



**NAP EXPO 2024
BANGLADESH**



**NAP
Global
Network**

Sessions 8.2 and 12.2

AC-LEG Training on National Adaptation Plans (NAPs)

Theme 2: Developing and applying monitoring, evaluation and learning tools

NAP Expo 2024, 23-24 April, Dhaka

**Facilitator: Emilie Beauchamp, Lead, MEL for
Adaptation, NAP Global Network, IISD**



Mandate and objectives:

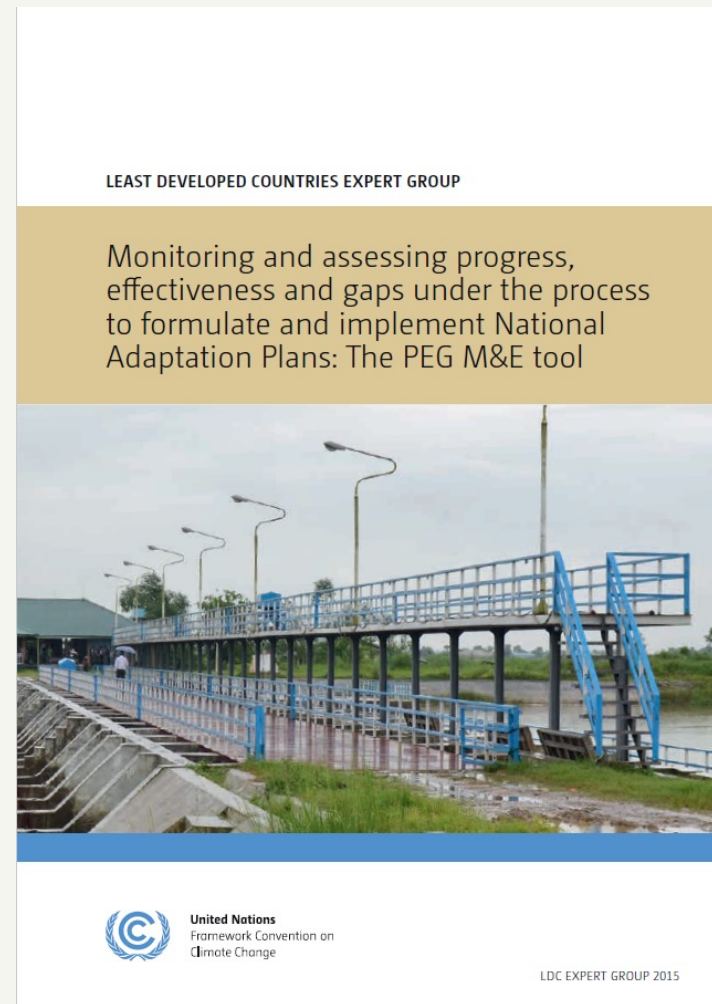
- This training is organized by the UNFCCC Adaptation Committee (AC) and Least Developed Countries Expert Group (LEG) as part of their mandate to address gaps and needs in the process to formulate and implement National Adaptation Plans (NAPs)
- The session aims to introduce information on monitoring, evaluation and learning (MEL) frameworks to facilitate effective tracking of adaptation efforts.



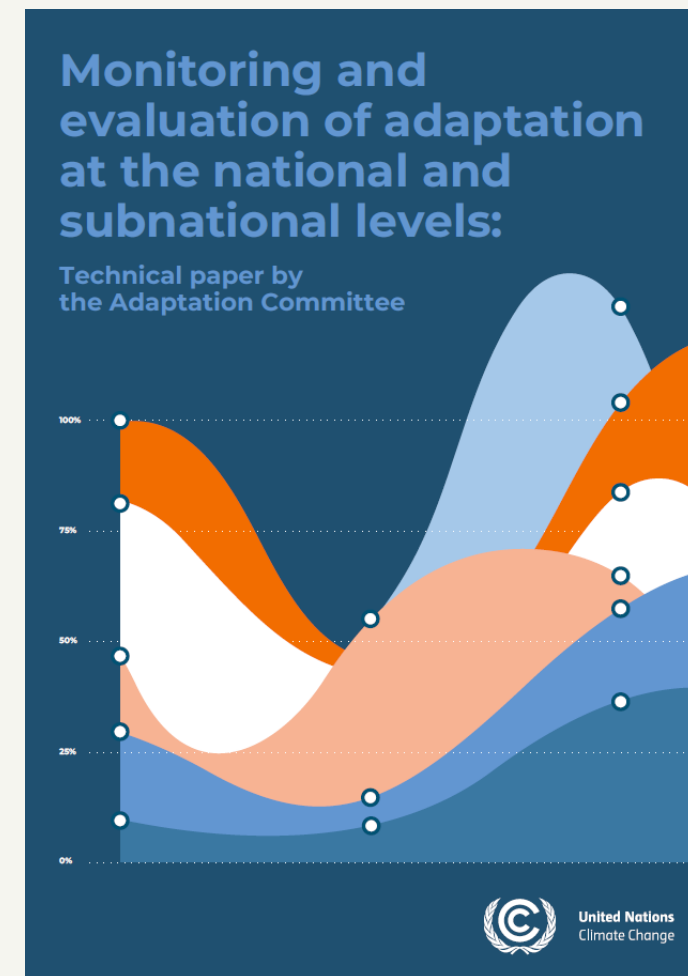
Agenda:

Time	Topic	Description
5 min	Opening	Presentation of the session
15 min	Overview of available tools	Brief presentation of LEG's PEG M&E tool, AC's M&E technical paper, and AC-NAP GN MEL toolkit
20 min	MEL for the NAP process and zooming on practice	•MEL for the NAP process: context, challenges, and good practices •Zooming on practice: Steps for preparing and identifying indicators and metrics for the NAP process
10 min	Case study	Presentation of a case study of a national MEL system for adaptation
10 min	Q&A	Brief Q&A
25 min	Practical exercise	Breakout Groups: Hands-on exercise on preparing indicators and metrics for the NAP process
5 min	Closing	Brief closing remarks

Relevant products:



**LEG's PEG
M&E Tool
(2015)**



**AC's technical paper on
M&E of adaptation at the
national and subnational
levels
(2023)**



**NAP Global
Network & AC's
Toolkit on MEL for
NAP processes
(2024)**

MEL for the NAP process: context, challenges, and good practices



What is MEL for the NAP process..?



