

Pacific Climate Change Centre Monitoring, Evaluation, Reflection and Learning (MERL) Framework



Photo: SPREP

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Introduction

Tracking progress, identifying opportunities for growth and improvement, and integrating lessons learned is of high strategic importance for all organisations, projects and programmes. Having a systematic and intentional approach to monitoring, evaluation, reflection and learning (MERL) underpins effective implementation of activities to achieve the vision.

This Monitoring, Evaluation, Reflection and Learning (MERL) Framework lays out how the Pacific Climate Change Centre (PCCC) will monitor its activities and results, tracking both 'are we doing what we set out to do' and 'is it effective and can we do it better'. The framework outlines how the information generated from monitoring and evaluation will be reflected upon and used to improve the PCCC's performance. The PCCC MERL Framework has been designed to support and improve the activities and goals of the Centre, and ensure it is meeting the needs of the region, including all Pacific island countries and territories.

The PCCC MERL framework has two high level objectives: (i) to support implementation of PCCCs activities, and (ii) to provide evidence of the changes that the organisation has made. For the purpose of this MERL, the following definitions are provided:

M	Monitoring	Monitoring keeps track of the activities and assesses progress towards achieving the outputs of the workplan
E	Evaluation	Evaluation checks if the activities and outcomes are allowing the organisation to effectively achieve it's vision
R	Reflection	Reflection is undertaken throughout the process to identify areas for improvement and recognise areas which may require change across the organisation
L	Learning	Learning is an ongoing and developmental process to ensure feedback and lessons are integrated into the work and organisation

The Pacific Climate Change Centre

The Pacific Climate Change Centre (PCCC) is a recently established Centre of Excellence that supports training, research, innovation and knowledge brokerage for cross-cutting climate change issues in the region. The PCCC is a shared regional asset belonging to the people of the Pacific with the support of development partners committed to the resilient development of Pacific island countries and territories. It is hosted and supported by SPREP at its campus in Apia, Samoa.

The vision of the PCCC summarises the Centre's purpose and goals:

The Pacific Climate Change Centre (PCCC) is a globally respected centre of excellence. It is highly valued by Pacific Island countries and territories as it provides practical support and training to address their adaptation and mitigation priorities. It is underpinned by strong partnerships with Pacific Governments, applied research institutions, donors and the private sector. These collaborations have led to innovative products which are increasing resilience in the Pacific. The PCCC is a trusted source of user-friendly, scientifically robust information on climate and meteorological science, climate change impacts and responses. This information directly supports more effective decision-making in Pacific communities.

The PCCC will provide practical information, support and training to address the adaptation and mitigation priorities of Pacific communities. It will be underpinned by strong partnerships with Pacific Governments, applied research institutions, donors, civil society and the private sector.

Description of PCCC functions

There are four core functions of the PCCC, which encompass the activities delivered through the Centre. The four functions of the Centre are knowledge brokerage, applied research, capacity building through training and learning, and innovation which are explained in more detail in Table 1.

Knowledge brokerage	The PCCC will help to build relationships between the producers and users of climate change knowledge by providing linkages; synthesizing and translating information. This enables Pacific Governments and other decision-makers to receive timely, robust information in user-friendly formats. These processes support the application of traditional knowledge as well as climate science.
Applied research¹	The PCCC will host research projects that are designed to address specific research objectives and priorities identified in the region and which lead to practical outcomes for the Pacific.
Capacity building through training and learning	The PCCC will be a one-stop-shop for the improved coordination of climate change training and will help the region to more effectively learn from climate change adaptation and mitigation efforts to date.
Innovation	The PCCC will support the development of innovative products and services which can increase resilience in the Pacific and will encourage transformational approaches to adaptation.

¹ Applied research is defined as *original research undertaken in order to acquire new knowledge but which is directed primarily towards a specific practical aim or objective.*

These functions are complemented by four cross-cutting themes, which encompass the broad subject areas that the Centre addresses. The four themes are climate science and climate services, climate change adaptation, mitigation and low carbon futures, and climate finance. The scope of the PCCC is defined as the integration of these functions and themes. Figure 1 visually outlines how the intersection of the core functions and themes.

