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Sida Decentralised Evaluation

Eric Buhl-Nielsen  
Jérôme Gouzou  
Kris B. Prasada Rao  
Tine Irming Blomhøj

# Evaluation of Swedish International Training Programme (ITP); Climate Change – Mitigation and Adaptation (2007-2011)

Final Report



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**September 2015**

**Eric Buhl-Nielsen**  
**Jérôme Gouzou**  
**Kris B. Prasada Rao**  
**Tine Irming Blomhøj**

**Authors:** Eric Buhl-Nielsen, Jérôme Gouzou, Kris B. Prasada Rao and Tine Irming Blomhøj

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SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm  
Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64  
E-mail: [info@sida.se](mailto:info@sida.se). Homepage: <http://www.sida.se>

# Table of contents

|                                                |           |
|------------------------------------------------|-----------|
| <b>Table of contents .....</b>                 | <b>2</b>  |
| <b>Abbreviations and Acronyms .....</b>        | <b>3</b>  |
| <b>Preface.....</b>                            | <b>4</b>  |
| <b>Executive Summary .....</b>                 | <b>5</b>  |
| <b>1 Background.....</b>                       | <b>12</b> |
| <b>2 The ITP and CCMA model .....</b>          | <b>16</b> |
| <b>3 Findings.....</b>                         | <b>18</b> |
| 3.1 Effectiveness and outcome .....            | 18        |
| 3.2 Relevance .....                            | 24        |
| 3.3 Efficiency.....                            | 31        |
| 3.4 Sustainability .....                       | 40        |
| <b>4 Conclusions and recommendations .....</b> | <b>50</b> |
| 4.1 Conclusions .....                          | 50        |
| 4.2 Recommendations.....                       | 53        |
| <b>Annex A Terms of Reference.....</b>         | <b>55</b> |
| <b>Annex B Change projects summary .....</b>   | <b>63</b> |
| <b>Annex C People consulted .....</b>          | <b>67</b> |
| <b>Annex D Documents consulted.....</b>        | <b>69</b> |
| <b>Annex E Methodology.....</b>                | <b>75</b> |
| <b>Annex F Portfolio analysis .....</b>        | <b>92</b> |

# Abbreviations and Acronyms

|          |                                                                                 |
|----------|---------------------------------------------------------------------------------|
| 2iE      | Institut International d'Ingénierie de l'Eau et de l'Environnement              |
| APCCC    | African Partnership on Climate Change Coalition                                 |
| CC       | Climate Change                                                                  |
| CCMA     | Climate Change Mitigation and Adaptation                                        |
| COP      | Conference of Parties                                                           |
| EQ       | Evaluation Question                                                             |
| FGI      | Focus Group Interview                                                           |
| IAVS     | Institut d'Application et de Vulgarisation des Sciences                         |
| IPCC     | Intergovernmental Panel on Climate Change                                       |
| INERA    | Institut National de l'Environnement et de la Recherche Agronomique             |
| ISSP     | Institut Supérieur des Sciences de la Population                                |
| ITP      | International Training Programme                                                |
| M&E      | Monitoring and Evaluation                                                       |
| MENA     | Middle East and Northern Africa                                                 |
| NAPA     | National Adaptation Programmes of Action                                        |
| NGO      | Non-governmental Organisation                                                   |
| OECD/DAC | Organisation of Economic Cooperation and Development/ Development Aid Committee |
| RBM      | Results-Based Management                                                        |
| SMHI     | Swedish Meteorological and Hydrological Institute                               |
| SEI      | Stockholm Environment Institute                                                 |
| Sida     | Swedish International Development Cooperation Agency                            |
| ToC      | Theory of Change                                                                |
| ToR      | Terms of Reference                                                              |
| WB       | World Bank                                                                      |

# Preface

The Department for Partnership and Innovation at the Swedish International Development Cooperation Agency (Sida) commissioned this “Evaluation of Swedish International Training Programme (ITP); Climate Change – Mitigation and Adaptation” through Sida’s Framework Agreement for Reviews and Evaluations with Indevelop.

The evaluation was undertaken between April and September 2015 with country visits to Kenya, Tanzania, Mali and Burkina Faso. The evaluation covers the programme period 2007 – 2011.

Indevelop collaborated with PEM Consult for the undertaking of this evaluation. The independent evaluation team consisted of:

Eric Buhl-Nielsen

Jérôme Gouzou

Kris B. Prasada Rao

Tine Irming Blomhøj

Quality Assurance was conducted by Ian Christoplos. The project manager at Indevelop, Jessica Rothman, was responsible for ensuring compliance with Indevelop’s QA system throughout the process, as well as providing backstopping and coordination.

# Executive Summary

## 1 OBJECTIVES AND SCOPE

The purpose of the evaluation is “to identify results and lessons learned from *ITP 261 Climate Change – Mitigation and Adaptation programme for 2007-2011/12*”. The objectives of the evaluation are: i) to identify results (positive/negative, expected/unexpected) of the ITP, with a particular focus on tangible effects with regard to individual and organisational capacity building that directly or indirectly can be derived from the programme; ii) to identify lessons learned from implementation of an ITP-programme with a view to future programme development, and iii) to assess the extent to which a rights-based approach and a poor people’s perspective have permeated the programme.

To cover this purpose and objectives, some 15 evaluation questions were identified in the Terms of Reference (TOR) covering: effectiveness and outcomes; relevance and applicability; and efficiency and sustainability. Impact is not included in the question list, largely because it is too early to tell and because the evaluation focuses on capacity development rather than on the ground implementation that could lead to adaptation and mitigation of climate change. However, where it has been possible to draw findings on impact this has been done.

The scope of the evaluation covered 17 programme rounds with a global version, an Africa specific version, and 3 regional versions (Middle East and North Africa (MENA), Southern Africa, French speaking West Africa). During the inception period a sample of 3 programmes was selected to allow an in-depth evaluation where desk research and field visits would be used to verify and confirm findings. Four countries were visited; Burkina Faso, Mali, Kenya and Tanzania. Course participants, the leaders and others involved in the institutions that ITP work with as well as relevant parties involved in climate change were interviewed. This data was complemented by a participant survey across the global and West African regional programmes.

The 15 evaluation questions (see table below) were complemented by a detailed evaluation matrix and supported by number of indicators. The findings of the questions formed the basis for deriving conclusions and recommendations. In two cases, questions were combined to provide a more in-depth consideration of the topic.

| Evaluation criterion       | Evaluation question                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness and outcomes | 1. Did the program reach the overall objectives?                                                                                                  |
|                            | 2. Concrete examples of change: On individual, organisational and national level? How has the programme effected (positive/negative, expected/un- |



|                                    |                                                                                                                                                                                    |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | expected, direct/indirect) the participants and the participating organisations?                                                                                                   |
|                                    | 3. Results of the participants "change projects"?                                                                                                                                  |
| <i>Relevance and applicability</i> | 4. Has the programme results been in line with the goals for Swedish Development Cooperation in the area of climate change and capacity development?                               |
|                                    | 5. Has the programme responded to needs and demands in the partner countries, and have participants' needs and priorities been fulfilled?                                          |
| <i>Efficiency</i>                  | 6. Was the organizer able to address capacity deficits in the participating countries?                                                                                             |
|                                    | 7. Did the organizers' selection process manage to target agents of change?                                                                                                        |
|                                    | 8. Was the ITP-model an efficient tool to achieve the goals set? Could the format be altered for better results?                                                                   |
|                                    | 9. Has SMHI been able to provide sufficient and relevant mentorship to participants' in relation to their change projects?                                                         |
|                                    | 10. Did the organizers have effective M&E systems in place?                                                                                                                        |
|                                    | 11. How can the ITP-model be more efficiently integrated in the overall development cooperation in the countries?                                                                  |
| <i>Sustainability</i>              | 12. Can the results, directly or indirectly linked to the ITP-programme, be considered sustainable?                                                                                |
|                                    | 13. Did the program result in a 'critical mass' of change agents from the respective countries?                                                                                    |
|                                    | 14. Identify roadblocks and enablers in the local context that can be useful for future programming, regarding reaching sustainable results.                                       |
|                                    | 15. Are networks and relations established (or strengthened) in this program still active? What function do they fill for the former participants and participating organizations? |

## 2 FINDINGS

### Effectiveness and outcomes

- Most participants reported an increased understanding of, and capacity to engage in addressing, climate change issues. The majority report that they use the knowledge gained and that climate change is now a significant part of their work and interviews and observations confirm this finding.
- At the institutional level there is only limited evidence of significant change. Nonetheless, respondents as well as their supervisors find that they have become key climate change expert in their organisations, which are benefiting from their knowledge even if evidence of wider change is not present.
- Limited evidence was found of results at the national level, but some participants have contributed to policy processes and capacity development of Government staff.
- The change projects rarely led to concrete change, as most were studies rather than implementation projects.

### Relevance and applicability

- The course contents and mix of theory and practice correspond well to the climate change goals and thematic priorities of Swedish development coop-

eration. The training emphasised gender and the poverty reduction impact of change adaptation however the right based approach was not emphasised and some participants found that more training on climate change and migration would have been relevant.

- In line with the focus of Swedish development cooperation, the programme focused on self-driven capacity development through the change projects, a demand-led participant selection was demand led, and required commitment from the participants.
- Most participants found that the course responded well to their needs and addressed their capacity constraints, but some found the training was not sufficiently relevant. It was not possible to tailor global courses to the national or institutional contexts of the participants however no generic gap analysis was carried out.
- The course came at time when climate change was receiving significant global attention, but the national knowledge and capacity was low and thus the general introductory nature of the course addressed a gap at the time.

### **Efficiency**

- SMHI developed participant selection criteria as an attempt to target change agents; but few participants had a deeper influence on their organisations and their change projects were rarely well anchored in an institutional agenda despite agreements with the institutions that the participants worked for.
- Most participants were highly satisfied with the course contents, structure, and quality. A better balance between hard science and socio-economic aspects would have been beneficial, as most participants were policy-makers and practitioners. A number of participants called for an adaptation of the course contents to their specific sector and geographic needs.
- Most participants were very satisfied with the mentoring received, but some participants found that their mentors had insufficient expertise on the topic of their change projects. There was a bias in mentor skills towards climate science rather than socio-economic aspects of climate change. Mentors were generally not involved in providing guidance for the initial project identification/selection, although they did provide guidance on the detailed design and ensuring the scope was realistic.
- The monitoring system collected the views of participants well, but did not allow for an objective assessment of skills transferred. Interaction with participants and selected supervisors provided information on results, but the participants' organisations were not engaged in monitoring more long term use and transfer of knowledge.

- The programmes were not integrated in overall development cooperation, and little attempt was made to ensure synergies with Sida programmes on climate change.

### Sustainability

- At the individual level, the sustainability is high; with the majority of participants having climate change as an important element of their work. At the institutional level, the enhanced capacity tends to depend on the training participants, so staff movement can threaten the sustainability. At the national level, several participants have been involved in policy processes, and this involvement is likely to continue.
- With few people trained in a given country from a given institution, the programme has not in itself created a critical mass of change agents, but has created some “champions”.
- The main roadblock for sustaining results is financial, followed by human resource constraints in the participants’ organisations. Most participants found their institutions and supervisors supportive.
- Most participants are part of a network. Participants mainly network with participants from their own country or region. Networking was most prominent in the first years and then waned off.

## 3 CONCLUSIONS

Overall conclusions have been drawn across the 15 evaluation questions which are addressed in detail in the main report.

**Conclusion #1 There is strong evidence of concrete results at the individual level but less so at the organisational and institutional level or within the enabling environment.** The course is highly relevant, is much appreciated by the individuals involved and has attained the objectives of creating awareness, developing the capacity to identify vulnerabilities and equipping participants to contribute to responding to climate change in society. At the institutional level however, the results are less convincing. Only rarely were there enough participants from a particular organisation to form a critical mass within that organisation – at least for the 24 change projects examined. The recruitment procedure did not explicitly prioritise or aim at attainment of a critical mass or promote the participant as an agent of change – although in some cases this did occur. The programme was arranged around individuals and there was an absence of a formal strategic partnership between the organisers of the course and the organisations from which the participants came. The programme did not engage with university and capacity development organisations at regional or country level – which missed an opportunity to develop residual national capacity to provide follow up or refresher training.

**Conclusion #2 The linkage to development cooperation is weak.** The programme was not well connected to the Swedish Embassies, Sida or other cooperation or internal reform efforts. Opportunities were potentially lost to work closely with and gain mutual benefit between the climate change training and wider efforts at political, institutional and administrative reform taking place within key institutions and society at large – or to work closely with implementation efforts on the ground. The programme and the change projects were, for example, not linked to the climate change funding opportunities available in the different countries.

**Conclusion #3 The change projects do not provide compelling evidence of change.** Participants were not able to demonstrate through the change project that they were change agents and in most cases did not claim to be. Most of the change projects examined were studies, field surveys or small scale projects that did not have a strategic or catalytic goal or prospects for replication either by design or during their implementation. In some cases there appeared to be a mismatch between the capacities of the participants, the requirements of the projects being attempted and the support provided by their employing institutions. Very few of the change projects were linked to an institutional workplan or reform process or provided for in the organisation's budget – where there were exceptions, they were often NGOs where the projects were more often integrated into the workplan. The challenges facing the organisations within climate change were often beyond the scope of a single change project implemented by a single individual over a limited time period. The project reports are weak in analysis and rarely reflect on how the outcome of the project can be used to trigger or effect change.

**Conclusion # 4 the course management adapted to circumstances over the course of the programmes, lessons were learnt but there is still room for improvement.** The adoption of regional programmes was a major improvement as it allowed the ITP to become more specific and relevant to the particular needs of the participants. Based on the experience in West Africa, the regional programmes were more successful than the global programmes. The course management, learning from experience, also made innovations such as the introduction of a starter week in the region before travel to Sweden and the use of external consultants to coach on results-based approaches during the alumni events. The monitoring of the course particularly at activity level was good and SMHI, at their own expense, did a detailed and very informative final evaluation. However, the information obtained by mentors as they coached the participants was not made use of to verify, independently of the participants, evidence for transfer of skills during the training course in Sweden.

**Conclusion # 5 The vision for networking is not strong enough and the purpose and benefits of networking are not clear to the participants or their organisations.** Networking does not appear to have taken off - relatively few participants could point to benefits and when questioned in detail many of network activities appear to serve a social rather than a professional purpose. The “project-place” website,

although an excellent initiative set up by SMHI, is underutilised. The absence of relevant and effective networking is related to some of the other issues raised by the evaluation (individual rather than institutional focus; difficulty in attaining critical mass; the dilution of impact over numerous institutions that were not professionally linked). But it is also related to the absence of a clear vision for networking. The benefits and reasons for networking need to be more clearly spelt out. In many cases, the benefits might not outweigh the costs with the result that networking is being promoted for its own sake.

**Result strategy for capacity development 2014-2017.** The evaluation of the ITP 261 “Climate Change – Mitigation and Adaptation” concludes that the ITP strongly supports the intentions of SIDA’s result strategy. But the evaluation also points to the difficulty found in practice in ensuring that individual capacity translates to institutional capacity. The evaluation points to the need for linking future ITPs to the participants local context and strengthening the concept of both the change projects and networking if wider institutional capacity is to be more systematically achieved in future ITPs.

#### 4 RECOMMENDATIONS

**Recommendation #1 Sida and SMHI should focus on concentrating future support by developing regional programmes.**

- Link the regional programme closely with Swedish and other development cooperation within climate change so that mutual benefit and reinforcement between these efforts and the future ITP can be obtained.
- Strengthen the role of Swedish embassies in selection of cooperating institutions and monitoring of results.
- Focus on few countries and fewer organisations in order to create a threshold of change.

**Recommendation #2 Sida should commission a capacity gap analysis prior to funding new programmes and further widen the scope beyond climate science.**

- Identify as part of the capacity gap analysis opportunities for supporting institutional and cross-institutional collaboration that could lead to catalytic and strategic change.
- Enhance the focus on socio-economic, peace and security considerations in the content and scope of the programmes, depending on the region.

**Recommendation #3 SMHI should identify and develop in-depth cooperation with key organisations involved in climate change** in the countries and regions prioritised in the next round of programmes.

- Encourage organisations that are working together to respond to common climate change challenges and opportunities at country and regional level to provide multiple participants over several programme years.
- Consider encouraging a strategic partnership and the development of formal

contractual arrangements between SMHI and the participating organisations to ensure that minimum requirements for effective change projects are attained.

- Ensure that change projects: support the organisation's mandate; are part of an organisational workplan and budget and, where relevant are linked to wider policy, institutional and administrative reforms that can ensure that the capacity benefits of the ITP are sustained and enhanced. See box 4.1 for further suggestions.

**Recommendation #4 SMHI should implement partnerships with capacity development institutions within the regions selected for support.**

- Identify universities and capacity development organisations, within the regions and countries selected that have a capability and mandate within climate change.
- Prioritise those organisations that are capable and committed to: supporting the recruitment and engagement of participating organisations; screening participants from those organisations; supporting delivery of training and; providing follow up support and refresher training.

**Recommendation #5 SMHI should further enhance the high quality of the programme by improving monitoring and mentoring.**

- Monitor the transfer of skills by making formal and recorded use of the insight and observation of mentors – consider formal testing at crucial stages.
- Enhance the quality of mentoring by linking mentors to participants at change project concept stage and by ensuring a pool of mentor skills e.g. in survey design and socio-economic analysis that can complement the highly acclaimed climate science skills.

**Box 1 Summary of suggestions for improving the change projects**

1. Institutionalise the change projects by ensuring that they are part of an organisation's workplan and budget and/or reform agenda
2. Design change projects that are sequential and cumulative i.e. one participant makes a contribution which can then be built on by a participant from a following year.
3. Encourage collective change projects that are done by more than one person so that a higher level of ambition can be aimed at and where relevant participants from different organisations could work on the same change project where the organisations have common in-country or regional goals or the change project is of a generic nature where cross-country experience is beneficial.
4. Link the change project to national level initiatives (above the organisation e.g. public administration reforms, decentralisation) and also to development cooperation so that Sida (and/or other donors) efforts could be complemented by the training and vice-versa
5. Partner with local or at least regional training organisations to better follow up and help select the right participant/project and help develop the longer term relationships that would be the base for the "institutional contract"
6. Build in a change agent training and support and design into the project (how to disseminate, who to influence and communicate to, define what message should be given and clearly identify the changes that are being aimed at and subject them to a reality check.
7. Engage in a strategic partnership between the organiser of the course and the organisation that the participant comes from – where possible translate this into a formal contractual arrangement.

# 1 Background

## Purpose and context of the evaluation

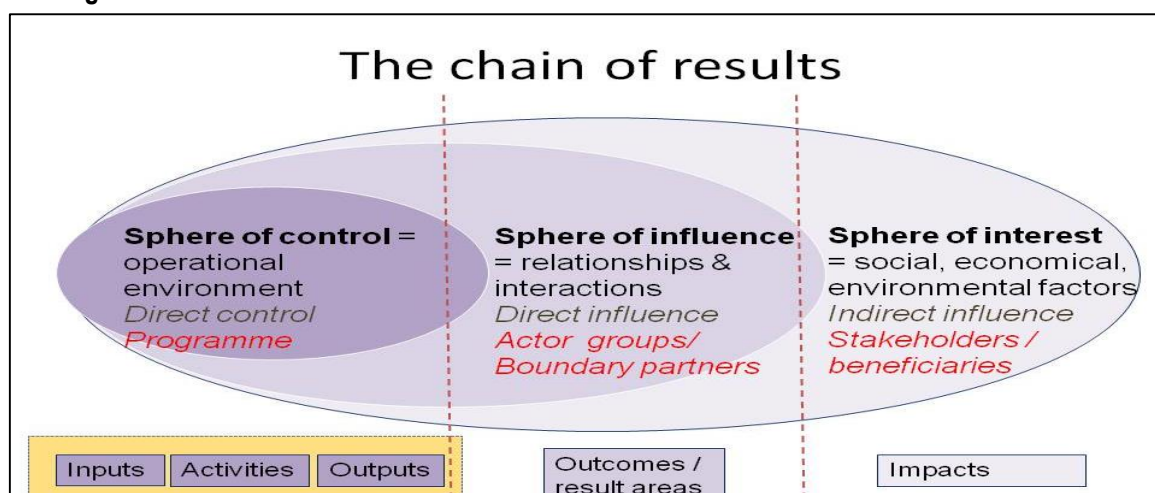
The purpose of the evaluation is “to identify results and lessons learned from *ITP 261 Climate Change – Mitigation and Adaptation programme for 2007-2011/12* including duplicated global versions as well as regional versions (Africa, MENA, Southern Africa, French speaking West Africa)”.

The objectives of the evaluation were:

1. To identify results (positive/negative, expected/unexpected) of the ITP, with a particular focus on tangible effects with regard to individual and organisational capacity building that can directly or indirectly be derived from the programme;
2. To identify lessons learned from implementation of an ITP-programme with a view to future programme development;
3. To assess the extent to which a rights-based approach and a poor people’s perspective have permeated the programme.

Some 15 evaluation questions were identified covering: effectiveness and outcomes; relevance and applicability; and efficiency and sustainability. Impact is not included, largely because it is too early to tell and because the evaluation focuses on capacity development rather than on the ground implementation that could lead to adaptation and mitigation of climate change. Thus the contribution to ITP in terms of impact is indirect- in the terminology of the ITP results chain it lies in the sphere of interest (see figure below).

Figure 1.1 – Chain of results



Source: Final report ITP261, 2013



The scope of the evaluation covered 17 programme rounds with a global version, an Africa specific version, and 3 regional versions (MENA, Southern Africa, French speaking West Africa).

The overarching objective for Sweden's environmental and climate support within development cooperation is: *a better environment, sustainable use of natural resources, stronger resilience to environmental impact and climate change in developing countries, and limited climate impact*<sup>1</sup>. Sweden shall focus its activities on the following areas in particular:

- Strengthened institutional capacity in public administration
- Improved food security and sustainable use of ecosystem services
- Improved water resources management, greater access to safe water, and basic sanitation
- Increased access to sustainable energy sources

The ITP programme's overall goal is to "increase awareness of climate and climate change consequences". The programme aims are that participants; are able to use the provided methods; are able to identify vulnerabilities in various sectors of society; and have the ability to adapt society to the future climate. The ITP programme thus sits solidly within the overall development cooperation policy.

### Methodology

A combination of five different approaches and methods were used in this evaluation (see Annex E):

- Analysis of the theory of change (ToC) and verification of the evaluation questions
- Portfolio analysis
- Desk study and interviews with Swedish stakeholders
- Participant survey
- Country visits and participants interview/results seminars

The analysis of the theory of change re-constructed an intervention logic from inputs to outputs to outcomes to impact. The evaluation questions were placed in the intervention logic (see annex E) and effectively tested different parts of the implicit theory of change.

The portfolio analysis was largely drawn from the data assembled from SMHI (annex

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<sup>1</sup> Policy for environmental and climate issues in Swedish development cooperation, 2010-2014.p5



F) – it looks at the participant composition, gender and country of origin and the range of different change projects. The portfolio analysis served to provide an overview of the programme as a whole and to guide the sampling methodology for the change projects.

Physical and telephone interviews were held with Sida, SMHI and other stakeholders in Sweden. To complement other data collection, a survey was designed to inform the evaluation questions in detail. Many of the evaluation questions are related to the perception of the participant, their response to the training programme and the benefits that they have received. As it was only possible, within the resources available to the evaluation, to visit four countries and contact in person just under 30 of the participants (out of a total of approximately 400) it was decided that it would be necessary to broaden the basis for conclusions by launching a survey. A number of sampling approaches were discussed with Sida and SMHI during the inception period and it was decided that in order to obtain as many responses as possible the survey should in principle be sent to all participants (at least for all those for that still had a contactable email). This approach was decided upon even at the risk of getting a low response given that many of the participants took part many years ago and may not have good internet connection etc. It was also decided where possible to formulate the questions so that they were identical to the final evaluation survey performed by SMHI in 2013 in order to allow comparison. An exhaustive survey with some 29 questions was developed. The survey was designed based on answering as directly as possible the evaluation questions with each evaluation question being broken down to a number of more specific questions where relevant (see Table E2 in Annex E). The survey was pilot tested to a number of former participants and found to be suitable with a few improvements.