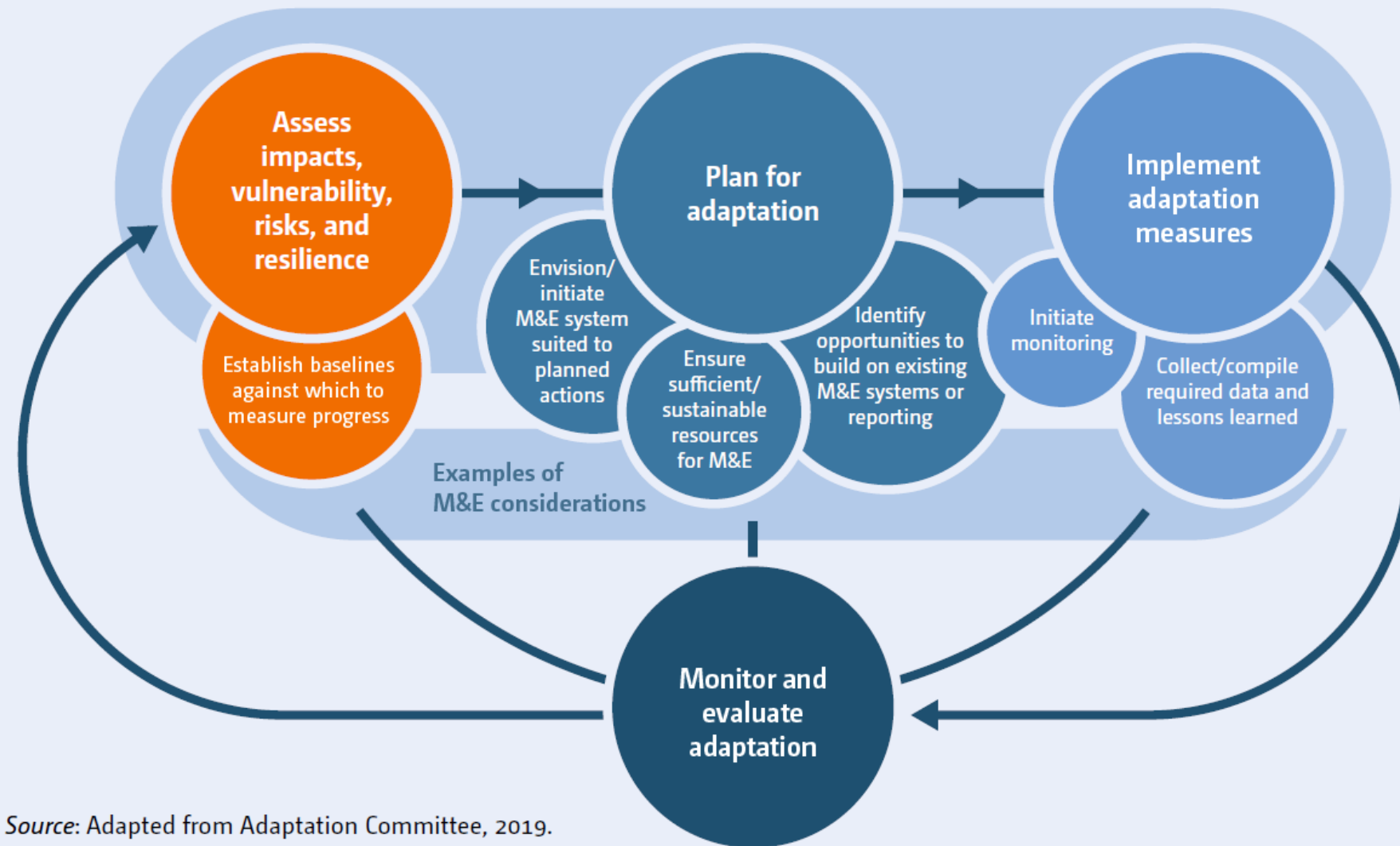
Adaptation is an ongoing process that requires learning to manage climate risks and to effectively adapt to impacts that intensify more rapidly and become harder to predict. MEL system is critical for NAP processes to be adaptative and responsive to changes in contexts, intensifying climate risks, and new information and understanding.

Monitoring is the **ongoing collection and analysis of information** to track the progress of NAP processes. Monitoring is the systematic gathering of real-time information to check if activities are being carried out as planned, resources are utilized effectively, and progress is being made toward stated goals of the NAP processes. It involves continuous data collection, observation, and documentation to identify trends and any deviations from the planned course to take corrective action when necessary.