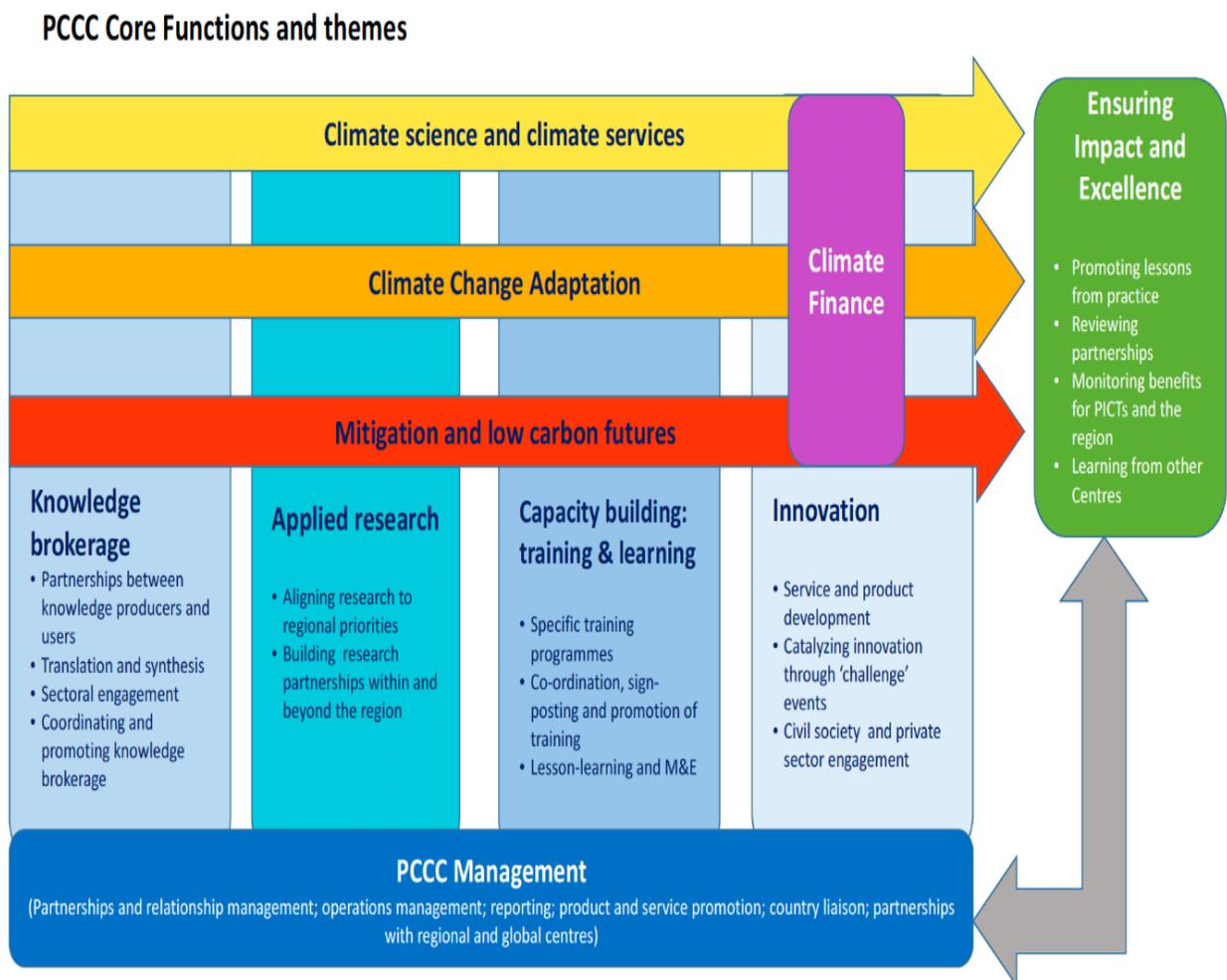


Figure 1 Core Functions and Themes of the Pacific Climate Change Centre

Purpose and objectives of the Framework

Purpose of PCCC MERL Framework

The MERL Framework sets out the approach for assessing the performance of the PCCC as an organisation, and also measures the impact the PCCC is having in the Pacific region. The framework establishes what questions need to be asked to determine if the PCCC is fulfilling its intended function, and if this function is meeting the needs of the region to strengthen effective decision making and building resilience to climate change.

The purpose of the PCCC MERL Framework is fourfold:

1. Systematically track the implementation of PCCC's activities under the four core functions: knowledge brokerage, innovation, applied research, and capacity building and training.
2. Monitor, evaluate and reflect upon the benefits of the PCCC for Pacific Island countries and territories, and for the wider region.
3. Assess the PCCC's progress towards achieving its vision, including the assumptions which underpin the Theory of Change and Work Plan.
4. Continuously integrate lessons and learning to improve the PCCC's approach, and by doing so, establish a culture of reflection and learning.

While reporting through the 'monitoring and evaluation' components of the framework is crucial for measuring progress towards the vision of the PCCC, the 'reflection and learning' help us to determine "what works, in which contexts, for whom, and why?". Addressing all of these considerations in the one MERL framework allows the PCCC to be both accountable and adaptive, simultaneously ensuring the Centre is achieving agreed objectives, responding to opportunities, and effectively meeting to the needs of the region.

Why learning matters

While tracking and evaluating progress is important and necessary, integrating the lessons and learning gained from implementation will drive growth and improvement in both the Centre's activities and within the organisation itself. Explicitly building learning into the cycle of monitoring and evaluation ensures it will not be overlooked, as evidence and experience have highlighted that learning does not automatically occur when data is collected, or evaluations are undertaken. There are specific tools that can be applied to facilitate the learning process such as:

- Structured discussions for critical reflection
- Sensemaking and sharing - create safe spaces for stakeholders to come together to share learning and generate new learning. These spaces can be organised at different levels
- Encouraging and rewarding innovation and experimentation

Single, double and triple loop learning

Many organisations operate using what is known as 'single loop learning', whereby rigid strategies, policies and procedures are developed, and the organisation focuses on correcting deviations from these procedures, or rules². Double loop learning involves 'thinking outside the box' to identify whether the rules and structures themselves need to change to promote success. Double loop learning allows organisations and their members to approaching problems flexibly and creatively to identify the underlying cause of the challenge and adjust the structures and procedures accordingly. Triple-loop learning takes these concepts further by reflecting on how we learn (or 'learning how to learn'). For example, the PCCC may apply a number of tools (such as those listed above) to help to critically reflect on implementation (double loop learning) and then examine those methods to assess not only what we have learnt, but how we learnt, and consider how well those tools and learning methods are working (triple loop). The MERL Framework will support the PCCC to make incremental progress in learning, initially ensuring that double loop learning is occurring and working towards triple loop learning where possible.

² McNamara, C., 2006. *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning*. Authenticity Consulting.

<https://managementhelp.org/misc/learning-types-loops.pdf>

Strategic fit with other policies and strategies

The PCCC contributes to the delivery of regional and global agreements which address climate change in the Pacific. In particular, the PCCC is aligned with the Framework for Resilient Development in the Pacific (FRDP), which is an ambitious approach initiated in 2016 that simultaneously addresses climate change adaptation, low carbon development, and disaster risk management. The M&E approach for the FRDP is being developed by the Pacific Resilience Partnership (PRP), which has been established to facilitate, coordinate, build partnerships and monitor the implementation of the FRDP. The PRP will be engaged as an important stakeholder under the PCCC's MERL framework, providing feedback and reflection on the Centre's intersection with the goals and activities of the FRDP to ensure complementarity and enhance collaboration.