In total the survey was sent to some 378 participants who were contactable by emails which did not bounce. The survey was sent in French to the participants of the West African regional programmes (65 in number) and in English to all other participants who mainly came from the global programmes (313 in number). As shown in table 1.1, 66 participants responded to the English survey (21%) and some 38 to the French (58%). The high response rate for the regional course is probably partly related to the fact that the regional course was run more recently. In total 102 participants responded giving an overall response rate of just over 27%. With this response rate, a conservative sampling size analysis indicates a confidence interval of 8.3% with a confidence level of 95%<sup>2</sup>. It was noted that the variation of answers was small with

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<sup>2</sup> Krejcie, R.V. & Morgan, D.W. (1970) Determining sample size for research activities. *Educational and Psychological Measurements*, 30, 607-610.

the standard deviation for most questions being less than one interval out of range of five which would tend to increase the degree of confidence. There was also a good consistency found for those questions that were identical to the earlier SMHI survey.

The smaller response rate for the English (global) survey could be subject to bias with a skew that was either negative (those that disliked the course tending to respond) or positive (those there were favourable to the course tending to respond more) . In general the responses were very positive, so if there was a bias that could affect the overall interpretation of the results it could be that the survey tended to respond to those that were favourable to the course – a consideration that SMHI also pointed to in their survey. However it is notable that the responses for the French (regional) survey which had a much higher response rate of 58% were in general more positive. On this basis it would be reasonable to conclude that the responses are not significantly skewed in either a positive or negative direction.

**Table1.1: Survey data**

|         | Questionnaires sent | Responses   |
|---------|---------------------|-------------|
| English | 313                 | 66 (21%)    |
| French  | 65                  | 38 (58,5%)  |
| Total   | 378                 | 102 (27,5%) |

Four countries were visited; Burkina Faso, Mali, Kenya and Tanzania. Course participants, the leaders and other involved in the institutions that ITP work with as well as relevant parties involved in climate change were interviewed. Some 12 change projects (selected from the 24 change projects examined under the desk study) were examined in greater detail (3 in each of the 4 countries) including in-depth interviews with course participant involved in the project, and where possible the beneficiaries.

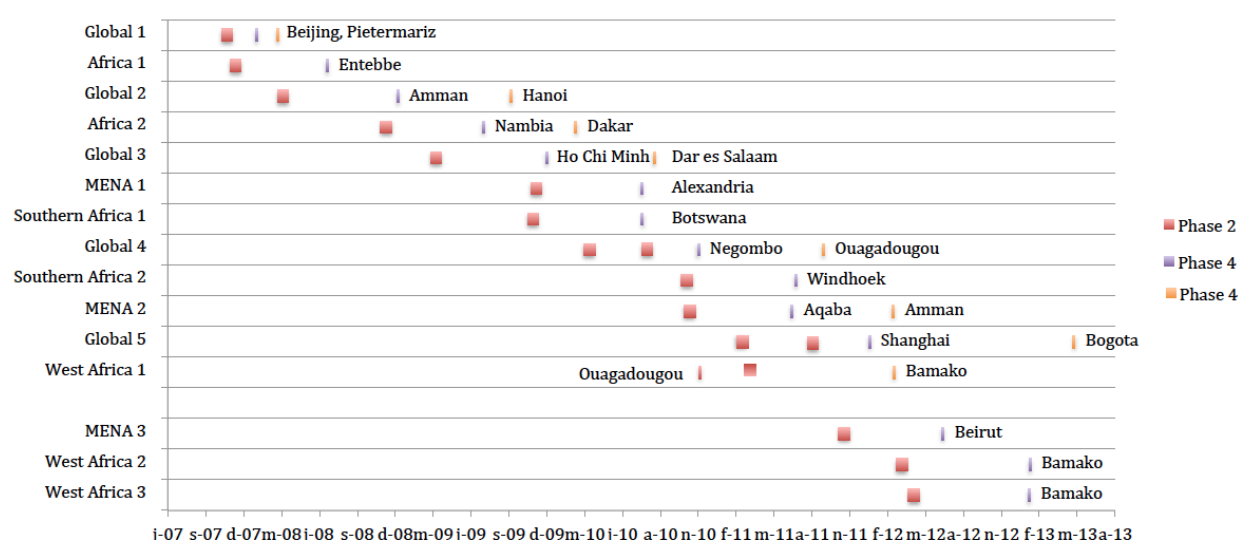
The limitations are related to the response rate of the survey and the availability of participants and staff from the institutions that they work in. The chosen methodological approach, which combines a survey, interviews with participants and their supervisors, but also a more detailed analysis of a series of change projects developed and implemented during the duration of the training programme helped to triangulate information in order to increase the reliability of the conclusions and the relevance of the recommendations.

## 2 The ITP and CCMA model

### The ITP model applied

The ITP model is based on a common set of principles which aim to combine theory with practice, expose participants to the Swedish model and encourage a transfer of know-how as well as cross fertilisation between people from different development countries. The core of the ITP approach is a period of training in Sweden followed by the implementation of a change project by the participant where support is given by mentors. There are also regional events that bring together participants mid-way through the change projects as well as alumni events that bring together participants from different years. The participants through their change project and the training are encouraged to become change agents in the organisations that they work for as well as wider society.

Figure 2.1 – Programme overview



### The CCMA programme

Figure 2.1 illustrates the duration, placement and date of the start-up seminars and the regional seminars of all the ITP programmes carried out in the period from 2007-2012. The red squares indicate phase two: the start-up seminars in Sweden. The purple and orange squares indicate the regional seminars: phase four. The ITP programmes have either one or two related regional seminar. The location of the regional seminar is shown next to the purple and orange squares in the chart.

A set of guiding principles for the content of the programme was defined in the terms of references of the tender invitation to the ITP261 provided by Sida. The main con-

tent of the programme is shown in Table 1.2 It shows that about half of the elements are on technical aspects (e.g. #1 to 4 and 8), and the other half are on organisational and process related issues (e.g. #5-7, 9).

**Table 1.2 Main content of the programme**

The climate change and mitigation programme contains the following main elements:

- 1 Basics about the greenhouse effect and climate change impacts
- 2 Planning including identification of vulnerable sectors and methods for cross-sectional urban planning
- 3 Impact on water resources and coastal zones and the need for preventive measures
- 4 Impact of agricultural and other land use and the need for preventive measures
- 5 Strategic planning for potentially positive consequences of climate change
- 6 Information, education and participatory processes
- 7 Organizational aspects including leadership and organization-building
- 8 Measures to prevent the causes of climate change
- 9 Strategic choices of development for sustained and strategic social planning with taking into account climate change

# 3 Findings

The evaluation questions against which findings are drawn are shown in table 3.1. An evaluation matrix (inception report) identifies the indicators and provides outline responses to the evaluation questions. The sections that follow make use of the evaluation matrix and survey information to provide a judgement on each question.

| Table 3.1 Evaluation questions     |                                                                                                                                                                                                                                  |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation criterion               | Evaluation question                                                                                                                                                                                                              |
| <i>Effectiveness and outcomes</i>  | 1. Did the program reach the overall objectives?                                                                                                                                                                                 |
|                                    | 2. Concrete examples of change: On individual, organisational and national level? How has the programme effected (positive/negative, expected/unexpected, direct/indirect) the participants and the participating organisations? |
|                                    | 3. Results of the participants “change projects”?                                                                                                                                                                                |
| <i>Relevance and applicability</i> | 4. Has the programme results been in line with the goals for Swedish Development Cooperation in the area of climate change and capacity development?                                                                             |
|                                    | 5. Has the programme responded to needs and demands in the partner countries, and have participants’ needs and priorities been fulfilled?                                                                                        |
| <i>Efficiency</i>                  | 6. Was the organizer able to address capacity deficits in the participating countries?                                                                                                                                           |
|                                    | 7. Did the organizers’ selection process manage to target agents of change?                                                                                                                                                      |
|                                    | 8. Was the ITP-model an efficient tool to achieve the goals set? Could the format be altered for better results?                                                                                                                 |
|                                    | 9. Has SMHI been able to provide sufficient and relevant mentorship to participants’ in relation to their change projects?                                                                                                       |
|                                    | 10. Did the organizers have effective M&E systems in place?                                                                                                                                                                      |
|                                    | 11. How can the ITP-model be more efficiently integrated in the overall development cooperation in the countries?                                                                                                                |
| <i>Sustainability</i>              | 12. Can the results, directly or indirectly linked to the ITP-programme, be considered sustainable?                                                                                                                              |
|                                    | 13. Did the program result in a ‘critical mass’ of change agents from the respective countries?                                                                                                                                  |
|                                    | 14. Identify roadblocks and enablers in the local context that can be useful for future programming, regarding reaching sustainable results.                                                                                     |
|                                    | 15. Are networks and relations established (or strengthened) in this program still active? What function do they fill for the former participants and participating organizations?                                               |

## 3.1 EFFECTIVENESS AND OUTCOME

### Evaluation Question 1) Did the programme reach the overall objectives?

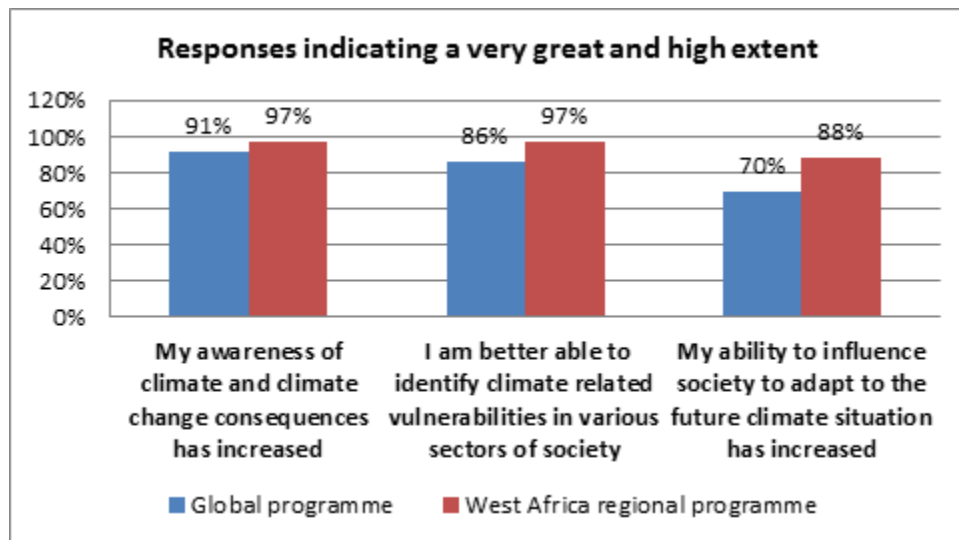
The overall objectives of the programme were formulated as:

- Awareness of climate and climate change consequences has increased.
- Participants can identify vulnerabilities in various sectors of society.
- Participants have the ability to adapt society to the future climate.

Based on the survey conducted and seen through the eyes of the participants, the pro-

gramme scored very highly on these objectives – as indicated by figure3.eq1-1.

**Figure 3.eq1-1 Attainment of course objectives from the individual point of view**



These results are similar to those reported on in the final report prepared by SMHI<sup>3</sup>. At the level of the individual participants the various surveys done both by SMHI and this evaluation indicate that the objectives have been reached. This is largely confirmed by the interviews and examination of the change projects.

The findings are more complex when considering the wider goal for ITPs: “good competence and high capacity in the organisations in the developing countries to drive forward the change processes for more effective poverty reduction”. The overall conclusion is that at the institutional and national level the objectives of change have not been as well met as at the individual level. From the analysis and evidence, presented in the later evaluation questions in this report, that centre on the change projects it was found that only in a very few of the change projects is there evidence of change or a significant increase in the capacity for change. The link between the change project and the wider institutional mandate of the organisation that the participant is working for is often weak. Few participants were supported by an organisation committed to carrying out the change project. Change projects were not sufficiently strategic or catalytic and the programme was missing a longer term more consistent approach that focussed on the institutional as well as the individual needs.

### **Evaluation question 2 and 3: What are the concrete examples of change and the**

<sup>3</sup> Sluttrapport Sida ITP 261CCMA 2007-2011, August 2013, Table 3.

**results of the change projects? <sup>4</sup>**

These two questions have been merged as it was found that they overlapped.

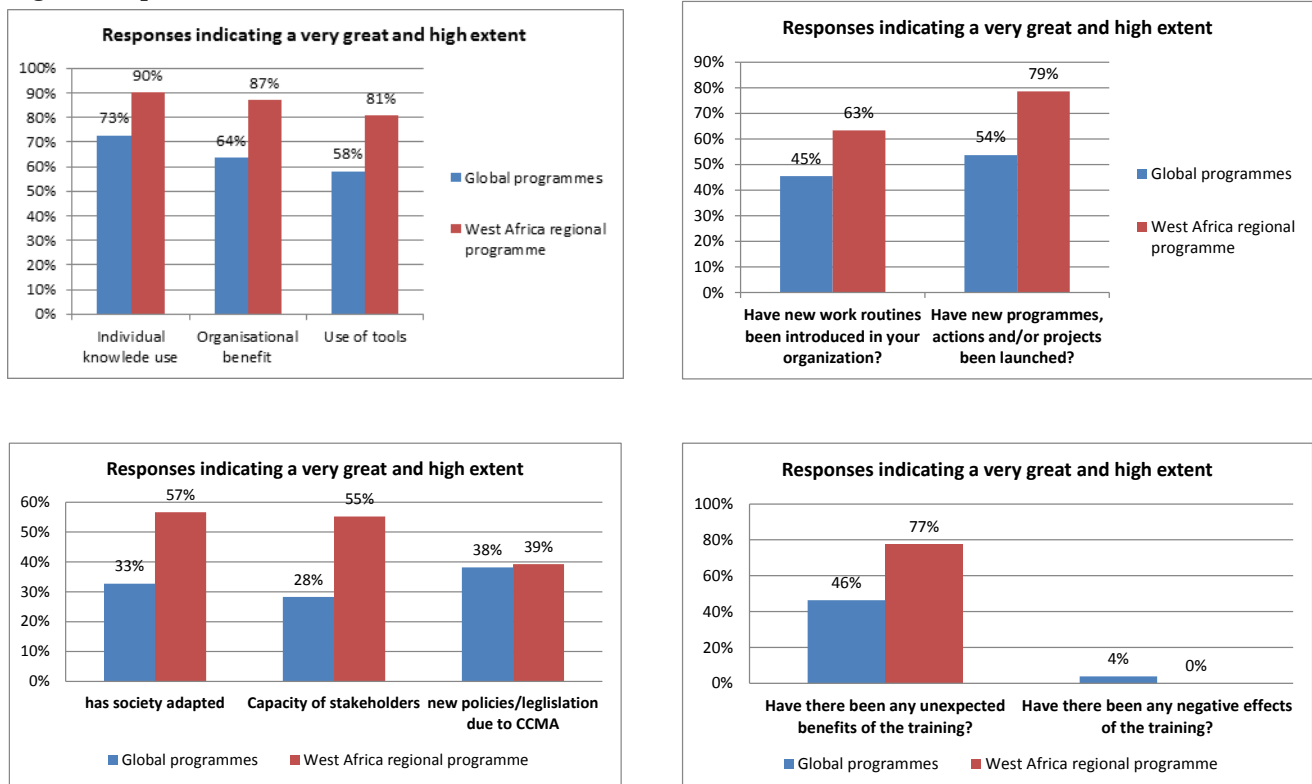
The outcome of the participant survey is shown in Figures 3.eq2-1 to 4. To a very high extent, respondents find that they use the individual knowledge gained, that their organisations are benefiting from the programmes and that the tools that were provided through the programme are used. The main findings can be summarised as:

- There is greater confidence among the survey respondents that individual use of knowledge has occurred than the extent to which the organisation has benefitted – although the confidence in both areas is high. There is least confidence in the use of the tools provided, although in interviews with participants it was found that even if the specific tools provided were not directly used, the methods and approaches were adopted.
- Slightly less than half of the respondents from the global programmes indicate that new work routines have been introduced as a result of the course. Although on the surface this may seem low, it also has to be recognised that introducing new work routines is a complex process and it cannot be expected that all training events will lead to change in work routines. Seen in this light, the degree of change in work routines is very positive. Less than a third of participants from the global programmes indicate that society has become more able to adapt to climate change or that stakeholders are more capable of managing climate change. A little over one third of all participants find that new policies and legislation have been introduced as a result of the programme. Again, as for the case of work routines, it can be considered highly positive that a third of the participants can point to changes in societies capacity to manage climate change or the introduction of new policies and legislation. Interviews confirmed that the programme of training had some influence and traceability in this respect even if it was not possible to conclude a counterfactual in the sense that these changes would not have occurred without the programme. Most countries were in a process of developing responses to climate change during the period of the programme.
- There appear to have been no negative impacts from the programme.
- Across all indicators the positive impact is significantly higher for the West African regional programme for than the global programmes.

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<sup>4</sup> Original formulation: Evaluation question 2) Concrete examples of change: On individual, organisational and national level? How has the programme effected (positive/negative, expected/un-expected, direct/indirect) the participants and the participating organisations? Evaluation question 3) Results of the participants “change projects”?

Figures 3.eq2-1to 4 Evidence of attainment of concrete results



A summary of findings of the analysis of 24 change projects of which 19<sup>5</sup> were subject to a field visits (where interviews were held with the participant and where possible the organisation that they worked for) is shown in Annex B. Generally, concrete evidence of change arising from the change projects at all levels was difficult to find – this does not necessarily mean concrete change did not occur, it just means that the evidence was not found. The change projects themselves rarely led to concrete changes as most were studies rather than implementation projects. But in a number of cases they did provide information and data, which informed subsequent work, a notable example is that one project in Tanzania provided information, which was subsequently used in the National Climate Change Action Plan. A few change projects generated findings or recommendations, which were subsequently used in the implementation of community-level projects. An example is the series of change projects in Vi Agroforestry in Kenya, where one of the change project led to recommendations on improved livestock activities (emphasising the need for excavation of water points). The method introduced by another change project for assessing carbon sequestration in farm trees was used in the development and implementation of a World

<sup>5</sup> Originally 12 were planned for field visits



Bank (WB) funded carbon project. However, the general picture is that the main result of the change projects was to enhance the skills of the individual participants. The results of the ITP CCMA course can be categorised as follows:

#### Individual level – High level of concrete results

All participants stated and in most cases could provide evidence that they have learnt a lot and that they have benefitted from the course. A typical response from the survey conducted is “*I am able to design projects, programmes and policies in climate change adaptation and mitigation;*”. Most of the interviewed participants indicated that after the training, climate change had become an important part of their work and career. Indeed, those participants met who had changed jobs continued working on climate change related issues. Ultimately, of course, the individual skills developed when applied would have an impact on the organisations that the individuals work for.

#### Organisational level – Medium level of concrete results

Almost all participants had difficulty with demonstrating how they used concrete tools and the knowledge gained in their work. The participants interviewed often indicated that while they did not use specific tools from the course per se, their work did benefit from the knowledge and skills gained during the course. The supervisors interviewed saw the trained staff as key climate change experts and an asset to their organisation. Examples from the survey and interviews were: use of models, use of methods to conducting analysis, incorporating material into training and education, functioning as teachers to colleagues (instead of hiring an external consultant/teacher). A typical set of responses are: “*Though, I'm willing to use all my knowledge and skills on climate change, I realized that my organization do not use my competences as I expect*” and on a more positive note: “*The climate modelling tools, GIS information, integrating planning, and implications to the agricultural sector in particular have been invaluable in guiding my current employment*”. A particularly strong (and unusual) example of institutional change is Vi Agroforestry in East Africa, where the training participants significantly lifted the Climate Change (CC) capacity of the organisation and its field staff, developed materials for farmer training, and introduced approaches, e.g. for assessment of tree carbon stocks – these results were put into use in the organisation’s implementation of community livelihoods projects and training provided to government staff.

#### National level – Low level of concrete results

It was very difficult for most participants to identify concrete examples of change at the national level. Moreover, it is very difficult to attribute change at this level to the participation in the CCMA course; since many other climate change related activities and processes also contribute to the generally enhanced climate change capacity and establishment of climate change policy frameworks. In some cases the change project was a study where the findings were disseminated at national level. In the other cases the participants themselves were part of higher level processes and the knowledge gained from the course by the individual participant is likely to have benefitted the national level, e.g. two of the participants supported the formulation of the National Climate Change Action Plan and the draft Climate Change Bill in Kenya and another participant has become the Intergovernmental Panel on Climate Change (IPCC) focal point and a member of the UNFCCC Delegation in Tanzania. In other cases, participants had contributed to change at the sub-national level; in Kenya some participants

had engaged in training staffing some of the new counties established in Kenya under the recent constitutional devolution process.

Other observations include:

- Individual impact was greatest where the person was not already familiar with climate change. However, the potential on the organisational and national level in such cases was often less because the person was not necessarily in a role where their new knowledge would be put to use and the training and project work itself was too short to convert the person to being influential in climate change.
- Most change projects had the character of ad hoc studies and small-scale projects – without strong evidence of a catalytic effect either by design or in implementation. In a few cases there was a prospect of the change project leading to implementation in the future. In some cases the change project gave rise to lessons that could be applied in later implementation efforts or provide information that could potentially lead to a change in policies and strategies but concrete evidence of such linkages was not or only very rarely apparent.
- Change projects were selected by the participants prior to their participation in the training course in Sweden, so there was limited opportunity for the course providers to provide guidance to ensure the change projects were fully embedded in the work plan and mandate of the participants and their organisations.
- Participants often had limited time to implement their project, as they also had to carry out their normal tasks. Perhaps as a result, there was a tendency in many of the change projects reviewed to include long background sections that were copied from other documents whereas the presentation of their own findings was much briefer and the analysis of the results was often shallow.
- The change projects were relatively limited in scope as they usually were carried out by a single person often without resources and without being released from other work duties.
- Non-governmental Organisations (NGO) seem to have been more supportive of the change projects in terms of integrating into the organisations work, allowing time and providing resources.
- The reporting standards are variable – relatively few are at a standard, which could withstand professional scrutiny in terms of consistency of findings, quality of presentation and analysis.
- None of the assessed change projects fully integrated a gender perspective; although a few mentioned women and youth as specific target groups and/or as groups involved in participatory problem analyses.

## 3.2 RELEVANCE

### **Q4) Has the programme results been in line with the goals for Swedish Development Cooperation in the area of climate change and capacity development?**

The goals for Swedish Development Cooperation in the area of climate change and capacity development are defined in a range of environmental and climate and capacity development documents<sup>6</sup>.

**Capacity development** - The capacity development goals and guidance of Swedish Development Cooperation emphasise the importance of institutions making a self-assessment of capacity needs. Minimum requirements for capacity assessment are laid out clearly in the Sida guideline on capacity development (2011) and can summarised as: i) linking of capacity needs to the achievement of organisational goals; ii) identifying the ongoing internal and external actions and support needed to reach goals; iii) identifying the key factors of a formal and informal nature that might affect capacity development and the achievement of organisational goals. Sida's goals for capacity development also emphasise the importance of capacity development being initiated and controlled from within the organisation and for using a variety of approaches including institution to institutional cooperation.

The CCMA ITP programme responds well to some of the goals and approaches of Swedish Development Cooperation within capacity development. It is demand led by the participants and although highly subsidised it does require a considerable investment of time by the participant and a willingness of the participant's organisation to release them for the 4 week input in Sweden as well as pay for airfares in some cases<sup>7</sup>.

The emphasis on development by the prospective candidate of a change project is in line with the focus on self-driven capacity development. This approach is further supported by the selection of those candidates that are able to develop a credible concept for a change project in advance of the course. Several of the training modules focussed on capacity development and learning e.g. theory of change and institutional analysis which further support the approach of the guidelines issued by the Swedish Development Cooperation. The training material examined was generally well prepared with innovative and pedagogical graphics designed to provoke thought and reflection.

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<sup>6</sup> The most crucial documents are: a) Government Offices of Sweden, Policy for environmental and climate issues – Policy for environment and climate issues in Swedish Development Cooperation 2010-2014, 2010; b) Sida, Guidance on Capacity Development , 2011 and; c) Sida, Manual for Capacity Development, October 2005

<sup>7</sup> The airfare was paid by SMHI (funded by Sida) for participants from West Africa and from Palestine, a total of less the 100 out of almost 450. All the others had to find funding by themselves

The engagement of Swedish institutions, mostly notably SMHI and their partners in the private sector, as well as field trips to Swedish industry and private sector is also well aligned to the goals and approaches of Swedish development cooperation. However, there are also areas of improvement:

- The capacity assessment and selection procedure does not document the link between the capacity development efforts and the organisational mandate and goals of the organisations that the participants come from.
- The programme did not identify capacity development gaps, the current capacity development efforts that are on-going and opportunities for ITP to complement these at the level of the individual organisation. Neither did the programme identify the institutional constraints that might weaken the impact of capacity building activities.
- Although the agreement and commitment of the participant's organisation is sought, the involvement is mainly between the ITP and the individual, not between the ITP and the organisation (although air fares to Sweden were paid by the organisation).
- The change projects are most often in the form of studies rather than projects that could have a catalytic or strategic influence on the performance of the organisation.

