

Monitoring and Learning Framework

Phase 2

- Discussion paper (September 2009) prepared by Gary Ockenden with Michelle Laurie

What is this paper?

This document outlines the rationale, approaches and timing for monitoring and learning related to the initiative. It provides a framework from which ongoing monitoring and learning activities will stem from. The goal is to ensure that the local community projects from Phase 1 and Phase 2 contribute to the initiative on a regional scale, meeting the needs of basin communities and CBT.

It addresses monitoring and learning approaches for these elements of the initiative:

1. Assessing the longer term impacts from **Phase 1, the initial projects in Kimberley and Elkford** - whether outcomes from the community projects result in changes in behaviours, practices and decisions related to climate change in these communities;
2. Ensuring accountability and monitoring the learning achieved in **Phase 2, the current community projects**;
3. Building in learning approaches to be able to usefully **advise CBT** in its decisions about continuing or modifying this initiative; and
4. Assessing the utility of the **project support structure** - the learning network and technical team, in supporting the initiative.

Ongoing learning from Phase 1 (Kimberley and Elkford)

Under the first phase of the initiative, Kimberley and Elkford completed community plans. In addition to submitting required CBT mid-term and final reports, both communities provided written reports – integrated outreach plans that looked at activity plans, and monitoring and learning documents with questions that were answered quarterly. They also participated in verbal reports on a monthly Advisory Committee teleconference and an online quarterly Learning network meeting.

Were the plans implemented?

Did unintended outcomes, spin-off projects or adaptation surprises occur?

Is the work embedded in the community structure somehow? How?

What are the long-term impacts of the projects in Elkford and Kimberley?

What further advice or learning can be shared with communities just beginning the process?

What are enablers to success and how can they be enhanced?

What are barriers to success and how can they be overcome?

Are there other ways CBT could help support communities with this type of planning?

Proposed action

With the funded CBT portion of the projects winding up, it's important for CBT to find simple ways to monitor and learn from the work for at least another two years.

The communities are invited to participate in the learning network in Phase 2. In addition, there are ways to monitor the projects that are not onerous. Action to ensure this could include:

Who/What?	Why?
1. Coordinator to establish a point of contact in Elkford and in Kimberley, ideally the person responsible for implementation of the plan. Let this person know that it's important to monitor the ongoing impact of the initial work and CBT would like a simple method to do this. (August 09)	CBT needs to ensure ongoing contact with someone familiar with and engaged with the work.
2. Director/Coordinator to ask for a two year commitment for ongoing communication on the project. Clarify that the work will not be onerous. (July 2009)	Two years is short, but enough time to answer key questions. Neither community has committed to this work, so it should be made easy for them.

<p>3. Coordinator and community contact to agree to what will be reported on, using an action checklist to track actions and identify enablers and barriers. (Aug 09)</p>	<p>Make it easy for community rep.</p>
<p>4. Coordinator or designate to interview the community representative in person, or by phone/video, annually, to assess the ongoing activities and benefits resulting from the initial plan. (June 2010 and June 2011)</p>	<p>A detailed in-person interview will generate more learning than a written report, or telephone call. The interview questions could be based on checklist.</p>
<p>5. Coordinator/designate to compile the interview results to inform the project learning network; to advise CBT on possible roles and strategic partnerships in order to spread or scale up the work; and to begin looking for measurable impacts from community planning with this particular focus. (September 2010 and September 2011)</p>	<p>Ensure the interviews provide some evidence to CBT on the longer term impact, alternative approaches and potential of supporting planning in this manner.</p>

Monitoring and learning - current projects (Phase 2)

The next phase of the project involves a second group of communities that will each receive funds to plan for climate change adaptation. There is a commitment to a learning network again, with adjustments to the membership and frequency of meetings. All communities in the basin will be invited to participate.

A technical team of specialists will be available to advise and support the communities. The Advisory Committee has been reconfigured with clearly defined roles.

Did the proponents do what they said they would do?

How can CBT be assured that funds were used in a responsible manner?

Did the projects implement their workplan and achieve their project objectives?

How well did they achieve their objectives?

What went well in the planning process in these communities?

What would have been done differently in each community if this were done again?

How did they learn?

How did the second group of communities learn from each other and from Kimberley and Elkford as they proceeded?

How did this initiative fit with other local and regional planning processes?

What did we learn to help communities with this in the future?

Do the projects have advice to assist other communities to adapt to climate change?

How can valuable learning be captured and made useful for other basin communities?

Were there topics that could have been better addressed at the sub-regional or regional levels?

