



# Climate adaptation M&E and learning: Reflections to get us thinking

A PRESENTATION TO THE UNFCCC CLIMATE CHANGE ADAPTATION M&E WORKSHOP, 9-11 SEPT, NADI, FIJI

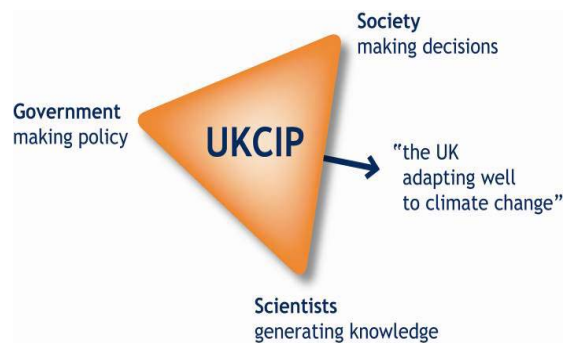


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## About UKCIP

- Set up by UK Government in 1997, now independently funded
- Based at the Environmental Change Institute, University of Oxford



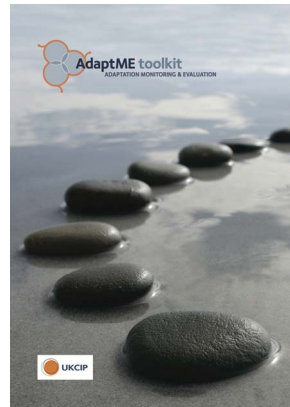
- As a boundary organisation we bring together the organisations and people responsible for addressing the challenges climate change will bring



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## UKCIP's Adaptation M&E work

- M&E is a key part of the adaptation process
- AdaptME Toolkit (2011) published
  - Developed with stakeholders
  - Recognises no 'one-size-fits-all' framework
  - Question-based approach – asking the right questions, rather than giving the answers
  - Learning a key theme
- Support to UK Government (via ASC) to develop indicators
- Synthesis report on Adaptation M&E Resources (UKCIP/SEA-Change)



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## What do we mean by learning?

*“New perspectives on, and insights into, the process of adaptation, including the barriers and enablers of effective adaptation”*

(P. Pringle, in the shower, Nadi, Fiji, 10 Sept 2013)



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## Why learning matters for adaptation M&E

- Adaptation is a relatively new field, need to understand what works (or not), when, where and why?
- Many of the other M&E objectives of relate to learning:
  - How do we define 'effective' adaptation?
  - What does 'efficient' adaptation look like?
  - How can be enable equitable (e.g. socially just or gender sensitive) adaptation?
- We area also still learning about the process of M&E for adaptation (that's why we are here!)
- 'Learning by doing' is good, but 'trial and error' is expensive and slow – learn from others and share experiences



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## We seem to know learning matters...

- The presentations this week (e.g. CIF, Norway) plus adaptation M&E literature:
- *Beyond evaluating delivery of results, M&E can potentially offer promising avenues for learning, which is critically important for developing effective programmes that facilitate climate change adaptation (Villanueva, 2011)*
- *As a result of comprehensive monitoring and evaluation ....it should be possible to measure the effectiveness of adaptation and to identify good practices and lessons learned so that adaptation projects, policies and programmes can be enhanced. (UNFCCC 2010)*



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## But there are barriers to learning



- Learning can be lost amongst conventional M&E objectives and institutional structures
- Do we always want to learn?
  - Are we prepared to 'wash our dirty laundry in public'? (will we really share bad experiences as well as good?)
  - Are we prepared to challenge fundamental assumptions?
- A 'deluge' of lessons and case studies can be confusing
  - How can we communicate messages more effectively?
- Resource implications



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## How might these barriers be overcome?

- Look at M&E as a potential tool for enabling learning instead of simply measuring results
- Enabling effective learning means considering the information we gather and how we communicate this information and the spaces we create to learn
- Ask '*are we doing the right things*', as well as '*are we doing things right*'?
- Engage a diversity of stakeholders – different groups will provide different lessons (and create a space for social learning)
- Create a learning environment – use M&E to 'reflect, learn and improve' not 'report and blame'



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## Communicating lessons

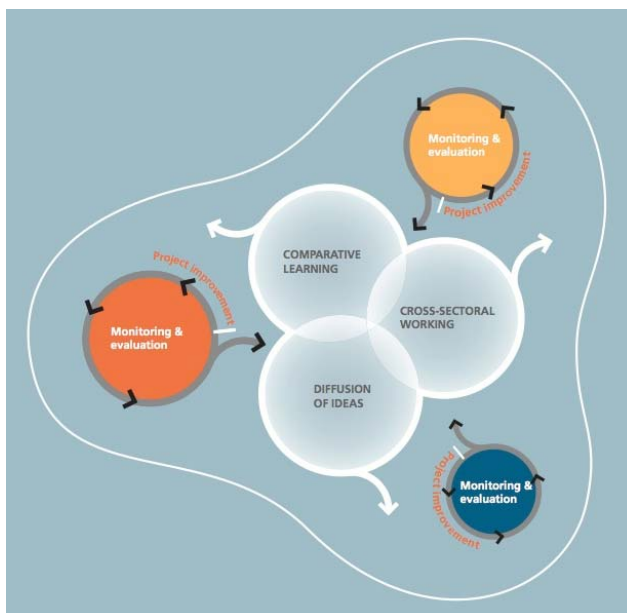
- Many means of sharing findings
  - Workshops, papers, websites, case studies etc
  - Are we sharing lessons in ways which are decision-relevant?
  - Can case studies be more insightful and better targeted?
- Knowledge exchange goes further than dissemination
  - 2-way process
  - On-going rather than 'one-off'



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## Spaces for learning...

(from AdaptME)



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## Thank you for listening!

- AdaptME – [www.ukcip.org.uk/adaptme-toolkit/](http://www.ukcip.org.uk/adaptme-toolkit/)
- Looking out for the adaptation M&E synthesis report – coming soon!



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