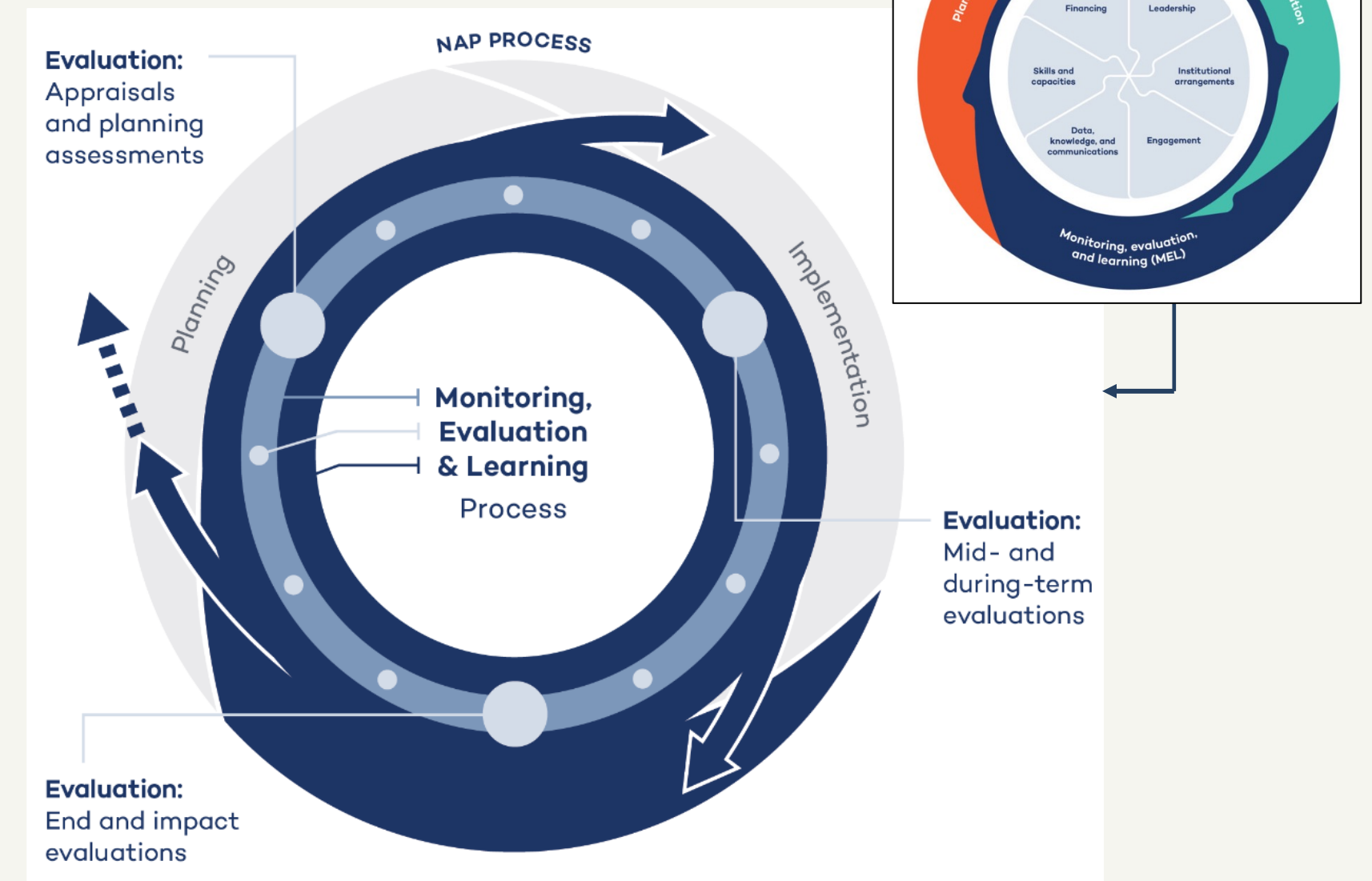
Evaluations occur at **strategic points throughout the NAP process** to assess the performance of an intervention. Monitoring data, additional sources and new evidence is collected to determine the performance or success of a time-bound intervention, as per its stated goals. Whereas monitoring looks at trends, evaluation involves a more comprehensive and in-depth analysis of specific performance-related criteria—such as the relevance, effectiveness, efficiency, coherence, impact, and sustainability of the initiative.

Learning is an **ongoing process throughout the MEL cycle and the NAP process**. Learning is the process of acquiring and sharing new information and knowledge on adaptation leading to changes in beliefs, practices, behaviours, and policies. M&E activities should intentionally generate lessons on adaptation—for example, about how, why, and if activities are successfully reducing vulnerabilities to climate change. Learning can also occur outside of MEL activities. Learning enables adaptative changes during and between NAP cycles, enabling policy-makers to modify their strategies when evidence about new conditions emerges or when contexts change. We also recognize that learning can (and should) be shared outside of the MEL process.

MEL occurs to both a distinct phase and a dedicated set of activities throughout the adaptation process



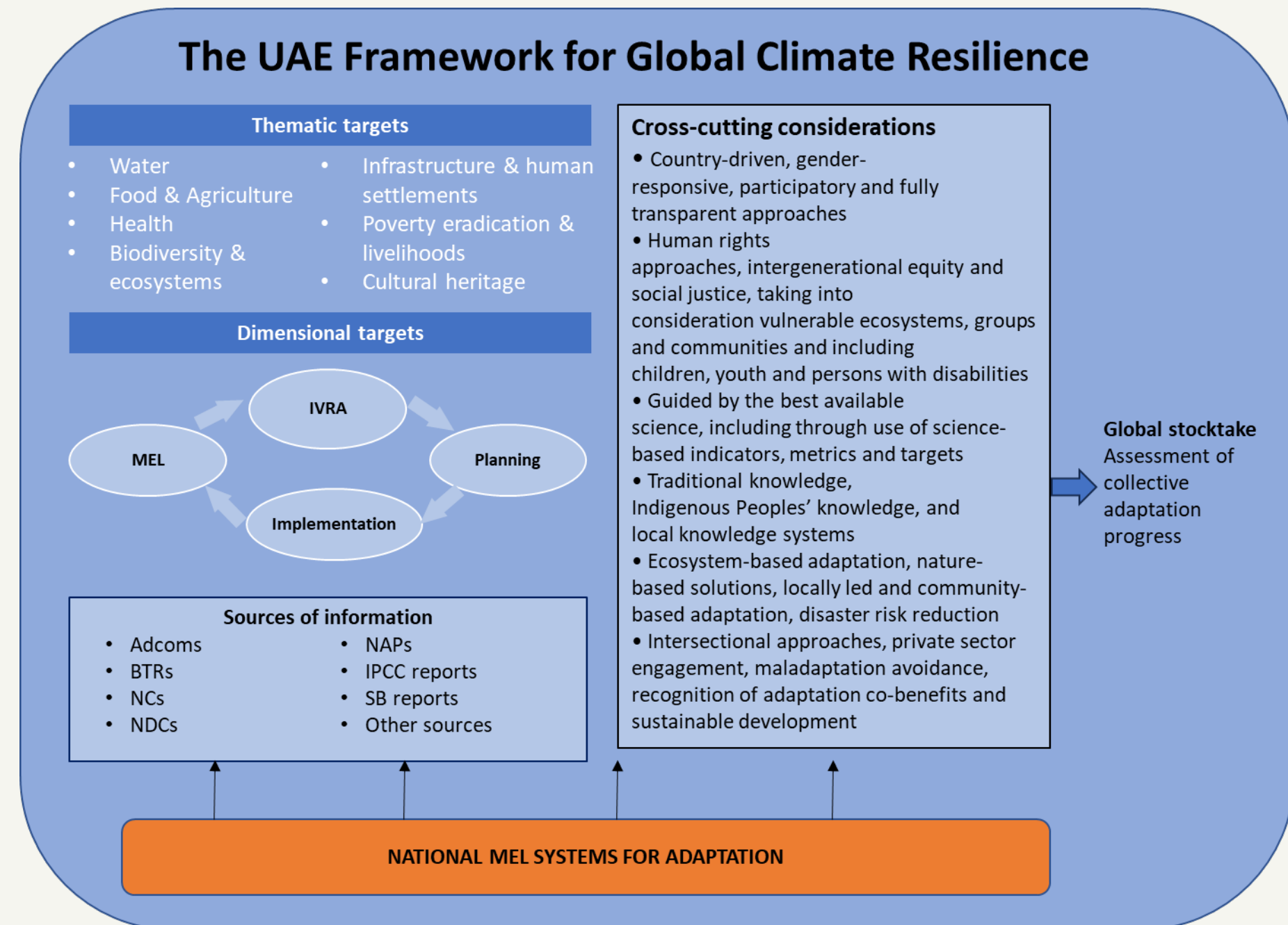
Source: AC (2023). Monitoring and evaluation of adaptation at the national and subnational levels