Proposed action

Who/What?	Why?
1. Coordinator to work with CBT contract management staff to ensure there is only one mid-term and final report required, by putting the project requirements in the contribution agreements. If other reporting is required, include it in the agreements. (August 09)	Reduce duplication in reporting for proponents, improve internal coordination and be explicit in contribution agreements.
2. Review and adjust to this paper the reporting framework from Phase 1 and use again with participating communities. (Aug 09)	The monitoring tables were useful for reporting and learning. The learning questions also contributed to this.
3. Coordinator to ensure Kimberley and Elkford reps present and take questions at one or two Phase 2 learning meetings. (2009/2010)	Bring direct experience to the communities beginning the planning process... and others in the learning network.
4. Coordinator or designate to host a mid-term interview to gather learning directly from projects. Put this in the contribution agreements. Ask for advice to CBT on approaches to supporting communities in planning. (Interviews: Feb 2010)	An interview format will allow for deeper discussion and more 'wandering' into what is interesting.
5. Coordinator and advisors to promote the professionally produced video/DVD on the project. This was compiled throughout phase 1 and highlights the intent and the process in community voices. (begin Fall 09)	This DVD could be used to promote and develop the project further. It could also be used with the public and other stakeholders.
6. Director/Coordinator look into appropriate ways to participate in a spring 2010 community planning conference that is being considered by CBT and other partners.	It's a good time to explore how this sort of planning will eventually embed itself in ongoing community planning. This will also reinforce the new culture of community planning in the Basin.

Advising CBT on future of initiative

Communities Adapting to Climate Change is an initiative that aims to help Basin communities increase their resiliency to climate change at the local level. It will do this by supporting communities in identifying the range of potential impacts, assessing local vulnerabilities and sensitivities, and developing adaptation strategies for addressing climate change impacts.

If this initiative is monitored, learned from, understood properly, and subsequently proves to be successful - it may provide CBT with a long term approach to having an impact on Basin communities. It may also lead to alternate approaches for basin communities to build climate change adaptation into their planning and decision-making.

Is this approach useful in helping communities make changes to adapt to climate change? Are there other approaches to consider (partnerships, knowledge brokering, advocacy etc)?

Can planning for climate change be integrated into other community/regional planning in the future and how (sustainability plans, OCPs, State of the Basin, water use, ecosystems...)?

Are all relevant elements of the CBT organization learning from this initiative?

Is the initiative learning from others outside the Basin and sharing its learning?

Proposed action

Who/What?	Why?
1. Coordinator to ensure medium-term monitoring process is in place and look for indications that this process is leading to improved community planning for adapting to climate change, increased local and regional capacity and a broader public awareness. Begin with Elkford and Kimberley and build similar processes in for Phase 2 communities. (Design: Aug. 09 & implement: Spring 10)	In the end, this is what the project intends.
2. Coordinator to ensure this initiative is appropriately linked to other community planning initiatives This could be done through existing structures, such as the Kootenay Rockies Planners Forum and events such as the conference noted in the section above. (2009/10)	Planning for adaptation will likely be most sustained if part of ongoing, possibly required processes.
3. Coordinator and learning network to analyze this initiative for spread within the Basin. This should be part of the role of the advisory group, technical team and the learning network and built into the	What is CBT intention beyond Phase 2?

interviews with proponents. Principles for scale and implementation can be developed for e.g. (Spring 2010)	
4. Coordinator to provide CBT with options for its long term commitment to supporting communities in planning for adaptation to climate change. Based on a range of approaches and available evidence on this approach, CBT should be able choose its direction for the next 5 to 15 years. (Fall 2010)	CBT may play a critical role, possibly through leveraging its funds and influence to support community planning in a variety of ways.
5. Coordinator and advisors to network with others within and beyond the Basin, and to share the learning from this project with them. (Ongoing)	Learn from, and share learnings, with others.

Assess project support structure: learning network, advisory committee and technical team

In supporting communities to plan for climate change adaptation, the initiative developed a learning network with the intention of sharing learning between the communities and more broadly as the project unfolds. This is open to all communities in the Basin. In addition there is a technical team offering expert advice and support as needed. These elements seem critical in supporting the projects and in leveraging the learning from the initiative to be useful in the future.

How well did the initiative structure work?

Did the Learning Network, TT and AC achieve their objectives?

What worked well in the learning network - and how could it be improved in the future?

What worked well by using specialist advisors and what could be improved in the future?

Did the learning network achieve its objectives?

Did the structure function efficiently and effectively?

What worked well in the learning network - and how could it be improved in the future?

What worked well for the AC and Tech Team – and how could it be improved in the future?

Proposed action

Who/What?	Why?
<p>1. Coordinator and learning network to establish clear objectives for the learning network at the outset of Phase 2 and monitor achievement, mid-term and project end, through facilitated discussion at learning network meetings. Adjust objectives from mid-term review if useful. (Oct 09)</p>	<p>Clarify learning network role at start and monitor to improve during the life of Phase 2.</p>
<p>2. Coordinator to develop two learning forums and to follow up with each funded project by telephone after learning session, to consider explicitly what might be adjusted in their projects due to learning forum. (2009/2010)</p>	<p>Bring people together to explicitly learn and to share knowledge with peers. Practical value from shared learning.</p>
<p>3. Coordinator and learning network to assess the utility of the expanded learning network. This could be done through the meeting agenda and/or an online survey. Use this information to consider outreach and communications plans for the future. (Spring 2010)</p>	<p>Are we generating understanding and building a culture of planning in the Basin?</p>
<p>4. Coordinator, technical team and advisory committee to examine their success against terms of reference and the utility of this structure to supporting projects – through self-evaluation and feedback from community project leaders. (Spring 2010)</p>	<p>What is the benefit of the technical team and advisory committee and can this structure improved upon in the future.</p>