to achieve its midterm targets, and is not expected to achieve any of its end-of-project targets.

Ratings for Project Implementation & Adaptive Management: (one overall rating)		
6	Highly Satisfactory (HS)	Implementation of all seven components – management arrangements, work planning, finance and co-finance, project-level monitoring and evaluation systems, stakeholder engagement, reporting, and communications – is leading to efficient and effective project implementation and adaptive management. The project can be presented as “good practice”.
5	Satisfactory (S)	Implementation of most of the seven components is leading to efficient and effective project implementation and adaptive management except for only few that are subject to remedial action.
4	Moderately Satisfactory (MS)	Implementation of some of the seven components is leading to efficient and effective project implementation and adaptive management, with some components requiring remedial action.
3	Moderately Unsatisfactory (MU)	Implementation of some of the seven components is not leading to efficient and effective project implementation and adaptive, with most components requiring remedial action.
2	Unsatisfactory (U)	Implementation of most of the seven components is not leading to efficient and effective project implementation and adaptive management.
1	Highly Unsatisfactory (HU)	Implementation of none of the seven components is leading to efficient and effective project implementation and adaptive management.

Ratings for Sustainability: (one overall rating)		
4	Likely (L)	Negligible risks to sustainability, with key outcomes on track to be achieved by the project's closure and expected to continue into the foreseeable future
3	Moderately Likely (ML)	Moderate risks, but expectations that at least some outcomes will be sustained due to the progress towards results on outcomes at the Midterm Review
2	Moderately Unlikely (MU)	Significant risk that key outcomes will not carry on after project closure, although some outputs and activities should carry on
1	Unlikely (U)	Severe risks that project outcomes as well as key outputs will not be sustained

10 Annex E - MTR mission itinerary

Field Mission to Athens took place between the 10th and 14th of April, 2015 to attend:

- i) Planning meeting for International Water Conference 9 in November 2018, Marrakesh, Morocco (11th April, 2018).
- ii) 3rd Project Steering Committee Meeting of IW:LEARN and LME:LEARN (12-13 April, 2018)

11 Annex F - List of persons interviewed

Name	Position & Contact	Date	Comments
Christian Severin	Program Manager/ Sr. Environmental Specialist cseverin@thegef.org +1 202-458-2001	April 11	Overall management. Contact, interviewed in Athens.
Astrid Hillers,	Sr. Environmental Specialist GEF, Washington ahillers@thegef.org	June 6	Skype call
Vladimir Mamaev	GEF Regional Technical Advisor United Nations Development Programme - Europe and the CIS vladimir.mamaev@undp.org	April 11, 13	Interviewed in Athens
Andrew Hudson	Head, Water & Ocean Governance Programme Andrew.hudson@undp.org O: 1 212 906 6228 M: 1 917 349 7303	May 29	Skype call
Isabelle Vanderbeck,	<i>GEF IW Portfolio Manager</i> Isabelle.Vanderbeck@unep.org , uneprep@oas.org +1-202-974-1314	April 11 & May 8	Interviewed in Athens, skype follow up
Julian BARBIÈRE,	Head, Marine Policy and Regional Implementation Section j.barbiere@unesco.org +33 1 45 68 40 45	April 11, 15 & May 22	Interviewed in Athens, skype follow up
Mish Hamid,	Project Director, IWL & LME LEARN PCU, UNESCO-IOC mish@iwlearn.org	April 11-16, & on-going	Interviewed in Athens, skype follow ups are on-going
Ivica Trumbic	Technical Adviser LME:LEARN PCU, UNESCO-IOC i.trumbic@unesco.org	April 11 & May 21	Interviewed in Athens, skype follow
Tiina Kurvits	Project Manager, GRID-Arendal Tiina.Kurvits@grida.no	April 12 & May 10	Interviewed in Athens, and Skype, + emails
Yannick Christian Beaudoin	GRID-Arendal, Chief Scientist Yannick.Beaudoin@grida.no +47 95 42 92 47		Not yet interviewed
Miles MacMillan-Lawler	GRID-Arendal, Miles.macmillan-lawler@grida.no	April 12	Interviewed in Athens
Ana Guzman,	Conservation International; Multilateral Relations, Global Public Partnership aguzman@conservation.org	June 8	Skype
Yumiko Yasuda,	GWP, Senior Network Officer yumiko.yasuda@gwp.org	April 11	Interviewed in Athens
Ivan Zavadsky,	ICPDR, Executive Secretary +431 260 60 5738 Ivan.ZAVADSKY@unvienna.org		Contacted by email

Name	Position & Contact	Date	Comments
Eva Abal	Int Rivers Foundation, Chief Executive Officer eva@riverfoundation.org.au +61 439009338		Contacted by email
Jerome Koundouno	IUCN, jerome.koundouno@iucn.org	April 12 & May	Interviewed Athens and follow up
James Dalton	IUCN, Coordinator, Global Water Programme at IUCN james.dalton@iucn.org	May 22	Skype interview
Mark Smith	IUCN, Head, Water Programme mark.smith@iucn.org + 41 22 999 0117 + 41 79 564 3376 (mob)		Contacted directed to others.
Julie Bourns,	TNC, Senior Policy Advisor jbourns@tnc.org	April 12	Interviewed Athens
Dr. Themba Gumbo	UNDP-Cap-Net, Director themba.gumbo@cap-net.org	May 15	Skype
Francesca Bernardini,	UNECE, Secretary of the Water Convention Tel.: +41 22 917 10 32 francesca.bernardini@unece.org		Contacted
Sonja Koeppel,	UNECE, Environmental Affairs Officer +41 22 917 12 18 sonja.koeppel@unece.org	April 14	Interviewed and follow up emails
Alice Aureli,	UNESCO, IHP Chief of Section, Groundwater Systems a.aureli@unesco.org O:33 1 45 68 39 95	May 24	Contacted – Skype
Aurélien Dumont	UNESCO-IHP au.dumont@unesco.org	May 24	Skype
Lucilla Minelli	Consultant Groundwater Group UNESCO-IHP l.minelli@unesco.org	April 12	Interviewed and follow up emails
Neno Kukuric	Director IGRAC nenko.kukuric@un-igrac.org	May 15	Email and Whatsap
Michela Miletto	UNESCO, Deputy Coordinator m.miletto@unesco.org	April 11	Interview in Athens and follow up emails.
Peter Bjornsen	Director UNEP-DHI Partnership Centre pkb@dhigroup.com	June 24	Contacted via email.
Christian Susan	UNIDO , Project Manager (Water Management Unit) c.susan@unido.org	April 12	Interview in Athens
Peter Bjoernsen,	DHI, Director pkb@dhigroup.com +45 4516 9073		Contacted.

Name	Position & Contact	Date	Comments
Christopher James Warner	World Bank, cwarner@worldbank.org		Not yet contacted
Ned Cyr,	NOAA, Director, Office of Science and Technology ned.cyr@noaa.gov	May 15	Interview in Athens,
Rebecca Shuford	NOAA, rebecca.shuford@noaa.gov	May 15	Interview in Athens,
Karin Krchnak	WWF, Director, Freshwater Program Karin.krchnak@wwfus.org		Contacted now at WB
Andrew Hume	WWF,	May 2	Email
Sarah Davidson	WWF,	May 22 & 23	Skype
Lindsay Bass	WWF, Private Sector Involvement Lindsay.Bass@wwfus.org	June 17	Email
Al Duda	WWF, alfredduda@gmail.com	May 17	Skype
James Oliver	IUCN Global Marine james.oliver@iucn.org	May 22	Skype
Adi Kellermann (Ella came to Athens)	ICES, Head of Science Programme adi@ices.dk +45 33386714		Not yet contacted
Birgitta Liss Lymer	Director (interim) Water Governance Stockholm International Water Institute (SIWI) Coordinator S2S Platform Secretariat birgitta.liss.lymer@siwi.org	May 21	Skype
Peter Pissierssens	Head, IOC Project Office for IODE & IODC Programme Manager & IOC Capacity Development Coordinator p.pissierssens@unesco.org Tel: +32 59 34 01 58 Fax: +32 59 79 52 20		Not yet contacted
Cesar Toro	Head, IOCARIBE Sub-Commission, Cartagena, Colombia c.toro@unesco.org		Not yet contacted
Aditya Naik Kakodkar	UNESCO (project manager/developer OceanExpert, OceanDocs, OceanDataPractices, a.naik-kakodkar@unesco.org		Not yet contacted
Patrick Debels	UN Office for Project Services patrickd@unops.org	May 25	Skype
Chris Paterson	South China Sea, Southeast Asia Fisheries Development Centre (SEAFDEC); chris@seafdec.org		Contacted
Mary Matthews & Ahmed	Kura-Aras River SAP Implementation; dr.mary.matthews@gmail.com	May 24	Skype and email
Talabek Makeev	UNDP. Chu-Talas River, talaibek.makeev@undp.org		contacted
Natalie Degger	Twinning specialist, capacity building, PCU, UNESCO-IOC	April 12 & May 28	Interview Athens, and skype and emails
Josu Icaza	Administration and contracting,		email

Name	Position & Contact	Date	Comments
	PCU, UNESCO-IOC		
Lorenzo Galbiati,	U.N. Environment Programme - Mediterranean Action Plan (UNEP- MAP) Lorenzo.Galbiati@unep.org		Not yet c0ntacted

12 Annex G - List of documents and websites reviewed

Annual Activity Plan for IW:LEARN – 2017

Annual Activity Plan for IW:LEARN – 2018

Annual Activity Plan for LME:LEARN – 2017

Annual Activity Plan for LME:LEARN – 2018

Bamberger, M. (2012). *Introduction to mixed methods in impact evaluation* InterAction & Rockefeller Foundation, August 2012 Retrieved from:

Budget Tables IW:LEARN 2018

Co-financing tables for IW:LEARN – 2017, 2018 & Updated (28 May, 2018)

Co-financing tables for LME:LEARN – 2017, 2018 & Updated (28 May, 2018)

Co-financing letters from:

- UNDP for IW:LEARN – 27 April 2015
- WWAP for IW:LEARN – 29 April 2015
- UNIDO –IW:LEARN – 5 May 2015
- IUCN for IW:LEARN – 12 May, 2015 (total USD 220,000 – pro doc says 950,000)
- UNECE – IW:LEARN – 28 May 2015
- GWP – for IW:LEARN – 8 June 2015
- CI – IW:LEARN – 8 June 2015
- WWF – IW:LEARN – 12 June 2015
- IRF – IW:Learn – 12 June 2015
- UNESCO – IHP for IW:LEARN – 18 June 2015
- ICPDR – IW:LEARN -13 July 2015
- TNC for IW:LEARN – 24 July 2015
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Website	Comments
IW:LEARN (https://iwlearn.net/)	Extensive searching of site and pages. Etc. Looking for document links, downloads, agency connection, test of graphic interface etc.
LME:LEARN (http://marine.iwlearn.net/)	Extensive search of site and pages, testing of document downloads, links,
GEONODE – (http://geonode.iwlearn.org/maps/new)	Tested and registered, created several test maps including EEZ mapping tool to check accuracy and user-friendly nature.
WWF (https://www.worldwildlife.org/)	Tested search of IW:LEARN link or information from partner website. No link to IW:LEARN. Search LME – no link to LME:LEARN; international water - lots of hits but nothing linked to IW:LEARN.
NOAA (http://www.noaa.gov/)	Tested search of IW:LEARN link or information from partner website – several hits, but non-active. No link to IW:LEARN or LME:LEARN.
CI (www.conservation.org)	Tested search of IW:LEARN – several project documents but No link to IW:LEARN . Search LME and LME :LEARN – nothing on LME:LEARN ; international water - lots of hits but nothing linked to IWL On “S2S” there is no results. For “source to sea” it was the same results as “sea”.
Cap-Net (http://www.cap-net.org/)	Reveals IW:LEARN under a search and provides a link. Not under partnerships section.
UNESCO (WWAP / IHP / IOC) (http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/)	Good links to gender tool kit and webinars – and reference to IW:LEARN. Search for IW:LEARN takes you to the webinar, and admin documents like MTR- consultancy, or inception meeting reports.
ICES (http://ices.dk/)	Has an easy accessed page regarding LME:LEARN on the partners section, easy access to LME:LEARN
ICPDR (http://icpdr.org/main/)	Search for IW:LEARN gave no result. Adaptive management gave no results.
LME Hub (www.lmehub.net)	Maps all existing LMEs, most are not populated with data of media feeds. CLME+ and N. Brazilain Coast have more details and links. Links to project websites are there.
Coursera (https://www.coursera.org/learn/large-marine-ecosystems)	Syllabus and online course for LME Assessment and Management course. Functioning and easy to start.

13 Annex H - Signed UNEG Code of Conduct form

UNEG Code of Conduct for Evaluators/Midterm Review Consultants¹

Evaluators/Consultants:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Are responsible for their performance and their product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study limitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

MTR Consultant Agreement Form

Agreement to abide by the Code of Conduct for Evaluation in the UN System:

Name of Consultant: Glen Hearn

Name of Consultancy Organization (where relevant): Eco-Logical-Resolutions

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.