Adaptation is a learning process in itself. There is a need to change perspectives about the role of M&E towards learning rather than primarily on accountability.

Developments under the Paris Agreement

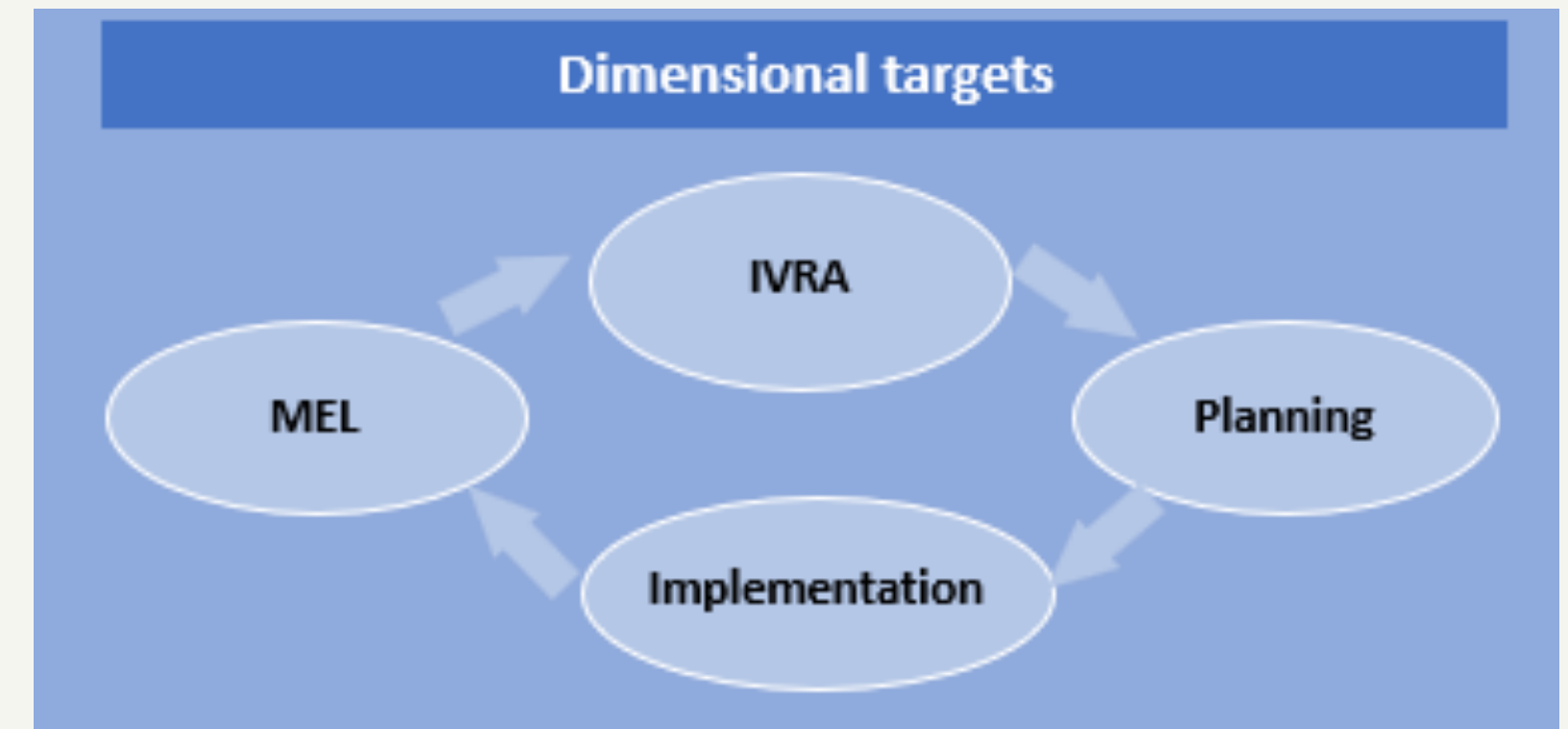
- The recent UAE Framework for Global Climate Resilience gives incentives and framings for assessing adaptation progress through MEL systems
- Current UAE-Belém work programme will define complementing indicators for the UAE FGCR for COP30.
- First BTR (which includes an adaptation component) due by December 31st 2024.



Source: Beauchamp et al. (In pub). Toolkit on MEL for NAP processes

Challenges: MEL systems for adaptation must be contextual and nationally / locally owned to be effective

- You cannot copy/paste a MEL system from a country to the other, nor apply top-down indicators without contextualization.
- Countries must follow the iterative adaptation cycle to identify which priorities, sectors and actions their MEL system must track and assess
 - *E.g. Fiji's cross-referencing adaptation and SDGs*
- Resources for MEL of adaptation actions and processes are not budgeted proportionally to achieve the goal of learning from M&E, and improving adaptation decisions
- Complexity (and lack of resources) in integrating gender responsive and socially inclusive views, priorities, and groups in MEL processes.