The PCCC will enhance and strengthen climate change actions that are addressed under other regional strategies including the Pacific Islands Meteorological Strategy, the Pacific Roadmap for Strengthened Climate Services and the proposed Pacific Climate Science Research Strategy. At a global scale, the PCCC also responds to global agreements and policies, in particular the efforts towards implementation of the S.A.M.O.A. Pathway, the Paris Agreement on Climate Change, the Sendai Framework, and the new Sustainable Development Goals.

PCCC Theory of Change

A Theory of Change (ToC) is a planning process which articulates how change can be achieved. It begins by defining the long-term goal or vision statement ('the change we want to happen') and works backwards to systematically laying out each step along a 'causal pathway', a series of steps which lead towards the long-term goal.

A ToC is best developed through a collaborative process involving stakeholders. In this case, this has been challenging to do given the Covid-19 pandemic however, the ToC illustrated in Figure 2 builds upon the PCCC Strategy and Business Plan on which member countries and CROP Agencies were consulted. Further consideration should be given to consulting on the ToC in the coming months to ensure stakeholder views are incorporated and that the suggested approach is well understood.

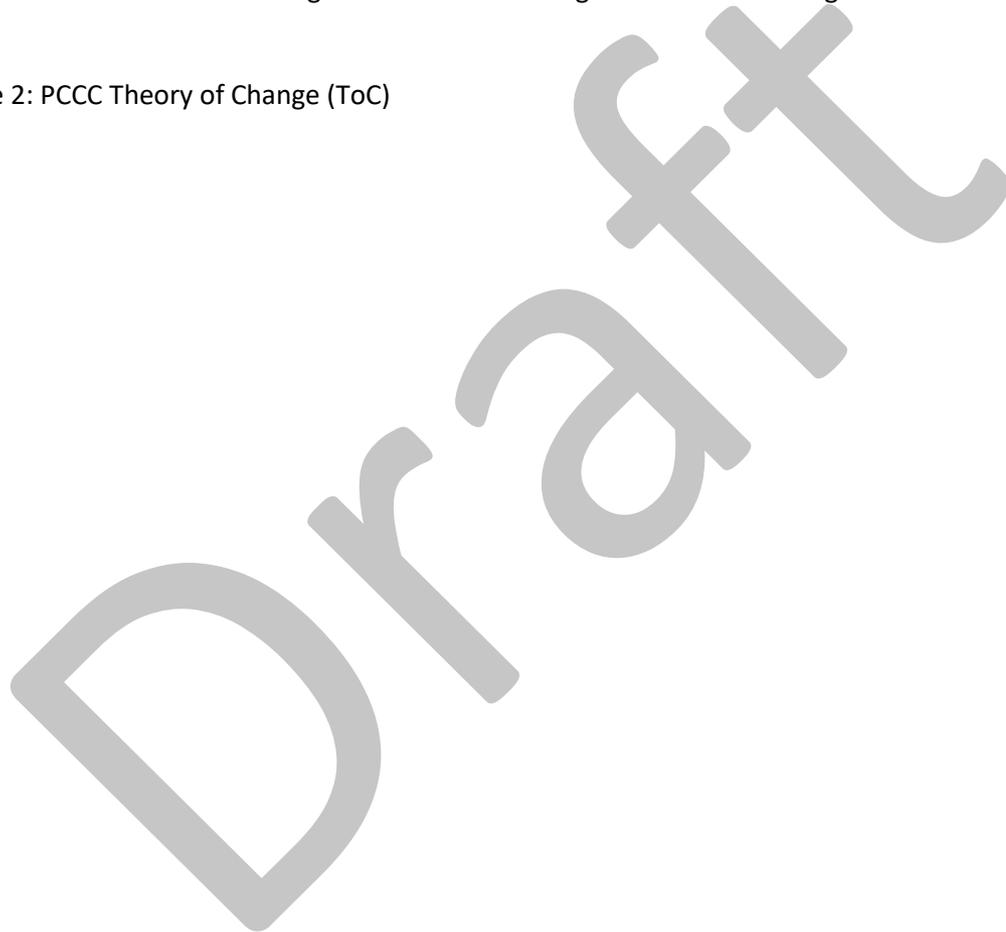
A Theory of Change diagram is a way of communicating the agreed process by which the desired change will be achieved, and the assumptions which underpin it. Articulating the many underlying assumptions about how change will happen in a programme is an important part of any theory of change. These assumptions can be monitored, along with activities, outputs and outcomes as this will help us to better understand why the programme is being more or less effective. The Covid-19 pandemic provides a good example of how our assumptions can impact on delivery. Most programme managers will have assumed training workshops and face-to-face meetings would have been possible throughout 2020. Risks of some travel disruption between island nations, for example due to bad weather, may have been considered, but it is improbable that programme managers would have envisaged the far-reaching impacts of a global pandemic. Tracking assumptions is not about being 'right' or 'wrong', but it can help us to see how changing circumstances can impact on our assumptions about how activities and outputs can be delivered, and then how these lead (or not) to desired outcomes. Figure 2 illustrates a ToC for the PCCC. It is somewhat simplified in order to be readable, but it maps out the causal pathways between activities, outputs and outcomes.