Signed at Vancouver, Canada (Place) on 6 April 2018 (Date)

Signature: 

¹ www.undp.org/unegcodeofconduct

14 Annex I – Log Frame for IW:LEARN

<p>Primary applicable Key Environment and Sustainable Development Key Result Area:</p> <p>UNDP Strategic Plan 2014-17:</p> <p>Outcome 1: Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.</p> <p>Output 1.3: Solutions developed at national and sub-national levels for sustainable management of natural resources, ecosystem services, chemicals and waste.</p> <p>Outcome 7: Development debates and actions at all levels prioritise poverty, inequality and exclusion, consistent with our engagement principles</p> <p>Output 7.7 Mechanisms in place to generate and share knowledge about development solutions</p>
Applicable GEF Strategic Objective and Program: IW3
Applicable GEF Expected Outcomes: Outcome 3.3: IW portfolio capacity and performance enhanced from active learning/KM/experience sharing
Applicable GEF Outcome Indicators:

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
Project Objective To strengthen knowledge management capacity and promote scaled-up learning of disseminated experiences, tools and methodologies for transboundary waters management – across and beyond the GEF IW portfolio, together with a global network of partners – in order to improve the effectiveness of GEF IW and partner projects to deliver tangible results and scaled-up investments.	1) Strengthened KM capacity across IW portfolio and beyond 2) Scaled-up learning / dissemination of experiences, tools and methodologies 3) Improved effectiveness of IW projects to deliver results	Previous phases of IW:LEARN have built on the growing experience base to populate the interactive baseline. The needs of the projects and other stakeholders is growing and without continuing development the information sharing and other learning experiences will stagnate and become dated.	Through the partnership, KM approaches and capacity within the IW portfolio are strengthened through new methods/lessons of managing/using information and knowledge Partners activities utilise results and experiences from IW projects to enhance non-GEF projects as indicated by partner responses to surveys Increasing number of IW projects delivering improved P, SR or ES/SE performance and attributing (through surveys) achievement to IW:LEARN supported activities/information. Increasing number of projects deliver an exit strategy with sustainable financing indicating lessons/experiences facilitated by IW:LEARN	The main source of verification for IW:LEARN objective and outcomes will be surveys conducted routinely by the PCU as part of an on-going M&E programmes IW projects' PIRs PSC minutes IWL website 'hits' MTE and TE reports In addition the sources of verification (below) will also apply to outcomes as shown	Full details to be elaborated in the inception phase The risks and assumptions apply to all project activities Project outputs (e.g. visualisation tool, web, EV, gender approaches, etc.) are actively supported, and their use by projects encouraged, by Agencies. All IW projects provide timely data, on-request, to IWL and these requests are supported by IWL Partners and GEF Agencies. IW Projects participate at expected meetings together with their key beneficiaries/partners IWL GEF Agencies insist that all IW projects participate at IWCs and relevant regional meetings.
Outcome 1 (UNEP Implemented) Increased experience	Percent of projects utilising IWL recommended	10% of existing IW projects utilise IWL recommend	50% of existing IW and 70% of new ⁴⁶ projects utilise IWL recommended approaches to	Analysis of project visualization tool usage	

⁴⁶ 'New' GEF IW projects will be those where the CEO endorsements follow the launch of this phase of IW:LEARN

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
sharing and replication of successes throughout and beyond the IW portfolio, as well as enhanced stakeholder buy-in to GEF IW project interventions	<p>approaches to visualisation</p> <p>Number of new stakeholders partnering IW projects as a result of improved awareness (web, newsletters, synthesis reports, etc.) of activities and achievements</p> <p>Percentage of IW projects and partners cite improved web presence in gaining new partners for execution or sustainability</p> <p>% of projects utilising the IW:LEARN Website toolkit or offering a website consistent with IW:LEARN Website Guidelines</p>	<p>approaches</p> <p>TBD</p> <p>TBD</p> <p>To-date 54% of the IW Projects operate websites consistent with the IW:LEARN Website Guidelines</p>	<p>visualisation</p> <p>10 new stakeholder groups supporting IW projects with their sustainability plans (as reported by surveys from projects)</p> <p>75% of GEF 5 (and previous) IW projects and >80% of GEF 6 IW projects cite improved web presence</p> <p>75% of projects utilising the IW:LEARN Website toolkit or offering a website consistent with IW:LEARN Website Guidelines</p>	<p>Workshop participant evaluations</p> <p>IW Experience Notes</p> <p>IW Achievement Notes</p> <p>Online subscriptions</p> <p>IWL website hits</p> <p>Provision of information to IW:LEARN Visualisation tools by IW projects</p> <p>Analysis of project websites and visualization tool use</p>	
<p>Outcome 2</p> <p>(UNDP Implemented)</p> <p>Enhanced portfolio & partner capacity at the regional & global levels, and portfolio-wide dialogue opportunities for increased transboundary</p>	<p>Number of IW projects adopting new management approaches/replication of practices and experience from twinings</p> <p>Number of IW projects adopting new management</p>	<p>Projects have only partially been tracked to assess progress of up-take of training, twinning, etc. over time (following event, in 6 and 13 months)</p>	<p>10 IW projects demonstrate new approaches following twinings</p> <p>50 IW projects indicate at least 1 new approach following workshops/IWC</p>	<p>Reports from IW twinning activities</p> <p>IWC reports</p> <p>IW Projects' PSC meeting reports</p>	

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
cooperation	approaches/replication of concepts from workshops/IWC % of IWC project participants indicate increased capacity to execute IW projects %age of IW projects have PSC agreed sustainability plans as a result of experiences facilitated by IWL Number of basins/LMEs where Transboundary co-operation strengthened as a result of IWL %age of IW projects with a clear gender mainstreaming plan/policy		90% of project participants provide positive responses to capacity increase following IWC 75% of projects have plans in-place at closure 2 basins have enhance co-operation as a result of IWL activities <u>70%</u> of existing IW projects and <u>100%</u> of projects starting after 2016 have gender mainstreaming policy		
Outcome 2B (UNDP Implemented) Increased global awareness of GEF results and additional partner collaboration with GEF projects	GEF IW has increased activities on programmes at SWW and WWForum	On average, no sessions solely on GEF IW interests	25% Increase on global dialogues sessions on GEF IW	Reports from global events (e.g. WWForum/SWW)	
Outcome 3 (UNDP Implemented) External partnerships mobilized and working together for improved learning and knowledge management, through	Number of partnerships encouraged through IW:LEARN activities promoting improved conjunctive management of surface and groundwater	Current partnerships in IW projects are developed on an <i>ad hoc</i> basis and there has been little attempt to actively engage partners outside the GEF IW	5 new partnerships between projects on conjunctive management 5 projects have adopted improved conjunctive management approaches to ground/surface waters	IW Projects' PSC meeting reports Reports from twinnings and other inter project co-operation processes	

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
an enhanced global freshwater Community of Practice – to impact results and advance conjunctive management of water resources	The number of cases of linked management of ecosystems is strengthened Number of IW projects with PSC approved sustainability/exit plans involving the private sector	community at a global level	1 freshwater basin and 1 LME have enhanced co-ordination as a result of IWL activities 5 projects identify IWL support as assisting private sector engagement in exit/sustainability projects	CoP reports	
Outcome 4 (UNDP Implemented) Increased capacity of beneficiary governments, intergovernmental bodies and GEF projects to implement agreed actions identified in existing Strategic Action Programs, with an eye to long-term sustainability	Number of EV studies completed by GEF IW projects Number of TDA/SAPs with EV studies SAPs and SAP implementation enhanced and attracting additional co-finance and enhanced community engagement MOOCs result in increase in skilled professionals in IW project related activities	Baseline will need to be established on the number of IW projects using EV Projects' have not been assessed in developing 'implementable' SAPs to-date IWL does not offer any MOOCs	10 IW projects complete EV assessments based on IWL guidance and other information 100% of new TDA/SAPs have used EV approaches 100% new SAP projects follow the guidance prepared by IWL on enhancing implementation of SAP 2000 people register for MOOC including 50 from GEF IW projects and partner organizations 100 complete the courses including 30 from GEF IW projects showing a higher engagement level from within the IW portfolio	IW Projects' PSC meeting reports Publication of SAPs Registration details Certificates issued on completion	

15 Annex J – Log Frame for LME:LEARN

<p>UNDP Strategic Plan Environment and Sustainable Development Outcome:</p> <p>Outcome 1: Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.</p> <p>Output 1.3: Solutions developed at national and sub-national levels for sustainable management of natural resources, ecosystem services, chemicals and waste.</p>
<p>Applicable GEF Strategic Objective and Program: GEF-5 IW Strategic Objective 3: support foundational capacity building, portfolio learning, and targeted research needs for ecosystem-based, joint management, and governance of transboundary water systems; Objective 2: catalyze multi-state cooperation to rebuild marine fisheries and reduce pollution of coasts and Large Marine Ecosystems while considering climatic variability and change.</p>
<p>Applicable GEF Expected Outcomes: 3.3: Active experience/sharing/learning practiced in the IW project portfolio.</p>
<p>Applicable GEF Outcome Indicators: multiple</p>

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
<p>Project Objective⁴⁷ To improve global ecosystem-based governance of Large Marine Ecosystems and their coasts by generating knowledge, building capacity, harnessing public and</p>		<p>Multiple initiatives by numerous different organizations which support ecosystem-based approaches to the management of marine and coastal environment at different management and governance scales (and sectors), duplicates effort,</p>	<p>The GEF increment will enable the establishment of a functional, fully-facilitated governance network of ecosystem based and learning practices for GEF IW Large Marine Ecosystems and their coasts which will strengthen existing alliances and build new relationships at both the global and regional level to create a network of learning partners to support the</p>		

⁴⁷ Objective (Atlas output) monitored quarterly ERBM and annually in APR/PIR

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
private partners, and supporting south-to-south learning and north-to-south learning. (equivalent to output in ATLAS)		wastes limited funding resources, and creates a drain on host nation staff time that can ultimately result in confusion and hinder the progress in achieving ecosystem-based management and governance.	delivery of coherent advice on the best tools and techniques to achieve adaptive ecosystem-management of marine and coastal environment. The LME/ICM/MPA Governance project will provide the opportunity to achieve coherence with partner initiatives, increase consistency in the advice provided to host States, improve performance of projects within the IW LME/ICM/MPA portfolio, and increase the achievement of ecosystem-based management of marine and coastal environments.		
Outcome 1 ⁴⁸ Global and regional network of partners to enhance ecosystem-based management and to provide support for the GEF-IW LME/ICM/MPA projects to address MPA needs and incorporate climate variability and change.	Enhanced network of partners working together to provide consistent management and ecosystem-based methods and technical support to GEF-LME/ICM/MPA projects. Increased interaction between GEF- LME, MPA and ICM projects and other marine and coastal initiatives supported by GEF and partner organizations. Increased collaboration and coordination between GEF-LME, ICM and MPA projects and partners, within the geographic	Best-practice ecosystem-based assessment and management and governance techniques to support the recovery of LME goods and services from the IW projects and other analogous initiatives would not be captured or codified. States would therefore not derive maximum benefits from the lessons learned over the past 15 years and the technical expertise of public and private partners that have engaged in the projects to date and are willing to engage with the LME/ICM/MPA-Governance project. States	Established network (community of practice) of GEF IW Large Marine Ecosystems and their coasts projects, and other marine and coastal initiatives supported by GEF and partner organizations. Technical and Policy-level LME Governance project Steering Committee established. Technical Working Groups established to develop new LME governance tools in partnership with GEF-LME/ICM/MPA projects, and other marine and coastal initiatives. Regional Networks established to enhance interactions and	Terms of Reference for Partner Network. Annual partner network meeting reports Global directory of LME/ICM/MPA projects, practitioners and institutions. Annual Steering Committee meeting reports. Web-based access to database directory available on Project Website and linked to	Assumes that key partner organizations will engage in the project, despite possible competing agendas. Assumes all entities are willing to collect and share data in a transparent way.

⁴⁸ All outcomes monitored annually in the APR/PIR. It is highly recommended not to have more than 4 outcomes.

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
	boundaries of LMEs. Progress towards fully integrated 'ridge to reef' ecosystem-based management of freshwater and marine transboundary water systems, based on good governance practices, through increased generation of knowledge and enhanced coordination between GEF-IW surface, ground water and LME and ICM projects.	would not benefit from new tools to help embed ICM into the LME framework, to build adaptive institution and reduce vulnerability to climate variability and change, or to integrate actions with other transboundary water systems.	harmonization between GEF- LME, ICM and MPA and other GEF-IW transboundary surface and ground water projects.(jointly with IW:LEARN)	Google maps. Completed LME strategic approach and assessment toolkits completed.	
Outcome 2 Synthesis and incorporation of knowledge into policy-making, capture of best LME governance practices, and development of new methods and tools to enhance the management effectiveness of LMEs and to incorporate ICM, MPAs and climate variability and change within the 5 LME modules.	GEF LME/ICM/MPA projects equipped with new tools that incorporate ICM, MPAs and climate variability and change. Innovative approaches captured and available for use by LME, MPA and ICM practitioners in LME governance. LME/ICM/MPA projects accessing and using the tools to address the emerging priorities and new requirements for GEF. Facilitate the exchange of experiences between LME's on data and information management issues, and promote the development of common data management approaches for	LME governance would continue on an ad hoc basis without the benefit of experience sharing and the incorporation of best practices and shared data.	Series of validated methods and new tools to address priority transboundary issues and national governance reforms (LME/ICM/MPA and climate variability and change). An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance which incorporates tools on best practice and new GEF6 requirements. Codification of experiences and best practices from GEF LME/ICM/MPA projects and other coastal and marine initiatives supported by GEF and partner organisations for inclusion in LME toolkit of assessment and governance practices. Establishment of an "LME/ IW environmental data management committee".	Key partners identified and working groups formed to complete each toolkit. Toolkits on environmental economics analysis, social aspects of environmental policy, nutrient over-enrichment, LME valuation and satellite remote sensing completed. Governance Handbook completed and disseminated to Project Partners. Toolkits and Governance Handbook available on the internet. Environmental Data Management Committee established.	

