

# Developing a Toolkit for MEL of national adaptation planning processes

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# About the NAP Global Network

**Our Goal:** Enhance national adaptation planning and action in developing countries



## What we do

Support national-level action on NAP development & implementation.

## Our reach

**63** developing countries have received direct technical support.



Help countries learn from each other through South-South peer learning and exchange.

**400+** people from more than **55** countries in peer learning & exchanges.



Generate, synthesize, & share knowledge on NAP processes.

**300+** knowledge materials have been produced.

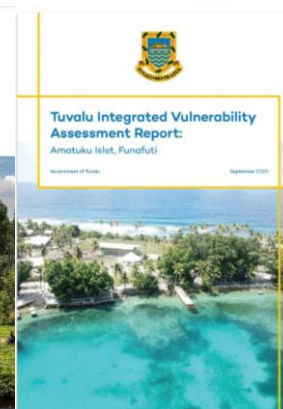
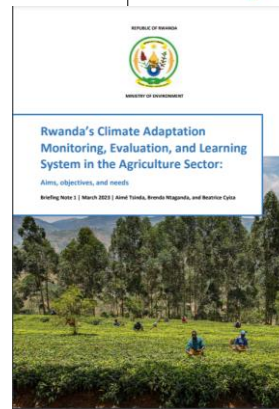
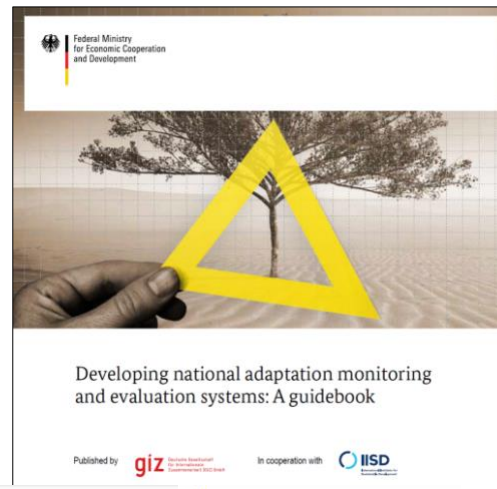


# Nine years of supporting developing country partners on MEL

From early knowledge products on M&E...

**Time to translate the experiences of country and what we have learned into an updated toolkit!**

- 7 peer learning events
- Over 40 knowledge products

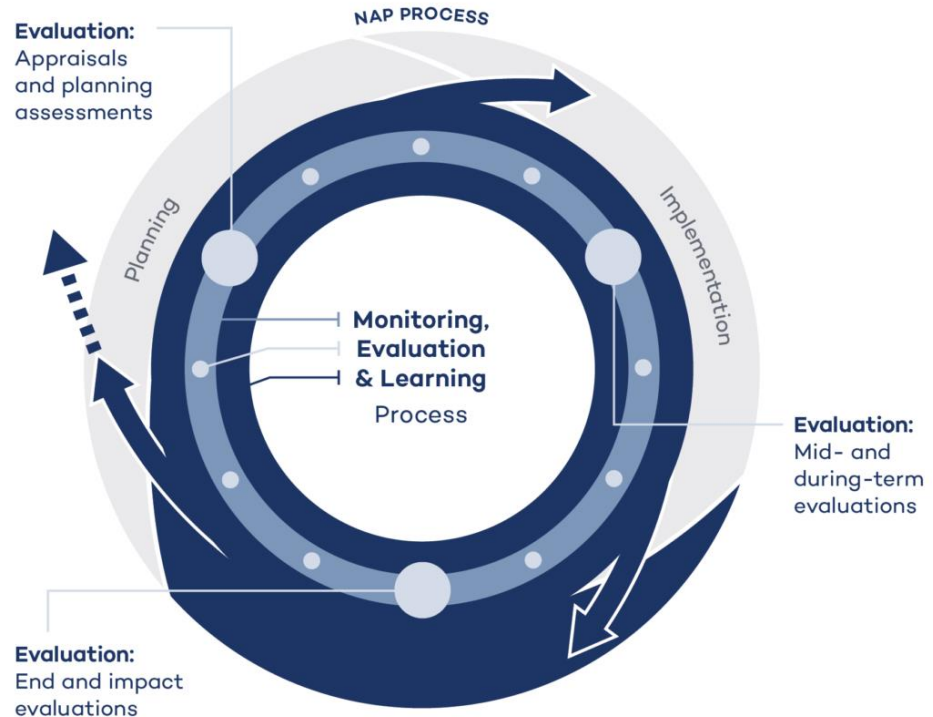


**Country partners:**  
Albania,  
Benin,  
Belize,  
Brazil,  
Burkina Faso,  
Cameroon,  
Colombia,  
Costa Rica,  
Fiji,  
Grenada,  
Ghana,  
Guyana,  
Guinea,  
Kenya,  
Kiribati,  
Lesotho,  
Liberia,  
Namibia,  
Peru,  
Philippines,  
Rwanda,  
Somalia,  
Vietnam,  
Zambia