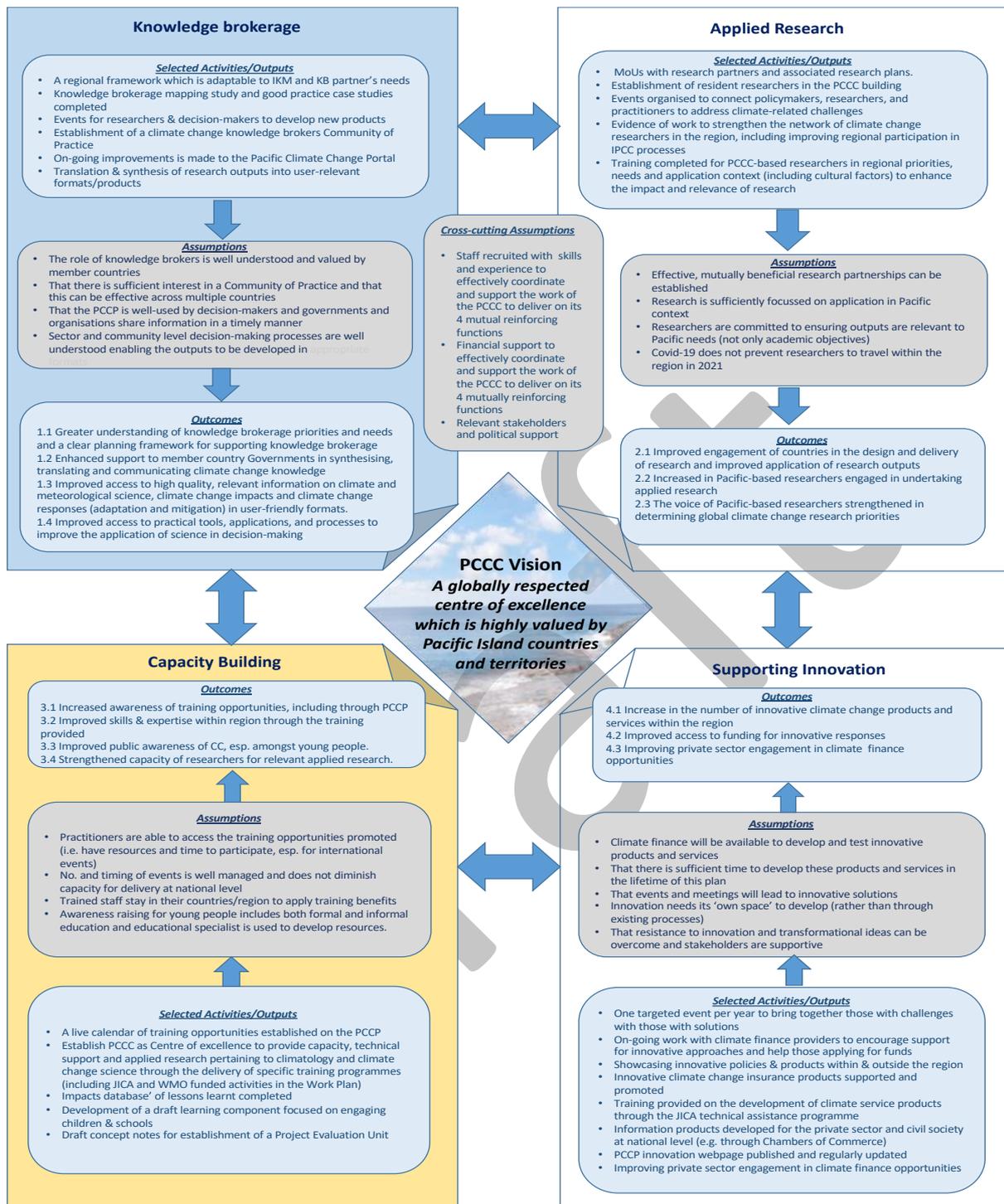
In the context of the MERL Framework, the ToC is important as, alongside the Work Plan and PCCC Strategy and Business Plan, it sets out the changes that we wish to see, the outputs and outcomes expected and the causal pathway to achieving the overall vision. As such, it provides a basis for

assessing and measuring progress and performance. The PCCC ToC should be considered as a live document which can be updated during the lifetime of the 3-year Work Plan.

The ToC highlights the interrelated nature of the four core functions of the PCCC and how the activities and outcomes will work simultaneously to achieve the vision of the Centre. An important function of the MERL framework is measuring the PCCC's progress towards achieving its vision, while understanding if and how this vision is fulfilling the expectations of stakeholders. The diagram also highlights the assumptions specific to each function and the cross-cutting assumptions that will underpin the success of the Centre. Tracking the accuracy of the assumptions against the data collected on the progress of activities will help to determine if the outcomes can be achieved, or if changes need to be made based on changing circumstances. These elements of the ToC form the basis for the development of the questions that are asked in the Framework itself to ask to determine if the PCCC is fulfilling its vision and meeting the needs of the region.

Figure 2: PCCC Theory of Change (ToC)