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
	LME/ICM/MPA projects.			Training tools for Data and Information Management developed.	

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
Outcome 3 Capacity and partnership building through twinning and learning exchanges, workshops and training among LMEs and similar initiatives (e.g. Seascapes).	Increased collaboration and learning exchanges South-to-South between the GEF LME, MPA and ICM projects, and North-to-South and South-to-North partnerships with non-GEF marine and coastal initiatives (e.g. Seascapes) to build capacity and develop training and education materials. GEF LME/ICM/MPA practitioners trained in new techniques and approaches for ecosystem-based 5-modular assessment, management and governance practices for ecosystem and mitigation of effects of climatic variability and change in LMEs. Increased capacity of GEF LME, ICM and MPA project staff and practitioners, to address the new ecosystem-based	Training within the LME/ICM/MPA projects provided on an ad-hoc and inequitable basis between regions, host States and stakeholders, dependent on the project and partner resources available in the region. Delivery of the individual projects delayed by lack of capacity and availability of trained practitioners. Project costs increased due to the lack of easily accessible training and educational materials. Existing training materials prepared by learning partners not fully mobilized. No strategy in place to be able to train the number of practitioners needed to be able scale up the Coordination of ecosystem-based management and governance practices. Existing LME projects not be able to build the capacity of participating countries to apply ICM or adapt to	Functional dialogue, project twinning, learning exchanges, and training workshops in ecosystem-based governance among GEF LME/ICM/MPA projects and other GEF and non-GEF funded marine and coastal initiatives, such as Seascapes,, to build capacity and for portfolio learning. GEF LME/ICM/MPA practitioners fully trained in ecosystem-based governance techniques and approaches including adaptation to climatic variability and change. New training materials developed in collaboration with learning partners (e.g. IUCN, FAO, IOC, ICES, NOAA, IOI, Conservation International, UNU-INWEH) and through learning exchanges and workshops to address priority issues in GEF6.	Internet portal operational. Completed twinning training materials. Twinning experiences occurring. Twinning experiences tracked and evaluated and lessons learned included in training materials. Training strategy based on short-term capacity building needs assessment developed and implemented. Training sessions held and reports written.	Assumes that GEF LME/ICM/MPA project staff and practitioners will have time and willingness to engage in learning and experience sharing activities.

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
	governance priorities in GEF6 built through portfolio learning, partnerships, and training.	climate change and maintain ecosystem resilience. Reduced impact and the level of consistency in the achievable performance of the IW portfolio.			
Outcome 4 Communication, dissemination and outreach of GEF LME/ICM/MPA project achievements and lessons learned.	Communication of results to stakeholders, increased awareness of LME issues and engagement in networks through global and regional LME /COPs Strategy developed for showcasing LME and ICM assessment and governance best practices among project partners, stakeholders, resource managers, broader scientific community, government representatives, private companies, universities, schools and the public. Global policy discussions informed and impacted by knowledge and experience of GEF-ecosystem based LME/ICM/MPA governance project.	The global awareness, impact, and legacy of the LME/ICM/MPA projects amongst different stakeholder groups and partners would remain at current levels.	Global LME/ICM/MPA-communication platform linking GEF LME, ICM and MPA projects with other relevant initiatives. Lessons from GEF ecosystem-based LME/ICM/MPA projects disseminated through IW:LEARN website, partners and project website.(1% of the overall budget will be spend on IW:Learn related activities) Publication of findings from LME/ICM/MPA projects in peer-reviewed scientific, coastal and ocean management journals. Participation of GEF ecosystem-based LME/ICM/MPA project staff and practitioners in regional and global conferences (e.g, Global Ocean Forum, ICES Science Conferences, etc.).	Interactive web site operational. Report on strategy for showcasing LME, ICM, and MPA assessment and governance best practices. Regional science-to-management workshops held. Journal publications of findings from LME/ICM/MPA projects. Biennial conferences on ecosystem management and ocean governance held. Published conference and workshop proceedings.	
Outcome 5 Project Management: establish a functioning Project Coordination	Functioning, minimalistic Project Coordination Unit focusing management of partner	Governance of LMEs would remain at status quo, with no long-term strategy incorporating best practices	Monitoring and Evaluation (mid-term and terminal evaluations) conducted. Establishment of unit that will	Staff hired and office operational. Completed Long-term LME Governance	

	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
Unit at IOC, encouraging participation by Partner Network, including short-time visits, seconding of personnel, etc. Work closely with NOAA in transitioning their non-science and technical support capacity to the Project Unit.	activities established. Strategy for LME Governance best practices for the long-term for the GEF portfolio, with overlapping interests within LME, ICM, and MPA domains prepared.	to guide LME management.	manage project, ensuring cooperation with partner network. Development of a long-term LME global governance strategy.	strategy. Mid-term and terminal evaluation reports.	

16 Annex K – IW:LEARN Activity Table Details of Progress to Date

Activities	Details of Activity
1. Harvesting, Standardization, Dissemination and Replication of data	Implemented by UNEP, Co-financing 149,818 – 60% to date – not all co-financing has been reported to date from UNEP.
1.1. Upgrade IW portfolio visualization tool (link to LME 1.2)	<p>Lead is GRID-Arendal in close coord with PCU, Indicators: (Mid-term achievement) End of Project Target (11) 20 projects visualizing spatial data at IW:LEARN.net (128) 40 Number of portfolio visualization maps/graphs produced (80) 50 layers uploaded in the visualization tool (0) 50% of existing IW and 70% of new projects utilise IWL recommended approaches to visualisation. (<i>Suggest change to 80% of projects initiated after 2016</i>)</p> <p><u>Comment:</u> The Infra-structure of the site is generally there, but to realize the outcome of “increased experience sharing and replication throughout and beyond GEF” it was planned to be fully (or mostly) operational by the end of 2018. For this to occur a concerted effort on quality control is going to be needed to get this completed. Promotion of the website beyond GEF is also needed, but uptake will depend on the functionality of the site. Part of the difficulty in the site design is that it is trying serve multiple purposes – i) as a GEF project based information site and ii) as a wider learning and information exchange tool. These two purposes can be at odds – for example most people visiting the site outside of GEF would not be interested in GEF administration issues and having highly technical information upfront may turn “beyond GEF” users away.</p>
1.1.1. Final specification and prioritization of geo-components	<ul style="list-style-type: none"> - Up and running – https://iwlearn.net/iw-projects and a geo-spatial mapping tool at http://geonode.iwlearn.org/layers/?limit=100&offset=0 - The final specifications are for the most part done. There is on-going comments from PSC etc. - Good map in the introduction which allows choosing various layers. - In some cases national countries are not allowing documents to be released - for example the TDA for the Amazon basin is not available due to the nationals – due to a dispute regarding boundaries which has nothing to do with the TDA. - Develop a layer showing funding and co-financing - it helps to promote the overall importance of IW - GeoNode is the main data viewing platform. They can also use web services – and so can link into others systems without have to host it (ie Caribbean GeoNode) however there is also a risk that these sites may remove their data. - This sub-activity is “complete”.
1.1.2. Consolidate and upgrade	- The new site has been developed and is an improvement over the old site. There remain some navigational issues,

the platform	<p>such as making certain things more obvious, but in general it is a great improvement.</p> <ul style="list-style-type: none"> - the old site had a different way of measuring hits and so new hits need to be assessed according to the old method to evaluate if the activity has achieved the desired results. - Upgrades are continually being proposed by the SC, web are continually migrating project information - Migration of the original site over from PLONE to the new software has not been as simple as initially perceived much of the first year and a half has been taken up with migration issues. - There are some older data sets and background that are missing. There are some missing documents, this is partly in terms of how the old web site was maintained and documents tagged. For example, if document not tagged as SAP it will not come up. - It is to be fully migrated with data etc. by Dec 2018. The underlying platform is ready; however, the contents still need to be uploaded. - Many of these issues have now been solved and there is a concerted effort to ensure all the information for projects is up-to-date and correct (PCU/GEF task managers etc.) - This sub-activity is considered “slightly behind” but can be accomplished.
1.1.3. Improved reporting of portfolio progress and outputs	<ul style="list-style-type: none"> - In general, the infrastructure is there. - The address of projects and contacts is easily visible for people wanting to gain more information. - The data and progress reporting, TDA etc. are downloadable, when they are available. However, suggestions are to enhance accessibility for example: <ul style="list-style-type: none"> o Need to have a single button to access all projects with TDA, or SAP etc. (this focuses on GEF users and not “beyond GEF”) - The “Time series data series of years” is available. Some modifications are being made and it is planned to be developed in the following weeks (June 20th). - Visualization of geospatial data from partners organizations is on-going. The geo-node tool has incorporated layers from a variety of sources, including projects where possible. - This activity is considered “on-track”.
1.1.4. Display of past project geospatial data	<ul style="list-style-type: none"> - Check for the final list of past and closed projects. This is difficult to achieve as shape files are not always easily available once the project has been closed. There is one project Lake Baikal that has been uploaded, but there are no others. In many cases early projects did not always use GIS for their mapping. Many projects, use shape files, but the agencies do not generally have shape files, but maps in e-files. There is no list of past projects with spatial data. - There are some 128 dynamically generated map layers have been installed (this is beyond the target number) - This activity is considered “complete”.
1.1.5. Promote a viable spatial Data Infrastructure (SDI) and guidelines	<ul style="list-style-type: none"> - These have been completed and are being disseminated to projects (GRID-Arendal) - Have developed a shot video to explain the tool. - Guidelines for IWL SID have been tested in Cape Town (Nov 2017) but need further testing - testing is to be completed in June 2018. They are waiting for project feedback on the guidelines and need to promote them to get projects to use them.

	<ul style="list-style-type: none"> - This activity is considered “slightly behind” – more effort needed on testing.
1.1.6. Work with projects to visualize their spatial data	<ul style="list-style-type: none"> - This has proved difficult as few projects are providing input to have their data incorporated. A lot of time is spent “chasing up on projects”. - Updating data is a concern – projects are not feeding in their data – Recommended to push projects / educate them more on how easy it may be to enter information and GRID Arendal is doing this with a variety of videos. - There is a need to get more time to work directly with projects. - One workshop on this has been done in Cape Town (Nov 2017), and others are to be done – 8 in total. - This activity is considered “behind” and needs attention to be completed
1.2. IW:LEARN to incorporate partners’ online knowledge platforms and website (Link LME 1.2)	<p>Lead is GRID-Arendal,</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <p>(0)80% of portfolio with active RSS-feed links to IW:LEARN.net sharing news, events and results – Needs to be redefined – RSS feed not valid metric (PSC, April 2018) <i>Suggest making it 80% of projects are exchanging information (1-2 experience note / 10 tweets / 10 facebook posts)</i></p> <p>(TBD)50% Web metric indicating goal vs. conversion rate for targeted campaigns and key webpages in IW:LEARN.NET (using GoogleAnalytics) – Needs to be redefined (PSC, April 2018) <i>Suggest remove this and take site visit metrics to the end of the project, conduct analysis and then develop informed metrics for future use.</i></p> <p>(-98%)25% Increase in unique page views [MAR2016: 12,425, MAR2018: 212] Needs to be redefined (PSC, April 2018) <i>Suggest remove this and take site visit metrics to the end of the project, conduct analysis and then develop informed metrics for future use.</i></p> <p>Comment: To achieve the expected outcome of “increased experience sharing and replication throughout and beyond GEF as well as enhanced stakeholder buy-in into GEF interventions” by the end of the project in 2019 more attention will be needed. The site has to be operational and functioning to achieve the outcomes. Outcomes will likely be achieved post 2019. Similar comments as per 1.1: The bulk of the web infrastructure is there, however, quality control is needed as there is integration of data on similar issues from various sources (ideas are to simply quote the source, place a caveat on the website that there are various sources, encourage users to contact and update errors). More input is needed from projects, more quality control is needed on existing information and data on the site - this needs to be coordinated by the PCU. Implementing agencies should be responsible for ensuring the information on the website pertaining to their projects is correct and up to date.</p>
1.2.1. Enhancement of IW:LEARN website and functionality	<ul style="list-style-type: none"> - The website has been improved in functionality and will continue to be improved as more recommendations have been made to improve it at the SC meeting (April 2018). This includes: <ul style="list-style-type: none"> o The intro needs to have IHP map and GEF map for aquifers for example. (also look at TWAP). Same with LME mapping - Introduction of Aspect Based Navigation to website is being done. - Quality control is an issue with the site (see above) – There are links which are not working and so quality control needs to be conducted- - There are documents which are missing or not properly tagged. - There is data that is inconsistent (ie the area of the Black Sea – where there are several different values)