# Reframing Monitoring, Evaluation, and Learning in National Adaptation Planning Processes

- MEL occurs to both a distinct phase and a dedicated set of activities throughout the adaptation process.
- Monitoring and evaluation must be embedded in learning throughout the NAP process
- Adaptation is a learning process in itself => MEL is an adaptation action not a side line.

There is a need to change perspectives about the role of M&E towards learning rather than primarily on (upward) accountability.





## What does this mean for a toolkit on MEL?

The toolkit is:

- Produced in collaboration with the Adaptation Committee
- Going to be an evolving piece of work – with revisions every 2-3 years
- Used on consultations with country partners and other stakeholders active in MEL for adaptation
- Not reinventing the MEL wheel: focused on theory and actions that are **crucial and feasible** for MEL of adaptation by country actors.

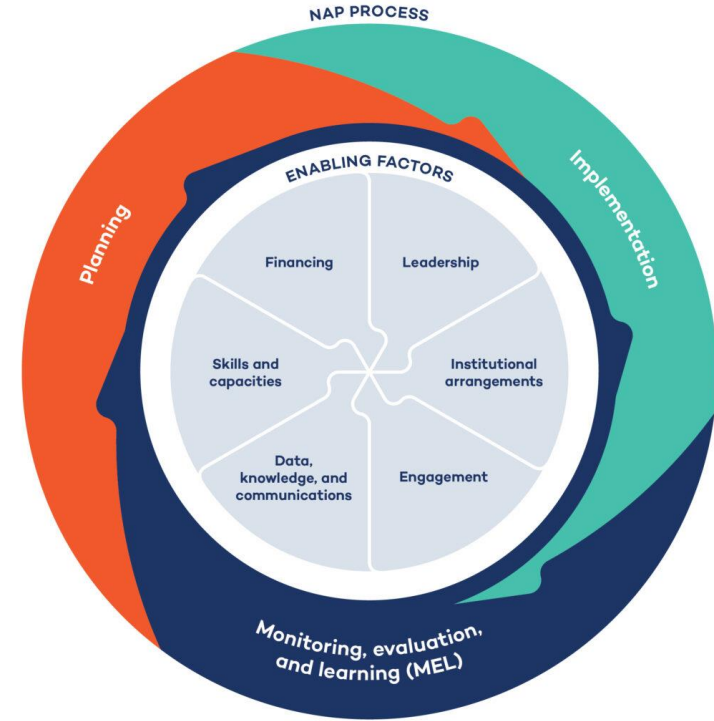
These considerations include (amongst others): the following **three elements**.



# 1) Clarifying your context as you get started

## Countries must:

- Assess and build on existing systems (e.g. from NAPAs, NDCs, development, etc.) as they rarely start from scratch
- Clarify the purpose of the MEL systems is needed to identify key stakeholders and the scope of processes and activities (mandates help here!)
- Link their MEL system with key NAP processes: Theories of Change and climate risk assessments
- Consider the following factors throughout the MEL system's design and implementation:
  - Stakeholder engagement and social inclusion
  - Integration of climate risks
  - Strengthen enabling factors