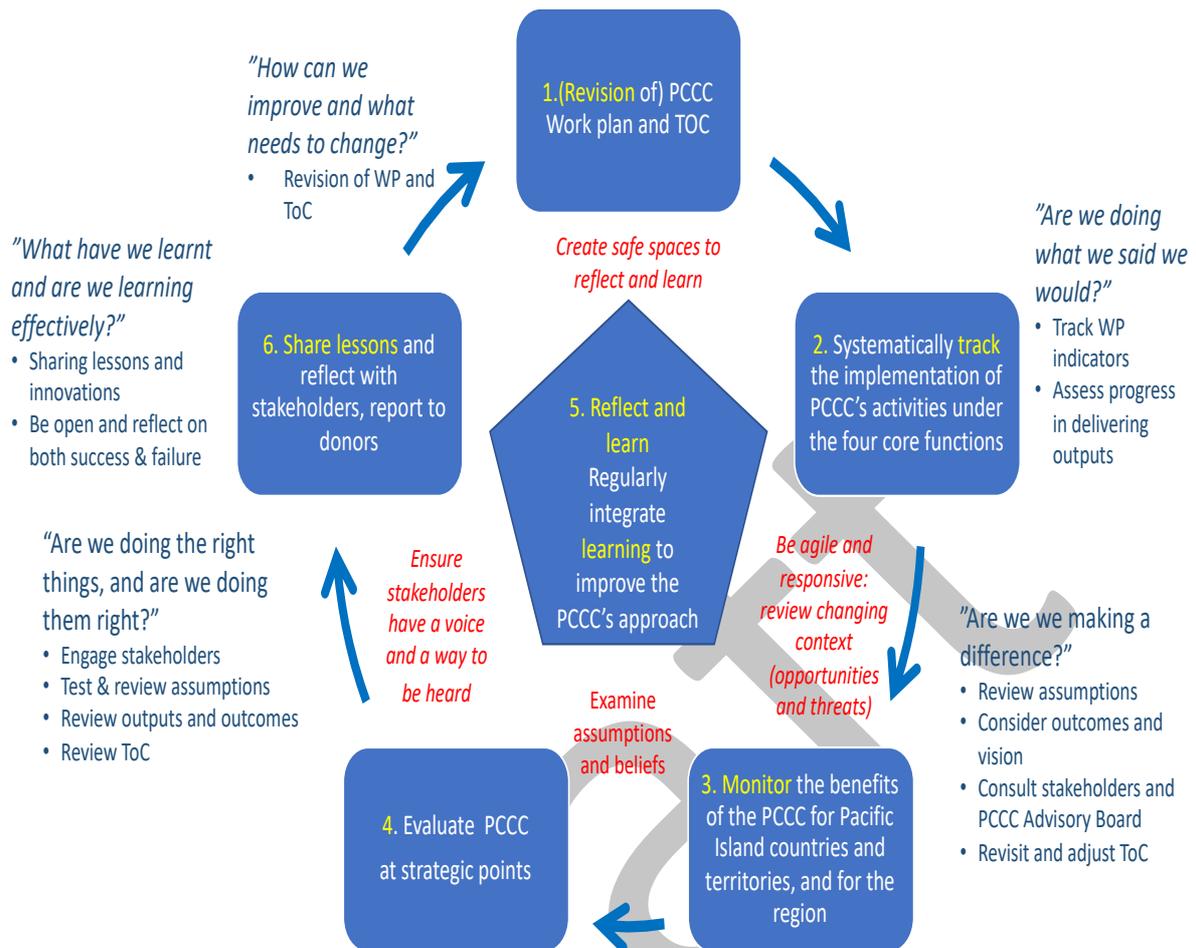




The PCCC MERL Framework

Figure 3 illustrates the main components of the MERL Framework and the key questions to which they respond. The cyclical nature of the diagram is useful as it provides a step-wise approach, however the order of the components should not be considered to be rigid; there may be activities occurring under all components at the same time. The different components are considered in more detail below:

Figure 3: PCCC MERL Framework Diagram



1. Work Plan and ToC

Theory of Change and Work Plan provide the starting point for the key steps of the MERL Framework and are themselves underpinned by the concepts set out in the PCCC Strategy and Business Plan which was approved by Member Countries and CROP Agencies in 2018. Both documents set out the activities, outputs and outcomes the 'casual pathways' which connect them to the PCCC vision, as well as the assumptions which underpin these pathways. As such they provide the basis for knowing what should be monitoring and evaluated.

2. Tracking implementation of PCCC activities

Systemically tracking the implementation of PCCC activities and outputs under the four core PCCC functions will require the indicators identified in the Work Plan to be further refined and sub-activities and sub-outputs developed as needed. Data should be gathered to support the quantification of these indicators as well as qualitative information such as feedback from training events. The Work Plan does not yet contain details of the proposed timing of activities and this would be useful to support the monitoring of implementation progress. This type of monitoring typically relates to the question “*are we doing what we said we would do?*” but the insights gained through this question are important for more reflexive questions which consider *why, how and for whom?*

Given the dynamic nature of the PCCC, and the fact that new opportunities to support the PCCC outcomes may emerge (for example, through a new research partnership or project), indicators must be agile enough to reflect changing circumstances while strategic changes should be reflected in revision of the ToC.

Main tools and methods: Indicators, progress meetings (internal and with partners), financial reports, Advisory Board Meetings

3. Monitoring benefits for Pacific countries and the region

Very closely linked to the tracking of implementation is the ongoing assessment of the benefits accrued by Pacific nations and the wider region. In conventional M&E this might be located within the evaluation process, which reflects upon the wider benefits in detail at a given point, however it is useful for outcomes to be considered throughout, enabling the PCCC to improve continuously. This component of the Framework begins to respond to the important questions “*are we making a difference?*” and “*are we seeing the change we wish to see?*” as outlined in the ToC.

This component will require regular dialogue with representatives of Pacific countries, and the PCCC Advisory Board can play an important role in this regard. Regular monitoring of the links between PCCC outputs and outcomes and regional strategic objectives (e.g. links to the FRDP) is also required.

Main tools and methods: Annual satisfaction surveys, Participation in regional discussions (e.g. PRP), Advisory Board meetings

4. Evaluate PCCC at strategic points in time

Evaluation refers to a systematic and objective assessment of the effectiveness of a programme. Evaluations usually draw upon a range of quantitative and qualitative data, including those gathered through monitoring processes. As evaluations are undertaken at a defined point in the project or programme cycle, consideration needs to be given as to when evaluations should be undertaken and agreed with the PCCC Advisory Board. We propose a smaller mid-term evaluation be undertaken after 18 months of the Work Plan commencing and a full evaluation be completed after 3 years, at the end of the Work Plan period.