	<ul style="list-style-type: none"> - Migration of the original site over from PLONE to the new software has not been as simple as initially perceived. This has lead to less “functionality” at this point than was originally hoped for at the beginning of the project. - This activity is considered “behind” and needs attention to be completed
1.2.2. Expansion of GEF portfolio results to include “Stress Reduction”.	<ul style="list-style-type: none"> - This is being done – although slowly, the website capability is there but there is a lack of data from the projects. The PCU is primarily responsible for assuring data is collected. - There is available data for some areas, such as the Danube or Black Sea, however, many areas do not have or are not readily providing and reporting on the detail of data needed to “map” stress reduction parameters. - PSC recommendation was to place what is available up on the site i) to provide more detailed information to users on those areas that have the information, and ii) encourage other areas to provide the information as they see the benefits of having it up on the web. - This activity is considered “behind” and needs attention to be completed
1.2.3. Introduction of Aspect Based Navigation to website.	<ul style="list-style-type: none"> - Merged into 1.2.1. - As of 1st Steering Committee Meeting.
1.2.4. Establish dynamic linkage with Global MOU partnership websites	<ul style="list-style-type: none"> - Linkages have been made on the IW:LEARN website. - Projects can use simplified template to create project site. - Linkages to Non-GEF partners, WWF, IUCN etc. are there – though some of the agency linkages are not correct (See above 1.2.1). - Many “partners” have no linkage to IW:LEARN (see website table in references) - This activity is considered “mostly complete” with attention needed to quality control
1.3. Published IW news letter, bulletins etc.	<p>Lead is GRID-Arendal,</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (8)24 bi-monthly e-bulletins distributed NOTE: This is a change from 48 issues of monthly eBulletins. Change will be supported by increase in social media to disseminate information. - (Approx.. 12%) 10-15% quota increase for Facebook and 20-25% increase for Twitter (PSC changed in Athens). <p>Comment: The infrastructure is in place and is being employed. Information from the projects are needed to populate the news feeds and bulletins. Some incentives need to be developed at the GEF project level for developing news feeds and creating a culture of communication. Photo contest, blog contests, etc. Communication with IW:LEARN incorporated into the site. The PCU will need to take a more active role in helping to generate information from the projects. Training is being done on how to create a “blog” or use phone video for example. (CITE)</p>
1.3.1. Regular electronic bulletins	<ul style="list-style-type: none"> - Have published 8 newsletters, 102 subscribers to the “exposure newsletter” called “water we up to”. It used to be monthly and has now moved to bi-monthly. The idea being more people will take notice of it. - Most projects don’t have RRS feeds and so target was 80% but this many not be realistic. There was a move to alter the RRS requirement to relate to “80% of active projects sharing results”

	<ul style="list-style-type: none"> - Media reports are continually being developed and updated. Between January 1, 2017 and April 15 2018 some 43 news e-reports have been developed and disseminated through the site. <p>This Activity is considered “on-track”.</p>
1.3.2. Dissemination through social media	<ul style="list-style-type: none"> - The social media strategy was developed in June 2016 and is being implemented <p>This activity is considered “on-track”</p>
1.3.3. Promote wide dissemination of products and tools	<ul style="list-style-type: none"> - Dissemination of tools and products are being done through workshops (Capetown, Nov 2017), social media and newsletters. - There are regular tweets (subscribers are up 12% from 2017) and Facebook updates (subscribers up 5% from 2017). There are approximately 1900 people subscribing to the news letters. - # Subscribers does not measure the extent to which people are opening or reading tweets, etc. – In Twitter, the number of tweets can be tracked per month, as well the impression of the tweet, but not the number of reads so it is difficult to actually see how many people are reading tweets. Facebook, however, can have a number of reads. <p>This activity is considered “on-track” but with reservations regarding achieving targets – 50% increase in subscribers may be unrealistic.</p>
1.4. Synthesis Documents on priority topics	<p>Lead is GRID-Arendal (with substantive input from others)</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (0) 2-3 synthesis report/ guidance published – NOTE: this is a change from 4 reports produced. Synthesis reports are an excellent vehicle to showcase results from the IW portfolio but the available resources are not sufficient to support the production of 4 reports. - (0) 24 IW Experience Notes and IW Achievement Notes received from the portfolio <p>Comment The infrastructure is in place and the mechanisms (ie video, templates) for communication and dissemination have been developed, however, there is a lack of substantive input from projects to populate the experience notes.</p>
1.4.1. Develop and implement issue based multi-media synthesis reports	<ul style="list-style-type: none"> - Templates for synthesis reports have not be fully developed – while this task has not been achieved, this allowed for potentially greater flexibility in delivery. - So far none of 4 scheduled has been developed. There are two that are in the pipeline : A draft synthesis report highlighting the role that the GEF International Waters (IW) focal area plays as a financing mechanism in implementing the Global Programme of Action (GPA) for the protection of the marine environment from land-based activities has been prepared. Also, Marine spatial planning & Addressing Nexus Considerations are well under way. - GRID is looking at helping to develop new formats for the synthesis reporting to be more engaging. Audio and video interviews etc. - The target was altered to 2-3 synthesis reports but there were to be one delivered in 2017 and 2018 and 2019 <p>This activity is considered “behind”, but can be achieved.</p>
1.4.2. IW Experience Reports	<ul style="list-style-type: none"> - There has been only several (#) Experience notes published as intended. There should be 24 by the end of the project and at the MTE there are about 10 in the pipeline and waiting to be published.

	<ul style="list-style-type: none"> - There is a need to keep pushing and push projects to supply the Experience Notes. There is a video on “how to communicate your story to the IW:LEARN community” (www.iwlearn.net/media/videos/26217) (1.4.3). Experience Notes or Achievement Notes can also be done via multi-media. This may provide some help in projects conducting their work. - More encouragement or attention is needed to promote projects developing their “notes”. - This activity is considered “behind” and concerted effort will be needed to achieve the project target.
1.4.3. Animation video	<ul style="list-style-type: none"> - To date (April 25th) there are two animated videos i) “What is: IW:LEARN” and ii) “how to communicate your story to the IW:LEARN community”. - As of 30th May, I) has received 69 plays and ii) has had 29. - This activity is considered “on-track”
1.5. Training on information and communication technology	<p>Lead is GRID-Arendal</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (1)8 webinars/F2F organized NOTE: Change from 8 face-to-face regional ICT workshops and 4 webinars. New website toolkit will be easier to use requiring less training. More training to focus on developing skills in other communication tools. To date one F2F training in Cape Town Nov 2017. - Other indicators were removed by the PSC Meeting #2 Athens April 2018. <p>Comment: In general activities accomplished save being far behind in delivery of training for ICT. By the time training is done there may not be much time left in the project to realise desired outcomes.</p>
1.5.1. Produce and disseminate information materials on ICT	<ul style="list-style-type: none"> - ICT strategy was developed and is being implemented - Produced two videos (1.4.3) and placed on web. - Dissemination still needs to occur. - This activity is considered “on-track”
1.5.2. Face to face and virtual ICT training	<ul style="list-style-type: none"> - Have conducted one training session at the Cape Town meeting (Nov 2018). There are 8 scheduled for the project. Some time was needed to develop the training tools (1.5.1) before they can be delivered. However, if there are 7 more sessions to be done this activity is considered behind, as time will not allow for determining the projects benefit associated with the new website and visualization tools - This activity is considered as “behind”.
1.5.3. Support projects and develop IW:LEARN Website Toolkit.	<ul style="list-style-type: none"> - This has been fully realized. It is planned to further “Update Website Toolkit for new IW: LEARN website during 2018 Some projects have already used the website toolkit – for example the Gulf of Mexico LME. - This activity is considered “on-track” but needs focus for the remainder of project.
2. Share knowledge and results across partners	Implementation through UNDP
2.1. Twinning exchange program (Link to LME 3	<p>Lead PCU</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (2)5 planned twinning partnerships established (<i>Both between GEF and organised by IRF</i>)

	<ul style="list-style-type: none"> - (2)6 ad-hoc exchanges - (3)10 IW projects demonstrate new approaches following twinings. (retroactively look at reporting, and what actions are to be done following twinings and then check follow up etc.) <p>Comment Outcome is enhanced portfolio and partner capacity at regional and global levels and increased opportunities for transboundary cooperation. To date one IW project has demonstrated new approaches (CLME +). In general, the twinning activities are behind, but can be achieved with concerted effort.</p>
2.1.1. Support programmatic twinning	<ul style="list-style-type: none"> - 1 twining event has occurred between Caribbean and Amazon – Source to Sea, May 2017 - 2nd twinning Dniester/Kura II (IWRM) has been completed (4-5 June 2018). - Other twining pairs need to be defined. - Other specific twinings (specifically source to sea) are being identified and organized i.e. - #3. Yellow Sea LME and a River Basin Commission/BCC (YSLME project wants to establish a commission and is looking for expertise from either a Basin Commission or the Helsinki or Benguela Commission). <p>This activity is considered as “on target”</p>
2.1.2. Twinings that introduce external experience	<p>IRF is the lead partner</p> <ul style="list-style-type: none"> - No twinning exchanges have occurred. - There is a plan to identify matches at the next IRF symposium, September 2018. - There has been a large staff turn over in IRF which has held up this activity. - There were supposed to be 5 IRF-GEF twinning exchanges to occur by 2019 – the first three to be done by October 2018 – within the annual workplan – but no target established. - The IRF has had a lot of staff changes, to date there have been 4 focal points. The lack of continuity has hindered this activity. The PCU has reviewed the previous IRF winners and are making suggestions of twinning partners with IRF. <p>This activity is considered as “behind” -</p>
2.1.3. GEF Ad-hoc exchanges and Twinning	<ul style="list-style-type: none"> - 1 ad-hoc twinning was conducted - 13 River basin Organisations/GEF projects with UNEP-DHI (FDMT), WMO, UNECE - Geneva, Dec 2017 – The floods and drought management tool was developed and presented. Drin, Dniester, Chu-Talas, Orange, Senegal, Volta, Congo, Niger, Rio Matagua. (Mano River actively followed up with FDMT requesting to use the tools in the project) - A follow up activity was done on May 31st, 2018 in Geneva. 5 River Basin Organisations and GEF Projects in attendance (OSS, Volta, CICOS, Chu-Talas, Dniester) as well as participants from WMO and UNECE - 2. To be confirmed: Technical exchange August/September – Philippines (Laguna Lake Development Authority) and Kenya (Lake Naivasha) pollution and ecosystem health assessment (GEF Lake Victoria Basin Commission targeted to attend the exchange) - This activity is considered as “on-track”,

2.2. IW Conferences (No links to LME ??)	<p>Lead PCU</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (299)600 Number of IW participants at IWC 8 & 9 - (80)50% of IW projects attending IWC exhibit/present at least one innovation and/or replicable experience - (TBD)50 IW projects indicate at least 1 new approach following workshops/IWC - (95)90% of project participants provide positive responses to capacity increase following IWC <p>Comment: Outcome is to be enhanced portfolio and partner capacity at regional levels, and dialogue opportunities. In terms of having achieved its targets for connecting IW portfolio practitioners together this sub-component is on target.</p>
2.2.1. IWC8	<ul style="list-style-type: none"> - Completed in May 2016 in Sri Lanka - This activity is considered as “complete”,
2.2.2. IWC9	<ul style="list-style-type: none"> - To be hosted in November 2018 - Venue has been chosen - Agenda is being developed - Conference website is active (confirm) - Contracts and Admin for organisation are still pending. - This activity is considered as “on-target”,
2.3. Supporting regional Coop through dialogue	<p>Lead is GWP</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (1)3 Number of roundtables/workshops in SEE/MENA - (Not) Completed MAGD available for regional dialogue - (0)2 Number of roundtable/workshops in new regions - (0) 2 basins have enhance co-operation as a result of IWL activities (<i>there is a problem in developing a metric that is SMART – possibly link t the work being done SDG 6.5.</i>) <p>Comment Outcome is to be enhanced portfolio and partner capacity at regional levels, and dialogue opportunities for increased transboundary cooperation. The overall assumptions that greater opportunities for discussion and dialogue will result in greater cooperation is sound (CITE). However, the measurement of increased cooperation is problematic.</p>
2.3.1. SEE and MENA roundtables	<ul style="list-style-type: none"> - First Regional Roundtable including SEE Nexus Ministries' meeting – 2017 - The 2nd regional roundtable is still being developed and prepared, it is slightly behind the planned schedule. - This activity is considered as “on-target”,
2.3.2. Methodological Approach to Regional Dialogue	<ul style="list-style-type: none"> - The Methodological Approach is scheduled for June 2018 and a final at October 2018 in time for IWC9 - This activity is considered as “on-target”,

2.3.3. Int. Roundtables and Capacity in new region	<ul style="list-style-type: none"> - There were opportunities to have a regional dialogue either in Asia (South Asia) or in Latin America (San Juan Basin) and GWP is weighing up the options and possibilities. - The new region was identified as the San Juan Basin in June 2018 – this is later than was anticipated in the project plan. Consequently, no workshops have been conducted. - This activity is considered as “slightly behind”;
2.4. Global and Regional Targeted Training (link to LME 1.4)	<p>Lead is the PCU</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (3)6 global and regional workshops addressing identified knowledge gaps <p>Comment Outcome is to be enhanced portfolio and partner capacity at regional levels, and dialogue opportunities for increased transboundary cooperation.</p>
2.4.1. Conduct 6 global trainings	<ul style="list-style-type: none"> - #1 workshop was conducted in Africa April 2016 – Nairobi, focus on pollution and water quality, - #2 Workshop conducted in LAC in October 2017 – , Montevideo focused on gender mainstreaming, private sector engagement, conjunctive management. 7 GEF IW projects attended - #3 Workshop conducted in Asia, Bangkok, May 2018, - Focused on Benefit sharing, economic valuation, Best Practice in Legal and Institutional Frameworks. 17 GEF IW projects attended - Further workshops scheduled for Africa. LAC and Asia over 2019 and 2020. <p>This activity is considered as “on-target”</p>
2.5. Promotion of Gender Mainstreaming (No link to LME)	<p>Lead UNESCO-WWAP & WWF</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> -(8)10 gender mainstreaming activities ((5) 6 webinars, 1 video and (2) 3 workshops) -(over 100)100 IW personnel participating in gender webinars (TBD)70% of existing IW projects and 100% of projects starting after 2016 have gender mainstreaming policy. <p>Comment The outcome: Increased recognition of gender issues and attention on gender equality for IW projects and sustaining livelihoods, ecosystem services and strengthening transboundary cooperation. The outcome will likely be realized both during and beyond the project - though greater emphasis might be placed on workshops and possibly twinning.</p>
2.5.1. Webinars on “Achieving Gender Equity”.	<ul style="list-style-type: none"> - Training Materials have been developed (May 2017) - Tool kit on collecting sex disaggregated data has been developed and is available from WWAP site - 5 webinars have been conducted by April 2018 – only one more is scheduled for February 2019. The first webinar had over 60 people. The information and schedules are on the WWAP website⁴⁹ - A video has yet to be developed (it was supposed to be done by March 2018) – however, it is still being developed. Some shorter videos have evidently been done – however, they were not readily available with a search on either IW:LEARN or WWAP (or UNESCO) websites.