Dimensions and themes... where to start?



Challenges and opportunities in developing and implementing MEL systems

CATEGORY	BARRIERS AND CHALLENGES	RELATED OPPORTUNITIES
Development of indicators	No common metrics, indicators, or definition of success/effectiveness for adaptation	Review existing indicators from literature or other contexts Prioritize indicators based on significance and data availability Use qualitative and quantitative methods to assess progress
Uncertainty and long-time horizons	Climate change impacts and adaptation results are uncertain and take a long time to manifest	Adopt a learning-by-doing approach and adjust over time Institutionalize learning in the M&E system, e.g. through the development of a formal learning system
Data availability and reporting	Limited availability of high-quality data related to adaptation Lack of or unclear reporting mechanisms for adaptation information	Develop agreements with national institutions to enable the transfer of data needed for the M&E system Raise awareness of the importance of continuous and standardized data gathering for adaptation Engage a wide range of stakeholders to collect additional information and ensure a comprehensive and inclusive assessment of progress Establish institutions responsible for adaptation monitoring across sectors

CATEGORY	BARRIERS AND CHALLENGES	RELATED OPPORTUNITIES
Capacity	Lack of technical and human capacity to design, implement, and sustain M&E systems for adaptation	Align M&E systems with related reporting obligations and practices to avoid further strains on capacity Where necessary and feasible, establish new institutional structures, such as dedicated teams, devoted to M&E Seek technical support from relevant organizations Adopt a simplified M&E approach if initially envisioned system is beyond current capacity
Financial resources	Lack of sufficient resources to support design, implementation, and long-term sustainability of an M&E system	Seek financial and technical support from relevant organizations
Transition from development to application of system	Difficulty implementing M&E system as planned	Identify key operational details at the time of design to ensure feasibility e.g., for indicators, the data source, data collection method, collector, start date, and cost of data Begin with a simplified M&E approach and increase in sophistication over time

Source: AC (2023). Monitoring and evaluation of adaptation at the national and subnational levels

What is the status of MEL across NAP documents to date?



trends.napglobalnetwork.org



% of NAPs with monitoring, evaluation & learning (MEL) frameworks



% of NAPs with commitment to progress reporting



% of NAPs with adaptation indicators defined

Good practices: Using simplicity to navigate tensions between robustness and feasibility in MEL systems



All countries have *some* data on adaptation. All countries are continuously improving their MEL systems for adaptation. All countries nonetheless struggle to collate, coordinate, analyze, report, and learn....

- Always build on existing systems and initiatives
- Clarify the purposes and objectives of your MEL system from the start
- Be boldly pragmatic: use (a) phased approach(es) - whether regional, sectoral, vertically integrated, time-bound.
- Start small, pilot, scale up.
- Start planning and implementing your MEL system from the onset of your adaptation planning phase.
- Budget MEL as an activity as part of your NAP processes, not as an aside. Your MEL system must go beyond project or strategy time frames to assess outcomes and impacts.

Good practices: Inclusion of an active learning system can help generate a constant feedback loop of lessons learned



A variety of learning-oriented activities are needed to support countries in developing, implementing and strengthening MEL systems.

- Focus on sharing the **how** rather than the **what**: overfocusing on compiling indicators does not share applicable knowledge; countries need support to develop and contextualize their own systems.
- There is a need to increase understanding of Evaluations and Learning vs. an over-emphasis on Monitoring.
- Peer-to-peer learning that builds partnerships between countries, and between actors within countries, are critical to set new relationships, trust – and sharing data.
 - *E.g.: learning cohorts, group peer learning, 1:1 as part of the NAP Global Network*
- Alignment, integration and reviews with other global frameworks (e.g. Sendai, SDGs, CBD)

Recommendations and opportunities

- Governments should design and implement the most robust MEL systems that are feasible while also seeking to improve their sophistication over time → there are various opportunities to work towards more ambitious and innovative practices over time
- Multilateral funds and agencies supporting adaptation projects and programmes should align their M&E efforts with the broader M&E systems at the national or subnational level, and provide technical and financial support for their development and application.
- Subnational and national governments can benefit from aligning with existing M&E systems and reporting obligations or processes at different levels of governance.

National level findings: opportunities and trends

- Support for developing countries is often instrumental
- Alignment with international commitments and reporting systems
- Various countries prioritizing initiating M&E as soon as possible over building perfect/robust systems
- Several options and approaches for engaging stakeholders throughout the M&E process



Sub-national level findings: opportunities and trends

- Potential for complementarities between sub-national and national level M&E
- Sectoral, non-climate specific systems and indicators can guide sub-national efforts
- Inclusion of an active learning system can help generate a constant feedback loop of lessons learned



Source: AC (2023). Monitoring and evaluation of adaptation at the national and subnational levels

Zooming on practice: Steps for preparing and identifying indicators and metrics for the NAP process



Main actions for the development and implementation of a MEL system

3. Getting started

Understanding the context

Defining the purpose(s) of MEL

4. Impact, risk and vulnerability assessment

Linking MEL systems with IVRAs

Plan the MEL system

5. Planning

Monitoring

Select adaptation indicators

Commit to learning

6. Implementation

Data collection, management and analysis

7. MEL

Evaluating the NAP process

Reporting and communicating

Assessing the MEL system

Countries can think about the MEL activities that they can prioritise according to the status of their NAP

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Evaluating the NAP process

Reporting and communicating

Assessing the MEL system

Today:

Focus on preparing, identifying and implementing adaptation indicators and metrics

This session presents convergences between the PEG M&E tool, AC report and NAP GN & AC Toolkit to outline:

→ Actions for identifying and implementing the required indicators and metrics for the NAP process

Principles for developing indicators and metrics



- Good leadership is required if programmes are to evolve towards successful outcomes
- A good strategic plan must precede the development of indicators
- Good metrics should promote strategic analysis
- Indicators should be easily understood and broadly accepted by policy-makers
- Promoting quality should be a key objective
- Indicators should assess process as well as progress
- A focus on a single measure of progress is often misguided
- Indicators must evolve to keep pace with scientific progress and programme objectives
- The development and application of meaningful indicators will require significant human, financial and computational resources
- A good set of indicators should include all 5 types to the extent possible

Furthermore, integrating **gender equality and social inclusion** considerations is key to identify and address gender and social inequalities related to the impacts of climate change and adaptation actions, leading to increasingly gender-responsive and socially inclusive NAP processes.