The goals and approaches of the Swedish development cooperation approach imply a longer term and more deep-rooted intervention than what can likely be provided by training a single individual. To fulfil the goals and approach foreseen by Swedish development cooperation, the CCMA would have to have been much better anchored within ongoing institutional performance initiatives where the ITP intervention was clearly part of a more comprehensive effort. A constraint here is that such an approach would have required significant research probably well beyond the resources available. An alternative which would have been closer to Swedish Development Cooperation approach on capacity development might have been to: focus on many fewer organisations; select the organisation rather than the individual; encourage multiple participants from the same organisation across different programme years and; target organisation that are under a credible performance or institutional reform programme and where relevant also supported by other in-country or regional Sida development efforts.

**Climate change** – The overarching goal for Swedish Development Cooperation on environment and climate is “*a better environment, sustainable use of natural re-*

*sources, stronger resilience to environmental impact and climate change in developing countries, and limited climate impact*''<sup>8</sup>. It is furthermore noted in the Swedish policy<sup>9</sup> that activities should focus on: Strengthened institutional capacity in public administration; Improved food security and sustainable use of ecosystem services; Improved water resources management, greater access to safe water and basic sanitation; Increased access to sustainable energy sources and, Sustainable urban development. It is also noted that the approach should take account of a wide range of government and non-state actors. The CCMA ITP programme responds well to the goals and approaches of Swedish Development cooperation within climate. The structure of the modules and the subject matter of the course in Sweden combined with the field visits and the mix of theory and practice in climate change are well aligned to the goals of the Swedish policy in this area<sup>8</sup>. For example, the policy for environmental and climate issues calls for taking gender into account in both climate change adaptation and mitigation (p20) and the course material puts an emphasis on this topic. The use of SMHI, SWECO and trainers from other world-renowned institutions has made sure that the course is well founded from a climate science point of view although the availability of socio-economic skills among the mentors was sometimes less evident. The choice of participant and their institutions reflected the activity focus areas mentioned above and the change projects, although mostly studies also broadly covered the above areas. Many of the change projects had a very explicit poverty focus e.g. the projects undertaken by the Vi Agroforestry in Kenya where the findings of a study were used in the training of farmers on using agricultural waste for manure, compost and energy.

**Rights based approach and poor people's perspective** - Sweden's Policy for Global development sets out the Swedish policy on the rights based approach and poor people's perspective. Climate change is an issue for poor people as in many of the countries targeted the poor being dependent on natural resources and high vulnerable to climate induced disasters are disproportionately affected by climate change. The course material was found to be highly compatible with these approaches. As mentioned earlier climate change and gender were a specific topic in the course and highly qualified lecturers were used to introduce the topic. Many of the change projects were centred on helping poor people to adapt, for example one project was on community responses to climate change on livestock management in fragile areas. The rights approach was not explicit in the change projects examined but there were some indirect contributions such as a project which looked at climate change awareness within schools that could have the effect in the long term of establishing the in-

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<sup>8</sup> Government Offices of Sweden, Policy for environmental and climate issues – Policy for environment and climate issues in Swedish Development Cooperation 2010-2014, 2010, p8

<sup>9</sup> Government Offices of Sweden, Policy for environmental and climate issues – Policy for environment and climate issues in Swedish Development Cooperation 2010-2014, 2010

formation base for a rights based approach. There were some opportunities to introduce a rights approach that were not taken. For example, the course participants from West Africa pointed to the need for more material on the topic of climate change and migration which is becoming a critical issue in that region.

**Result strategy for capacity development 2014-2017** - Sida's current result strategy for capacity development was approved in December 2013, and covers 2014-2017. It states that through international capacity development programmes, Sida shall "...support capacity development directed to personnel from different forms of institutions and organizations in low- and middle-income countries, for example the civil society, actors in business and in public administration". Within the frame of international capacity development programmes, such as the International Training Programmes (ITP) "...it is expected that competence development of individuals will lead to capacity development of organisations and institutions in the participating countries. ITP should, like other capacity development programmes, contribute to the creation of sustainable networks and partnerships between the participants of the training programmes, but also between participants, Swedish actors, and their respective organisations".

The evaluation of the ITP 261 "Climate Change – Mitigation and Adaptation" strongly support the intentions of this strategy but also points to the difficulty found in practice in ensuring that individual capacity translates to institutional capacity. The evaluation points to the need to link future ITPs to the participants local context and strengthen the concept of both the change projects and networking if wider institutional capacity is to be more systematically achieved in future ITPs

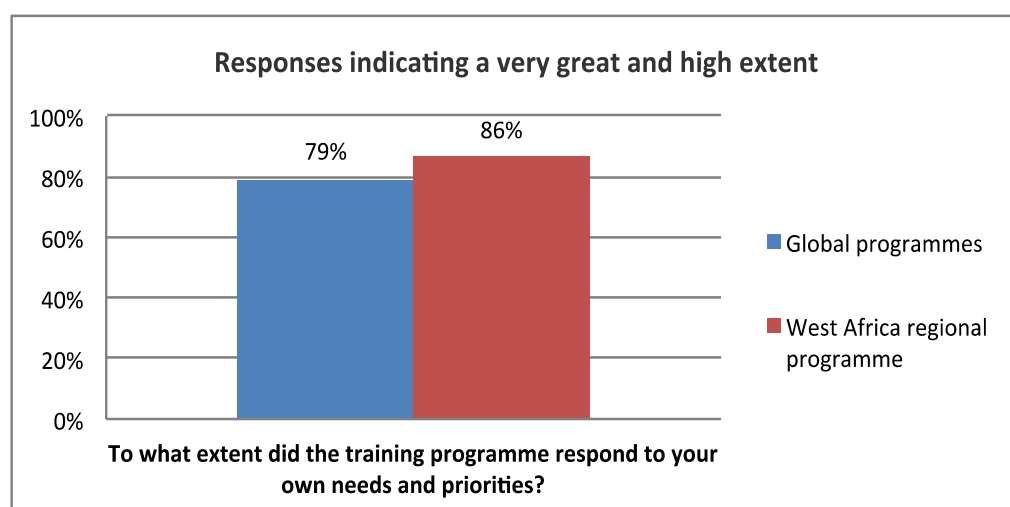
**Evaluation question 5 and 6: Has the programme addressed capacity deficits and responded to needs and demands in the partner countries, and have participants' needs and priorities been fulfilled?**<sup>10</sup> The survey and the interviews done in the countries all converge towards the same results: the course run in Sweden was highly beneficial, participants learned a lot and found the content interesting and appropriate. The course mostly helped elucidate a series of concepts, clarified the difference between adaptation and mitigation and increased the understanding and relevance of the use of climate models. During the country visits, however, the participants interviewed struggled to give concrete and precise examples of skills or tools learned during the ITP programme that they use in their daily work. Although they were not able to offer specific examples, participants shared general ideas about how they use the acquired knowledge and these included the following:

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<sup>10</sup> Original formulation: Evaluation question 5) Has the programme responded to needs and demands in the partner countries, and have participants' needs and priorities been fulfilled? Evaluation question 6) Was the organizer able to address capacity deficits in the participating countries?

- Training/awareness raising at community level;
- Inputs and contributions to strategy/policy documents of their organisation;
- Use of power-point presentations available on Project Place for preparing meetings and/or lectures on climate change;
- Facilitating inputs to national climate change policies, plans and national UNCCC communications;
- Drafting project proposals;
- Training and mentoring colleagues.

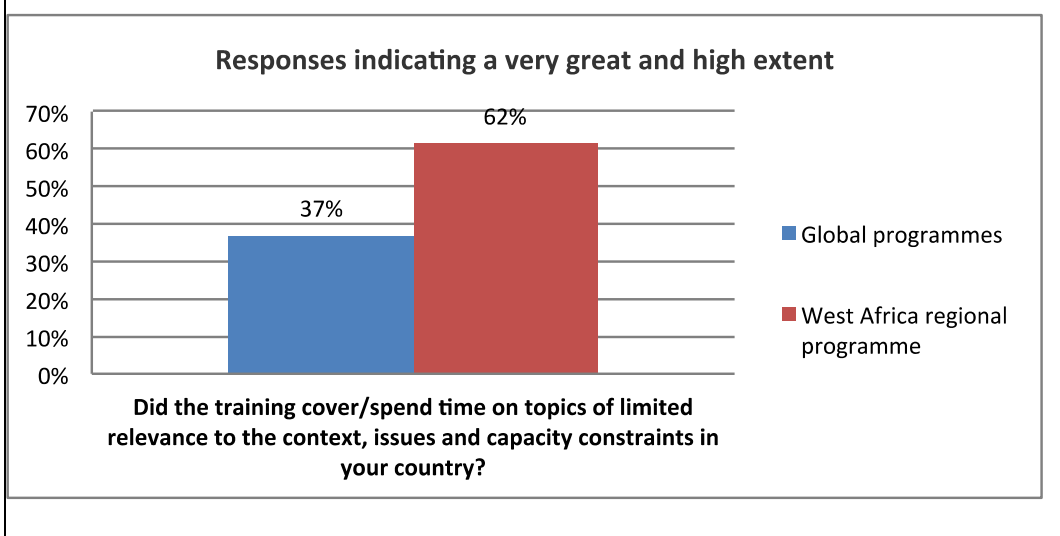
**Figure 3.eq5-2 Degree to which the programme responded to needs and priorities**



There are, however, several discordant voices that highlight the fact that “interesting” does not necessarily mean “relevant”. For the global programmes, there was no specific tailoring to the national or institutional contexts of the different participants. Some participants felt more tailoring would have been useful. The same type of finding appears in regional programmes, some participants regretted that some lectures addressed topics that did not relate to their contexts, while issues of concern did not necessarily receive the attention they deserve. Indeed, a significant proportion of the survey respondents found that the training covered topics of limited relevance for them, especially under the regional course for West Africa (see figure 3.eq6-2 below). A few participants found that some modules were less relevant for them (e.g. not everybody needed training on modelling) and that the course was somewhat less strong on the socio-economic aspects than on climate change science, as noted by one survey respondent: “*The training is more general and scientific. It gives less emphasis to the political will of the ruling body, the economic capacity and knowledge base of the society*”. Moreover, several participants in West Africa questioned the relevance of spending time on the role of mangroves or coastal erosion when none of these problems are relevant for land-locked Burkina Faso, Niger, and Mali. Meanwhile, the relevant topics of increased migration and conflicts at local level due to climate change were not addressed during the programme.



Figure 3.eq6-2 Relevance of topics

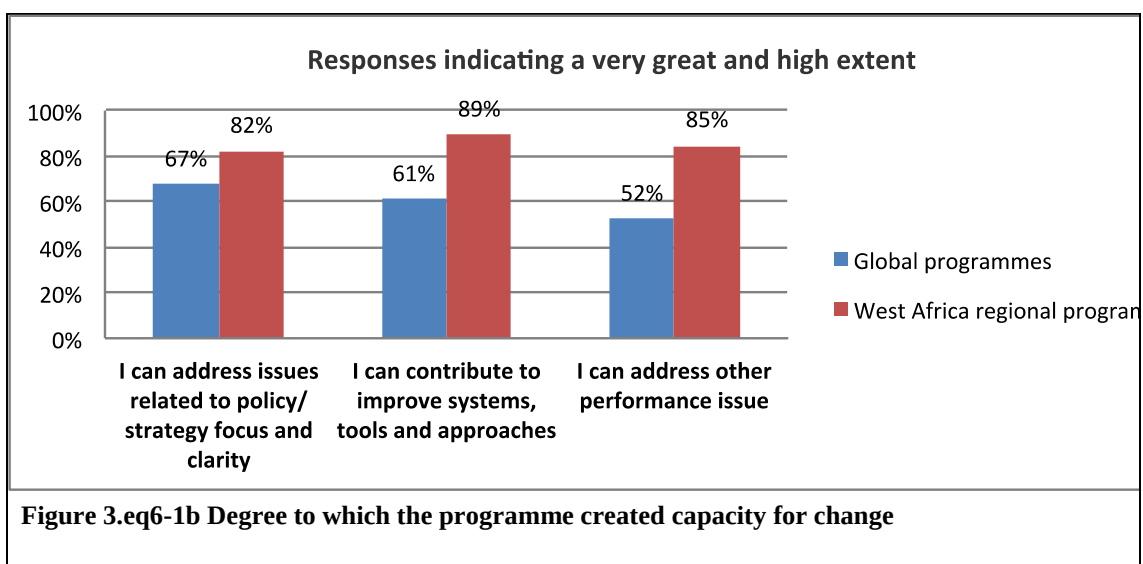
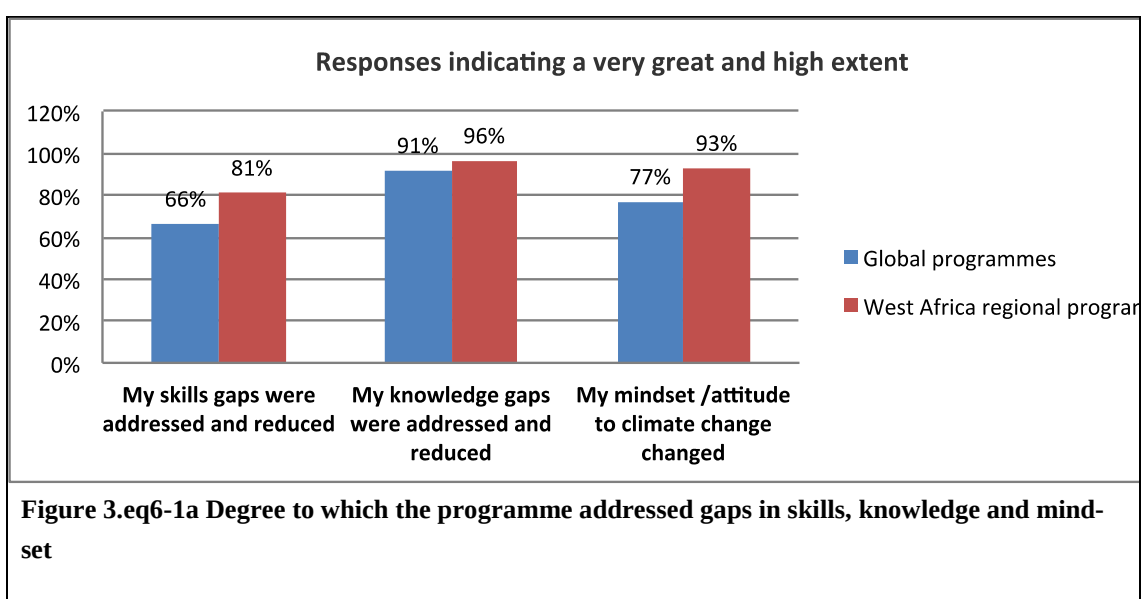


Nonetheless, it should be kept in mind that for global, multi-sectoral courses targeting is very difficult. It should also be kept in mind that climate change is a crosscutting issue, which cannot be addressed through narrow, sectoral approaches. Several participants interviewed in East Africa expressed a high appreciation of the broad coverage of climate change issues in different sectors and the ability to interact with different types of stakeholders, which enabled a broader understanding of the multi-dimensional nature of climate change.

Another finding from East Africa is that the training course, and especially the early rounds (2007-8) came at time when climate change was receiving significant attention and new commitments and opportunities were emerging from the UNFCCC process, but the national knowledge and capacity in relation to climate change was low. Hence, the general, broad, introductory nature of the course addressed a genuine gap at the time, but as national awareness and capacities have increased (as a result of numerous climate change initiatives) and the UNFCCC process has progressed, the need for general courses has decreased while the need for more specialised/targeted capacity development has increased.

The survey confirmed this mixed but overall positive picture on the overall relevance of the course. A majority of the respondents indicated that the training to a high extent addressed their capacity constraints and enabled them to address key constraints in their institutions (see figure 3.eq-1a below). However, the survey revealed that there was still a significant minority of participants who found that the training was not sufficiently relevant and could have provided more in-depth coverage of the theme, as noted by one survey respondent: *“I feel that the course did not adequately allow for individuals to really connect with the subject matter and really apply their own particular skills and knowledge”*.





Some participants expressed a preference for a combination of general sessions for all participants combined with parallel sessions specifically targeting different audiences (e.g. technical modules for climate scientists and meteorologists and socio-economic modules for policy-makers and practitioners). However, putting this idea into practice would have been challenging, as the groups were very diverse country-wise, sector-wise, in the level of experience, seniority, and in terms of their role and function (some participants were researchers/academics, others were policy-makers/regulators, and yet others were implementers). It would have required a fine knowledge of the capacities and needs of each group selected to participate in the training programme. However, neither Sida nor SMHI performed any capacity gap analysis before or during the duration of the programme. Sida provided SMHI with earmarked funds to organise a series of fact-finding missions/feasibility studies before taking the decision to develop regional programmes. However, the reports produced as a result of these missions were more oriented towards the identification of needs in general and identifying organisations and individuals involved in climate change issues (the potentially recruitable human resource) in order to justify the organisation of regional programmes.

### 3.3 EFFICIENCY

Q7) Did the organizers' selection process manage to target agents of change?

The evaluation report deals with the issue of agents of change from a results point of view (part on effectiveness) and from a sustainability point of view. This section is dedicated to analysing the efficiency of the selection process.

In order to optimise the recruitment process, SMHI developed a list of selection criteria that evolved with time -the organizer learning from previous programmes (See table 3.3).

Table 3.3: SMHI selection criteria

- Quality and relevance of change projects
- Gender balance: even though the change project was not necessarily good enough, women were chosen to increase their number
- Relevance of the institutions that the participant came from
- Strategic in terms of development potentials → close to community
- Position of the applicant within his/her institution (not too high or too low a level)
- Effort to mix high and middle level
- In full employment and not under study (as student/master student)

Priority has been given to the quality/relevance of the change projects submitted together with the application, to the nature of the organisation employing the applicants and to recruiting women. SMHI was not able to reach a full gender balance, as gender was only one of the criteria. Nonetheless, while only 36% of the participants were women, the acceptance rate at 57% was close to double that of men (31%). Moreover, this evaluation report shows that even if participants, in their great majority, shared their experience and knowledge gained during the course with their colleagues, there is little evidence of a deeper influence in their organizations, and very few change projects have been implemented in the sense of leading to a change and most did not go beyond a study phase. There is therefore a need to consider possible ways to increase the probability of recruiting potential agents of change.

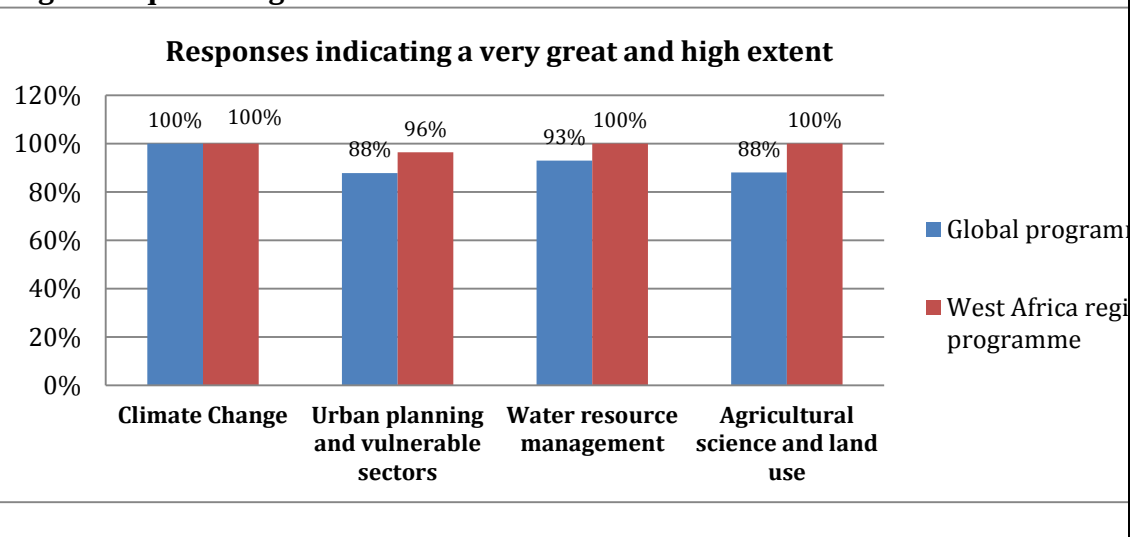
The issue of agents of change highlights a problem to which all ITP organizers are confronted, and which is particularly difficult to solve. It seems there are two main factors to take into account in order to increase the likelihood of recruiting agents of change: the level of participants recruited and the relationship between their organisation and the organisers.

An appreciation of the power structures within organizations is crucial for understanding how decision-making processes function. This is especially important for state or government institutions in which hierarchies and administrative rules are often serious obstacles to the implementation of change processes. In the view of participants interviewed in West Africa, for example, Ministry Division and Technical Directors should be targeted because they have the capacity to influence political decisions within their administration. In countries experiencing decentralisation processes (Mali and Burkina), regional directors of decentralised agencies should also be targeted, as their responsibility in implementing public policies and programmes have in-

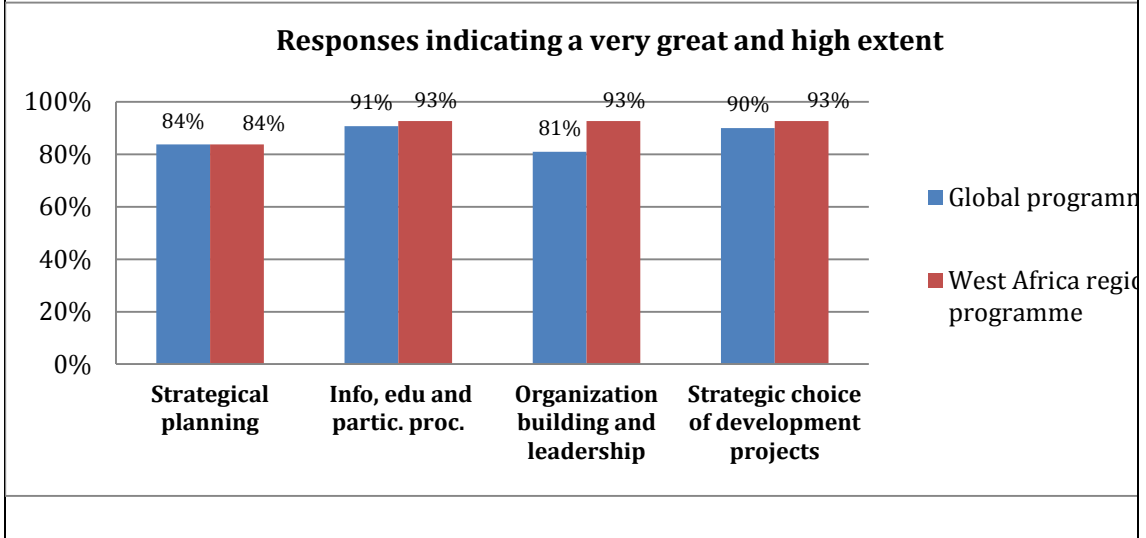
creased in recent years.

Secondly, although the concept of the programme is to recruit representatives of organizations rather than individuals, in practice the focus and engagement is with the individuals. In the later ITP-programmes SMHI has tried to involve the participants' own organisations in the selection process in order to develop strategic partnerships. However, as there is no contractual relationship between the organizers and organizations that provide the participants, the individual dimension takes precedence over that of the organisation. This could explain, to some extent, the difficulty of recruiting participants with relevant change projects (other than studies) and possibly, as well, to recruiting women. There was no attempt to stipulate that the organizations commit themselves to providing a certain number of participants for the duration of the programme. There was no means of introducing an institutional rather than just an individual responsibility for the implementation of the change projects developed during the course.