⁴⁹ <http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/water-and-gender/iw-webinar-series-on-gender-and-water/timeline-and-themes/>

	<ul style="list-style-type: none"> - LME stakeholders have been invited – there has not been a lot of uptake (but Bay of Bengal and SCS have been actively involved). - WWF and WWAP has been involved with helping materials and delivery and the Workshops. Co-hosted 1st one, WWAP tool on 2 and 3 and WWF hosted 4 and 5. - Most of the webinars and materials have been developed with the freshwater lens, while there was participation with LME projects, - Useful for project in design phase as setting up, as opposed to established. Take advantage of the GEF Gender Equality policy (28 November 2017) – How this policy might be applied in the IW sphere. GEF as TDA-SAP process, reviewing the and updating to the Manual and WWF and WWAP contributed some material. <p>This activity is considered “On-track”.</p>
2.5.2. Face-to-face workshops	<ul style="list-style-type: none"> - 3 face to face workshops are to be held. - One was held at IWC8 in Sri Lanka, May 2016; one held in October 2017, Montevideo (Lead by WWAP); and one is scheduled for IWC9 in Morocco, November 2018. Also, events are planned by WWF at the World Water Week in Stockholm 2018. <p>This activity is considered “On-track” with attention needed to complete on time.</p>
2.6. Global Dialogue Participation (Link LME 3.7)	<p>Lead PCU</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> -(3)8 Involvement of IW:LEARN in global water dialogue process (e.g. World Water Forum, Stockholm Water Week, etc.) -(TBD)25% Increase on global dialogues sessions on GEF IW <p>Comment The outcome is to increase global awareness of GEF IW results and partner collaboration. This is reasonable and likely to be achieved if promotion is done. But attention is needed to achieve the targets of 8 events – particularly to focus on “other” events.</p>
2.6.1. World Water Forum 2018	<ul style="list-style-type: none"> - Participated in march 2018 <p>This activity is considered “completed”.</p>
2.6.2. Engagement in World Water Week Stockholm	<ul style="list-style-type: none"> - Have participated in 2016 and 2017 and are planning to participate in 2018 and 2019 <p>This activity is considered “On-track”</p>
2.6.3. Engagement in other global dialogue	<ul style="list-style-type: none"> - There is a plan to prepare a side event and pre-conference workshop at the (UNCE 92) Helsinki Convention MoP in Astana in October 2018. Pro-doc lists this under 2.6.4. - There has only been one event identified – there has to be more to meet target of 8 events. <p>This activity is considered “behind”</p>
2.6.4. Supporting participation of GEF in global Dialogue	<ul style="list-style-type: none"> - This activity is not as clearly defined the previous activities. Discussions with the PCU indicate it is primarily for ensuring participant attendance at events and is thus related to the specific activities above as well as other ad hoc events. - Possible opportunity to Global Marine Commodities Project that would like to go to Fish Crime Symposium <p>This activity is considered “on track”.</p>

<p>3. Expand Global Communities of Practice to advance water conjunctive management</p>	<p>Implementation through UNDP Core idea is to mobilize external partnerships to enhance learning and knowledge management through improved CoPs. The activities are targeted to reach beyond GEF portfolio to enhance learning. The GEF increment Indicators (0)5 new partnerships between projects encouraged through IW:LEARN on conjunctive management to. # cases of linked management of ecosystems is strengthened # of IW projects with PSC approved sustainability/exit plans involving the private sector.</p> <p>Comment The outcome of this activity is to have partnerships mobilized for improved learning and knowledge management through enhanced Global CoPs to advance conjunctive management of water resources. The acknowledgement that there is a need to push for private sector involvement in sustainability of projects (Pro-Doc) is reflected in the activities. The likelihood of achieving the outcomes is good over time</p>
<p>3.1. Expand Global Freshwater Communities of Practice – GEF and beyond</p>	<p>Coord through PCU Indicators: (Mid-term achievement) End of Project Target : -(0)1 establishment of LESC -(2)2 training events for Nexus -(1)2 training events for sustainable hydropower (changed to green and grey infrastructure) -(1)2 training events on benefit sharing -(2) 2 training events on climate resilience</p> <p>Comment The outcome of the activities are to have partnerships mobilized for improved learning and knowledge management through Global CoPs. In this regard, the activities have been conducted well and are on-track to achieving the targets and outcomes</p>
<p>3.1.1. Establish a Learning Exchange Service Centre</p>	<p>Lead is IUCN</p> <ul style="list-style-type: none"> - The target is to have the LESC established by April 2018. - GRID is working right now on the beta version to be embedded into the IWLEARN website, which should be ready soon. We have already been able to collect good data from projects (demand) and partners (offer). It will be launched officially at the IWC9 in Marrakech so all the FW projects can familiarize with it and use it effectively afterwards - There has been coord with partners on training opportunities and linkages to websites. - It has taken time to determine what is needed from the standpoint of the project managers, work has been done to update the concept of the “CoP”. - The webinar is still pending the finalization of the learning programs and is behind schedule. <p>The activity is considered as “behind”, but can easily achieve targets with some attention</p>
<p>3.1.2. Support Training on Nexus</p>	<p>Lead is UNECE 2 training events have been conducted on the Nexus policy (August 2016 & Final workshop on Assessing the Water-Food-Energy-Ecosystems Nexus and Benefits of Transboundary Cooperation in the Drina River Basin, 19 - 20 April 2017,</p>

	<p>Sarajevo, Bosnia and Herzegovina)- Geneva Dec 2016 and Geneva December 2017.</p> <p>Drina project has had input into the policy brief. The conclusions and policy lessons from the Drina have been synthesized and there is a draft. However, the final policy brief is behind schedule, and needs to be developed to be disseminated during the course of the project.</p> <p>A synthesis document is also being prepared and should be in draft form by May 2018 – This is related to activity 1.4 with GRID-A and is being developed in a multi-media fashion.</p> <p>Organization for an event or session at IWC9 is proceeding</p> <p>This activity is considered as “on track”.</p>
3.1.3. Training on green and grey infrastructure	<p>Lead in the TNC</p> <ul style="list-style-type: none"> - There is a target of 2 training events to be done <p>One has been done in at the Great Lakes Conference in Africa, Entebbe, 2 May 2017</p> <p>The 2nd is scheduled for IWC9 in November, 2018.</p> <p>A 3rd workshop is to be an Africa focussed event in June 2019.</p> <p>This activity is considered as “on track”.</p>
3.1.4. Training on benefit sharing	<p>Lead is IUCN</p> <ul style="list-style-type: none"> - There is a target of 2 training events <p>One training event was conducted in Great Lakes Conference in Africa, Entebbe, 2 May 2017, regarding private sector engagement which was requested by PCU and GEF Sec. (Demonstration of flexibility and adaptability of partners and PCU)</p> <p>One training event was conducted in Bangkok, May 2018-05-14</p> <p>A 3rd is being planned for IWC9 in November, 2018 ,</p> <p>One on-line training package and event is to be conducted but with no scheduled date. IUCN wants to wait for LESC to be up and running before committing to a date.</p> <p>This activity is considered as “on track”</p>
3.1.5. Training on climate change	<p>Lead is UNECE</p> <ul style="list-style-type: none"> - There is a target of 2 training events <p>There have been 3 training events, i) Global network of basins working on climate change meeting (Geneva, 6-7 April 2016) (with some IW basins participating such as Niger, Drin, Chu Talas, OSS, Senegal) ii) the 6th Global workshop on water and climate change adaptation in transboundary basins (13-14 September); iii) 7th Global workshop on water and climate change adaptation in transboundary basins (November, 2017)</p> <ul style="list-style-type: none"> - There was also training on how to develop bankable project proposals for financing climate change adaptation in transboundary basins (with several IW basins participating such as Niger, Drin, Chu Talas, OSS, Senegal) – June 2017 <p>During this activity support has been given to the Chu-Talas and Dniester basins.</p> <p>A “Words to Action Guide” has been developed and is the final stages of being open for comments: Available at https://www.unece.org/fileadmin/DAM/env/documents/2018/WAT/05May_28-30_IWRM_WGMA/INF_8_Water-related_disasters.pdf</p>

	This activity is considered “on target/complete”.
3.1.6. Technical assistance for adaptive management for RBO	<p>Lead is ICPDR</p> <ul style="list-style-type: none"> - (no set targets) But workplan underscores development of a background document at training materials on “benefits of transboundary co-operation”. - Experts have been provided to for knowledge exchange events (Bangkok, May 2018) and scheduled for IWC9, November 2018. - The draft was released and presented in Bangkok., May 2018. - Training materials have been developed <p>This activity is considered as “on track”</p>
3.2. Groundwater Community of Practice	<p>Lead is UNESCO-IHP</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> -(TBD)8 IW projects with personnel attended in conjunctive water management training -(0)15 IW projects in total are active in GW CoP -(TBD)5 projects have adopted improved conjunctive management approaches to ground/surface waters <p>Comment The outcome of the activities are to have partnerships mobilized for improved learning and knowledge management through Global CoPs. In this regard, the activity is behind schedule in the maintenance and expansion of a GW CoP. While training has occurred and new linkages developed, there is not central “mechanism” to ensure the continuity of the GW CoP - or if there is it is outside the catchment of IW:LEARN.</p>
3.2.1. Enhance the capacity of the GEF System in groundwater issues	<p>Training material has been updated and developed</p> <p>Dedicated tools for website GW CoP</p> <p>Session on conjunctive management lead by IHP in LAC, UNESCO-CEREGAS, Montevideo, October 2017; Workshop Groundwater Governance-TWAP-IW:LEARN workshop,—May 2017 (date TBC)</p> <p>Workshop Completed: “Conjunctive Management of Surface Water and Groundwater”, 43rd IAH Congress, Montpellier (FR), 26th September 2017– who participated in this?</p> <p>Conducted session at IWC8</p> <p>Scheduled session at IWC9</p> <p>Promotion of tools and knowledge through Webinars – in 2017 at LAC in Spanish. Planned Webinar “International Groundwaters”: Where do we go from now? Overview and good practices for GEF IW projects from assessment to cooperation, in the context of SDGs” (May-June 2017). Not known how many people participated.</p> <p>- This activity is considered “on-track”</p>
3.2.2. Preserve the legacy of GEF IW groundwater projects through sustained GEF IW Groundwater Community of Practice	<ul style="list-style-type: none"> - Update website on GW CoP – new website will be hosted by the “UNESCO Groundwater Portal”. IGRAC is not included in this phase of IW:LEARN. - The new website has not been developed as planned as UNESCO-IHP is the process of developing this. It is hoped to be developed and functioning by the Autumn of 2018. - The migration of the old CoP to the new website has not occurred. - Update of the brochure "GEF Groundwater Portfolio have not been accomplished yet