Types of indicators (including metrics)

Input—tangible quantities put into a process to achieve a goal. An example input metric is expenditures for (a) consultation meetings of the NAPA team with various stakeholders and actors, (b) deployment of studies and consultants to conduct technical assessments of vulnerability in all relevant sectors and subsequent aggregation of the information, (c) formulation of project proposals to the LDCF and other fund sources.

Output—products and services delivered. Examples of output metrics include number of assessment reports and number of projects funded to implement the priorities in the NAPAs.

Outcome—results that stem from use of the outputs. Unlike output measures, outcomes refer to an event or condition that is external to the program and is of direct importance to the intended beneficiaries (e.g., ministry heads, policy-makers, other stakeholders). Examples of outcome metrics are the number of adaptation options/solutions introduced to society to reduce the impact of climate change in each sector and the assessment outputs integrated into a new understanding of adaptation to climate change.

Impact—the effect that an outcome has on something else. Impact metrics are outcomes that focus on long-term societal, economic, or environmental consequences. Examples of impact metrics include the achievement of sustainable agricultural production in the face of a variable climate (changed growing season etc.) and the increase in public understanding of the impacts and consequences of climate change on sustainable development.

Indicators can be “result” and “process” based

Process—a course of action taken to achieve a goal. Example metrics include existence of a champion for the NAPA process the length of time between starting the preparation of the NAPAs to delivering a NAPA to policy-makers for endorsement, and over the duration of the implementation phase.

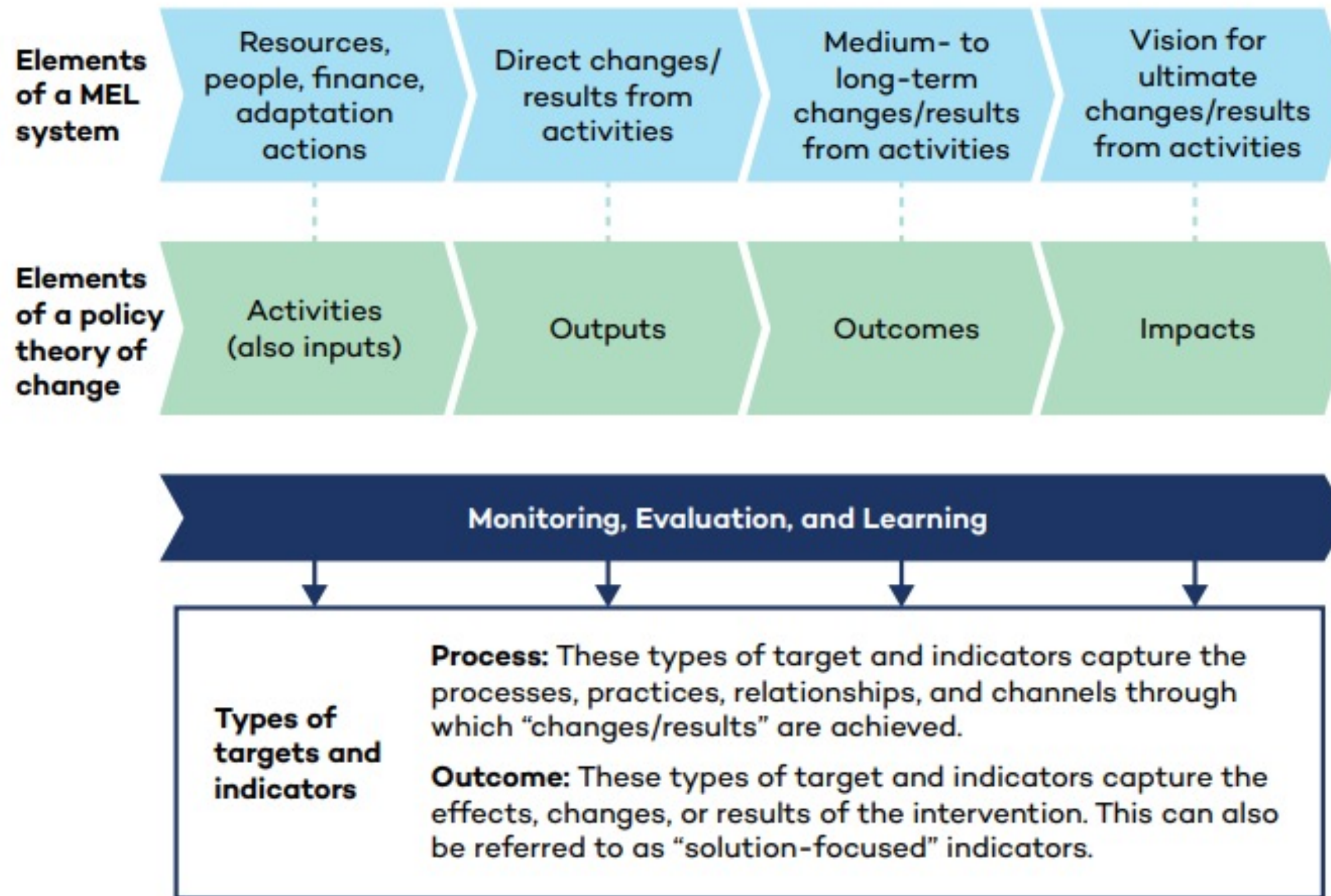
Countries can develop and use different types of indicators to track progress and guide strategic thinking and learning across the entire set of the essential functions of the process to formulate and implement NAPs

Indicators can be:

Quantitative – also called metrics
E.g.: the number of households with improved access to water

Qualitative
E.g.: the perceived effectiveness of an adaptation measure

Figure 2. Conceptualizations of the elements and levels of a MEL system and its relationship with a theory of change