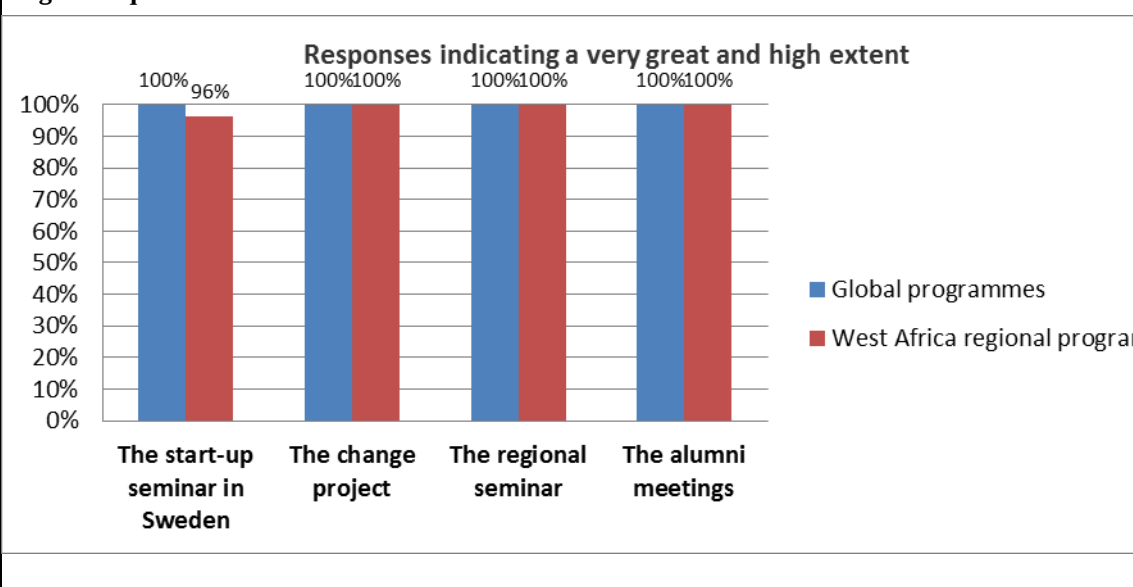
**Figure 3eq.29-3 Degree of relevance of the different themes**



Was the ITP-model an efficient tool to achieve the goals set? Could the format be altered for better results? The analysis of the results of the survey shows that, overall, participants were highly satisfied with the course content and quality (See figure 3eq.7-2). Interviews conducted in countries confirmed this trend, but with a number of testimonies stating that it would be desirable to find a balance between hard science climate change and socio-economic aspects, as most of the participants are not scientists but rather policy makers and project implementers. As pointed out under earlier evaluation questions, most participants interviewed also pointed out the need to adapt the content of the programme to their specific needs, and suggested after more general introduction of key themes that they should be split into smaller groups with more targeted training on topics of interest to them. Moreover, several participants, mainly from West Africa, would have liked topics such as “climate change conflicts and migrations” to be covered during the programme, as they are becoming more and more central to their work. Finally, many participants would have expected the programme to address more thoroughly the topic of results-based management (RBM), as it is increasingly important to access funding.

**Figure 3eq.7-2 Degree of relevance of the different themes**

Both the survey and interviews in the countries show that the participants were positive about the structure of the programme (See figure 3eq.29-2). The time spent in Sweden is perceived as very valuable, both in terms of the high technical expertise of SMHI, SEI and SWECO, but also through visiting highly relevant sites (ecological farm, eco-town and waste management site). For many participants, the stay in Sweden has been an eye-opener. The follow-up workshops (or regional seminars) are seen as very useful, as it allowed them to present their studies and to learn from the studies of others.

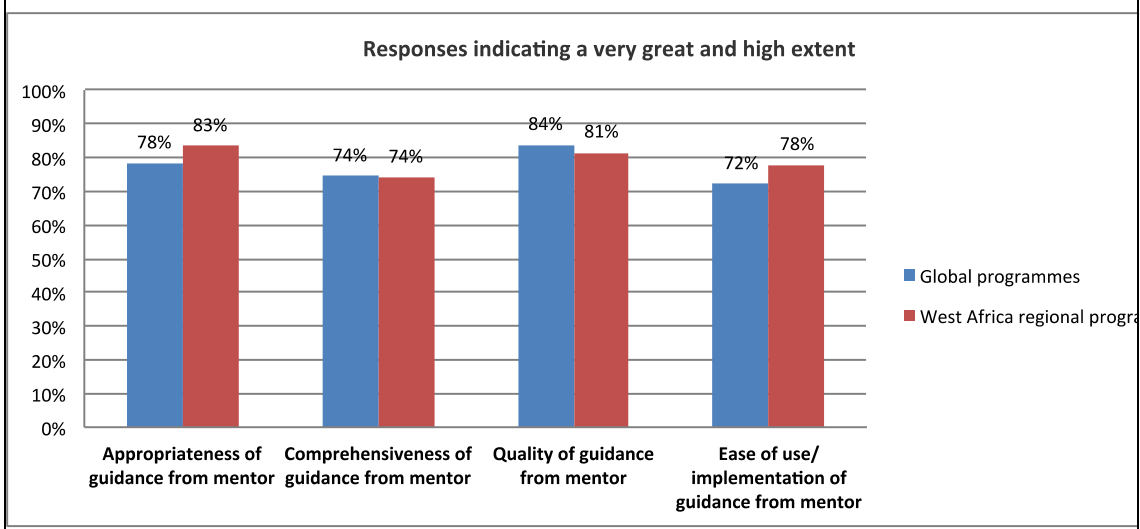
**Figure 3eq.7.3 Satisfaction with the structure and different elements of the course**

In some programmes (courses in West Africa), SMHI initiated a start-up seminar in the region, prior to the part in Sweden. This appears to be a highly relevant initiative, as it gives an opportunity to the participants to convey their expectations for the remaining parts of the course.

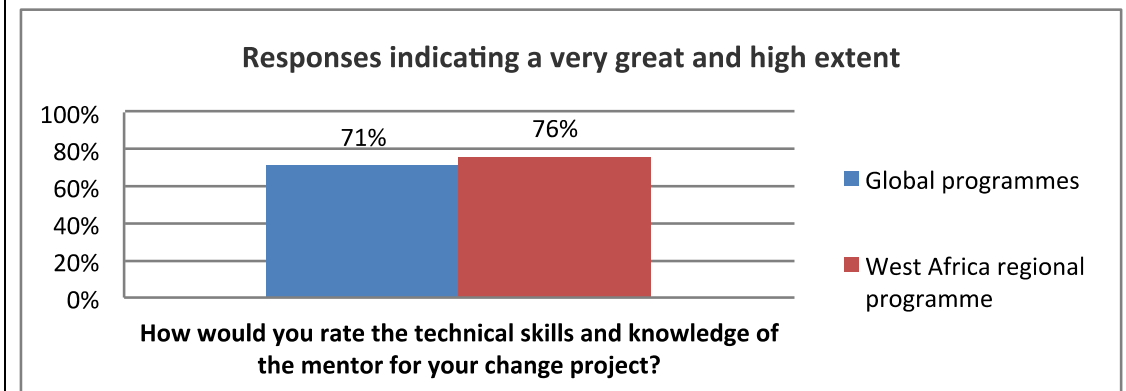
Finally, most participants insisted on the need for SMHI to establish implementing partnership with capacity building and CCMA-specialised institutions from the country and/or in the region in order to i) make the content of the follow-up workshop more relevant through exposure to concrete local climate change-related issues, and ii) to increase the probability of sustainability of programme results. For West Africa, capacity building structures in Burkina, such as Institut Supérieur des Sciences de la Population (ISSP), 2iE (Engineering school), Institut National de l'Environnement et de la Recherche Agronomique (INERA) and Institut d'Application et de Vulgarisation des Sciences (IAVS), as well as AGRHYMET in Niger, were often cited as potentially relevant resources. In Tanzania, there are some universities, which have worked with Sida before, as, for example, the University of Dar es Salaam and Sokoine. COSTECH is also a central Sida partner e.g. on science, technology and higher learning.

#### **Evaluation question 9 – Has SMHI been able to provide sufficient and relevant mentorship to participants' in relation to their change projects?**

All participants interviewed in West Africa and the majority interviewed in East Africa were very satisfied with the mentoring they received, both in terms of the advice and guidance received and in terms of the willingness and accessibility of their mentors. Overall, based on the survey there was a high level of satisfaction among participants with the mentoring received, as can be seen in figure 3.eq9-1 below, although it should also be noted that approximately 20% of the participants in the global course did not find the guidance received appropriate.

**Figure 3.eq9-1 Quality of mentoring**

More than 70% of the participants in both the global and West Africa courses found that their mentors had a high level of technical skills and knowledge sufficient (see figure 3.eq9-2 below). None of the global participants reported that their mentors had insufficient skills, but a small group of West African participants (7%) found their mentor's skills insufficient.

**Figure 3.eq9-2 Skills and knowledge of the mentors**

Some survey respondents and interviewees found that their mentors did not have sufficient technical expertise in relation to the topic of their project, although in some of these cases the interviewees mentioned that their mentors then put them in contact with relevant experts. Others said that they only received mentoring on project design aspects and not on technical content. Some of mentors interviewed argued that their main role was to provide advice on project matters and that the participants themselves usually were experts/professionals in their respective fields. It appears from interviews that the expertise of the mentor group had a bias towards climate science with somewhat less expertise on socio-economic aspects, although a significant proportion of change projects focused on aspects related to community vulnerability adaptation, which primarily relates to poverty and livelihoods related issues. Many interviewees and survey respondents expressed that their mentors provided highly tech-

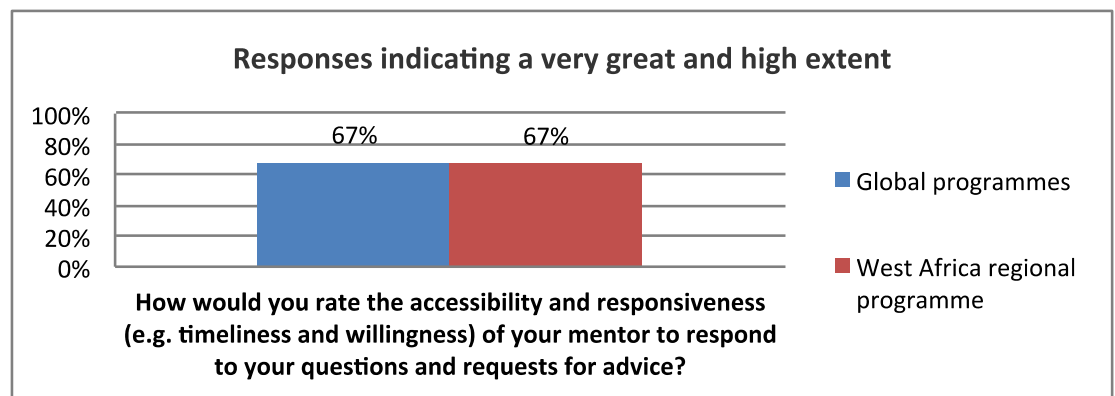
nically qualified advice when it concerned climate science. This bias toward climate science rather than socio-economic aspects could be explained by the fact that the course lead is a meteorological institute.

Other participants (interviewees and survey respondents) found that their mentors did not have sufficient knowledge about their countries and the context in which their projects were implemented. This is not surprising given that many courses were global and thus had participants from several countries and different continents, but the issue was also mentioned by some participants in the West Africa course, where it could be expected that the regional focus would allow selection of mentors that had familiarity with the geographic context. In reality the demand on French speaking mentors made it difficult to satisfy all requirements.

Moreover, several participants noted that they did not receive any support enabling them to transform the results of their study into an implementable project or a project proposal.

Most, but not all, survey respondents and participants interviewed indicated that their mentors were very forthcoming, reachable and responsive to requests, as can be seen from figure 3.eq9-3 below. A number of participants indicate that they are still in contact with their mentor indicating that professionally useful relationships were established.

**Figure 3.eq9-3**



However, 7% of the regional participants found that their mentors' responsiveness was insufficient, as did a couple of global participants interviewed in East Africa. Not surprisingly, the mentor support was most intensive during the design phase in Sweden when face-to-face contact was possible. Mentor support was less intensive during implementation and report writing where communication challenges were greater. Nonetheless, a number of participants indicated a good contact with their mentors during the field phase. The fact that mentors did not participate in the final regional seminar where the change projects were presented also posed a limitation for the ability of mentors to follow and guide the change projects to their completion and subsequent use.

Similarly, due to the fact that change projects were identified and the desk review sections were prepared prior to the training in Sweden, the mentors had limited scope for providing guidance on a) the project selection vis-à-vis adding value to the needs of the participants organisations, and b) the scope and focus of the literature review.

10) Did the organizers have effective M&E systems in place?

The monitoring system implemented by SMHI is meant to generate information on three different levels: i) activities, ii) outputs and iii) outcomes objectives of the ITP. This section is dedicated to assessing the relevance and performance of each of these levels.

### **Monitoring of activities**

SMHI has created evaluation forms that participants fill in at the end of each week. These forms are used to assess the level of satisfaction of participants on the course content and the practical arrangements. The participants also complete Sida's evaluation questionnaires (Q1 and Q2) at the end of each scheduled phase of the programme. Sida's questionnaires fulfil more or less the same function as those developed by SMHI, with a specific focus put on the perception of participants of the relevance of the activities (courses, field visits, social activities) and of the performance of lecturers. Ongoing in-course monitoring of activities is important, especially in capacity building programmes, and should not be underestimated as it enables participants to influence the content of the programme. This is the most relevant and effective monitoring level put in place by SMHI. Interviews conducted in the field confirm that the weekly questionnaires, the discussions that followed and the opportunity given to suggest topics/issues to be addressed during the follow-up seminars contributed to a sense of collective ownership of the programme.

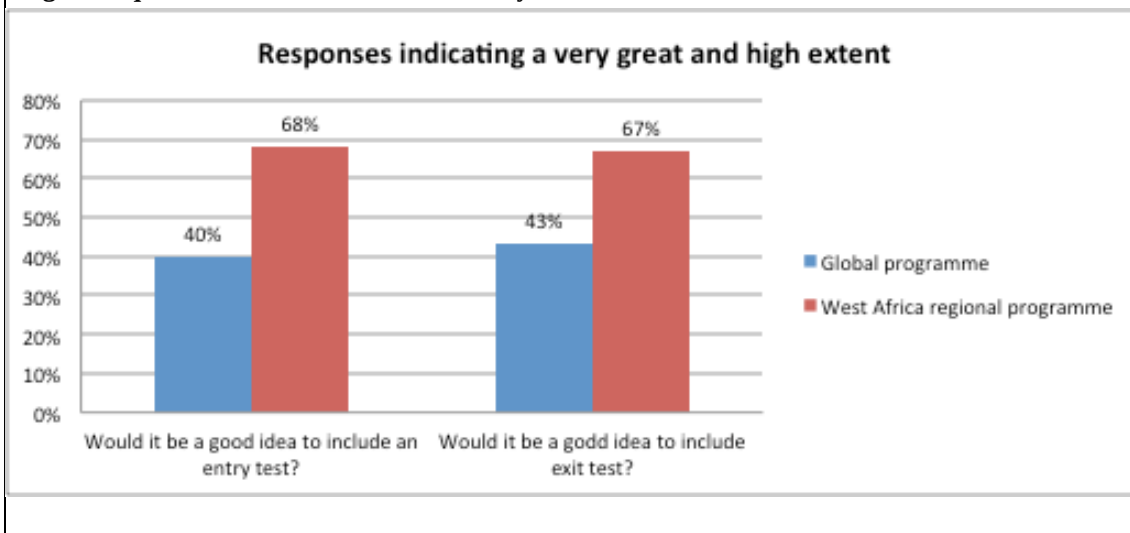
### **Monitoring of outputs**

The monitoring of outputs is particularly important because it allows for assessing the degree of transfer of knowledge and skills and to highlighting indicators related to the development of the participants' network. The monitoring system put in place by SMHI at output level is based on weekly surveys and on mentoring processes. It failed to generate quality indicators as it suffers from two major problems. First, the questionnaires are based solely on the perception of participants, but do not allow for objective assessment of the extent to which the skills are actually transferred, or to have a clear idea of the type of skills that are only partially acquired and which would deserve to be further deepened. Second, the mentor support, which was supposed to provide additional evidence on skill transfer, did not have the tools to undertake this task. Mentors are in an ideal position to assess the level of understanding of the concepts presented in the lectures and the ability of participants to use/apply them in their change projects. But to do this task effectively they need monitoring tools. However, SMHI did not develop specific monitoring tool for the mentoring sessions (mentorship template for the change projects, for example), and any information generated remained with the mentors. This has led to a great loss of information, which would have been essential for effectively assessing the extent and depth of transfer of knowledge.



In the early years of the programme, SMHI considered the possibility of establishing ex-ante and ex-post tests. It seems that Sida did not show any particular interest in the idea, and the tests were never put into practice. The results of the survey conducted for this evaluation show that participants are rather favourable to this idea (particularly in West Africa) (See figure 3eq10.1). The negative opinions reflect a resistance to the idea of having to pass an exam, too academic in their view, given that the programme is attested by a certificate, not by a diploma.

**Figure 3eq.10-1 Views on the benefit of entry and exit tests**



The arguments of the participants in favour of tests are very relevant. The tests would: highlight the weaknesses of the participants and thus guide the programme content towards bridging any gaps; provide a general idea of the group's level and enable an adaptation of the content and the level of the lectures and; be very useful to measure the level of learning by the end of the programme.

### **Monitoring of outcomes/objectives of the programmes**

The monitoring system set up by SMHI to assess the level of achievement of the objectives of the programme was based on the participants' presentations of their final report, on Skype interviews with some of their supervisors and on alumni workshops. The approach is good and efficient in relation to the human and financial means made available within the ITP framework. Moreover, SMHI has been able to mobilise external resources specialised in evaluations and/or in contextual analyses during the alumni workshops, which brought added value to the monitoring process. There are, however, two elements that have not been undertaken and that might enhance the quality of monitoring of outcomes in the future. First, SMHI did not organise yearly recruitment trips, missing an opportunity to gather participants from the same country without engaging extra financial resources, and, over the years, to enhance the monitoring of the participants' change projects (their level of implementation and their results) and contribute to strengthening the network. Second, it appears that the embassies have not been involved in monitoring or following-up on the results of the

training courses, although SMHI reports that embassies in the regional seminar and alumni meeting host countries were always invited and generally participated in these events. It might not always be possible to expect a close monitoring due to limited resources at embassy level, but there is an opportunity for SMHI and Sida to explore innovative ways to involve the embassies to a higher extent than what has been the case so far (organisation of a yearly alumni meeting at the embassies, for example).

In total, it appears that the organisers have learnt from the monitoring work throughout implementation at activity and outcome levels, but that they have not been capable of drawing any conclusions on (or lessons on how to enhance) the extent to which the courses have led to objectively verifiable transfers of knowledge.

11) How can the ITP-model be more efficiently integrated in the overall development cooperation in the countries?<sup>11</sup>

The decision to develop an ITP on CCMA is related to Sweden's commitment to support international cooperation within climate change. This priority was meant to be expressed at the international level but also in the regions and countries in which Swedish development cooperation was active. This explains both the establishment of a global training programme, but also the increasing number of regional programmes from 2009. Yet, interviews with participants, Sida staff at embassies and headquarters, clearly show that the ITP CCMA has hardly been integrated in the overall development cooperation.

Although Sida is engaged in climate change in Kenya and Burkina Faso, no attempts have been made to ensure synergies between Sida programmes and the CCMA course. In Mali, although the embassy has on a few occasions influenced the list of participants selected in order to recruit partner organisations, and has occasionally conveyed ITP participants to events it was organising, the wealth of human resource within the ITP network is not optimized.

There is a case for integrating CCMA better into overall development cooperation. By not integrating CCMA into the overall development cooperation, potential synergies have been lost:

- Sida programmes have not fully benefit from enhanced skills of the implementing partners that are involved in the CCMA programme
- The CCMA course design and implementation has not benefitted from access to knowledge and information on the context of the participant organisations including the presence of supportive programmes supported by Sida or other development partners that could address institutional constraints that go beyond the scope

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<sup>11</sup> Note, this question is more of a speculative nature and demands an analysis of options and ways forward rather than a presentation of findings

of the ITP but which are essential to address if the ITP is to be a success

Over the last five years, things have changed when it comes to the strategic importance of ITPs. The possibility of including them in country strategies contributes to making them more relevant. This was not the case with the Kenya, Burkina Faso, Tanzania and Mali country strategies when the ITP on CCMA was launched. The role of embassies in the recruitment and selection process of the participants seems to have been limited to the dissemination of information leaflets in the countries and the reception of some applications. The choice of participants and of the organizations to be targeted in priority should not be the solely responsibility of the organizers, who are service providers, but should be done in close collaboration with the embassies (in the case of national and / or regional programmes) or with Sida's headquarters (for the global programmes). This would allow to closely link the ITP with national priorities, guiding documents, institutions and national development programmes and with funding mechanisms available at country and/or regional levels. This, in turn, would be beneficial to Sida and the ITP, both for the contents of the modules and for ensuring the change projects link to ongoing processes, which would enhance their implementation and impact. Finally, strengthening the responsibility of the embassies might also contribute to increasing the probability that the ITP alumni networks would be seen and used as a resource for recruiting relevant participants in future programmes, and more generally for the overall development cooperation. The turnover of embassy staff and the general work load at the embassies has probably also contributed to the distance between the embassies and the CCMA ITP.

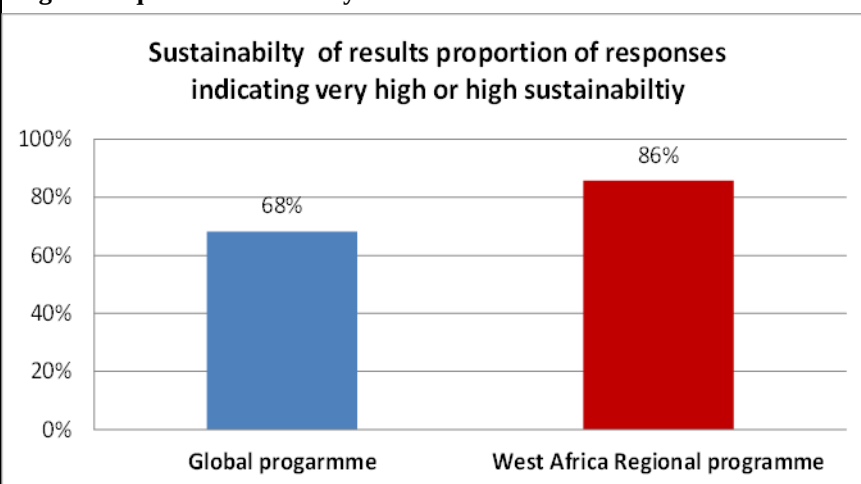
**Suggestions for more efficiently integrating the CCMA ITP into development cooperation**

- The embassies should take a more active role of embassies in the recruitment process,
- The embassies should advise and support the development of a strategic partnership with key organisations
- The embassies should include CCMA ITP in the country strategies - especially for those strategies currently under development/revision (Mali and Burkina Faso, for example)

## 3.4 SUSTAINABILITY

**Q12) Can the results, directly or indirectly linked to the ITP-programme, be considered sustainable?**

The participant survey reported a relatively high degree of confidence in the sustainability of the results – slightly higher for the regional than the global programmes, as can be seen in figure 3.eq12-1below:

**Figure 3.eq12-1 Sustainability of results**

The field visits confirmed a high level of sustainability at the individual level, as all the stakeholders met were still working actively in the field of climate change, mainly in relation to their job. For a number of participants, climate change had become a primary focus of their work and several have since the training assumed central positions in relation to climate change in their institutions and in a few cases even at the national level, such as the above-mentioned participant who is now IPCC Focal Point and UNFCCC Delegation member for Tanzania. It is thus likely that a significant proportion of the participants throughout their work-life will contribute to CCMA. Moreover, several participants (interviewees and survey respondents) reported that they share their knowledge with others (e.g. awareness raising, training, lecturing, mentoring) and thereby pass their knowledge on (see also EQ13). One Kenyan government participant is using the knowledge and skills learnt during the CCMA course to mentor two junior professionals in her department. A Tanzanian interviewee lectures at the University of Dar es Salaam, and most participants interviewed made presentations to their supervisors and colleagues after participating in the course.

The field visit to East Africa indicated an enhanced capacity of the participants' institutions to address climate change, e.g. in the messages, materials and capacity building ministries develop for extension services; and in the case of Vi Agroforestry in the community-projects implemented. Considering that climate change is a major issue, which is addressed by many other initiatives, this capacity is likely to be sustained and increase in the future. However, the people trained by ITP in a given institution are usually few in number, and while they have engaged in transferring skills to colleagues and university students, the capacity of their departments would be affected if they left. In some cases the participants are the main climate change capacity of their institutions.

At the national level, several participants have been engaged in supporting policy formulation processes. Their involvement in this will most likely continue.

No follow-up training was found to have been provided to the participants by their institutions, but a number of participants interviewed had participated in other international trainings, and other participants have obtained, or are in the process of ob-

taining, academic degrees (Master or PhD) in climate change.

The survey revealed that participants point to low financial resources within the organisation as the main obstacle to sustaining the application of the knowledge and tools gained and the benefits of the ITP programme (see Q14 for the assessment of roadblocks).