While these evaluations present an important opportunity to assess progress and impact in detail, the MERL Framework is designed to encourage reflection and learning throughout. This reduces reliance on evaluation as the only means of reflection and learning, and enables greater focus on questions such as “*Are we doing the right things* (i.e. are our outputs and outcomes still

appropriate?) *and are well to them right?* (i.e. are we implementing them efficiently and effectively?)

Main tools and methods: *mid-term and 3-year evaluation informed by the outputs of all other tools and methods.*

5. Reflecting and learning

Reflection and learning is central to the MERL Framework. This requires the PCCC Manager, team and Advisory Board to be open and enquiring, being prepared to examine successes and failures, and to listen and to share. Learning does not happen automatically as a result of understanding monitoring and evaluation; it is something that needs to be worked at and reflected in the organisational culture as well as addressed overtly through dedicated processes and mechanisms. This will take time and effort, as well as sound leadership.

By reflecting on what is working, in what contexts and why, the PCCC can be more agile and more able to take advantage of emerging opportunities which are aligned to its objectives. It will also be able to deal with challenges and 'bumps in the road'. There are a number of elements which need to be in place to support reflection and learning, including creating safe spaces to learn at different levels. This means staff and beneficiaries can reflect honestly and openly about how things are going and what can be improved. Existing hierarchies and cultural differences can make this challenging, especially when communicating between different levels. For example, the PCCC team may find it easy to discuss challenges within their small team, but find it more difficult to communicate and explore these challenges with the Advisory Board, SPREP Senior Management Team (SMT) or with member countries. This can process can be made easier by designing 'bridges' between levels for example, the PCCC Manager may wish to discuss challenges with a smaller group or use an informal talanoa as the starting point for more formal decision-making. Fundamentally, this requires a commitment to reflection and learning by all individuals and partners and establishing trust so that both success and failure can be explored.

It is important that these reflections consider the voices of a range of stakeholders including, but not limited to, member countries, research partners and regional organisations and donors. This means putting processes in place to gather views and establish a procedure to facilitate open dialogue. The Advisory Board will play an important role as it provides a practical way of regularly exchanging views and feedback, but other methods also need to be considered. For example, regular meetings with research partners based in the PCCC might be useful. The PCCC can also make use of other forums, such as the PRP, to explore ideas and gain feedback as there are practical limits in terms of the number of meetings in which many partners can participate. The PCCC Manager can also play an important role in maintaining regular contact with partners and finding a way of feeding informal insights into the MERL process.

An important part of the process of reflection is to consider the beliefs and assumptions that we all make when designing and implementing activities, and identifying desired outcomes. These are partly identified in the ToC (see Figure 2) but need to be examined in more detail once the PCCC team is established and reviewed regularly to see if they are correct and appropriate.

Main tools and methods: *Draft a list of learning principles which are understood by all partners, confirm the ToR for the Advisory Board, establish a culture of reflection and learning, designing a toolkit of learning exercises and mechanisms, build 'bridges' across hierarchies.*

6. Sharing reflections and communicating lessons

While there is inherent value in reflecting and learning (learning to learn) to maximise the benefits of learning, the lessons need to be shared. This can be done at set points during the PCCC work plan period, for example after or as part of an evaluation, but should be encouraged throughout. This might be achieved through blogs, video messages, short articles, webinars and discussion groups. It is important to consider the audience when sharing lessons by assessing who can benefit and in what format the information should be communicated.

Lessons and reflections should not be over-sanitised; too many case studies are self-congratulatory 'good news stories' which miss out the true learning and do not reflect on failures or difficulties unless they were resolved, which reduces the practical value of learning. Formal reporting, through evaluation reports and reports to partners and donors, should incorporate these lessons.

Main tools and methods: *Blogs, video messages, short articles, webinars and discussion groups, presentations at regional and international events, evaluation reports, reports to donors, annual report to PCCC Advisory Board and SPREP meeting.*

Closing the circle: improving and revising

Ultimately, the MERL process should enable the PCCC to review the Work Plan and ToC so that the PCCC becomes stronger and more effective over time. While there will be specific decision-points where more strategic changes can be made (e.g. at the end of the Work Plan period) adjustments and improvements can and should be made incrementally throughout the implementation period.

Main tools and methods: *On-going management of the PCCC, Work Plan and ToC revision, engagement with Advisory Board and CCR Director, evaluation processes.*

Implementing the MERL framework (Further information required)

Reporting

Formal reporting requirements should be inserted here once agreed.

Stakeholder engagement

The primary means of engaging stakeholders will be the PCCC Advisory Board however a number of other formal and informal methods must be agreed.

Reflection and learning methods

In order to support reflection and learning we would recommend a number of methods are used regularly. Structured discussions for critical reflection; sensemaking; create safe spaces for stakeholders to come together to share learning and generate new learning; and incentivising experimentation and innovation have already been mentioned. We would recommend an internal workshop be held to introduce these concepts and agree which would be most useful and realistic. A simple toolkit (Annex C) could then be developed.

Roles and responsibilities

The PCCC Manager will be responsible for leading the implementation of the MERL Framework, though will require support from her team and, possibly, independent support for evaluations. The PCCC Advisory Board will also play a provide a vital role both as a body to report to but also as a vital sounding board and means to receive feedback from countries and partners. The SPREP Climate change and Resilience team will be responsible to delivering a number of the activities and outputs and so will also play a role in collecting information and data to inform the MERL framework.