	<ul style="list-style-type: none"> - Dissemination of information was conducted at training sessions and webinar – See 3.2.1 - Training on legal frameworks are to be conducted, but it is unclear if these are new or from the previous phase of IW:LEARN3. - A Strategy was developed for GEF IW participation in Dec 2016, content is being obtain from GWF IW projects. - Regular updates and news from GW CoP website is not available (as no website as yet) <p>This activity is considered “behind” and at risk not being able to achieve outcomes within the project time frame.</p>
3.3. Partner exchanges to promote knowledge between linked freshwater-marine GEF projects (link L2.1)	<p>Lead is Conservation International (CI)</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - 2 IW projects participating at workshops between LMEs and linked basins - (0 and 0)1 freshwater basin and 1 LME have enhanced co-ordination as a result of IWL activities (<u>measurement of enhanced coordination is difficult</u>). <p>Comment This activity is based on conducting a single workshop which focused on Source to Sea lessons learned. It was conducted in Fiji with 6 GEF projects attending</p>
3.3.1. Support a Source to Sea Lessons Learned Workshop	<p>Linkages were made with UNEP S2S platform</p> <p>A workshop was held in Fiji in October 2017, 43 people (6 GEF IW projects, 37CI)</p> <p>Good opportunity for GEF to exchange and learn beyond the GEF portfolio.</p> <p>Report has been published.</p> <p>This activity is considered as “complete”</p>
3.4. Strengthen engagement of the private sector	<p>Lead is WWF</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <p>(2) of 3 regional workshops completed (4 are in the annual workplan)</p> <p>(TBD)5 projects identify IWL support as assisting private sector engagement in exit/sustainability projects</p> <p><u>It appears that this activity is running well and will accomplish outputs and intended outcomes, provided the</u></p>
3.4.1. Kick of meeting	<p>Meeting held in Washington May 2016.</p> <p>This activity is considered “complete”</p>
3.4.2. Workshops	<p>3 meetings /workshops have been held:</p> <ul style="list-style-type: none"> - #1-PSE in Water Stewardship Component at the International Business Roundtable in Sri Lanka following the five-day International Waters Conference (IWC) in April 2017. At the IWC, Ali Sayed of WWF-Pakistan and Jay Sherman of WWF-US led a workshop on Water Stewardship that focused on the fundamentals of Corporate Water Stewardship with salient examples from stewardship work in Pakistan. This workshop constituted the first of the 3 for 2017 - #2 - Great Lakes Conference in Africa, Entebbe, 2 May 2017. In collaboration with The Nature Conservancy and IUCN, the workshop: 1) demonstrated tested approaches and methodologies to engage the private sector in GEF (and related non-GEF) both during project implementation as well as to sustain project outcomes and enhance water stewardship and 2) discussed ongoing cross-cutting developments and priorities in the GEF IW portfolio - #3 - IW:LEARN LAC Regional Meeting in Montevideo, 9th October 2017. The workshop focussed on raising

	<p>capacity among GEF IW projects and partners on aspects of private sector partnership building, conjunctive management water and gender mainstreaming</p> <p>A fourth is scheduled for November 2018 in conjunction with the IWC9 conference.</p> <p>The recent regional meeting in May in Bangkok also had private sector participation (see LME - This activity is considered as “on-track/complete”)</p>
3.4.3. Develop tools and materials	The tools have not been verified, but WWF has indicated they exist.
4. Launch Programmatic Tools to Improve Portfolio Performance and Sustain Project Interventions	<p>Implemented by the UNDP</p> <ul style="list-style-type: none"> - (Yes) EV methodology and supporting documents available on IW:LEARN’s website - (Yes) EV methodology embedded in the guidance on TDA/SAPs - (0) 10 IW projects complete EV assessments based on IWL guidance and other information - (0) 100% of new TDA/SAPs have used EV approaches <p>Comment The first part of this activity, the EV methodology is complete, however it may have been ambitious to think that draft of guidance would be available for TDA/SAP process. This part has not been done</p>
4.1. Economic valuation of natural resources into the TDA/SAP process and targeted learning	<p>Lead is UNIDO</p> <p>Indicators: (Mid-term achievement) End of Project Target</p> <ul style="list-style-type: none"> - (Yes) EV methodology and supporting documents available on IW:LEARN’s website - (Yes) EV methodology embedded in the guidance on TDA/SAPs – in training materials
4.1.1. Repository of EV documents	<p>A library of the EV documents has been developed.</p> <p>This activity is considered “complete”</p>
4.1.2. Develop methodologies for EV in ecosystems and for including EV into TDA/SAP Processes	<p>This product has developed “Systematic consideration of the economic valuation of natural resources into the TDA/SAP process” in April 2018.</p> <p>Easily downloaded from the IW:LEARN website</p> <p>This activity is considered “complete”</p>
4.1.3. Production of training materials and training	<p>Training materials have been developed in Dec 2017. They are available on the website:</p> <p>3 of 8 training has occurred – IWC 8; Cape Town, November 2017; Regional Meeting in Bangkok May 2018.</p> <p>This activity is considered as “on-target”</p>
4.2. TDA/SAP methodology updated and expanded with good practices	<p>Lead PCU</p> <p>(No) Review of SAPs completed for good practices for SAP implementation</p> <p>(not) Guidance on Good Practices on SAP implementation available</p> <p>(0) 100% new SAP projects follow the guidance prepared by IWL on enhancing implementation of SAPs</p>
4.2.1. Review of Existing SAP	<p>The review was to be completed by March 2018</p> <p>An initial round of research done and has been drafted. A second round of research will be done with the idea of refining and finalizing. It should be done in the autumn 2018.</p>

	This activity is considered as “slightly behind” based on the annual workplan.
4.2.2. Guidelines for new SAP	A draft is being made by the PCU This is waiting for a finalization of the SAP review. This activity is considered as “slightly behind” based on the annual workplan.
4.3. Interactive online training courses to fill portfolio learning gaps (Link L3.5)	Lead PCU (1)2 MOOCs prepared and available online (431)2000 people register for MOOC including 50 from GEF IW projects and partner organizations (0 and 0) 100 complete the courses including 30 from GEF IW projects showing a higher engagement level from within the IW portfolio <u>The outcome of increasing the capacity of governments, intergovernmental bodies and GEF projects to implement SAPs.</u>
4.3.1. LME	Done in collaboration with NOAA, UCT, ICES UCT developed the main course. Pilot course developed and conducted in Africa Syllabus and online course for LME Assessment and Management course. Functioning and easy to start https://www.coursera.org/learn/large-marine-ecosystems Activity considered “complete”
4.3.2. Freshwater Legal Frameworks	Done in collaboration with UNECE and GWP The partners are taking stock of existing courses to see where gaps may lie. In particular, they are looking at the online course provided by the University of Geneva. They will assess gaps over the course of the summer and determine the next steps in the autumn. Activity considered “slightly behind”
4.3.3. Link to existing courses	There are some links to existing courses.

17 Annex L – LME:LEARN Activity Tables Details of Progress to Date

L-1.Enhance ecosystem-based management and to provide support for the GEF-IW	<p>Implemented through UNDP</p> <p><i>The outcomes are: Enhanced work of partnerships; increased interaction between projects; increased collaboration and coordination between projects; progress towards fully integrated “ridge to reef” ecosystem based management of freshwater-marine transboundary water system. The project has advanced achievement of improved partners and increased interaction, collaboration and coordination with the development of a cohesive group of development partners and active regional networks of practitioners. Proposed meetings have been held, a database has been developed with data entry portals, and functioning listserve, and the private sector has been mobilized in regional meetings. However, there has not been much of an inclusion of non-GEF projects on the web-site and Trainings on the data base are behind schedule (linked to IW 1.5 and 1.1.6),</i></p>
1.1. TOR for partners	<p>Lead is PCU</p> <p>Indicators: (mid-term target) End of Project Target</p> <ul style="list-style-type: none"> - Established network (community of practice) of GEF IW Large Marine Ecosystems and their coasts projects, and other marine and coastal initiatives supported by GEF and partner organizations.
1.1.1. TOR or tech partners	<p>This activity was completed early in the project in June 2016.</p> <p>This activity is considered “complete”</p>
1.1.2. Annual Meetings	<p>Annual meetings of the partners have been held in</p> <p>October 2016</p> <p>December 2017</p> <p>April 2018 and scheduled for 2019.</p> <p>This activity is considered “on-target”</p>
1.1.3. Private sector is mobilized-World Ocean Council and IW:LEARN with WWF.	<ul style="list-style-type: none"> -Organized session at the 2016 World Ocean Council conference involving 4 GEF IW projects (CLME, BOBLME, ASCLME, PEMSEA); and 2017 WOC conference PCU works with WOC to leverage PS at the regional level where it is more relevant. -Conducted partner meeting at LME18 meeting - Conducted workshop in Bangkok , May 2018.(Thai union; Squire Shipping, Mericulture Association – world Aqua-cultural society. <p>This activity is considered “on-target”</p>
1.2. Data base of GEF LME projects with overlapping areas, Non GEF projects and private sector	<p>Lead PCU</p> <p>Indicators: (Mid Term Target) End of Project Target</p> <p>(1)1 database of LME/MPA/ICM/MSP projects assembled with:</p> <ul style="list-style-type: none"> - Global directory

	<ul style="list-style-type: none"> - Web-based access from project website - Listserve with calendar functionality
1.2.1. Data base designed, with IW:LEARN/IOC including google layers etc. (see 4.2)	<p>The design was completed between October 2016 and April 2017 with collaboration with IODE, IUCN, GRID-Arendal, IOC (TWAP project), NOAA. PCU recruited consultant to prepare content. This is considered as “complete”.</p>
1.2.2. Data base developed and include GEF projects	<p>Data entry portals completed. Sub-domain developed with GRID-Arendal and was to be operational as of April 2017. LME:LEARN is operational and functioning. (marine.iwlearn.net). Content has been solicited and uploaded from GEF projects – most if not all those checked. This activity is considered as “on-track”. Needs continual updating.</p>
1.2.3. Expanded to include non-GEF projects	<ul style="list-style-type: none"> - This is to be an ongoing activity with no set targets. <p>Work has been on-going to up-date and include non-GEF funded projects to the data base. Non-GEF and private sector have been included in regional activities/workshops; however, to date there are no non-GEF projects included in the LME:LEARN website / data base. Although no targets are there, it would be reasonable to assume some data – or even links – to non-GEF LMEs or PS would be on the website. This activity is considered as “slightly behind”.</p>
1.2.4. Training of LME projects in visualization (link IW 1.1.6 & 1.5)	<ul style="list-style-type: none"> - There is no set target of trainings (IW:LEARN had 8 trainings for this activity), <p>One workshop on this has been done in Cape Town (Nov 2017). –linked to IW:LEARN 1.1.6. GRID conducted a training in Cape Town - possibly have 4 trainings in total. As the tool needed to be developed before training to begin. This activity is considered as “behind”</p>
1.2.5. Listserve developed with IUCN	<p>Working with GRID-Arendal the Listserve was functional by October 2017. It needs to be continually populated. This activity is considered as “to target”</p>
1.3. Project Steering Committee established and operating	<p>Lead PCU Indicators: (mid-term target) End of Project Target</p> <ul style="list-style-type: none"> - Indicator: PSC is established and operating. <p>PSC has been established and has meet May 2016, June 2017 and April 2018 Activity in “on track”</p>
1.4. Functional regional networks	<p>Lead PCU</p> <ul style="list-style-type: none"> -Technical Working Groups established to develop new LME governance tools in partnership with GEF- LME/ICM/MPA projects, and other marine and coastal initiatives. -Regional Networks established to enhance interactions and harmonization between GEF- LME, ICM and MPA and other GEF-IW transboundary surface and ground water projects. (jointly with IW:LEARN) <p>(3) 6 regional network meetings held (3) 10 ICO grants for networking among projects awarded</p>

1.4.1. Establish three regional networks	The selection of networks was completed June 2017, they are in Africa, LAC and Asia. This activity is considered as “complete”.
1.4.2. Annual meetings of regional networks	3 Meetings have taken place: Africa-August 2017- LAC- October 2017 Asia – May 2018 One annual newsletter has been published (Dec 2017) Lightning Chat 1: Africa 33% increase; LAC 51% increase, Asia-Pacific 47% - these events increased attendance. Lightning Chat 2: Completed Friday 18 May 2018 (LAC had to be rescheduled due to unavailability of fisheries governance expert in the region). Annual reports on network effectiveness are not yet available as the reporting period is one year after the 1 st regional network meetings and the results presented at the 2 nd annual meetings so that progress on network growth and usage of services (twinning funding, ICO grants, lightning chats) can be consolidated and feedback given by each network. Webinars have been removed and replaced with slack platforms. This activity is considered as “on track”.
1.4.3. ICO – and seed funding for grants	To date only 3 of 10 grants have been awarded. The Asia-Pacific Regional Network has recently been briefed on the ICO grants (May 2018). The next deadline for ICO proposals is 31 July 2018 –There will be as soon be reports from each ICO has been completed and the reporting done i.e. production of an experience note - EMIS and WACOM (set to start late June 2018) - CLME+ and PEMSEA (set to start September 2018) - CERMES and Caribbean Regional Oceanscape Project (CROP) (set to start July 2018) This activity is considered as “slightly behind”.
L-2.Synthesis of knowledge into policy-making, new methods of and tools to enhance management	<i>While the Governance Took kit has been developed and is being peer reviewed, the Component is lagging in the development of the EBM toolkit, which is particularly associated with the development of two components. This has thus delayed dissemination. The development of the data and information management (DIM) tools and training module have not been achieved. The final development and dissemination of the tools can be achieved within the project timeframe, however, it is questionable if there is sufficient time in the project for the projects to integrate the knowledge and advance achieving the desired outcomes</i>
2.1. Production of tools for EBM	Lead PCU with input from CI, IUCN and NOAA Indicators: (mid-term target) End of Project Target - (1)7 of validated methods and new tools to address priority transboundary issues and national governance reforms (LME/ICM/MPA and climate variability and change). - (established) Working groups on LME governance and Ecosystem Based Management established to develop appropriate LME governance tools
	The working group have been established The tool kits are being “updated” primarily from existing toolkits (the LME approach & project tool kit are new). The