### 13) Did the program result in a ‘critical mass’ of change agents from the respective countries?

The evaluation team has applied the following definition of critical mass:

*“A **critical mass** is a sufficient number of adopters of an innovation in a social system so that the rate of adoption becomes self-sustaining and creates further growth”* (Rogers, Everett M. Diffusion of Innovations. New York: Simon & Schuster, 2003)

This concept of critical mass is not an absolute, but can take place at different levels (global, national, regional, local, institutional). Considering the scope for the ToR, this evaluation is focusing on critical mass at two levels: organisational and national. It should be kept in mind that ITP is one among several climate change capacity building efforts and thus any critical mass of change agents engaging in climate change issues is unlikely to be a result of the ITP course only; especially at the national level, but also at institutional level – indeed one Tanzanian senior manager interviewed expressed that her organisation did have a critical mass of staff with climate change expertise, and not only due to the ITP training.

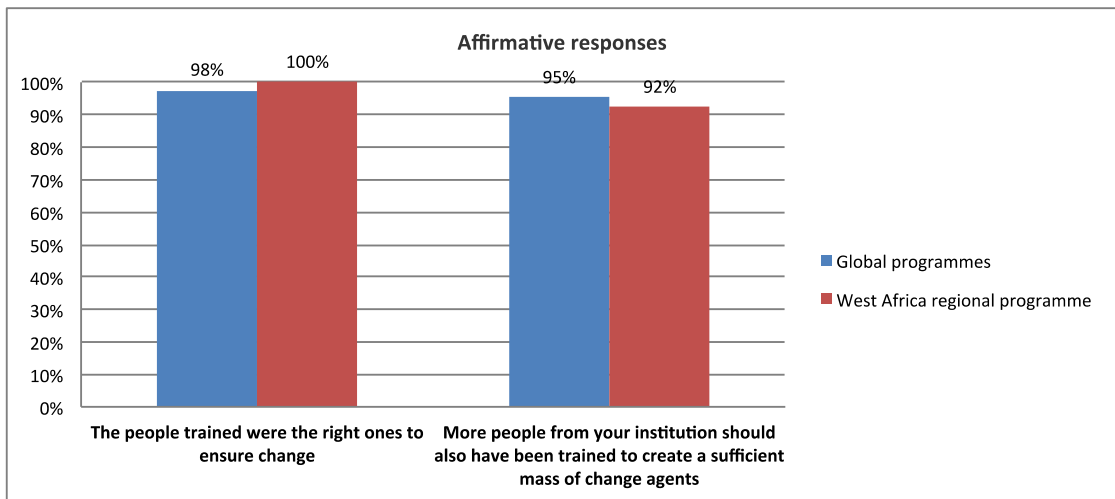
Organisational level – The extent to which the ITP training created a critical mass within relevant institutions varied. The majority of survey respondents and interviewees found that the courses targeted the right audience (see figure 3.eq13-2 below). However, in many cases only one or two staff members from a given organisation was trained and a critical mass was not achieved; the survey indicated that on average 2.71 people per organisation were trained under the global course and 2.25 under the West Africa regional course. Indeed, a common comment from survey respondents was that it could be difficult for one or a few individuals to influence their organisation and that there was a need to train more staff to allow for a greater influence (see figure 3.eq13-1 below). A few participants also pointed to the fact that staff mobility (changing jobs, or changing position within the organisation) was another limiting factor.

However, in Burkina Faso deliberate attempts were made to select several participants from the same organisation, but due to high staff turnover and changing career paths, only a limited number remained in these organisations.

In the case of the Swedish NGO Vi Agroforestry in Kenya eight staff members were trained in 2007-11, and a critical mass was clearly achieved, not least since considerable effort was put into transferring skills to field staff and integrate the knowledge in new projects. In other organisations, such as GEDEFOR in Mali only few staff had

been trained, but they held central positions in the organisation and could thus significantly influence their organisations. There are several other examples of participants influencing their organisations (see the evaluation questions above for tangible examples of influence exerted at the organisational level).

**Figure 3.eq13-1 Views on the selection and critical mass of people trained**



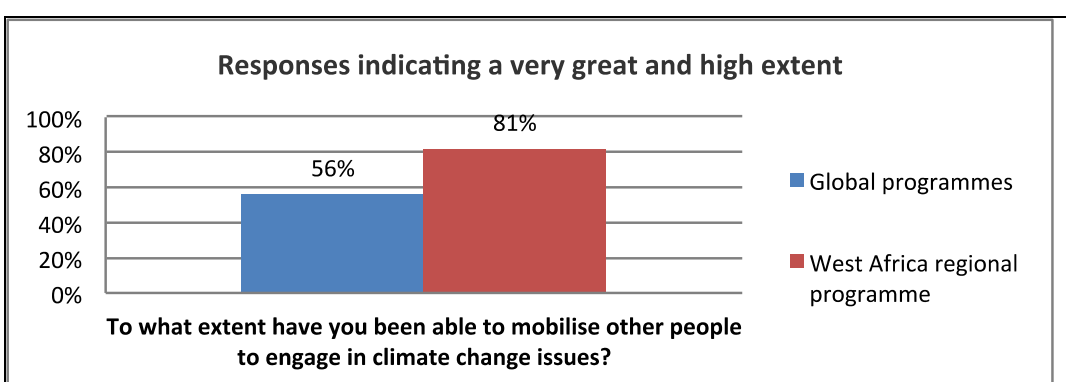
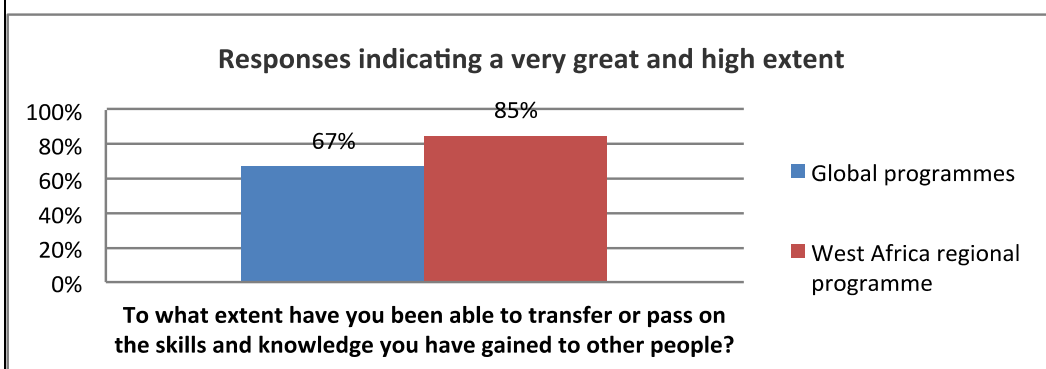
National level – The number of people trained was generally not sufficient to generate a critical mass in a given country in its own right, in the case countries a total of 26 Burkinabe, 26 Malians, 22 Tanzanians and 16 Kenyans were trained. However, considering the large number of climate change initiatives as well as new academic courses in any country, a significant mass of climate change professionals has been, and is further being, established – and ITP has contributed to this. More directly attributable to ITP is the fact that the training courses have created “champions” who have engaged in moving the climate change agenda forward at institutional, local, and national levels. It is however in general very difficult to attribute specific changes at national level to the inputs of a specific training participant, since the participants do not work in isolation. Nonetheless, in Kenya participants from Vi Agroforestry as well as other participants influenced the design of development programmes/projects and the implementation of these is likely to have contributed to change on the ground.

The courses reached a broad range of stakeholders from government, academia, civil society and the private sector. Some of the interviewed participants and survey respondents found this diversity relevant in terms of ensuring a critical mass engaging in climate change from different angles. However, there were significant differences among the countries in terms of the types of stakeholders reached; the vast majority of training participants in Tanzania came from the Government, whereas only 25% of the Kenyan participants came from Government, compared to 50% coming from a single NGO only.

Mobilisation and transfer of skills – As shown in figure 3.eq13-2 and 3.eq13-3 below a significant majority of participants indicate that they have been able to mobilise and transfer knowledge to other people. For example, survey respondents and interview-

ees indicate that they have: 1) trained, mentored and made presentations for colleagues; 2) trained government staff, NGOs, project staff and communities; 3) lectured for students; and 4) conducted awareness raising activities for school children, women's groups and church groups; 5) been active in online forums; and 6) prepared or contributed to training materials. East African participants in the 2007 training course created the Africa Partnership on Climate Change Coalition (APCCC), which held events and conducted trainings; this network is still active, but reportedly the activity level has waned. In the four countries visited, most participants engaged in mobilisation and transfer of skills, but it was mainly informal in nature (i.e. through discussions and day-to-day cooperation) and not through formalised systems, such as training courses or seminars.

**Figure 3.eq13-2 Transfer of skills and knowledge**



**Figure 3.eq13-3 Mobilisation of others on climate issues**

**Q14) Identify roadblocks and enablers in the local context that can be useful for future programming, regarding reaching sustainable results.**

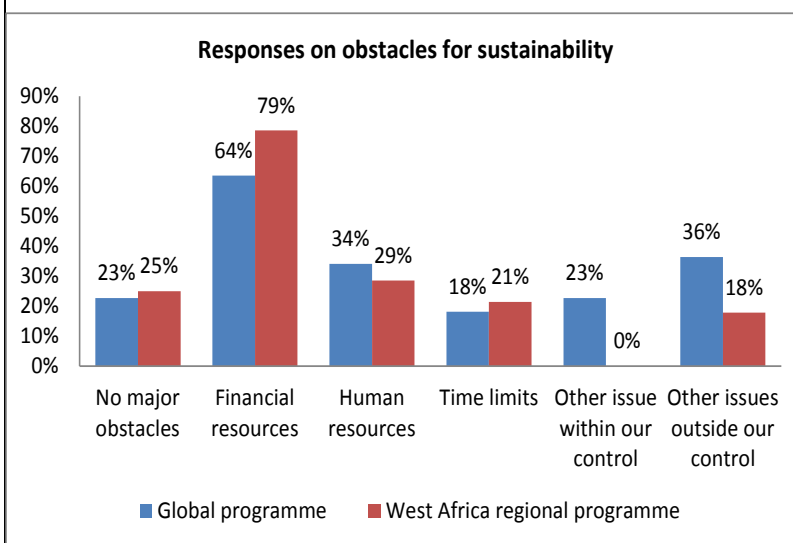
Only one quarter of the survey respondent report that they did not face any major obstacles in terms of maintaining the results achieved. By far, the main roadblock was financial constraints, which were experienced by the most of the participants. Human

resource constraints in their organisations were a constraint for around one third of the respondents.

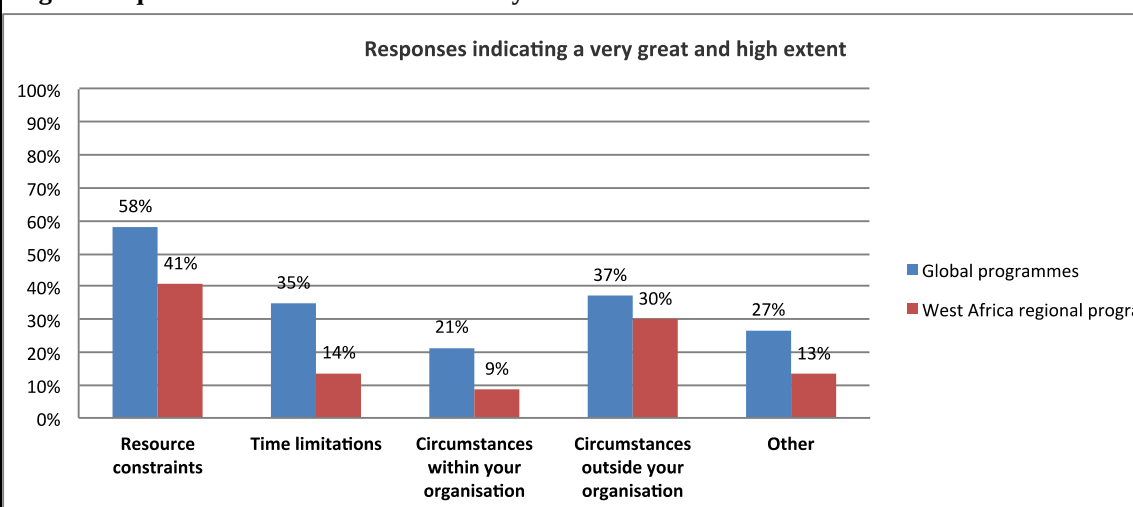
Overall, the pattern is similar for both the global and West African regional course participants, with the exception of two significant differences: 23% of the global participants were constrained by internal issues in their organisations, whereas none of the West African participants had such constraints, although some of them had experienced institutional constraints had limited their ability to use and transfer the skills they had obtained (see figure 3.eq14-3). A couple of survey respondents pointed to rigid organisational policies and mission statements as constraints.

Similarly, a significantly smaller proportion of the West African than global participants were affected by constraints caused by external factors. See figure 3.eq14-1 below. Some survey respondents found that insufficient or unpredictable political will was an obstacle. In Mali, the current political situation makes it very difficult for course participants from government to engage in long-term planning. Civil servants are moved from one position to another, often in different administrations; the rationale for such movements being unclear. In Kenya, a temporary roadblock for government participants is the recent restructuring and devolution initiated by the new Government, which has created uncertainty of roles and mandates for a number of government institutions, including their engagement in climate change.

**Figure 3.eq14-1: obstacles encountered by course participants**

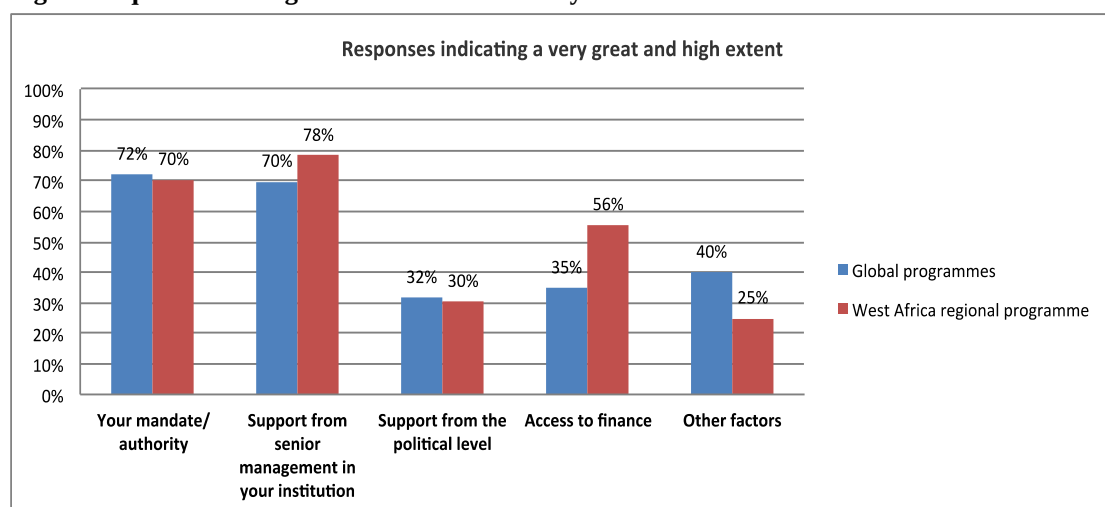




**Figure 3.eq14-3 roadblocks for sustainability**

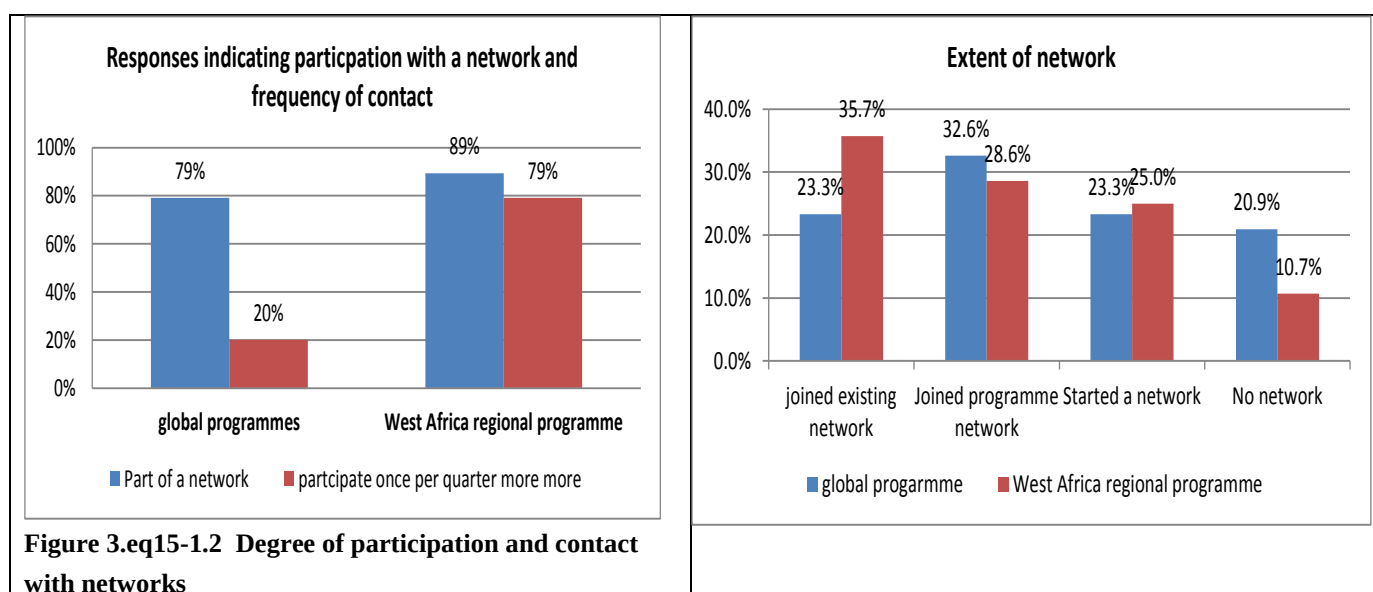
As shown in figure 3.eq14-2 below, the most important enabler experienced was the mandates of the participants, which is supported by the fact that most of the participants interviewed reported they had climate change as an important part of their work. Almost equally important for the participants was the support they received from their institutions. This finding is also supported by the field visits, where the most participants expressed that they were supported by their organisations to engage in climate change, that their supervisors were supportive and encouraging and that they did not experience any issues with the institutional environment (other than funding and capacity constraints). The few supervisors and trained colleagues interviewed all expressed an appreciation of the skills and inputs of the ITP participants, and highlighted the important and often even instrumental role they had played in enhancing the organisations involvement in climate change. However, organisations in Mali are characterised by a strong hierarchy, and the culture and modalities of functioning of state and government institutions are not conducive to change emanating from personal initiatives.

A few survey respondents pointed to the fact that an important external enabler is the increased policy attention given to mainstreaming, with climate change policies and strategies being put in place, and mainstreaming of climate change in the development agenda. While this was only mentioned by a few, there is no doubt that the high level of international and national attention to climate change as well as the significant and increasing global climate financing opportunities are a strong enabler.

**Figure 3.eq14-2 Enabling factors for sustainability**

**Q 15) Are networks and relations established (or strengthened) in this programme still active? What function do they fill for the former participants and participating organizations?**

The results of the survey carried out are shown in figures 3.eq15-1.2. A relatively high proportion of participants of both the global (79%) and West Africa regional programmes (89%) are part of a network. There is however a significant difference in the frequency of contact. Only 20% of the participants of the global programme have a frequency of contact of once or more than once per quarter. Whereas in the regional programme, the proportion is nearly 4 times greater; 79% of the participants report a contact frequency of once per quarter or more often. Figure 3.eq15-2 also shows the extent to which participants have started or joined a new or existing network.



The regional programmes are clearly more successful when it comes to maintaining networks among participants. It is tempting on the basis of the survey to conclude that networks are highly active for regional programmes and much less active for global

programmes.

The interviews conducted in the four countries visited presented a more varied picture:

- There was a tendency for participants to network within the same year but not across years (Tanzania).
- There was a tendency of mainly networking with participants from the same country, and secondly with participants within the same region.
- Participants from 2007/8 set up an Africa Partnership on Climate Change Coalition,<sup>12</sup> which is one of the most tangible network actions taken. In early years, this network carried out training, workshops and awareness raising, but it appears that the level of activity has waned and the network is now mainly driven by its director.
- Networking was mainly used for updating on personal matters such as new jobs, travel to COPs etc.
- The Swedish embassy in Mali had made efforts to invite participants to meetings and reunions at the embassy – but had not yet catalysed further networking.

SMHI sends a newsletter to all former participants twice a year. The newsletter provides interesting information and probably has the effect of increasing the level of interaction although no solid evidence of this was found. The “project place” platform established by SMHI has many innovative features but is not actively used it seems. One recent post says “ *It's such a shame to have a Project Place where, it seems, nothing is happening more than once per year. And of course I think lots of things are happening, everywhere where the people involved in this project are acting, but we don't share this, or it should be so interesting to know from each what we are doing and how we could continue strengthening our Knowledge, Skills and Attitudes by using this unique platform. How can we re-dynamise this platform to know what change we are making regarding Climate Change*”. In the close to 5 years from November 2010 to June 2015 only 15 posts were made and nearly half of these were from the same person. Most of the messages concerned updating on jobs. The networking opportunities that could arise from recruitment visits and alumni (or combined) events are not fully taken up – the recruitment visits did not taken place in some cases an alumni events were not well attended thus reducing an opportunity for

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<sup>12</sup> Africa Partnership on Climate Change Coalition (APCCC) is an organization founded by 23 African participants who attended an International Advanced Training Course on Climate Change Mitigation and Adaptation at the Swedish Meteorological and Hydrological Institute in Norrköping in Sweden in 2007. <https://envaya.org/apccc/home>

participants to meet across the different programme years.

It appears that a stronger vision of the purpose of networking is needed. The purpose and benefits need to be more clearly identified. The relevance and effectiveness of the networking goal of the CCMA ITP are linked the other issues raised in the evaluation such as the use of joint recruitment/alumni events, the concentration of participants from the same or linked institutions and the focus on institutional rather than just individual participation.

## 4 Conclusions and recommendations

### 4.1 CONCLUSIONS

**Conclusion #1 There is strong evidence of concrete results at the individual level but less so at the organisational and institutional level or within the enabling environment.** The course is highly relevant and has had a very high impact on the individuals that attended. Awareness was created, capacity to identify vulnerabilities increased and participants were better equipped to contribute to adaptation to climate change in society. The overwhelming view of participants is that the structure and of the training course in Sweden, the associated field visits and the quality of the lectures and course delivery were of the highest level. However, interviews also reveal that this high impact has had a slight tendency to weaken in later years as the topic of climate change became more mainstreamed and the level of general knowledge of the participants increased. As the focus went from “why” to respond to climate to change to “how” to respond there was a greater demand for specific, context relevant training that went beyond knowledge and into “do-ledge”. In this context the regional programmes were more successful than the global ones as they were more specific.

At the institutional level however, the results are less convincing. Only rarely were there enough participants from a particular organisation to form a critical mass – at least for the 24 change projects examined. The recruitment procedure did not prioritise or even aim at attainment of a critical mass. There were some cases of participants becoming champions of climate change and having real influence e.g. as a UNFCCC focal point. But the role of the participant as a change agent in their organisation or country was not highly evident or deliberately promoted. The programme was arranged around individuals and there was no contractual arrangement between the organisers of the course and the organisations from which the participants came. In a few cases where a critical mass was obtained and where the organisation involved prioritised the training by actively encouraging participants to disseminate their knowledge and practice their skills (e.g. Vi Agroforestry in Kenya which sent 8 participants in total over the years), the institutional results are evident in a changed approach to working. The number of people trained was generally not sufficient to generate a critical mass in a given country in its own right. But through the large number of climate change initiatives as well as new academic courses present in most countries, a significant mass of climate change professionals has been, and is being, established – and ITP has contributed to this. However, the programme did not engage with university and capacity development organisation at regional or country level. As a result there is little systematic, residual national capacity to provide follow up or refresher training although it is noted that many participants are training others through on-the-job training, occasional lectures and more directly for those individuals working at universities or training institutions.

**Conclusion #2 The linkage to development cooperation is weak.** The programme was not well connected to the Swedish Embassies, the Sida development cooperation or other cooperation or internal reform efforts. Opportunities were potentially lost to work closely with and gain mutual benefit between the climate change training and wider efforts at political, institutional and administrative reform taking place within key institutions and society at large – or with implementation efforts on the ground. The programme and the change projects were, for example, not linked to the climate change funding opportunities available in the different countries. It is notable that one of the most successful series of interventions was for an NGO in Kenya that was also supported by Sida– indicating the benefits of harmonised support efforts.