Task to help implement the MERL framework

The following are suggested tasks which would help to implement the MERL framework. Many are closely linked to tasks the PCCC Manager will already undertake so should not be too onerous, while others will ensure MERL-related activities run smoothly but represent a 'upfront' invest of time:

- ❖ Finalise PCCC Advisory Board ToR
- ❖ Draft a set of learning principles
- ❖ Agree a set of output and outcome indicators
- ❖ Undertake a simple stakeholder mapping
- ❖ Undertake a simple expectation and needs survey for stakeholders to provide a baseline for future assessment
- ❖ Finalise reflection and learning toolkit
- ❖ Agree internal MERL meeting schedule (possibly establish a Task Group led by PCCC Manager)

- ❖ Consult on Theory of Change (then finalise)
- ❖ Finalise Work Plan and including Gantt chart to show approximate timing of activities
- ❖ Agree evaluation requirements and timing (suggestion of a mid-term evaluation after 18 months and a full evaluation after 3 years)
- ❖ Develop a simple stakeholder engagement and communication plan

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Appendix One: Template for MERL Table with key definitions

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
<p>What is it?</p>	<p>Variables that assess progress or achievement of outcomes:</p>	<p>Describes the situation or trend prior to the investment or at the start of the Activity. Provides evidence supporting the problem analysis and enables realistic targets to be set.</p> <p>If important baselines are not available, further research or stakeholder consultation is needed.</p>	<p>Describes the level of intended progress, achievement, or rate of change at key stages after Activity has begun and when Activity is completed</p> <p>Assessment of targets against baseline enables assessment of what difference the investment is making.</p>	<p>The source or method for collecting the data.</p> <p>Long-term outcomes need to align to the relevant 4YP MERL framework and draw primarily on existing data sources and partner systems (e.g. national development plans and SDGs).</p>	<p>How often the data will be collected</p>
<p>FUNCTION 1: KNOWLEDGE BROKERAGE</p>					

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F1.1 Translation and synthesis of knowledge. (Build relationships with and between producers and users of knowledge by providing linkages; synthesizing information)	Number of knowledge products translated and synthesised into user-relevant formats and products for selected Pacific countries.	0 translation and synthesis of knowledge products in the Pacific	Information are summarised and articulated in a way which can be understood and used by decision makers in 4 Pacific countries by 2023. Knowledge products are translated into formats which encouraged application of knowledge in selected Pacific countries.	Mapping and analysing the relationships between Pacific Researchers twice a year. (6 monthly) Survey and interviews to better understand the nature and flow of climate change knowledge in 3 countries in the Pacific.	Annual survey: (Prepare survey questions and circulate by April 26. Hold Regional workshop to present the survey result by June 4 2021.)

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F1.2 Access to high quality, relevant information on climate and meteorological science, climate change impacts and climate change responses (adaptation and mitigation)	Number of access to high quality information on the Pacific Climate Change Portal (online portal) and number of deliveries using climate change information and tools.	0 access to high quality information on climate and meteorological science, climate impacts and climate change responses (adaptation and mitigation in user-friendly formats) delivered through the Pacific Climate Change Portal	10,000 access to the Pacific Climate Change Portal to access high quality information, relevant information on climate and meteorological science impacts and climate change responses in countries in the Pacific.	Survey of documents on high quality information, relevant information on climate and meteorological science and impacts on climate change available in 3 countries of the Pacific	Every six months - Roll out bi-annual survey to stocktake high quality and relevant information in the Pacific
F1.3 Improved access to practical tools, applications, and processes to improve the use of science in decision-making	Number of practical tools, applications, processes developed to improve use of science in decision making in selected countries in the Pacific.	Some tools and information have been developed through the Pacific METDesk and past climate change projects regionally and nationally.	5 practical tools developed through the Pacific METDesk and other projects.	Conduct interview on 1 st & 2 nd quarter of 2021 to find out existing tools and information developed and available for the Pacific	Every 6 months: Roll out interviews with stakeholders on second quarter 2021
F1.4 Greater understanding of knowledge brokerage priorities and needs and a	Number of priorities and needs identified	0 priorities and needs analysis	Needs analysis completed by quarter 2 2021	Desktop review completed by quarter 2, 2021	2-4 months desktop review and needs analysis

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
clear planning framework for supporting knowledge brokerage	Development of a clear planning framework for supporting knowledge brokerage work in the Pacific	No clear planning framework for supporting knowledge brokerage work in the Pacific	Clear planning framework for supporting knowledge brokerage in the Pacific developed by quarter 3 2021	Regional workshop hosted by PCCC by quarter 3 of 2021	
FUNCTION 2: APPLIED RESEARCH					
F2.1 Increase in Pacific-based researchers engaged in undertaking applied research	Number of Pacific-based researchers engaged and undertake applied research on climate change	0 Pacific-based researcher engaged or undertake applied research on climate change	At least 4 Pacific researchers undertake applied research on climate change by 2023	Stocktake survey of Pacific-based researchers roll out once every year.	At least 1-2 researcher engaged in undertaking applied research every year
F2.1 Improved engagement of countries in the design and delivery of research and improved application of research outputs	Number of countries engaged in the design and delivery of research	0 countries in the Pacific engaged in the design and delivery of research.	At least 4 countries in the Pacific are engaged in the design and delivery of research	Hold annual dialogue with education institutions.	At least 1 regional dialogue a year
	Number of research outputs disseminated to countries of the Pacific by 2022	0 research outputs disseminated to the countries	At least 5 research outputs are disseminated to the countries in 2021	Hold a researcher's dialogue forum once every year	Once every year

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F2.2 The voice of Pacific-based researchers strengthened in determining global climate change research priorities	Development of a strategic alignment of research with regional strategic needs as identified in the FRDP, PIMS, Pacific Roadmap for Strengthened Climate Services and the draft Pacific Climate Change Science and Services Research Strategy.	0 Pacific-based researchers involved in determining global climate change research priorities	PCCC annual reporting	PCCC Annual reporting	At least 1 researcher is funded for the UNFCCC to learn the UNFCCC process in determining global climate change research priorities
F2.3 Developing Partnerships to support research activities	Number of research partners in the development and implementation of research activities.	1 research partnership with the University of New Castle.	At least 4 partnership with universities developed to support research activities in the Pacific	Mapping studies completed by end of quarter 3 2021 to identify research partners.	Every 6 months- to update on the partnerships support needed for the PCCC