Indicators should be SMART:

- Specific
- Measurable
- Attainable (realistic)
- Relevant
- Time-bound

Source: Beauchamp & Jozefiak (2023). Next Steps for Defining a Monitoring, Evaluation, and Learning System for the Global Goal on Adaptation by COP 28

Examples of data sources and data collection methods used in MEL for NAPs

Data sources	Description	Examples of sources	Associated methods
Primary data collection			
Stakeholders			
Interviews	One-on-one conversations to gather qualitative data	Stakeholder interviews, expert interviews	Interviews
Surveys/questionnaires	Structured sets of questions to gather quantitative or qualitative data	Online surveys, mobile phone surveys, paper surveys	Surveys, questionnaires
Focus groups	Small group discussions to gather qualitative insights	Community focus groups, expert panels	Focus group discussions
Scorecards	A systematic criteria-based tool for evaluating the effectiveness of activities, projects, or entities (see Brooks & Fisher, 2014)	Evaluation scorecards, performance metrics	Scoring and ranking, qualitative and quantitative comparison
Stories of change	Narrative accounts capturing the effects of interventions	Interviews, video testimonials, written stories, blog posts	Qualitative content analysis, storytelling
Case studies	In-depth, contextually rich examination of a specific intervention	Interviews, observational data, archival records, surveys	Qualitative or quantitative analysis, content analysis
Workshops	Structured, interactive sessions for discussion, brainstorming, or problem solving	Facilitator-led discussions, participant presentations, group work activities	Facilitated discussion, real-time polling, thematic analysis
Environment and climate data			
Satellite and remote sensing	Technologies providing geographic and atmospheric data to collect data on land use, temperature, coastal erosion	Geospatial data, NASA, NOAA Satellites data, Google Earth	Remote sensing, drones, geographical information systems analysis
Weather stations	Localized data on weather patterns	Local meteorological stations	Meteorological data collection
Environmental sensors	Instruments deployed to measure specific environmental variables like water quality or soil moisture	Water quality sensors, soil sensors	Sensory analysis, data logging
Climate models	Mathematical representations of the climate system used for projections and simulations	IPCC models, national climate models	Simulation, statistical modelling
Secondary data collection			
Government			
Administrative records	Data collected by government agencies	Census data, land-use records, health-related data, risk and vulnerability assessments, historical data, policy and legal documents	Document review, data mining
Official statistics	Nationally or internationally recognized statistical information	National statistical agencies, UN databases, World Bank databases, OECD data, economic data, population demographics, disaster statistics	Data mining, statistical analysis
National, sectoral, local MEL reports	Reports that review adaptation interventions at various administrative levels	Ministry reports, local government assessments	Content analysis, case study
Academia			
Academic research	Studies conducted by research institutions providing insights into climate impacts, risks, and adaptation	Scientific journals, academic papers, policy reports	Literature review, meta-analysis
Global Assessment Reports	Assessment reports that analyze and synthesize information	IPCC reports, reports by UN agencies like UNEP, United Nations Development Programme (UNDP)	Literature and document review, meta-analysis
Community input			
Public opinion polls	Surveys designed to gather data on public opinions	Polls, community opinion surveys	Surveys, questionnaires
Social media and crowdsourced	Real-time data gathered from public platforms or large groups of people	Twitter feeds, mobile apps	Data mining, sentiment analysis
Community testimonials	First-hand accounts or stories shared by community members	Recorded or transcribed narratives	Interviews, storytelling
Traditional/Indigenous knowledge	Information passed down through generations, often not documented formally	Oral history, traditional practices	Storytelling, participatory approaches, ethnographic research
Development partners			
CSOs	Data collected by CSOs	Reports from CSOs	Content analysis, case studies, field reports
Private sector	Data related to supply chains, resource use, and companies' impacts on communities	Corporate sustainability reports	Business analytics, case studies

A lot is possible!

Be creative -and targeted- with the resources available!



But how where do we start? Today: key actions to prepare, identify and implement indicators for NAPs

Getting Started phase – understanding your context

ACTION 1: Define the purpose and the objective

- Identify the goal of the assessment and tracking: What do you want to monitor? Why? Do you need information for a specific time?
- You can also link the indicators to a logic model (theory of change or logframe)

ACTION 2: Identify stakeholders to be involved at planning, collection, analysis, and learning stages

Planning phase

ACTION 3: Identify and design potential indicators: review literature, existing systems, consult key stakeholders

- Identify a shortlist of potential appropriate indicators at output, outcome (and if needed) impact level

ACTION 4: Make indicators operational: identify key components for implementation – use indicator factsheets

Implementation phase

ACTION 5: Validate, pilot, and review your indicators: test your indicators and get feedback from stakeholders.

ACTION 6: Finalize indicators, implement and learn: communicate your monitoring system;

- Plan learning activities from the evidence and plan reviews of the indicator system – things change!

(Adapted from the NAP GN & AC Toolkit with inputs from PEG M&E Tool and the AC report)

Breakout group exercise

This exercise has been designed to allow participants a hands-on discussion and exercise for developing indicators.

Each breakout group will follow the questions below in the context of a specific activity, process or project of a NAP process. Suggestions will be given to participants, but each group can define or select one of their NAP process as an example. The activity, process or project should be narrow and specific enough to allow responding to the questions below.

1. Get into group and select the NAP activity, process or project for this exercise. (2 min)

Also identify a rapporteur for the exercise who will present back to the group.

2. Go through the questions below to move through the steps of identifying indicators for the selected NAP activity, process or project. (20 min)

This will require creativity and discussion: there are no uniquely right answers here! Talk amongst yourself about how you may go about this in the context of your country, what are examples that may apply, and how this can vary between countries.

3. Debrief: stop the exercise and debrief on how this exercise went (10 min)

- Was this exercise difficult or easy? What was more difficult, easier? Why?
- Was there something missing?
- How can this help you define indicators and the MEL system in your country?