The evaluation concludes that that overall aim of the ITP 267 fully supports the intention of SIDA's result strategy for capacity development, however, the evaluation findings point to:

- the need to better link future ITPs to the participants' local context to order to more closely meet the needs and demands of the countries and institutions. Examples of how to include this in future ITPs are suggested in the recommendation section (see recommendations #1 and #2), and;
- the need to strengthen the concept behind both the change projects and networking if wider institutional capacity is to be more systematically achieved in future ITPs. Examples of how to include this in future ITPs are suggested in the recommendation section (see recommendations #3), there are also suggestions for achieving capacity development of organisations and strengthen the change projects are found in recommendation box 4.1.

**Conclusion #3 The change projects do not provide compelling evidence of change.** It is very difficult to find evidence of institutional as opposed to individual change arising from the change projects. Participants were not able to demonstrate through the change project that they were change agents and in most cases did not claim to be – where participants became champions or change agents it was not clearly linked to their change project. Most of the change projects examined were studies, field surveys or small scale projects that did not have a strategic or catalytic goal or prospects for replication either by design or during their implementation. In some cases there appeared to be a mismatch between the capacities of the participants and the support provided by their employing institutions and the projects attempted. Change projects were conceived by the participants prior to the course without mentor or other support and although there was often much subsequent adjustment with the help of the mentors to ensure a realistic scope and design within the resources available and constraints a well-guided search for opportunities was not in place. In some cases mentors were not able to provide the full range of support required for change projects that involved complex socio-economic interventions.

There were cases where the change project required resources which were not provided by their employing institution and in a significant number of cases, the participants were obliged to take time off work to complete their project. Very few of the change projects were linked

to an institutional workplan or reform process or provided for in the organisation's budget – where there were exceptions, they were often NGOs where the projects were more often integrated into the workplan. The challenges facing the organisations within climate change were often beyond the scope of a single change project implemented by a single individual over a limited time period. The change projects were not able to find a realistic niche where they could make a difference by themselves or in combination with other efforts.

The reporting standards of the change projects are highly variable but in most cases quite poor. Relatively few can withstand close scrutiny and reflect that fact that many participants were not used to conducting such studies. The project reports are weak in analysis with too little emphasis on field findings and what they could mean. Evidence of any change or change agent action is missing in the reports and in general interviews were not able to uncover any additional evidence of change or change agent action.

**Conclusion # 4 the course management adapted to circumstances over the course of the programmes, lessons were learnt but there is still room for improvement.** The adoption of regional programmes was a major improvement as it allowed the ITP to become more specific and relevant to the particular needs of the participants. Across more than 25 different questions concerning the relevance and effectiveness of the course, the response of the regional programme participants is systematically more positive and encouraging than for the global programme participants. The course management, learning from experience, also made innovations such as the introduction of a starter week in the region before travel to Sweden and the use of external consultants to coach on results based approaches during the alumni events. The monitoring of the course particularly at activity level was good and SMHI, at their own expense, did a detailed and very informative final evaluation. However, the information obtained by mentors as they coached the participants was not made use of to verify, independently of the participants, evidence for transfer of skills during the training course in Sweden. In later years, although diversity was welcomed by the participants in terms of learning about others, it became increasingly apparent that the diversity of participants was an obstacle for tailoring and targeting more specific needs. In the words of one participant – *“policy makers do not need to learn that much about modelling”*. And, to some extent this challenge of tailoring the course to very different needs still remains.

**Conclusion # 5 The vision for networking is not strong enough and the purpose and benefits of networking are not clear to the participants or their organisations.** Networking does not appear to have taken off. There are some networks that have been established and most participants belong to a network and in some cases even participate quite regularly. It appeared that networking worked best among peers and for people within the same country and region. However, relatively few could point to benefits and when questioned in detail many of network activities appear to serve a social rather than a professional purpose. The project place website, although an excellent initiative set up by SMHI, is underutilised. The absence of relevant and effective networking is related to some of the other issues raised by the evaluation (individual rather than institutional focus; difficulty in attaining critical mass;

the dilution of impact over numerous institutions that were not professionally linked). But it is also related to the absence of a clear vision for networking. The benefits and reasons for networking need to be more clearly spelt out. In many cases, the benefits might not outweigh the costs with the result that networking is being promoted for its own sake.

## 4.2 RECOMMENDATIONS

**Recommendation #1 Sida and SMHI should focus on concentrating future support by developing regional programmes.**

- Link the regional programme closely with Swedish and other development cooperation within climate change so that mutual benefit and reinforcement between these efforts and the future ITP can be obtained.
- Strengthen the role of Swedish embassies in selection of cooperating institutions and monitoring of results.
- Focus on few countries and fewer organisations in order to create a threshold of change.

**Recommendation #2 Sida should commission a capacity gap analysis prior to funding new programmes and further widen the scope beyond climate science.**

- Identify as part of the capacity gap analysis opportunities for supporting institutional and cross-institutional collaboration that could lead to catalytic and strategic change.
- Include in the capacity gap analysis an assessment of the need and demand for incorporating gender and human rights to a greater extent. If found relevant, mention in the programme announcement material that “change projects that are likely to also advance gender and rights based approaches are especially welcome”.
- Enhance the focus on socio-economic, peace and stability considerations in the content and scope of the programmes, depending on the region.

**Recommendation #3 SMHI should identify and develop in-depth cooperation with key organisations involved in climate change** in the countries and regions prioritised in the next round of programmes.

- Encourage organisations that are working together to respond to common climate change challenges and opportunities at country and regional level to provide multiple participants over several programme years.
- Consider encouraging a strategic partnership and the development of formal contractual arrangements between SMHI and the participating organisations to ensure that minimum requirements for effective change projects are attained.
- Ensure that change projects: support the organisation’s mandate; are part of an organisational workplan and budget and, where relevant are linked to wider policy, institutional and administrative reforms that can ensure that the capacity benefits of the ITP



are sustained and enhanced (further suggestions for improving the change projects are given in box 4.1).

**Recommendation #4 SMHI should implement partnerships with capacity development institutions within the regions selected for support.**

- Identify universities and capacity development organisations, within the regions and countries selected that have a capability and mandate within climate change.
- Prioritise those organisations that are capable and committed to: supporting the recruitment and engagement of participating organisations; screening participants from those organisations; supporting delivery of training and; providing follow up support and refresher training.

**Recommendation #5 SMHI should further enhance the high quality of the programme by improving monitoring and mentoring**

- Monitor the transfer of skills by making formal and recorded use of the insight and observation of mentors – consider formal testing at crucial stages.
- Enhance the quality of mentoring by linking mentors to participants at change project concept stage and by ensuring a pool of mentor skills e.g. in survey design and socio-economic analysis that can complement the highly acclaimed climate science skills.

**Box 4.1 Summary of suggestions for improving the change projects**

1. Institutionalise the change projects by ensuring that they are part of an organisation's work-plan and budget and/or reform agenda
2. Design change projects that are sequential and cumulative i.e. one participant makes a contribution which can then be built on by a participant from a following year.
3. Encourage collective change projects that are done by more than one person so that a higher level of ambition can be aimed at and where relevant participants from different organisations could work on the same change project where the organisations have common in-country or regional goals or the change project is of a generic nature where cross-country experience is beneficial.
4. Link the change project to national level initiatives (above the organisation e.g. public administration reforms, decentralisation) and also to development cooperation so that Sida (and/or other donors) efforts could be complemented by the training and vice-versa
5. Partner with local or at least regional training organisations to better follow up and help select the right participant/project and help develop the longer term relationships that would be the base for the "institutional contract"
6. Build in a change agent training and support and design into the project (how to disseminate, who to influence and communicate to, what message to present and clearly identify the changes that are being aimed at and subject them to a reality check.
7. Engage in a strategic partnership between the organiser of the course and the organisation that the participant comes from – where possible translate this into a formal contractual arrangement.

# Annex A      Terms of Reference

## 1. BACKGROUND

### 1.1 The Swedish Government's steering

Sweden's Policy for Global Development (Politik för Global Utveckling, PGU) defines the values that should characterize Swedish development cooperation. One of the focus areas is titled "Climate: adaptation and emissions reductions". The Government's assessment is that Swedish technology and knowledge on adaptation to climate change is at the forefront, and therefore has a potential to contribute globally regarding reducing emissions and adaptation to climate change.

Climate questions need to be addressed from several directions simultaneously. National and local authorities should lead the work in the respective country, while private sector and civil society are all important actors. Sweden will work towards strengthening poor countries' ownership and encourage that environmental and climate aspects are integrated in the countries' planning and budgeting.

The global strategy "Resultatstrategi för globala insatser för miljö- och hållbar utveckling 2014-2017" indicates that Sida, in the area of climate change, shall work towards strengthening institutional capacity to integrate climate adaptation and climate risks, including resistance to impact and climate change; increased institutional capacity and knowledge regarding climate change issues at the national, regional and global level; and towards a reduction of greenhouse gases and air pollutants, including increased adaptation and resistance to climate change.

### 1.2 General information of International Training Programs (ITP):

International Training Programs (ITP) is one of Sida's methods for capacity development. The strategy "Resultatstrategi för kapacitetsutveckling och utbyten 2014-2017" is the current steering document when designing and implementing new ITP-programmes.

The program is designed for middle-level managers from various organisations such as public institutions, government agencies, civil society, and private companies from DAC member countries.

*ITP-program is built on the following principles:*

- Offer key persons from developing countries the possibility to learn from the Swedish experience, model and expertise within a specific area which is prioritised in the

Swedish development assistance and where the Swedish competence is in sought after.

- Offer key persons from developing countries the possibility to acquire relevant experience from other developing countries.
- Build into the program the vision that capacity development has clear change- and development goals.
- Contribute to forming a working network and partnership for capacity development and exchange of experience between persons from developing countries themselves and with Sweden.

*Goal for ITP:*

*Good competence and high capacity in the organisations in the developing countries to drive forward the change processes for more effective poverty reduction.*

Sida has defined this goal by inferring that organisations are represented by individuals who will have developed an adequate level of knowledge in their areas of expertise and be able to apply and further disseminate to others. The training programmes are expected to strengthen and develop the *change projects* of the participants, and to support the implementation of these in the home organisation. Study visits and other meetings with relevant actors in Sweden as well as in development cooperation countries contribute to the development of these important change projects. Additional support to change agents is expected to be provided through the establishment of sustainable networks, still relevant and operational after the end of the training programme. By recruiting several participants from the same institutions as well as the same countries over a number of years (3-5), a 'critical mass' of change agents are furthermore expected to contribute to a reform-enabling environment

*To reach the goal, Sida will:*

Support capacity development of persons from different types of organisations in developing countries and within the framework of ITP, and create sustainable networks and partnerships between ITP participants as well as with Swedish representatives where one can have a mutual exchange of knowledge and experiences and stimulate continued and new involvement/participation. ITP programs should be within prioritised areas and where there is Swedish competence and capacity as well as where there is a need and demand in developing countries. Participants from all developing countries should be eligible however to strengthen the bilateral development cooperation some countries may be prioritised over others.

Since lack of capacity and corruption are a challenge in many developing countries, the activities shall contribute to an overall strengthening of institutional capacity to work with anti-corruption strategies.

### 1.3 Description of the actual program:

SMHI has, together with Sweco and Stockholm Environmental Institute (SEI) organized and completed the ITP 261 Climate Change – Mitigation and Adaptation program for 2007-2011/12 including duplicated global versions as well as regional versions (Africa, MENA, Southern Africa, French speaking West Africa). Within the frame of ITP 261, over 400 participants in totally 16 program rounds have been trained in the area of climate change; its impact on different sectors and how society can adapt to meet the various challenges arising. The target group has been decision makers at the intermediate level or higher, with a responsibility for long-term planning and development in various sectors such as agriculture, water resources, energy, transport and infrastructure. The intention has been to bring together stakeholders from different sectors and professions. Participants have been selected on the basis of their ability to drive change management in their sector or cross-sectorial, as well as a selection between governments / business, national / local levels, as well as in large / very large cities and relatively smaller localities.

The program long term goal has been to strengthen preparedness for climate change in the participating countries. The emphasis is inter- sectorial measures to reduce vulnerability in light of a changing climate. An important component has been to strengthen the ability for key persons to formulate new project applications; to identify and develop new plans of action as well as to gain an increased confidence regarding their own skills.

## 2. EVALUATION PURPOSE AND OBJECTIVE

The purpose of the evaluation is to identify results and lessons learned from *ITP 261 Climate Change – Mitigation and Adaptation program for 2007-2011/12* including duplicated global versions as well as regional versions (Africa, MENA, Southern Africa, French speaking West Africa). For the implementing organizations as well as for the financiers, this evaluation constitutes an important opportunity to review results and experiences in a more systematic way, and a basis for programme development for the future.

The over-arching objectives of the proposed evaluation are:

- to identify results (positive/negative, expected/unexpected) of the ITP, with a particular focus on tangible effects with regard to individual and organisational capacity building that can directly or indirectly be derived from the programme;
- to identify lessons learned from implementation of an ITP-programme with a view to future programme development;
- to assess the extent to which a rights-based approach and a poor people's perspective have permeated the programme.

In addition, the consultant is expected to identify outstanding needs and demands in a selection of countries regarding capacity building in the climate sector.

**Suggested evaluation questions are based on OECD/DACS criteria's for evaluation of development cooperation:**

***Effectiveness and outcomes:***

- Did the program reach the overall objectives?
- Concrete examples of change: On individual, organisational and national level? How has the programme effected (positive/negative, expected/un-expected, direct/indirect) the participants and the participating organisations?
- Results of the participants "change projects"?

***Relevance and applicability***

- Has the programme results been in line with the goals for Swedish Development Cooperation in the area of climate change and capacity development?
- Has the program responded to needs and demands in the partner countries, and have participants' needs and priorities been fulfilled?

***Efficiency***

- Was the organizer able to address capacity deficits in the participating countries?
- Did the organizers' selection process manage to target agents of change?
- Was the ITP-model an efficient tool to achieve the goals set? Could the format be altered for better results?
- Has SMHI been able to provide sufficient and relevant mentorship to participants' in relation to their change projects?
- Did the organizers have effective M&E systems in place?
- How can the ITP-model be more efficiently integrated in the overall development cooperation in the countries?

***Sustainability***

- Can the results, directly or indirectly linked to the ITP-programme, be considered sustainable?
- Did the program result in a 'critical mass' of change agents from the respective countries?
- Identify roadblocks and enablers in the local context that can be useful for future programming, regarding reaching sustainable results.
- Are networks and relations established (or strengthened) in this program still active? What function do they fill for the former participants and participating organizations?

### 3. SCOPE OF THE ASSIGNMENT

The evaluation shall cover the whole ITP 261 Climate Change – Mitigation and Adaptation program for 2007-2011/12, including duplicated global versions as well as regional versions (Africa, MENA, Southern Africa, and French speaking West Africa). Since the number of participants and participating countries is large (over 400 persons from over 40 countries) it is essential to focus on some countries or regions for in-depth studies.

An additional part of the evaluation is, as mentioned earlier, for the consultant to *identify outstanding needs and demands in a selection of countries regarding capacity building in the climate sector*. Countries of special interest are Tanzania, Kenya, Burkina Faso and Mali. Sida welcomes a suggestion from the consultant regarding the assignment structure, with a balance between collecting results and lessons learned more widely and the conduction of in-depth studies in some countries. This is to be presented in an inception report, for Sida to approve on.

The evaluator is expected to use a combination of methods and information to be able to respond to the evaluation questions, such as:

- A review of relevant documentation from the various global/regional versions of the program (tenders, invitations, reports, etc.).
- A review of relevant documents, policies and strategies within Sida.
- An analysis of the area of climate change, with regard to problems in the partner countries.
- Interviews with responsible officers at Sida, the respective embassy and other relevant actors.
- Interviews with the program organizer's managers and administrators.
- Field visits in participating countries in Africa, to allow in-depth study of relevant evaluation questions, including in-depth interviews with a selection of actors located in the different regions. As mentioned before, Tanzania, Kenya, Burkina Faso and Mali are of special interest.
- Skype interviews with a sample of participants, superiors from participating organisations and possible other actors, from other countries and regions than the ones visited.

The evaluator is expected to carry out the assignment in a cost efficient manner. Sida's evaluations shall conform to OECD/DAC's quality standards.

### 4. ORGANISATION, MANAGEMENT AND STAKEHOLDERS

The main stakeholders of the evaluation are Sida and SMHI and their partner Sweco and Stockholm Environmental Institute (SEI). Former ITP training participants are also stakeholders and some will have an active role in the evaluation through the interviews, and an even smaller group will be involved in the in-depth interviews.

Evaluators will report to a steering group consisting of representatives of both Sida and SMHI, and will receive comments from both agencies. The steering group will be chaired by the responsible programme manager at Sida, who will be the contact person for the evaluator during the assignment.

## 5. TIME SCHEDULE

The assignment shall be conducted during the period **March 2015- June 2015**. During this period, dialogue shall be held continuously with the programme manager at Sida.

The evaluation shall be reported in English. A first draft of the report is to be submitted to Sida no later than **2015-06-08**. After joint comments from Sida and SMHI, the final report is to be submitted within two weeks. The assignment is to be seen as completed after the submission of the final report.

## 6. REPORTING AND COMMUNICATION

**Inception report:** An Inception Report describing the methods and timeframe of the evaluation will be submitted to Sida within 3 weeks after signing the contract. The Inception report will delineate in more detail the approach and methods to be used in carrying out the evaluation. The consultant shall be available for a meeting at Sida in connection with the submission of the inception report.

**Progress report:** The consultants shall verbally summarize the work when the in-depth interviews have been conducted and compiled. Sida has the possibility to invite the program organizers to this summery, if Sida finds it suitable.

**Final report:** The consultants shall present the conclusions and recommendations in a final report written in English. *Sida may also ask the consultant to present the findings and recommendations in a brief presentation.* Sida has the possibility to invite the program organizers to this presentation, if Sida finds it suitable.

### ***Suggested form of the report:***

- 1 Summary
- 2 Background of the SMHIs ITP program
- 3 Evaluation Methods
- 4 SMHIs Organisation's structure and steering mechanisms
- 5 The implementation of the program
- 6 Review of the programs' results
- 7 Analysis of the program in the global/ regional context

*8 Review of the programs' significance within the area of Climate Change, Mitigation and Adaptation.*

*9 Analysis of the Swedish resource base*

*11 Concluding remarks and Recommendations for future program*

*12 Attachments and reference material*

## 7. BUDGET/RESOURCES

The Evaluation Consultant costs shall not exceed 800.000 SEK. Access to documentation as well as staff for interviews – Sida, relevant embassies and SMHI staff - will be facilitated. Contact information for the programs' partners and the participants and their organisation will be made available.

## 8. EVALUATION TEAM QUALIFICATIONS

The assignment shall be implemented by a consultant with the following competency profile:

- Documented expertise of conducting evaluations within the area of capacity development in relation to Swedish development aid.
- Knowledge and understanding of different methods in Swedish development aid<sup>13</sup> and preferable experience of method development.
- Documented knowledge of climate change, adaptation and mitigation
- Documented expertise in in-depth interviews as a method
- Available for the assignment during the designated timeframe
- Knowledge of Swedish (for document review) necessary; Final Report shall be written in English; former ITP participants to be interviewed in English and French
- The Evaluation team shall not have been involved in the formulation of the ITP program (ITP 261 Climate Change – Mitigation and adaptation 2007-2011/12) being evaluated.

**Note:** *The consultants carrying out the evaluation will not be eligible to bid on any procurement for the implementation of any new ITP programs which may results from the recommendations from this evaluation.*

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<sup>13</sup> The consultants must be able to draw conclusions on cost effectiveness and effects of ITP compared to “traditional” development cooperation.



## 9. REFERENCES

Relevant documents which will be useful for the Evaluation team to review:

- ITP program documentation: participants lists, agendas, list of course literature, list of program managers/coordinators, partners and contributors (lecturers etc), reports and other relevant documents.
- Sida policy documentation in the area of climate change
- Other relevant documents regarding climate change
- Sida policy documentation on rights, poverty and gender perspective
- Sida policy documentation on anti-corruption
- Sida ITP documentation on the program : decisions and assessments of the contributions (programs)
- Relevant strategies from the Swedish government

## Annex B Change projects summary

Table B1 Identification of evidence of concrete results based on field visits of the change projects (H= high; M= medium, L= low impact)

| Project | Individual                                                                                                                                    |   | Organisational                                                                                                                                                                |   | National                                                                                                                                                                                                                                                                                     |   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| CP1     | Exposure to new material on climate change leading to better capacity to teach and contribute to national CC initiatives.                     | H | Some of the material is used for teaching at a university thus there is a wider replication                                                                                   | M | Some of the findings have been used the development of the National CC Strategy (2012), in which participant was engaged with . Greater capacity of Tanzania to engage in IPCC and UNFCCC, as the participant is the national IPCC focal point and a member of Tanzania's UNFCCC Delegation. | M |
| CP2     | The participant was not knowledgeable about CC so the course and change project has had a significant individual knowledge impact             | H | Feedback on the school awareness study was given to the teachers at the school. Assisted the organisation that the participant worked for to raise funds for a donor projects | L | Unlikely except in a very indirect way                                                                                                                                                                                                                                                       | L |
| CP3     | Enabled the participant to engage in CC (e.g. in relation to the production of materials on drought management)                               | M | The study and its recommendations were presented to the staff and management of the organisation                                                                              | M | Appears to have informed the strategies for support to pastoral and agropastoral communities on land and water management – although this is difficult to isolate.                                                                                                                           | M |
| CP4     | Experience from the change project was used for undertaking a national study on <i>addressing the negative effects of CC on food security</i> | M | Through the individual's capacity the division's capacity to consider/address CC issues has increased (but a wider effect is not evident)                                     | L | Some but linked to the participant- The project complemented a national study on strategies for addressing the negative effects of CC on food security – but the study was never published.                                                                                                  | L |
| CP5     | Based on desk study it appears that some individual benefit has been obtained but concrete evi-                                               | M | Concrete evidence is not available                                                                                                                                            | L | Many relevant recommendations, which address both field and police levels; but                                                                                                                                                                                                               | M |

## ANNEX B – CHANGE PROJECTS SUMMARY

| Project | Individual                                                                                                                        |   | Organisational                                                                                                                                                            |   | National                                                                                                                                                                                                                                                           |   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|         | dence is not available                                                                                                            |   |                                                                                                                                                                           |   | some of the institutional and policy-related recommendations appear to be a result of the general knowledge of the author, rather than specifically linking to the findings of the study                                                                           |   |
| CP6     | Based on desk study it appears that some individual benefit has been obtained but concrete evidence is not available              | M | The water user association and user groups were formed and a preliminary survey was carried out. Village awareness meetings were carried out.                             | M | Could potentially be scaled up for guiding communities to improve Water Sources Protection                                                                                                                                                                         | L |
| CP7     | The participant was not knowledgeable about CC so the course and change project has had a significant individual knowledge impact | H |                                                                                                                                                                           | L | A project on water harvesting was implemented in the area managed by the participant. The Local Livestock Department was receptive to the finding that the key constraint was water access, not so much breeding.                                                  | M |
| CP8     | Voluntary work seems to have been enhanced by the knowledge gained                                                                | M | No concrete evidence although it is likely that the consultancy company will be better placed to respond to assignments and to call for proposals                         | L | Some awareness raising carried out at different levels – municipality, schools, donors.                                                                                                                                                                            | L |
| CP9     | The combination of theory and practice and learning from other regions/countries was much appreciated                             | M | No evidence of dissemination or wider impact                                                                                                                              | L | The intention to develop guidelines on developing on the best coping mechanisms to sea level rise was not done as the National Action Plan was found to include sufficient material - involvement in Kenya's climate change bill and briefing top leadership on CC | M |
| CP10    | It appears that the course and change project equipped the participant for work in CC                                             | M | The study was also presented to, and shared with, Vi Agroforestry staff and uploaded on the NGOs intranet. Colleagues were also trained by the participant                | M | The approach used in the study for tree measurement and carbon modelling; and the tools were used in the implementation of the WB funded Carbon Project                                                                                                            | M |
| CP11    | The participant made use of the knowledge she had gained from her study and course in general.                                    | M | The study findings and recommendations on CC sector coordination were put into use in her work as Team Leader on the design of Sida's Agriculture Sector Development Sup- | H | Certain findings of the study were disseminated to the ESNLNRN TWLG as well as top management of the Ministry of Agriculture (Minister and Permanent Secretary) – the                                                                                              | M |