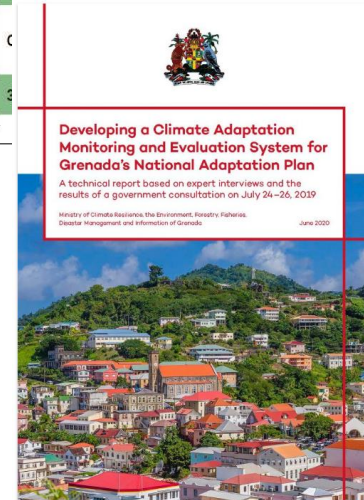
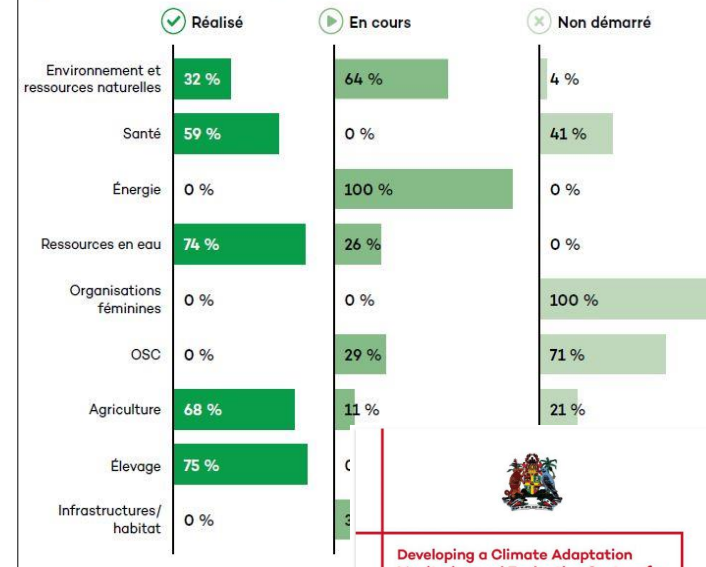


## 2) Going beyond indicators...

To be useful, indicators must be tailored to both context and purpose – rather than picked from a long list. Yet it's important to recognize their limitation:

- Long timescales affect the applicability of indicators
- Need to be complemented by qualitative information about how changes occur
- Evaluations and reporting on progress throughout the NAP process can help understand performance based on different criteria and build capacities
- A system with less yet complementary indicators can also reduce burden on developing countries

Figure 12. Niveau d'atteinte des objectifs par secteur



# 3) Emphasizing learning

*“Learning refers to the systematic process of acquiring and sharing new information and knowledge on adaptation from MEL activities to create changes in beliefs, practices, behaviours, and policies that will ultimately improve ongoing and future adaptation processes and actions”*

- **Planning and linking learning activities coherently** - such as peer learning, co-interpretation, training, knowledge management
- **Engineering learning-focused and complementary M&E** – see table

Stage in the MEL process	Learning-focused actions
Planning your MEL system	<ul style="list-style-type: none"> <li>• Starting MEL early in the NAP development process</li> <li>• Establishing learning principles</li> <li>• Ensuring that learning is open and inclusive</li> </ul>
Designing a MEL framework	<ul style="list-style-type: none"> <li>• Developing learning objectives as part of objective setting</li> <li>• Identifying knowledge gaps from the risk assessment process</li> <li>• Embedding learning in the Theory of Change</li> </ul>
Selecting adaptation indicators	<ul style="list-style-type: none"> <li>• Establish realistic expectations for indicators</li> </ul>
Monitoring progress	<ul style="list-style-type: none"> <li>• Learning as we go from monitoring</li> </ul>
Evaluating performance	<ul style="list-style-type: none"> <li>• Using evaluations approaches that support learning</li> <li>• Adopting evaluation criteria that reflect wider principles for learning (e.g. climate justice, transformation)</li> </ul>
Learning from MEL	<ul style="list-style-type: none"> <li>• Planning and implementing learning-oriented activities and processes</li> <li>• Reporting effectively</li> <li>• Communicating in useful and practical ways</li> </ul>



# Next steps

1



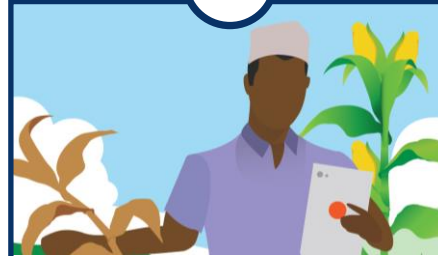
Revisions based on the reviews from internal and external peers.

2



Presenting the Toolkit at a COP28 side event to gather further feedback.

3



**Publication in early 2024!**

4



Development of a self-online directed course.

The Toolkit will involve ongoing gathering of feedback from implementation, and revisions.





## Conclusions

The Toolkit of MEL of NAP processes is only a start for collating experiences and good practices – your feedback welcome!

Email us / get in touch!

**Ultimately, changes in practices must be supported by a change in framing of MEL - not merely as supporting adaptation actions, but as an adaptation action itself as well.**



# Thank you!

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