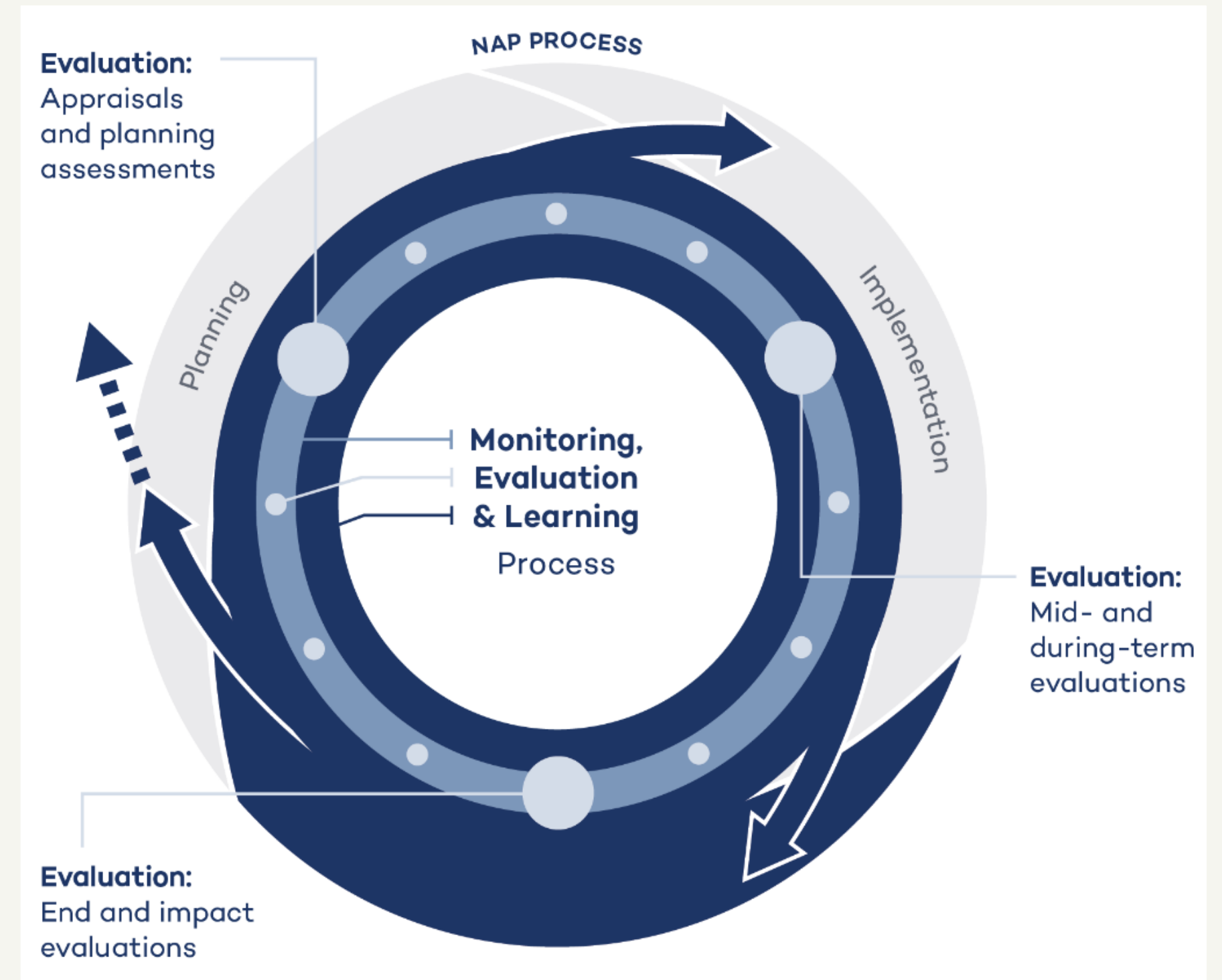
TABLE 2. Examples of process, (proposed) outcome, and impact indicators from Tonga's JNAP2 M&E System Guide

EXAMPLES OF TARGET AREAS	EXAMPLES OF PROCESS INDICATORS	EXAMPLES OF (PROPOSED) OUTCOME INDICATORS	EXAMPLES OF IMPACT INDICATORS
Coasts	Vulnerability baselines for coastal sector developed	Total length of sewerage and drainage network at risk from climate hazards	Proportion of wastewater safely treated (SDG 6.3.1)
Public, Community and Private Buildings	A multi-hazard disaster preparedness, response and recovery plan for public and community building infrastructure developed	Number and magnitude of buildings-related vulnerability problems perceived by disabled and marginalized groups according to gender and age	Proportion of population living in households with access to basic services (SDG1.4.1)
Tourism	Resilience indicators (process, outcomes, and impacts) for tourism developed	Volume of water consumed by tourist facilities	Direct economic loss to cultural heritage damaged or destroyed attributed to disasters. (Sendai Framework C6)
Water	Monitoring system for water, soil health and coastal erosion developed	Number of cases of water-borne diseases	Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe Water, Sanitation and Hygiene for All services)
Community Resilience	Develop standard resilience guidelines for all community engagement activities	Number of people living below the poverty line that live in flood prone areas	Proportion of population living below the national poverty line, by sex and age (SDG1.2.1)
Private Sector	A costed and gender and social inclusion-factored resilient plant for the private sector developed	Reduced work productivity due to heat stress	Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, noncommunicable diseases and service capacity and access, among the general and the most disadvantaged population) (SDG3.8.1)

Source: AC (2023). Monitoring and evaluation of adaptation at the national and subnational levels

However, remember the limitations of indicators...

- Indicators are often viewed as the primary way of tracking progress, but indicators have important limitations. Most importantly, indicators do not answer **how** or **why** change happened. To answer the how and the why in your MEL systems for the NAP process, you will need additional information or techniques such as evaluation.
- It is key to have learning-oriented monitoring AND evaluation to effectively assess and understand progress on adaptation actions.



Country Experience



Exercise – breakout groups



Breakout group exercise

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Source: AC (2023). Monitoring and evaluation of adaptation at the national and subnational levels

Q&A, discussion & feedback

- **Was this exercise difficult or easy?**
- **What was more difficult, easier? Why?**
- **Was there something missing?**
- **How can this help you define indicators and the MEL system in your country?**



Thank you!