	<p>primary value added of the tool kits will be their integrated nature once they are completed. The tool kits are to link to one another and thus cover the range of issues associated with developing and conducting a GEF IW Project in LME. Toolkits were to be produced by February 2017 and dissemination was to begin in March 2017 - they have not yet been completed and disseminated.</p> <p>Part of lateness in delivering this sub-component is that all the tool kits are to be “similar” in approach and appearance, and link together. Thus, they all have to wait until all are ready to be released. That said, there may be merit in working with those that are ready and have the others structure theirs to match. It is beneficial to get some draft versions out to help test their usability and validity.</p>
2.1.1. Environmental economics analysis tool kit	<p>Lead Partners IUCN</p> <p>Toolkit was produced February 2018 - done, but not available yet on line.</p> <p>It was validated by IWFT.</p> <p>Dissemination is waiting on completion of other toolkits</p> <p>This activity is considered “slightly behind”</p>
2.1.2. Stakeholder participation	<p>Lead Partner is CI</p> <p>Draft Presented at Cape Town (November 2017), Based on feedback have modified and sent to PCU in December 2017. Since then there has been little advance as no contract was in place. The second year contract was in place 1 June 2018. It is anticipated that this tool will be finalized by July 2018. Originally it was planned for this to be finished and disseminated by March 2018.</p> <p>This activity is considered “behind”</p>
2.1.3. LME strategic approach toolkit	<p>Lead Partner Lucy Scott from South Africa - focus on TDA and SAP</p> <p>Toolkit is done and is undergoing a final revision and look to be ready soon.</p> <p>Dissemination will be with others tool kits.</p> <p>This activity is considered “slightly behind”</p>
2.1.4. LME assessment toolkit – Scorecard (TWAP Act)	<p>Lead partners CI</p> <p>Draft Presented at Cape Town (November 2017), Based on feedback have modified and sent to PCU in December 2017. Since then there has been little advance as no contract was in place. The second year contract has only been in place as of 1 June 2018.</p> <p>There is an interest to make the tool interactive and conduct scoring on an enhanced spreadsheet. This tool also needs to be ground-truthed (peer reviewed) and it is anticipated that this tool will be finalized by September 2018. Originally it was planned for this to finished and disseminated by March 2018.</p> <p>This activity is considered “behind”</p>
2.1.5. GEF LME project tool kit	<p>Lead is Max Dunker,</p> <p>The should be more about preparing project documents – PIFs, Pro-Docs etc</p> <p>Draft done , Final draft not ready yet.</p> <p>This activity is considered “slightly behind”</p>
2.1.6. Marine special planning	<p>Partners are S.Pro from Germany –</p>

(MSP)	<p>There was to be more focus on transboundary MSP Tool kit has been developed. This activity is considered “slightly behind”</p>
2.2. Governance mechanisms to cross GEF sectors	<p>Lead PCU with ICES and NOAA Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - An LME/ICM/MPA Toolkit for adaptive ecosystem-based governance which incorporates tools on best practice and new GEF6 requirements.
2.2.1. Governance tool kit	<p>Key partners were identified (Ellen from` was editor, about 15 people involved including NOAA) A working group was established that has examined the best practices from the GEF portfolio, - The toolkit has been developed and has been vetted by IWFT for validation (LME LEARN Governance Toolkit). The next stage is the dissemination. This activity is considered “on-track”</p>
2.3. Disseminate EBM tools developed in Activity 2.1 and 2.2	<p>Lead PCU Indicators: (mid-term target) End of Project Target</p> <ul style="list-style-type: none"> - EBM tool kit disseminated
	<p>A tool kit brochure is to be developed by June 2018 (This looks to be later) Demonstration at partner meetings are to occur Dissemination through the web- is to begin in June 2018 (This look unlikely to be achieved on scchedule) Training on the use of one tool occurred in May 2018 (Bangkok), others are outlined for August and September 2018 in the Annual Plan– However, the tool kits need to be developed to be fully disseminated As this activity is linked to 2.1 it is considered as “behind”</p>
2.4. Working group on DIM	<p>Lead PCU with UNEP-Geneva Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Working group to be established – LME/IW environmental Data management committee. <p>The working group has been established and met in Oostende April 2017, as well as taking advantage of other meetings – LME 19 in Cape Town, etc. There are targets to establish a learning exchange platform on DIM. This activity is considered “on-track”</p>
2.5. Training tools developed for DIM & applied	<p>Lead PCU with ICES Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Training tools to be developed <p>TOR were developed and a consultant was hired – however, the exact content is still being defined. Examination and cataloguing of data on LMEs has not occurred. Training materials and curriculum on DIM, measuring SGD 14 targets, and standards etc. are being developed though a consultant. However, this was to be completed by May 2018 - but ahs not been achieved as of 30 June, 2018). IODE has not input as much as initially thought. The consultant is still in the process of developing the tools.</p>

	<p>Dissemination is to occur at regional meetings that are scheduled for May, Sep and October 2018. There is still a possibility to do them in September and October 2018 and early 2019.</p> <p>This activity is considered “behind” and needs attention.</p>
2.6. Publication of essential results such as lessons learned, best practices, etc. within the broader LME/ICM/MPA ecosystem user community.	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Codification of experiences and best practices from GEF LME/ICM/MPA projects and other coastal and marine initiatives supported by GEF and partner organisations for inclusion in LME toolkit of assessment and governance practices has been done. - LME Governance and EBM tools disseminated through organisation of 7 partner’s meetings; - Essential results of LME projects, lessons learned and best practices published through series of publications
	<p>Prepared and Published the LME Strategic Approach Brochure, Video and Thumbdrive (SDG14) in May of 2017. Attended 2 meetings i) SDG 14 and ii) LME 19 (Cape Town, November 2017) .</p> <p>This activity is considered “on-track”</p>
L-3.Capacity and partnership building through twinning and learning exchanges, workshops, and training	
3.1. Establish internet-based portal to facilitate twinning and learning exchanges	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Functional dialogue, project twinning, learning exchanges, and training workshops in ecosystem-based governance among GEF LME/ICM/MPA projects and other GEF and non-GEF funded marine and coastal initiatives, such as Seascapes, to build capacity and for portfolio learning. - Internet-based portal to facilitate twinning and learning exchanges <p>The portal has been established on the IW:LEARN website.</p> <p>This activity is considered “on-track”</p>
3.2. Standardized materials developed for projects looking for twinning and learning exchanges	<p>Lead PCU with CI</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - New training materials developed in collaboration with learning partners (e.g. IUCN, FAO, IOC, ICES, NOAA, IOI, Conservation International, UNU-INWEH) and through learning exchanges and workshops to address priority issues in GEF6. <p>CI had adapted the Indonesian MPA CD Planning Guide, and incorporated input from EBM experts. A draft guide on planning and implementing capacity development is available, and will be ground-truthed (peer reviewed) soon.</p> <p>The guide was to be developed and disseminated by April 2017. It is planned to finish the draft and get peer-review and test the guide by July 2018.</p> <p>This activity is considered slightly “behind”</p>

3.3. Twinning with new partners	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Indic: (4) 6 twinning workshops organised and completed. <p>#1 in form of Asian LME symposium 25-26 APR 2017, Bogor, Indonesia.</p> <p>#2 GoM and Cuba, helping to enhance Trilateral Cooperation (LAC regional network) to look at MPAs. Conducted in December 2017 and 26-28 April 2018. LME:LEARN supported the attendance of Cuban representatives to meet with Mexican and USA representatives of the GoM LME.</p> <p>#3 EMIS project and WACOM (West African Coastal regional network) March 2018. Twinning where EMIS needed a data portal .</p> <p>#4 Grenada Ridge to Reef twinning focusing on the Lionfish eradication is looking to work with the Parque Nacional Arrecifes de Cozumel y APFF Isla Cozumel which is strongly associated with the SEMARNAT of Gulf of Mexico – April 2018. (on hold as Cozumel finds appropriate dates from R2R to visit)</p> <p>#5 PERSGA workshop on Economic Valuation 2018 (PERSGA approached PCU to ask for support in bringing the EV expert to the workshop)</p> <p>Two more are in the planning phase with additional proposals expected as a result of the most recent Asia-Pacific Regional Network Meeting</p> <p>This activity is considered “on-track”</p>
3.4. Implement training strategy that is based on the short-term Capacity Development Survey and included in the Results Report	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - A strategy for capacity development which will include a survey to find project needs is created <p>There is draft strategy, but final has not yet been created.</p> <p>The strategy is to be conducted and carried out with regional networks until January 2019, but if it is to have an impact within the project it should be done soon.</p> <p>This activity is considered “behind”.</p>
3.5. Develop training modules	<p>Lead PCU with ICES and IOC-UNESCO</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Governance online model development (March-July 2018), - Development of MSP-online module (March-July 2018) <p>3 Modules have been chosen to be developed by ICES including, (Governance online (1) & face to face (3)) by IOC-UNESCO (MSP online & face to face) , UNIDO Economic Valuation (face to face).</p> <p>Trainings on “Strategic Approach, Stakeholder Participation and Scorecards” were dropped based on the feedback at the regional network meetings. The focus was on Governance, MSP and Economic Valuation.</p> <p>The online modules will be executed via the Cap-Net Virtual Campus in August and September</p> <p>This activity is considered slightly “behind”</p>
3.6. Hold Training sessions ID in strategy (3.4)	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p>

	<p>– 6 training sessions held</p> <p>- There are 8 planned</p> <p>One has been held on economic valuation in May 2018 in Bangkok –</p> <p>Others are planned for 2018-2019:</p> <ul style="list-style-type: none"> ○ Africa, Economic Valuation Senegal/Mobasa/ Réunion Island 7 September 2018 ○ Africa, Governance Senegal/Mobasa/ Réunion Island 5-6 September 2018 ○ Africa, MSP Senegal/Mobasa/ Réunion Island 3-7 September ○ LAC, Economic Valuation Lima, Peru. 5 October ○ LAC, Governance Lima, Peru, 3-4 October ○ LAC, MSP Lima, Peru, 1-5 October ○ Asia, Governance Qingdao/Dalian, China, 25-26 January 2019 ○ Asia, MSP Qingdao/Dalian, China, 21-26 January 2019 <p>Trainings on “stakeholder participation and scorecards” were dropped based on the feedback at the regional network meetings, the practitioner community most wanted training on Ocean Governance, MSP and Economic Valuation. Taken together as a training package of synergistic courses these would further advance the overall objective of the project which is to enhance governance of LMEs and their coasts. However, it is acknowledged that the marine community would still benefit from the toolkits which specifically address stakeholder participation and scorecards.</p> <p>This activity is considered as “on track”</p>
3.7. Participation of LME community in global communication of common issues	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <p>- GEF LME/ICM/MPA/MSP projects participate in (1)5 global events</p> <p>At the SDG 14 Conference a side event took place which included 4 LME partners</p> <p>Global MSP Forum (May 2018)</p> <p>Future scheduled events include: FishCrime Symposium (October 2018) our Oceans Conference /GPA IGR (Indonesia October 2018); GFCM Fish Forum (Rome November 2018);</p> <p>This activity is considered as “on track”</p>
L-4. Communication, dissemination and outreach of GEF LME/ICM/MPA projects	<p>Activity focal point is the PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <p>-Global LME/ICM/MPA- communication platform linking GEF LME, ICM and MPA projects with other relevant initiatives (IUCN LME Hub)</p> <p>-Lessons from GEF ecosystem-based LME/ICM/MPA projects disseminated through IW:LEARN website, partners and project website.(1% of the overall budget will be spend on IW:LEARN related activities)</p>
4.1. Interactive web site, governance tools, and social network sites established for LME	<p>Lead is PCU with IUCN</p> <p>Data Layers have been developed for the LMEs for inclusion in an LME hub outreach platform, linked to Google to the extent possible – an excellent overall tool –should be highlighted for outreach.</p>

Governance Project	<p>LME Hub- (www.lmehub.net) is running and active. It is general communication tool feeding off of several websites, including IW:LEARN.</p> <p>There is quite detailed data for the Caribbean and North Brazil Shelf LME, including “learn more” and media links, but needs more input and content. Some degree of detailed information has also been included for the Mediterranean and Bay of Bengal LMEs. The bulk of the LMEs are shells waiting to be populated with content. There needs to be some guidance from local experts and projects. Available and compatible LME-level data will be imported where possible to fill a lot of the void.</p> <p>Currently, the platform is a standalone platform, it may integrate new Google Earth tools if they become available within the lifetime of the project.</p> <p>IUCN has arranged a Google Earth Voyager story to be released on Oceans Day on Humpback whales in the context of Large Marine Ecosystems.</p> <p>Hard to link into project websites – as they are at very different levels of development. CLME+ is advanced, the Guinea Current is not very well developed (no link).</p> <p>This activity is considered “on track” – it needs some attention to content and links to ensure it will be used.</p>
4.2. Working Sub-group with partners to develop a strategy to show case best practices.	<p>Lead PCU with ICES</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - Establish working sub-group to develop strategy for highlighting successful experiences - Communication expert assists 5 LME projects in communication efforts <p>The working group has been established and has met 3 times (2 times at other events, one standalone in Oostende 2017). It has not yet produced a strategy.</p> <p>A consultant needs to be hired to work with projects in the communication efforts.</p> <p>This activity is considered as “behind”</p>
4.3. Strategy to Showcase Best Practices is implemented	<p>Lead PCU</p> <p>Indicators (Mid-term Target) End of Project Target</p> <ul style="list-style-type: none"> - (1) 3 Science to management workshops held - (0) 9 Policy briefs developed - Strategy for showcasing best practices <p>One workshop on science to management was held to date which emphasised showcasing of best practices at the regional level. The next two will be held on 4 September 2018 and 2 October 2018.</p> <p>As yet no survey has been conducted to evaluate good practices, methodologies, guides etc. A consultant needs to be hired to develop showcase strategy.</p> <p>To date there have been no policy briefs developed. These were intended to be need driven by the projects, however only 3 projects have responded despite two prompts to contribute.</p> <p><u>There are some ways to proceed i) is to attempt a third try using an on-line survey as opposed to email and/or ii) have the PCU decide the remaining with input from the PSC as to which are the most appropriate briefs</u></p> <p>This activity is considered as slightly “behind”</p>

4.4. Participation in global conferences	Lead PCU Indicators (Mid-term Target) End of Project Target - LME Governance Conference - Proceedings of Conference published
4.4.1. Partner network encouraged to attend conferences	Project staff from LME/ICM/MPA have attended regional and global conferences World Oceans Forum in Rotterdam, UN Oceans Conference to achieve SDG14 in New York, International Congress on Marine Protected Areas in Chile and others This activity is “on track”
4.4.2. Science impacts governance as focus of biennial conference.	Conferences have been held including UNEP regional Seas participants. - LME 19, Cape Town was conducted November 30 and December 1, 2017 This activity is “complete”
4.4.3. Workshop proceedings focus on 4.4.2	The LME 19 conference proceedings are not readily available on the LME:LEARN website. They were supposed to be out in March 2018. Not available on the LME:LEARN website. This activity is “on track”
4.5. Close inter-action with IW:LEARN	The PCU for both projects are in the IOC and there are staff which work in both projects. There is high coordination. This activity is “on-track”
L-5.	