## ANNEX B – CHANGE PROJECTS SUMMARY

| Project | Individual                                                                                                                   |   | Organisational                                                                                                                                                                                  |   | National                                                                                                                                                                                      |   |
|---------|------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|         |                                                                                                                              |   | port Programme (ASDSP); thereby strengthening her institution's capacity to consider/address CC issues as well as enabled her to engage in transferring CC knowledge to Project Officer in ASCO |   | impact is not known                                                                                                                                                                           |   |
| CP12    | It appears that the participant made use of information from the course                                                      | M | Findings of the study shared internally                                                                                                                                                         | M | Findings and knowledge used for training of farmers on using agricultural waste for manure, compost and energy. Municipal councils trained on waste management.                               | M |
| CP13    |                                                                                                                              |   | Difficulty with demonstrating concrete tools and examples used in a work context                                                                                                                | L | Difficult to find concrete solutions                                                                                                                                                          | L |
| CP14    | It appears that the participant made use of information from the course                                                      | M | The change project is an integrated part of the work of the organisation and is being continued                                                                                                 | M | The project is an evaluation of a GEDEFOR project where recommendation and suggestions for improvement of the project are presented. – no clear evidence if the improvements were implemented | M |
| CP15    |                                                                                                                              |   | Difficulty with demonstrating concrete tools and examples used in a work context                                                                                                                | L | Difficult to find concrete solutions                                                                                                                                                          | L |
| CP 16   | Very limited evidence from reviewing the change project that the participant has learnt a lot during the training programme. | L | Evidence collected that the project was not part of the work of the organisation.                                                                                                               | L | No influence at national level.                                                                                                                                                               | L |
| CP17    | The participant has been capable of applying some of the knowledge gained during the course to his change project.           | M | The study findings and recommendations have been tested but to much lower scale than initially planned. No evidence that the project was supported by the organisation.                         | L | Potentially relevant project even at national level, but no evidence found at that level.                                                                                                     | L |
| CP18    | The analysis of the change projects demonstrates that the participant has acquired basic principles on CCM and CCA.          | M | The participatory approach suggests that the issues were discussed at community level. Project well embedded at Ministry level, but interrupted because of political turmoil.                   | M | Potentially highly relevant at national level, but no evidence of it due to the crisis.                                                                                                       | L |
| CP19    | The participant demonstrates that she has gained a tremendous amount of knowledge during the training programme.             | H | The study was presented internally at the Ministry of Agriculture and made available to colleagues.                                                                                             | M | Unlikely effect at national level due to the very general dimensions of the study.                                                                                                            | L |
| CP20    | The analysis of the change project shows that the                                                                            | H | The findings of the study have been shared                                                                                                                                                      | M | The report was disseminated and presented                                                                                                                                                     | M |

## ANNEX B – CHANGE PROJECTS SUMMARY

| Project | Individual                                                                                                                                                                                                                                                |   | Organisational                                                                                                                                                                                                    |   | National                                                                                                                                                                                                       |   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|         | participant has acquired important skills that he used to develop his final report.                                                                                                                                                                       |   | with communities and within the network to which the participants belong (RENAF)                                                                                                                                  |   | in different fora (information collected during interviews with other participants in Ouagadougou). However, the impact is not known.                                                                          |   |
| CP21    | The participant is very comfortable with CCM and CCA concepts.                                                                                                                                                                                            | H | The project has been widely shared within the organisation (C.RE.D.O). Colleagues have been trained on issues related to CCA.                                                                                     | M | The project document has been shared with the Catholic network in Burkina, which is active through its development commissions. No impact is known.                                                            | M |
| CP22    | Based on desk study it appears that some individual benefit has been obtained but concrete evidence is not available                                                                                                                                      | M | No evidence that this project, although dedicated to internal learning, was supported by the organisation.                                                                                                        | L | No influence at national level.                                                                                                                                                                                | L |
| CP23    | The analysis of the change project shows that individual benefit have been obtained.                                                                                                                                                                      | H | Evidence of strong influence at organisational and institutional levels. Recommendations of the study have been shared with the municipal council .                                                               | H | Potential influence at national level, as Bobo is the third largest city in Burkina, but the decision of the transitional government to suspend the PDC has prevented this project to have a larger influence. | L |
| CP24    | Participant was knowledgeable before the training programme, but the quality of the report and the fact that he is one the few who can use climate models introduced during the programme demonstrates that strong individual benefit have been obtained. | H | High influence at the level of the organisation (WaterAid Africa), as well as at institutional levels. Several consolidation meetings were organised with famer communities and with the municipality of Lalgaye. | H | Potential influence at national level but the decision of the transitional government to suspend the PDC has prevented this project to have a larger influence.                                                | L |

# Annex C People consulted

| Name                    | Designation                                                       | Organisation                                                                |
|-------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Tanzania                |                                                                   |                                                                             |
| Dr. Ladislaus Chang’a,  | Director Research and Applied Meteorology                         | Tanzania Meteorological Agency                                              |
| Neema Tindamanyire      |                                                                   | Tanzania Commission for Science and Technology (COSTECH)                    |
| Dr Flora I. Tibazarwa   | Director – Life Sciences                                          |                                                                             |
| Conrad Joseph Ndomba    | Principal Livestock Officer specialized in Environmental Science  | Ministry of Livestock and Fisheries Development                             |
| Caroline Kilembe        |                                                                   | Food Security Division, Ministry of Agriculture Food Security & Cooperation |
| Josephine Amollo Juma,  | Assistant Director, Post Harvest Processing                       |                                                                             |
| Elisabeth Salanya Nkini | Director                                                          | Department of Environment, Ministry of Water                                |
| Stephen Mwakifwamba     | Programme Officer                                                 | Embassy of Sweden                                                           |
| Grace Mary Bange        |                                                                   |                                                                             |
| Kenya                   |                                                                   |                                                                             |
| Samuel Ouma Okech       | Zone Manager                                                      | Vi Agroforestry                                                             |
| Amos Wafula Wekesa      | Environment and Climate Change Adviser                            |                                                                             |
| Fred Marani             | Country Manager                                                   |                                                                             |
| Wangu Mutua             | Deputy Programme Director                                         |                                                                             |
| Arne Andersson          | Regional Director                                                 |                                                                             |
| Annastacia Mumbua Vyalu | Former staff                                                      |                                                                             |
|                         | County Environment Officer                                        | Enforcement and Compliance Department, Kiambu County, NEMA                  |
|                         | Consultant                                                        | GeoEnv Solutions                                                            |
| Colleta Otieno          | Consultant                                                        | C.J. Consultants for Management & Development                               |
| Joyce Okayo             | Consultant                                                        |                                                                             |
| Michael Audih           | Lead participant in student activities                            |                                                                             |
| Dr Diana Mobagi         | Senior Environmental Researcher                                   |                                                                             |
| Dr S.A. Francis Inganga | Chief Environmental Research Officer, Acting Deputy Director      | Environment Planning & Research Coordination Dept. NEMA                     |
| Dorcas Mkabili Munyao,  | Former staff                                                      |                                                                             |
|                         | Kenya Program Lead                                                | AfricaLead (USAID prog.)                                                    |
| Nicholas Ngece          | Programme Manager, Environment Natural Resources & Climate Change | Embassy of Sweden                                                           |
| Sweden                  |                                                                   |                                                                             |
| Tove Adolfo Lilja       | International Operations                                          | Sweco Environment AB                                                        |
| Gitte Berglöv           |                                                                   | SMHI                                                                        |
| Barbro Johanson         |                                                                   | SMHI                                                                        |

|                              |                                       |                                                                |
|------------------------------|---------------------------------------|----------------------------------------------------------------|
| Lennart Wern (Email)         |                                       | SMHI                                                           |
| Sonja Larsson-McCann         |                                       | SMHI                                                           |
| Tharcisse Ndayizigiye        | ITP Progr. Manager                    | SMHI                                                           |
| Sofia Malmsten               | ITP Progr. Manager                    | SMHI                                                           |
| Anna Johanell                |                                       | SMHI                                                           |
| Jonas German                 |                                       | SMHI                                                           |
| Katarina Lösjö               | Progr. Manager and mentor             | SMHI                                                           |
| Jenny Björk                  | Development Analyst                   | Sida                                                           |
| Louise Harrman               | Programme Officer                     | Sida (earlier Tanzania, now climate change Headquarters)       |
| <b>Burkina Faso</b>          |                                       |                                                                |
| Angèle Compaoré              | Project Admin                         | Tree Aid                                                       |
| Jean-Michel Kuela            | Programme Coordinator                 | SOS Sahel                                                      |
| Lucien Damiba                | Regional Coordinator                  | Water Aid Africa                                               |
| Halima Sieba                 | Chef de Service                       | Ministère de l'Agriculture                                     |
| Francis Yaméogo-Souka        | Suivi et évaluation                   | Ministère de l'Agriculture                                     |
| Simon Traoré                 | Chef de Département                   | OCADES, Caritas Burkina                                        |
| Diedonné Kafando             | Chargé de mobilisation des ressources | C.RE.D.O                                                       |
| Maliki Ouedraogo             | Coordinateur de Projet                | SOS Sahel                                                      |
| Assonsi Soma                 | Conseiller Aménagement du Territoire  | Ministère de l'Économie et des Finances                        |
| Souleymane Ouedraogo         | Géographe                             | Ministère de l'Économie et des Finances                        |
| Guy-Noël Ouedraogo           | Environnementaliste                   | Ministère de l'Environnement                                   |
| Bala Sanou                   | Consultant                            | Indépendant (non participant)                                  |
| Mathieu Badolo               | Directeur                             | IAVS (non participant)                                         |
| Adama Tiemtore               | Directeur Exécutif                    | SOS Sahel (non participant)                                    |
| Seynou Oumarou               | Chargé de projet                      | IUCN (non participant)                                         |
| <b>Mali</b>                  |                                       |                                                                |
| Aly Tembely                  | Medical Doctor                        | Medecin chef CSRéf Gao                                         |
| Tandia Fanta                 | Chef de Service                       | Mali Meteo                                                     |
| Abdoulaye Bine-Guindo        | Coordinateur Régional                 | Programme de Développement Durable du Delta Intérieur du Niger |
| Sidiki Dembele               | Président                             | ASIC                                                           |
| N'Gouro Sanogo               | Coordinateur                          | GRAT                                                           |
| Doudou Mohamed Maïga         | Président                             | AJIPSA                                                         |
| Alassane Sandy Touré         | Directeur de la Pêche                 | Ministère du Développement Rural                               |
| Abdulaye Tembura             | Chef de Bureau                        | Direction Nationale des Eaux et Forêts                         |
| Cheik Amadou Tidiani Diakité | Pathologiste                          | Laboratoire Vétérinaire Central                                |
| Fatoumata Kone Kanoute       | Coordinatrice de Programme            | GEDEFOR                                                        |
| Kassandra Diénébou Diallo    | Chargée d'Adaptation au CC            | GEDEFOR                                                        |
| Idrissa Maïga                | Chef d'Antenne Régionale              | Agence Nationale de Gestion des Stations d'Épuration du Mali   |
| Moussa Diamoye               | Directeur Général Adjoint             | ABFN (non participant)                                         |
| Baba N'Diaye                 | Expert                                | ABFN (non participant)                                         |
| Ibrahim Togola               | Directeur                             | Mali Folkecenter                                               |

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# Annex E      Methodology

## **E1              Overview**

The method and approach developed for this evaluation benefit from the knowledge and experience gained under ITP evaluations recently carried out by Indevelop. They also take into account the specificity of the ITP 261 and of the evaluation questions defined in the ToR and analysed in the previous section. The first step consists in highlighting the Theory of Change (ToC) of the training programme and in applying the evaluation questions to this ToC (see figure F.1).

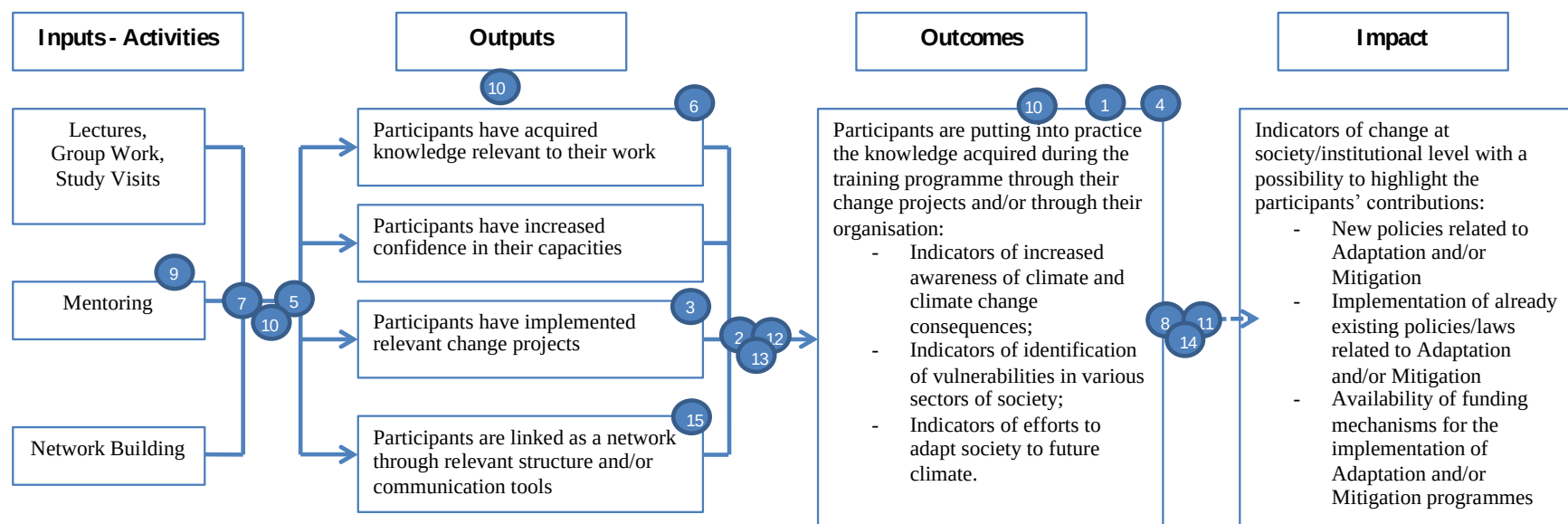
This essential step shows the links between the evaluation questions and the different stages of the chain of results. It is interesting to note the balance between the questions dedicated to the results themselves and those addressing the links between the different levels of results (inputs to outputs, outputs to outcomes, and, finally, outcomes to impact). This step also provides information on the most appropriate data collection methods to answer the evaluation questions.

A combination of four different approaches and methods were used in this evaluation:

- Portfolio analysis (Annex G)
- Desk study and interviews with Swedish stakeholders
- Survey
- Country visits and participants interview/results seminars

Figure E.1 Theory of change

## Evaluation Questions Applied to ITP 261 CCMA Theory of Change



## Evaluation questions:

**Relevance:**

5. Has the programme responded to needs and demands in the partner countries and have participants' needs and priorities been fulfilled?

**Efficiency:**

- 6. Was the organizer able to address capacity deficits in the participating countries?
- 9. Has SMHI been able to provide sufficient and relevant mentorship to participants in relation to their change projects?
- 10. Did the organizers have effective M&E systems in place?

**Sustainability:**

15. Are networks and relations established or strengthened in this programme still active?

## Evaluation questions:

**Relevance:**

4. Have the programme results been in line with Swedish Development goals?

**Effectiveness:**

- 1. Did the programme reach the overall objectives?
- 2. Concrete examples of change: On individual, organisational and national level? How has the programme effected (positive/negative, expected/un-expected, direct/indirect) the participants and the participating organisations?
- 3. Results of the participants' change projects?

**Efficiency:**

- 7. Did the organizers' selection process manage to target agents of change?
- 8. Was the ITP model an efficient tool to achieve the set goals? Could the format be altered for better results?
- 11. How can the ITP model be more efficiently integrated in the overall development cooperation in the countries?

**Sustainability:**

- 12. Can the results be considered sustainable?
- 13. Did the programme result in a critical mass of change agents from the respective countries?
- 14. Identify roadblocks and enablers in local context that can be useful for future programming regarding reaching sustainable results

## **E2 Desk study and stakeholder interviews**

There are 17 programmes which have been conducted in the period from 2007 to 2011 of a global and regional nature. For a more detailed desk review it was confirmed at the kick off meeting (07 April 2015) to select one programme from early on in the period (which would be a global one) and two programmes from later in the period: one from West Africa (which would be regional) and one where many of the participants from East Africa took part – which might be regional or global. After reviewing the portfolio, the evaluation team suggests selecting the three following programmes for in-depth desk study analysis:

- ITP 261 a year 2. This is the second global programme, organised in November 2008 in Sweden.
- ITP 261 for West Africa starting with a seminar in Ouagadougou in November 2010, followed by 4 weeks in Sweden in January 2011, ending-up with a one-week seminar in Bamako in November 2011.
- ITP 261 taking place in March 2011 in Sweden, with one follow-up seminar in Shanghai in November 2011.

This desk sample provides insight on the evolution of the training programme. It also ensures that the information and findings on selection procedures, the course itself, the change projects, regional and alumni events that are reviewed at desk level can be followed up and verified through the field visit.

Within the sample above, some 24 change projects were reviewed at desk level (6 in each of the 4 countries to be visited). The intention was that for at least 12 of these change projects there will be an opportunity to follow up and confirm desk findings through interviews in the field. In reality due to the difficulty of obtaining interviews in advance of travel the number of field cases were expanded beyond 12.

The Stakeholders interviewed are given in Annex D.

## **E3 Survey**

The survey was directed at the course participants. The survey was in principle sent to all participants who were reachable. Although this ended up with a low response rate of 25% (the evaluation surveys conducted at the end of the current programme had response rates of around 50%) it at least ensured that a reasonable absolute number of responses are received.

The survey was directed at responding to those 15 evaluation questions where a survey of this nature is likely to yield useful information. The survey itself (Table F1) is structured in 5 sections (participant information; objectives and results; meeting needs and demands; sustainability and, recommendations).

Where relevant and without overburdening the survey participants, the same question is asked in different way to triangulate the results. Where it is found relevant the wording of the survey question matches the wording of the standard course evaluation forms and/or the final evaluation form to allow a comparison.

The survey was pilot tested before being launched.



Table E1      Survey

**1. Thank you for agreeing to complete this survey. Your answers are anonymous.**  
**Before we begin we would like to ask you some questions about which program you attended and other details**

|                                                              |                                       |                     |                         |                                                                                                 |                                                               |                                                                  |
|--------------------------------------------------------------|---------------------------------------|---------------------|-------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|
| Which year did you attend the program?                       | Which type of program did you attend? | Select your gender. | Select your institution | Select the answer that best describes the position that you had, when the program was initiated | Have you changed job since you participated in the programme? | Select the description that best describes your current position |
| <div>Click on the drop down menu to select</div> <div></div> | <div></div>                           | <div></div>         | <div></div>             | <div></div>                                                                                     | <div></div>                                                   | <div></div>                                                      |

## Objectives and results

Here we look at the extent to which the objectives and results were achieved

### 2. To what extent do you agree on the statements below?

|                                                                                            | 5 (To a very great extent) | 4 (To a high extent)     | 3 (To some extent)       | 2 (Only a little)        | 1 (Not at all)           |
|--------------------------------------------------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My awareness of climate and climate change consequences has increased                      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am better able to identify climate related vulnerabilities in various sectors of society | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My ability to influence society to adapt to the future climate situation has increased     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

**3. In the next 3 questions we will look deeper into the concrete changes that the training has brought about, at your own individual level, at the level of your institution, and at your country level.**

### Which, if any, concrete changes have there been at your individual level?

|                                                                                       | 5 (to a very great extent) | 4 (to a high extent)     | 3 (to some extent)       | 2 (only a little)        | 1 (not at all)           |
|---------------------------------------------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| To what extent do you use the knowledge you gained from the program and project work? | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To what extent is your acquired competence beneficial for your organization?          | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To what extent do you use the tools presented during the program?                     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Any comments you wish to add?

**4. Have there been concrete changes at the institutional level?**

|                                                              | 5 (to a very great extent) | 4 (to a high extent)     | 3 (to some extent)       | 2 (only a little)        | 1 (not at all)           |
|--------------------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Have new work routines been introduced in your organization? | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have new programmes, actions and/or projects been launched?  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

**5. Have there been concrete changes at the national level?**

|                                                                                        | 5 (to a very great extent) | 4 (to a high extent)     | 3 (to some extent)       | 2 (only a little)        | 1 (not at all)           |
|----------------------------------------------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Has the society in your country adapted better to future climate change?               | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are stakeholders more capable of managing climate change as a result of the programme? | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have new policies and legislation been introduced as a result of the programme?        | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

**6. Have there been any unexpected benefits or negative effects of the training?**

|                                                          | 5 (to a very great extent) | 4 (to a high extent)     | 3 (to some extent)       | 2 (only a little)        | 1 (not at all)           |
|----------------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Have there been any unexpected benefits of the training? | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have there been any negative effects of the training?    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

## Meeting needs and demands

Here we look into the extent to which your needs were met during the programme

### 7. To what extent was the training programme and topics covered, relevant for your country?

| To a very great extent   | To a high extent         | To some extent           | Only a little            | Not at all               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 8. To what extent did the training programme respond to your own needs and priorities?

| To a very great extent   | To a high extent         | To some extent           | Only a little            | Not at all               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples of where your needs/priorities were fulfilled and/or were not fulfilled

### 9. Did the training adequately address your capacity constraints?

|                                                | 5 (To a very great extent) | 4 (To a high extent)     | 3 (To some extent)       | 2 (Only a little)        | 1 (Not at all)           |
|------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My skills gaps were addressed and reduced      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My knowledge gaps were addressed and reduced   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My mindset /attitude to climate change changed | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

**10. Based on the training you received through the programme, please select to which extent you agree on the statements below.**

**Did the training enable you to address key constraints in your institution?**

|                                                                   | 5 (To a very great extent) | 4 (To a high extent)     | 3 (To some extent)       | 2 (Only a little)        | 1 (Not at all)           |
|-------------------------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I can address issues related to policy/strategy focus and clarity | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can contribute to improve systems, tools and approaches         | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can address other performance issues (please clarify below)     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

**11. Did the training cover/spend time on topics of limited relevance to the context, issues and capacity constraints in your country?**

| To a very great extent   | To a high extent         | To some extent           | Only a little            | Not at all               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If so, please explain briefly or give examples

**12. How would you rate the technical skills and knowledge of the mentor for your change project?**

| Very high                | High                     | Sufficient/medium        | Insufficient             | None                     |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Any comments?

**13. How would you rate the guidance you received from your mentor?**

|                            | 5 (Excellent)            | 4 (Good)                 | 3 (Sufficient)           | 2 (Insufficient)         | 1 (Poor)                 |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Appropriateness            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehensiveness          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ease of use/implementation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Any comments?

**14. How would you rate the accessibility and responsiveness (e.g. timeliness and willingness) of your mentor to respond to your questions and requests for advice?**

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very high             | High                  | Sufficient/medium     | Insufficient          | None                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Any comments?

## Sustainability

We now move on to the theme of sustainability

### 15. How would you rate the likeliness of the results achieved being sustained in the future?

| Very high                | High                     | Medium                   | Low                      | None                     |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please give examples that illustrate your answer

### 16. Do you see any critical obstacles, which may hamper that the results are maintained or used in the future? If so which obstacles are most important in your opinion?

- ☐ No major obstacles
- ☐ Financial resources
- ☐ Human resource constraints
- ☐ Time limitations
- ☐ Other issues within the control of your organization
- ☐ Other issues outside of the control of your organizations

Did you any comments you wish to add?

### 17. How many people in your institution and in your country were trained under the programme?

From your institution

From your country

### 18. Please select to what extent you agree on the statements below

|                                                          | Yes                      | No                       |
|----------------------------------------------------------|--------------------------|--------------------------|
| Were the people trained the right ones to ensure change? | <input type="checkbox"/> | <input type="checkbox"/> |

Should more people from your institution also have been trained to create a sufficient mass of change agents?

☐

☐

Please explain/give examples

**19. To what extent have you been able to mobilise other people to engage in climate change issues?**

| To a very great extent   | To a high extent         | To some extent           | Only a little            | Not at all               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain why/how and give examples

**20. To what extent have you been able to transfer or pass on the skills and knowledge you have gained to other people?**

| To a very great extent   | To a high extent         | To some extent           | Only a little            | Not at all               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Any comments?