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F2.4 Priorities for research themes identified	Key priorities identified for applied research on climate change science and services; climate change adaptation; climate change mitigation and low carbon futures; and climate finance.	0 key priorities identified for applied research on climate change science and services; climate change adaptation; climate change mitigation and low carbon futures; and climate finance.	Key priorities for research identified in the second quarter of 2021	Hold a virtual dialogue with existing project unit and regional and international institutions	June every year .
FUNCTION 3: CAPACITY BUILDING					

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F3.1 Training and learning activities on climate change improved (Improved skills and expertise within the region through the training provided. Strengthened capacity of researchers to deliver relevant applied research as a result of training.)	Number of training participants that report increased understanding on climate and meteorological science; adaptation and mitigation planning; climate finance; stakeholder engagement; the use of tools and concepts; the role of traditional knowledge; climate negotiations; and applying research outputs.	222 Participants participated in the JICA technical assistance through capacity building programme. 0 baseline on the training delivered by WMO Pacific Regional Climate training node.	12 executive courses of the PCCC/JICA successfully delivered by January 2022	Evaluation report at the end of every course	Every year – PCCC will develop training modules based on the evaluation report

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F3.2 Gathering and sharing learning from climate change implementation improved	Number of lessons gathered from the implementation of training programs on climate change policies, projects and programmes.	Two key programmes on capacity building currently implemented: <ul style="list-style-type: none"> 1. JICA technical assistance through capacity building programme. 2. WMO Pacific Regional Climate training node. 	Formulate a PCCC M&E mechanism which will support PCCC's work on the design, development and implementation of capacity building training and learning activities Link M&E mechanism of the PCCC to the proposed 'impacts database' of lessons learnt on the Pacific Climate Change Portal (PCCP)	M&E report and result analysis	Every 6 months

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F3.3 Public awareness and learning especially embedding an understanding of the implications of climate change in young people (Increased awareness of training opportunities, including through the Pacific Climate Change Portal.)	Number of focussed training and awareness delivered. Number of participants participated in the awareness program.	WMO Pacific RCC will have provided training in some of the following areas: <ul style="list-style-type: none"> Seasonal Climate Forecasting using SCOPIC, PICASO and CLIK-P Climate Data management training using the CliDE database Sectoral application of climate change projections Non-formal training on climate change through the Samoa Qualification Authority and TVET programme 	At least 20 climate change learning activities delivered every year	Public awareness and consultation report	Every 1 year
F3.4 Proportion of training opportunities published on live training calendar, or number of unique visitors by country	Number of trainings available to the countries.	0 baseline on proportion of training opportunities published on live training calendar or number of unique visitors by country.	20 training opportunities identified for the Pacific	3 monthly catch up with training providers and expert lecturers	Every 3 months

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
	Number of training populated into the live calendar	No live calendar established.	Live calendar established by May 2021	Monthly update of live calendar	Monthly
FUNCTION 4: INNOVATION					

Draft

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F4.1 Development of innovative climate change products and services within the region	Number of innovative climate change products developed for the Pacific	Some innovative approaches and application of climate services and the implementation of adaptation actions developed through the following <ul style="list-style-type: none"> • Seasonal Climate Forecasting using SCOPIC, PICASO and CLIK-P • Climate Data management training using the CliDE database • Sectoral application of climate change projections • Non-formal training on climate change through the Samoa Qualification Authority and TVET programme 	Hold at least 1 innovative event every 2 years to bring together the latest science and technology with locally-determined needs.	PCCC annual reporting	Every year

Results (outcomes and outputs)	Indicators and other evidence	Baseline Information	Targets	Data Collection method	Frequency of measurement
F4.2 Improved access to funding for innovative responses	<p>Number of climate finance providers supporting the PCCC to provide innovative response</p> <p>Number of access to funding for innovative responses to climate change.</p>	0 access to funding for innovative responses	<p>At least 3 countries access funding for innovative solutions and responses every year</p> <p>Hold annual dialogue with at least 10 main climate finance providers, private sector, and civil societies to encourage support for innovative approaches and help those applying for funds to mitigate risks and thus access finance</p>	Annual report produced from dialogue with climate finance advisers	Every 6 months
F4.2 Improved private sector engagement in climate finance opportunities	Number of private sector engagement in climate finance opportunities	0 private sector engagement in climate finance opportunities	At least 2 information products developed for the private sector and civil society at national level (e.g., through Chambers of Commerce)	PCCC reporting	Every 6 months.

Annex B: Reflection and Learning methods and tools

A. PCCC MERL Workbook

The PCCC workbook contains spreadsheets of information submitted to the Advisory Board and SLT by the PCCC team. It is to aid our review process.

Main information of activity/project	
Target and Indicator	
Outcome/Outputs	
Impacts of outcome/outputs (Describe the outcome pathways with a short narrative description)	
Narrative description of how the outcome was predicted to be achieved with and likely to reinforce other outcomes and outputs and eventually contribute to longer term impacts.	
Reviewer's comments	
Partners and Contact Information	
Budget Summary	
Reviewer's comments on budget	
Conclusion	

B. Milestones Reporting

PCCC is expected to report against 4 to 6 milestones every six months as part of six-monthly and annual reports of the Manager Pacific Climate Change Centre. The Strategy and Business Plan defines a milestone as a PCCC deliverable that marks the completion of a set of activities, described in the Workplan 2021-2023. Progress reports are not counted as milestones.

The milestone plans for the PCCC are agreed every year as part of the annual reporting process. Milestones are contract deliverables but can be re-negotiated if a good learning case can be made. The Manager PCCCC proposes the 4-6 milestones the PCCC will deliver in the 12 months.