18 Annex M – Survey Results for Project Managers

On 10th May, 2018 an electronic web-survey was developed to assess the importance of various aspects of IW/LME LEARN. It was sent to 85 project managers with emails provided by the PCU. The initial request received 14 responses. A second request was sent 1 June, 2018 and elicited a further 10 responses. The response rate was 30%.

The survey was anonymous, consequently, it is not known when the projects started or what projects have answered (ie. freshwater or marine). Some projects are obviously new, other project are at least 10 years old.

Q1- How useful has the IW:LEARN web-site been for helping addressing project needs and strengthening the ability of your project to achieve its goals?

NOT AT ALL USEFUL	NOT MUCH USE	NEUTRAL	USEFUL	VERY USEFUL	TOTAL	WEIGHTED AVERAGE
8.33% 2	16.67% 4	37.50% 9	33.33% 8	4.17% 1	24	3.08

Q2-How useful has IW:LEARN activities (face to face conferences and twinning) been for addressing project needs?

NOT AT ALL USEFUL	NOT MUCH USE	NEUTRAL	USEFUL	VERY USEFUL	TOTAL	WEIGHTED AVERAGE
0.00% 0	4.17% 1	16.67% 4	45.83% 11	33.33% 8	24	4.08

Q3-How useful has IW:LEARN training materials and tool kits been for addressing project needs?

NOT AT ALL USEFUL	NOT MUCH USE	NEUTRAL	USEFUL	VERY USEFUL	TOTAL	WEIGHTED AVERAGE
4.17% 1	8.33% 2	29.17% 7	29.17% 7	29.17% 7	24	3.71

Q4- What is the best meeting, training event or materials that you have benefited from to strengthen your project needs?

Consideration of economic valuation of natural resources into TDA/SAP, Sustaining regional institutions in groundwater and freshwater systems,
19th LME meeting on Cape Town
TDA/SAP Manual
IWC Conference
Have been unable to attend IW meetings
The most recent asia pacific sub region meeting in BKK
Appreciate the manuals on tool kits and also spaces provided by IWC and varied technical workshops provided.
Sri Lanka IW orientation 2016
IWC, Regional Workshops, TDA-SAP Manual
None. I think the meetings and conferences I have attended could be better organised and focus on

emerging issues and bring new projects more into the mix. There could also be more constructive discussion with the input going back into the project development cycles. At the moment the conferences and meetings have always consisted of the same content, the same projects (many of them finished years ago) and the same people speaking, thus nothing new is raised or learnt.
The conference on the Great Lakes region. Met with GEF staff, discussed important issues and got understanding on some issues
All templates - website etc. and examples of TORs etc.
IWC Conferences
LME meeting in Cape town
IWC Conference Series
I haven't yet attended any training event
The Regular IWC meetings as well as the annual LME Meetings
IWC Meetings are GREAT!!
The IWC conferences provide a very strong networking and knowledge sharing function. Perhaps need more inter-session coordination to strengthen the utility of the networking to contribute to community of practice related to the project.
Recent IWLEARN and LME events convened for Asia-Pacific region began raising some of the 'point end of the stick' type issues for discussion by projects
Project Management
none yet
IW Conferences, Regional Dialogues, Twinning

Note conferences are listed 9 out of the 14 comments.

Q5- What are the greatest benefits IW:LEARN has given to your project, or strengthening the IW portfolio in GEF?

Exchange sessions with similar agencies globally, contributing to prioritisation of actions proposed in SAP.
Overview of other initiatives , benchmark for project execution and information material
Community of Practice
Networking with projects
N/A
Exposure, information, communications networks
Raising awareness on GEF requirement on M & E, hearing best practises and providing clear framework of tool kits available to assist with implementations.
Proposed twinning opportunities + outreach visibility
Opportunity to exchange experiences and learn from other regions and basins / opportunity for networking / access and discussion of GEF Strategies and International Environmental Agreements / Tools for project coordination and management
Unknown. I think IW:LEARN could be a wonderful network, and it is an important network to have, however, the current structure and image need to be changed dramatically. I have also seen no real changes in the GEF portfolio so am not sure of its influence in this sector.
Under IW learn we have the opportunity to network, which is very important for sharing ideas and seeking clarifications
Sharing of Best Practices and Experiences
networking, twinning, befinancial support
Networking, however twinnings rules are not clear
website archiving
I have not yet used this IW platform, but intend to utilise it
Experience Notes and links to the various project updates and lessons/best practices. Also the links to various project documents
Peer support and IWC for learning and exchange of ideas
Learning others' lessons

Visibility on the topic of the project
Ability for projects to meet face-to-face. The increasing use of online technology to support this has potential.
Wider perspective and vision
I am not so sure

The linkage to other practitioners, sharing of experiences and peer support is strongly emphasized which suggests that one of the core purposes of IW:LEARN is being appreciated and utilized. This can be taken to promote further engagement for IW:LEARN in creating innovative mechanisms for further peer support. Note that only one reference relates to archiving and one on “wider perspective” (new ideas etc.). This indicates that new information and training on new approaches could be conducted with a strong goal of enhancing peer support.

Q6 - How could IW:LEARN be improved?

Still doing a great job.
More interactive webpage developed as a hotspot to provide services to the IW community
Clearer communications how projects can contribute
Highlighting the need to budget funds to allow project coordinators and stakeholders to travel to IW LEARN meetings. Improve scheduling of IW LEARN meetings so that they may be included in budgets/travel plans and approved by Agency supervisors.
Not sure - I think it does a great job
Continue the great work.
The website could be improved with a more user-friendly version and regularly undated
Still doing a great job.
More interactive website focused to provide services to the IW community
(a) I think its structure needs to be changed; (b) it needs to get out and meet all of the projects and develop a stronger relationship with them; (c) it needs to bring new ideas, projects and people into the mix, particularly at conferences etc; (d) it needs to change from its old structures and ideas - I have seen the 'same old, same old' for ten years now; (e) I think overall it needs to consider what it is, what it wants to offer to projects, and how this can be achieved.
Basin twinning programme should be better developed
Greater financial support for project-project exchanges
Better alignment of development of some of the global tools/databases with similar tools/databases that may be developed at the project level
Help projects run their websites, still no toolkit available for website design.
More communication about actual available tools from IW:LEARN
I am not sure that it needs improving conceptually or content-wise but i do think it could benefit from more support staff
Webinar series and facilitated face to face meetings via teleconferences
Related to the answer above, probably need closer coordination and interface with the team at IWLEARN; there are capacity limitations on our side also. Perhaps support on web-based outreach and learning to widen the reach of the project outputs could be something that warrants focused attention - how do the projects truly reach the masses in terms of knowledge exchange.
(1) More emphasis on project needs rather than use of the initiative as a corporate mouthpiece of GEF agencies (a case in point being one of the opening statements from UNDP Task Manager during opening of the recent Asia-Pacific event along the lines 'that this is one our (sic UNDP) projects' reflect the tendency for IWLEARN/LMELEARN to have become more and more a corporate mouth piece for GEF agencies. It is a not a UNDP project, it is equally as much a project of the countries, regional partners, the projects etc especially when projects contribute both in cash and in-kind to the initiative. I feel a stern reminder should be given to both GEF Secretariat and its agencies in this regard.); (2) the move towards a more regionalised approach has potential which could

potentially benefit from use of regional organisations to act as 'nodes' of learning and exchange; (3) are projects (the purported primary beneficiary) truly engaged in project conceptualisation/design, activity planning, results monitoring and reporting, and evaluation processes?

regularly ask for comments and suggestion from stakeholder

IWLearn is a project to support other projects. From a receiving Government point of view, in the Caribbean region it is already extremely difficult to keep up to date and understand what each project is doing and how to benefit. It becomes even more difficult when we talk about projects supporting projects. The Caribbean region is more helped with less projects but more direct capacity increase (=people from Governments or on behalf of Governments on the ground instead of more external projects, all with their own rules and regulations, conditions, requirements, websites, toolkits, etc. etc.). IW:Learn could probably bring skilled/experienced people to the field in order to directly support weak Government systems....

To focus more on specific tasks rather than getting scattered all over. To act as a portal of portal providing access to resources. Focus on key analytics/visualisation to document the before and after for sharing with donor essentially and raise the profile of the focal area which today remains the least funded focal area despite its globally accepted importance.

19 Annex N – Recommendations from the previous IW:LEARN3

2. **Clearly define IWL's value added proposition and define its first, second and third-order priorities** so that it has a clear delineation of its mission, core objectives, responsibilities and can master its core business as a first order priority. Once it achieves this, it will be in a stronger position to reach out and broaden its learning and knowledge exchange partnership beyond the GEF and its IW portfolio. IWL should not spread itself too thinly with diverse activities in its next project design.
3. **Adequate resourcing, staffing and centralization of the IWL Project Coordination Unit** In the future, it would be to IWL's benefit to have a single, co-located Project Coordinating Unit, where the Project Manager has all staff in the same office (at least initially) and especially with direct responsibility and control over IW:Learn's web presence, so this important function can be most efficiently managed given its crucial role in daily information sharing and communication for the growing IWL community.
4. **IWL should always plan for multiple IWCs in IWL's programming and project design**, as more than one IWC may span the life on a given future project and should be always be appropriately planned for and resourced within each project.
5. In the future, **contractual agreements between IAs and project execution** should be carefully reviewed by the Steering Committee to ensure that there is adequate resourcing allocated to meet the administrative demand. Alternatively, the IWL PCU should engage a chief Operating Officer with the necessary skill set to provide all administrative functions, so that the project manager and the technical staff can be allowed to undertake their respective technical roles as knowledge managers.
6. **Fiscal flexibility is needed within IWL's program structure to better respond to unforeseen, emergent/evolving need as project implementation unfolds.**
7. **Re-examine and reprioritize elements of IWL's Web presence – both content and the technology options needed to present and manage it.**

Transitioning to the next IWL project presents the opportunity to perform a stock-taking of IWLEARN.NET. The PCU should have both authority and responsibility for engaging a highly qualified third party contractor to work with the current technical staff to help deliver a web presence that effectively manages IWL's growing content and satisfies user needs.

8. **Partner with existing networks (i.e. the EBM Tools Network ([www.ebmtools.org](http://ebmtools.org)) or with Open Channels (<http://openchannels.org/>) to take advantage of programs that already have expertise in the application and use of webinars to advance IW learning, including the need to focus on different learning styles, including adult learning.**

9. **Further develop the “Impact Tracker” as a relational database application for Long Term monitoring of IWL progress.** The current IWL3 PCU has created a flat file database (i.e. in spreadsheet format) to track IWL participants over time so that the longer term impact of IWL engagement might be better measured in the future. This is an excellent concept and something needed to improve metrics for IWL’s growing influence.
10. **Content Visualization needs to have a specific focus and priority initially with clear terms of reference to produce specific outputs, and then build upon it.** IWL needs to develop a specific terms of reference for visualization and start small to prove the concept specifically for IW and then broaden its visualization areas of concern. UNEP is embarking on an ambitious web and database initiative—“UNEP Live”—which is proposed to serve as a comprehensive information management system, and much of UNEP’s managed content, and that of its willing partners, is intended to eventually reside with this new and emerging platform⁵⁰. IWLearn should remain in contact with UNEP about the progress of the “UNEP-Live” platform, especially the prospects that it could hold for data visualization. However, it is recommended that IWL maintain its web presence and knowledge base independently under the PCU and directly manage the mission-critical operations of its content. IWL should continue communication with UNEP about the progress of the “UNEP-Live” platform and whether any future partnership directly with this platform could be mutually beneficial.
11. **Targeted Messaging and Communication:** IWLEARN’s future projects should consider a highly strategic approach to targeting specific messages to the right stakeholders. It is recommended that for future IWL projects that a communications firm with specific experience in targeting resource messages be contracted on a part-time basis to work with both the PCU and the Steering Committee. This is a cost-effective approach to consider in pushing key messages for IW to the right audience at the appropriate time.

⁵⁰ https://www.youtube.com/watch?v=4e_itRQ_G-M