**21. To what extent have the listed factors enabled you to use and pass on the skills and knowledge you have obtained from the programme?**

|                                                    | 5 (To a very great extent) | 4 (To a high extent)     | 3 (To some extent)       | 2 (Only a little)        | 1 (Not at all)           |
|----------------------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Your mandate/authority                             | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support from senior management in your institution | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support from the political level                   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to finance                                  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other factors (please clarify)                     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain/provide examples

**22. To what extent have the listed constraints prevented you from using and transferring the skills and knowledge obtained?**

|                                         | 5 (To a very great extent) | 4 (To a high extent)     | 3 (To some extent)       | 2 (Only a little)        | 1 (Not at all)           |
|-----------------------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Resource constraints                    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time limitations                        | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Circumstances within your organization  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Circumstances outside your organization | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please explain)                  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain/provide examples



**23. We would like to hear your opinion and experience on climate change networks.  
Please select the statement that fits you most:**

- ☐ I joined an existing CC network,
- ☐ I joined an existing CC network of former CC programme participants;
- ☐ I have been involved in starting a new CC network;
- ☐ I have not joined a CC network

Any comments?



**24. If you participate in a network, how often you are in contact with the network?**

- ☐ I do not participate in a network
- ☐ Never
- ☐ very seldom
- ☐ one per quarter,
- ☐ once per month
- ☐ Weekly

Please comment on which, if any, benefits have you gained through participating in a network



### Recommendations for future programmes

Please provide your recommendations for the future programmes

#### 25. How did you find the duration of the programme?

| Too short                | Too long                 | Appropriate              |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### 26. Please rate how useful you found the components of the programme listed below

|                                | Very useful              | Useful                   | Not useful               |
|--------------------------------|--------------------------|--------------------------|--------------------------|
| The start-up seminar in Sweden | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The change project             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The regional seminar           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The alumni meetings            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### 27. How would you rate the listed main themes of the training?

|                                                    | Very relevant            | Relevant                 | Only a little relevant   | Not at all relevant      |
|----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Climate change                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Urban planning and vulnerable sectors              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Water resource management                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Agricultural science and land use                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategical planning                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information, education and participatory processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization-building and leadership               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic choice of development projects           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you wish to add any other elements?

#### 28. How would you rate the different learning types and events of the programme?

|                         | Very relevant            | Relevant                 | Only a little relevant   | Not at all relevant      |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Lectures                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study visits            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Group work              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual project work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social events           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**29. Please select whether you agree on the listed statements.****Would it be good idea to include tests/exams as part of the course?**

Yes, I agree

No, I do not agree

I don't know

It is a good idea to  
include an entry test  
before starting the  
programme

☐☐☐

It is a good idea to  
include a final exit exam  
when finalizing the  
programme

☐☐☐

Please explain why/why not

Table E 2 – Evaluation questions linked to survey questions

|                | EQ1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | Eq 7 | Eq 8 | EQ 9 | Eq 10 | Eq 11 | EQ 12 | EQ 13 | EQ 14 | Eq 15 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|-----|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q1/1           | ✓   |      |      |      |      |      |      |      |      |       |       |       |       |       |       | 2. To what extent do you agree on the statements below?: 1) My awareness of climate and climate change consequences has increased; 2) I am better able to identify climate related vulnerabilities in various sectors of society; 3) My ability to influence society to adapt to the future climate situation has increased?; 4) Please give examples to illustrate your answer                                                                                                                                                                                    |
| Q2/1           |     | ✓    |      |      |      |      |      |      |      |       |       |       |       |       |       | 3. In the next 3 questions we will look deeper into the concrete changes that the training has brought about, at your own individual level, at the level of your institution, and at your country level. Which if any, concrete changes have there been at your individual level: 1) To what extent do you use the knowledge you gained from the program and project work?; 2) To what extent is the acquired competence beneficial for your organization?; 3) To what extent do you use the tools presented during the program?; 4) any comments you wish to add? |
| Q2/2           |     | ✓    |      |      |      |      |      |      |      |       |       |       |       |       |       | 4. Have there been concrete changes at the institutional level? 1) Have new work routines introduced in your organisation?; 2) Have new programs, actions and projects launched?; 3) Please give examples to illustrate your answer.                                                                                                                                                                                                                                                                                                                               |
| Q2/3           |     | ✓    |      |      |      |      |      |      |      |       |       |       |       |       |       | 5. Have there been concrete changes at the national level? 1) Has the society in your country adapted better to future; 2) Are stakeholders more capable of managing climate change as a result of the climate change programme? 3) Have new policies and legislation been introduced as a result of the course? 4) Please give examples to illustrate your answer                                                                                                                                                                                                 |
| Q2/4 +<br>Q2/5 |     | ✓    |      |      |      |      |      |      |      |       |       |       |       |       |       | 6. Have there been any unexpected benefits or negative effects of the training 1) Have there been an unexpected benefits of the training?; 2) Have there been any negative effects of the training?; 3) Please give examples to illustrate your answer                                                                                                                                                                                                                                                                                                             |
| Q5/1           |     |      |      |      | ✓    |      |      |      |      |       |       |       |       |       |       | 7. To what extent was the training programme and topics covered, relevant for your country? Scale: To a very great extent; to a high extent; To some extent; Only a little; Not at all;                                                                                                                                                                                                                                                                                                                                                                            |
| Q5/2           |     |      |      |      | ✓    |      |      |      |      |       |       |       |       |       |       | 8. To what extent did the training programme respond to your own needs and priorities? Scale: poor, insufficient, sufficient, high, very high. 1) Pls give examples of where your needs/priorities were fulfilled and/or were not fulfilled                                                                                                                                                                                                                                                                                                                        |
| Q6/1           |     |      |      |      |      | ✓    |      |      |      |       |       |       |       |       |       | 9. Did the training adequately address your capacity constraints? 1) My skills gaps were addressed and reduced; 2) My knowledge gaps were addressed and reduced; 3) My mindset /attitude to climate change changed; 4) please give examples that illustrate your answer                                                                                                                                                                                                                                                                                            |
| Q6/2           |     |      |      |      |      | ✓    |      |      |      |       |       |       |       |       |       | 10. Based on the training you received through the programme, please select to which extent you agree on the statements below. 1) I can address issues related to policy/strategy focus and clarity; 2) I can contribute to improve systems, tools and approaches; 3) I can address other performance issues (please clarify below); 4) please give examples that illustrate your answer                                                                                                                                                                           |
| Q9/1           |     |      |      |      |      |      |      |      | ✓    |       |       |       |       |       |       | 11. Did the training cover/spend time on topics of limited relevance to the context, issues and capacity constraints in your country? Scale: To a very great extent; to a high extent; To some extent; Only a little; Not at all; If so, please explain briefly or give examples                                                                                                                                                                                                                                                                                   |
| Q9/2           |     |      |      |      |      |      |      |      | ✓    |       |       |       |       |       |       | 12. How would you rate the technical skills and knowledge of your mentor for your change project? Scale: Very high; High; Sufficient/medium; Insufficient; Non; Any Comments?                                                                                                                                                                                                                                                                                                                                                                                      |
| Q9/3           |     |      |      |      |      |      |      |      | ✓    |       |       |       |       |       |       | 13. How would you rate the guidance you received from your mentor? Appropriateness; Comprehensiveness; Quality; Ease of use/implementation; Comments?                                                                                                                                                                                                                                                                                                                                                                                                              |
|                |     |      |      |      |      |      |      |      |      |       |       |       |       |       |       | 14. How would you rate the accessibility and responsiveness (e.g. timeliness and willingness) of your mentor to respond to your questions and requests for advice? Scale: Very high; High; Sufficient/medium; Insufficient; Non; Any comments?                                                                                                                                                                                                                                                                                                                     |

[illegible]

#### E4 Country visits and participant interviews

The evaluation team visited four African countries (Tanzania, Kenya, Burkina Faso and Mali) as noted in the ToR. These are countries, which have been actively involved in the ITP and where there is likely to be focus in future ITPs. Lessons learned related to those countries will thus be useful for future ITP design. The field visit complements the general approach chosen for evaluating the ITP 261, but also helps identify outstanding needs and demands regarding capacity building in the climate sector. The evaluation team identified four categories of relevant informants: participants; supervisors of participants; Swedish embassy representatives and, direct beneficiaries. The first category consists of the course participants. The tables below show the number of participants per country and the organizations represented. The criteria were to find a balance between NGOs, state institutions at central and decentralized levels, universities, private sector representatives as well as a gender balance.

**Table E3 : Number of participants and candidates**

|                                    | Burkina Faso | Mali | Kenya | Tanzania |
|------------------------------------|--------------|------|-------|----------|
| Number of Participants             | 26           | 26   | 16    | 22       |
| Number of Candidates               | 205          | 103  | 31    | 61       |
| Number of participants interviewed | 11           | 12   | 7     | 4        |

**Table E4: Participants and their organisations (interviewed)**

|                     | Burkina Faso   | Kenya        | Mali          | Tanzania     |
|---------------------|----------------|--------------|---------------|--------------|
| <b>Participants</b> | <b>26 (11)</b> | <b>16(7)</b> | <b>26(12)</b> | <b>22(4)</b> |
| Local Admin.        | 1(0)           |              | 1(0)          |              |
| NGO                 | 11(5)          | 9(3)         | 8(3)          | 1(0)         |
| Private Sector      |                | 2(2)         | 1(0)          | 2(0)         |
| Research            | 1(X)           |              |               |              |
| Regional Admin.     | 5(1)           |              |               |              |
| State Central       | 8(5)           | 4(2)         | 16(9)         | 18(4)        |
| University          |                | 1(0)         |               | 1(0)         |

Note in addition to the participants supervisors and mentors were interviewed. In some cases the participants have changed job. The second category of people interviewed was formed by the heads/supervisors of the course participants. The purpose of these meetings was to identify and/or verify the extent to which the participation of their staff in the ITP influenced the way of working of the organization. It was also be the occasion to reflect on the conditions under which an organizational change can take place and on possible forms of collaboration between these organizations and ITP organizers for future programmes. The third category of informants consisted of the staff of the Swedish embassies in the four countries, to which must be added the other donors who invest in the climate change adaptation and mitigation sectors. The purpose of these meetings was to highlight the needs and demands and possibly contribute to proposing strategies for recruiting future participants that take into account the priorities of each country.

Finally, to the extent possible, the evaluation team planned to meet of beneficiaries of a limited number of change projects in each country. The purpose was to triangulate the results of the change projects and to understand their relevance and value added for stakeholders. The evaluation team used different interview techniques, depending on the type of information that needs to be collected.

- *One-on-one interviews with key informants.*
- *Focus Group Interviews (FGI).*

### **Change project assessment form**

The assessment form below was filled for the 24 change projects selected as case projects, six in each country visited. In most cases the participant who carried out the change project was interviewed, but two cases in Tanzania were covered as desk reviews. The assessments are treated as confidential, but each case was assigned a case number for reference use.

|                                                                      |  |
|----------------------------------------------------------------------|--|
| <b>Case number</b>                                                   |  |
| <b>Name of project</b>                                               |  |
| <b>Country</b>                                                       |  |
| <b>Name of participant</b>                                           |  |
| <b>Institution</b>                                                   |  |
| <b>Programme round (year)</b>                                        |  |
| <b>Objectives of the project</b>                                     |  |
| <b>Results expected</b>                                              |  |
| <b>Description / rationale</b>                                       |  |
| <b>Quality of project design</b>                                     |  |
| <b>Quality of project report</b>                                     |  |
| <b>Findings from the field visit only for the field visited ones</b> |  |
| <b>Date of visit</b>                                                 |  |
| <b>People met</b>                                                    |  |
| <b>Findings /observations</b>                                        |  |

# Annex F Portfolio analysis

SMHI has analysed the ITP 261 portfolio in annual and final reports. The evaluation team has used this analysis and extended it where the data has allowed. The survey we intend to carry out will provide additional data (e.g. on the position of change agents in their institutions) which will be added to the portfolio analysis in the final report.

**Figure F.1 – Programme phase overview**



## The programmes

Figure F.1 illustrates the ITP programme structure divided into five phases. The final phase is sometimes complemented by an alumni meeting.

The **first phase** initiates the programme. During this phase the SMHI evaluates and adjusts the content of the programme, applicants submit their applications, and participants are selected.

In the **second phase**, all participants participate in a four-week seminar in Sweden. During the seminar the participants have the possibility to exchange knowledge and experiences and they receive training through lectures, study visits, exercises and group work. Additionally the participants also have the possibility to work on their individual change projects.

The duration of the **third phase** is normally between 6-10 months. During this phase the participants are supposed to implement their change projects in their home country.

In the **fourth phase** a one-week regional seminar is held. At the regional seminar the participants report on their change projects, they receive lectures from local or regional experts and undertake study visits. Additionally the participants have the possibility to create new networks and strengthen already existing ones.

During the **final phase** SMHI, Sweco or SEI have contact with the participants via e-mail.

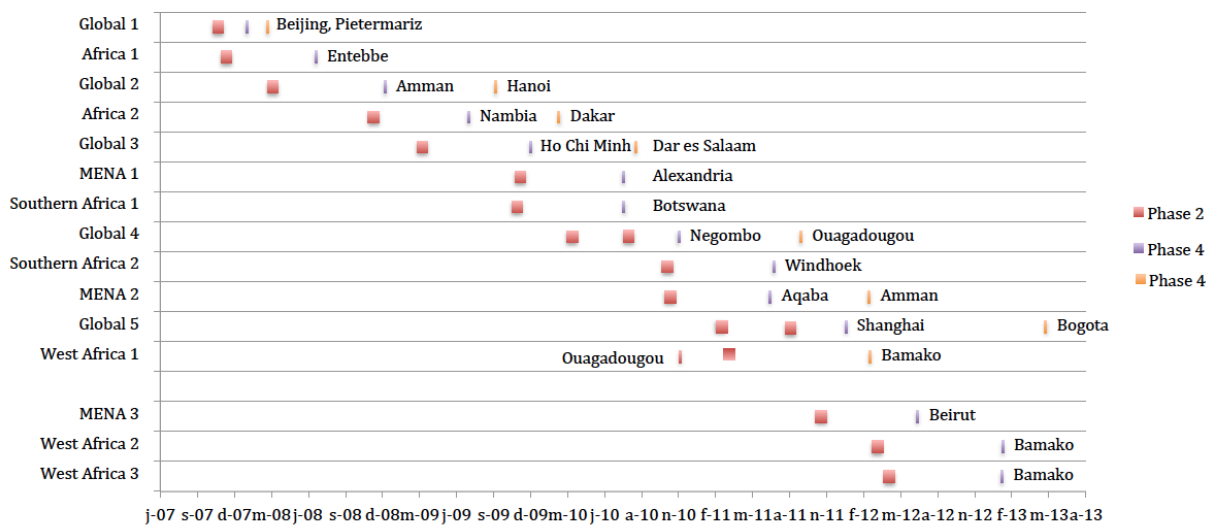
Figure F.2 illustrates the duration, placement and date of the start-up seminars and the regional seminars of all the ITP programmes carried out in the period from 2007-2012. The red squares indicate phase two: the start-up seminars in Sweden. The pur-



ple and orange squares indicate the regional seminars: phase four. The ITP programmes have either one or two related regional seminar. The location of the regional seminar is shown next to the purple and orange squares in the chart.

The ITP programme West Africa 1-3 differs as they had their initial start-up seminar in Ouagadougou or Bamako before the seminar in Sweden.

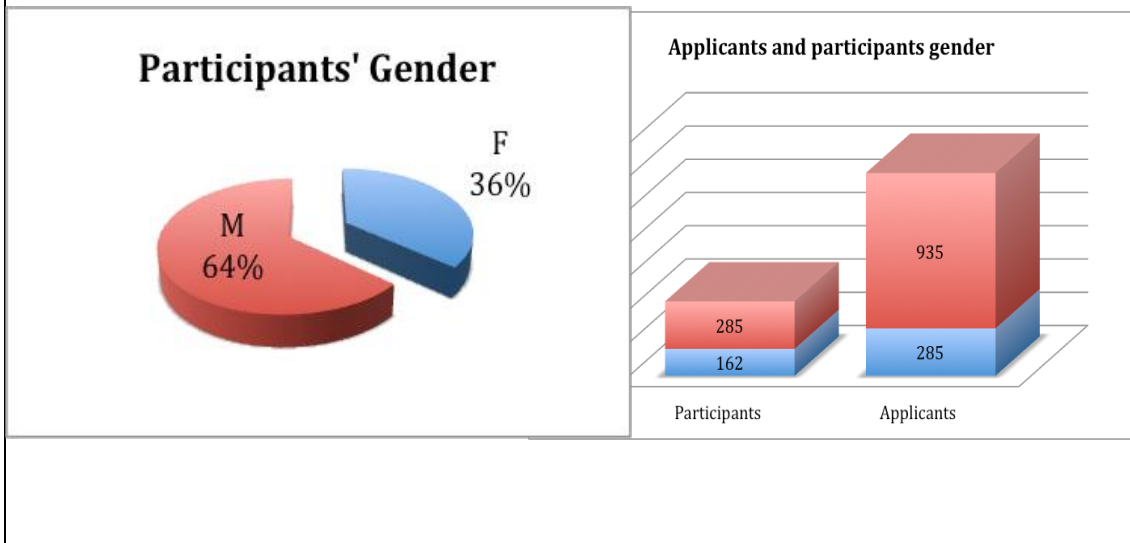
**Figure F.2 – Programme overview**



### The participants

The programme is aimed at professionals within the field of climate change, adaptation and mitigation, representing both the private and public sector.

The division of gender in the programme is shown in figure 3.4 - 64% of participants were male and 36% female. The second table in the figure illustrates the division between the male and female applicants. In total 285 females applied to the programme and 162 were accepted, given an acceptance ratio of 56,8%. There were 935 male applicants where 285 were accepted, giving an acceptance ratio of 30,5%. Figure above

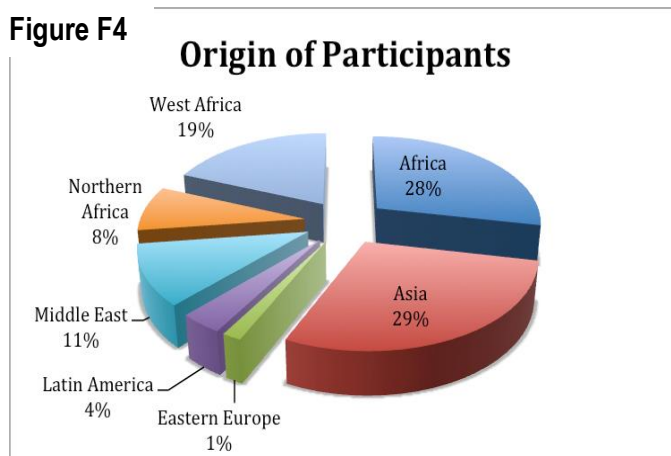
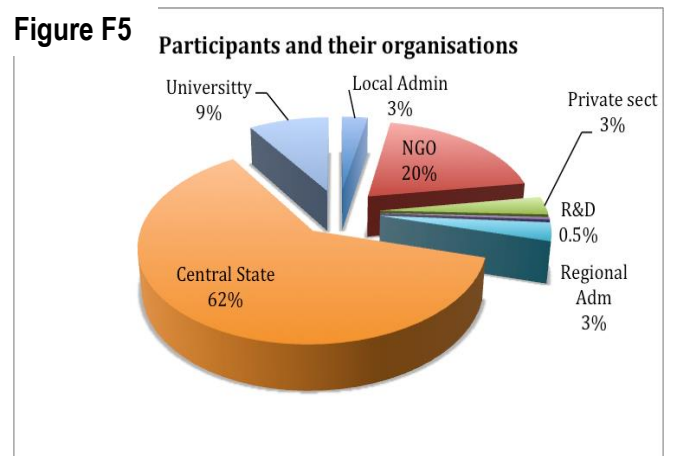
**Figure F.3 – Gender division**

A greater proportion of the female applicants were admitted to the programme. It is interesting to look into why such a small proportion of women applied despite Sida aims to achieve gender balance.

As there were enough female applicants, it is worth considering why a full gender balance was not chosen/possible. The evaluation team also intends, in its analysis of the 24 participants' change projects, to assess the extent to which they have integrated a gender-sensitive approach.

The programme included participants from all continents except North America and Oceania. The majority of the participants were from Africa (47%, Africa and West Africa) and Asia (29%). 19% of the participant were from the MENA region (Middle East and Northern Africa), 4% from Latin America and only 1% from Eastern Europe figure H4

Figure F5 show that there is a strong representation of participants from state institu-

**Figure F4****Figure F5**

tions. Participants from centralized and decentralized state structures account for 68%

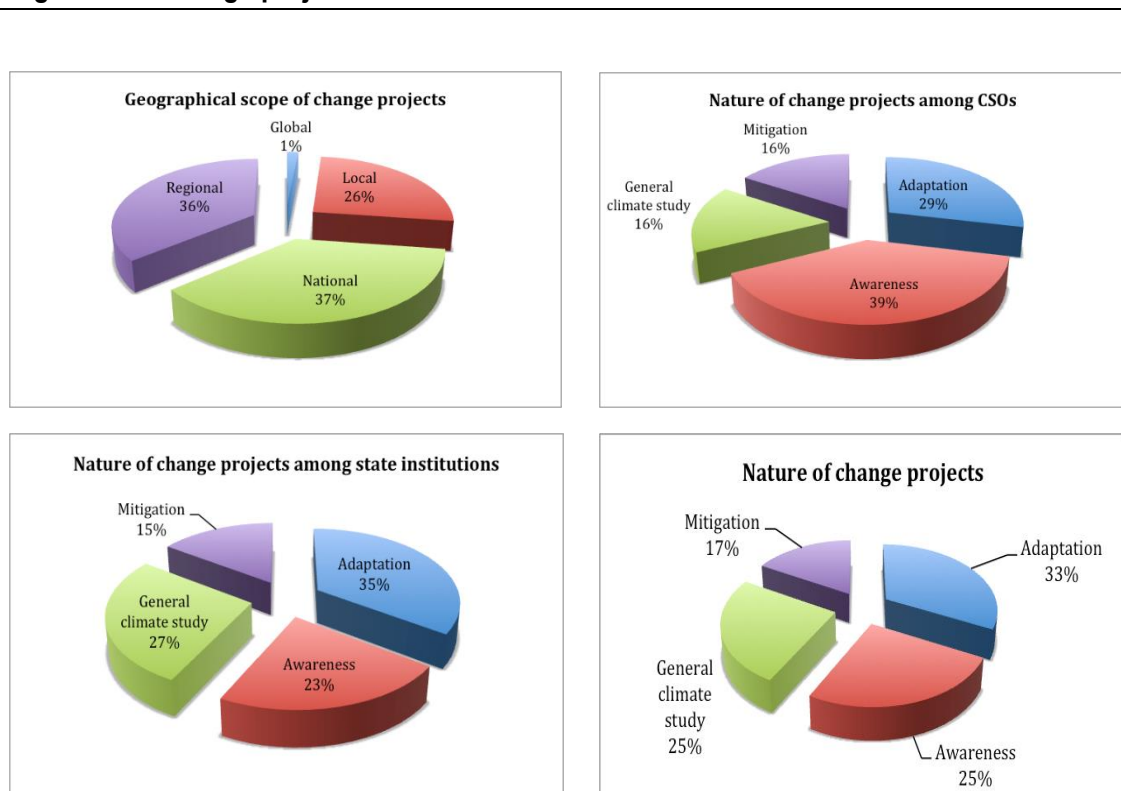
of the total. Although it is not an explicit evaluation question it will be interesting to better understand the relative weak representation of civil society (20%) and the near absence of the private sector (3%). And, whether this composition: reflects the nature of the subject area and its relevance for different participants; is a result of a series of strategic choices made during the recruitment process; or is related to the way the information on training programme has been spread in the countries. It is also relevant to reflect on whether the composition of participants has any bearing on:

- The effectiveness of the ITP 261?
- The recruitment strategies to be applied in the future for more balanced representation between different types of actors?

### Change projects

The geographical scope of the projects (figure F6) highlights a relatively equal balance between local, national and regional levels. It will also be interesting to know whether this reflects a deliberate choice by the organizers during the selection process of candidates (which is based, according to SMHI, on the quality of their change projects) or whether it is a coincidence. A quick comparative analysis of the nature of change projects shows, for example, that CSOs tend to prioritize awareness projects (almost 40%), while state institutions seem to favor adaptation projects and studies. As one objective of the programme is to increase climate change awareness, greater representation of CSOs related change projects might theoretically increase the probability of achieving this result.

**Figure F6 – Change projects**



The data on change projects (figure H7) shows that 45 projects were not completed (11,5%) which indicates that it might be relevant to include one or two incomplete projects in the sample of change projects for more detailed investigation. Projects within agriculture and water resources sectors accounted for 139 projects (or 43% of the completed projects)





## Evaluation of Swedish International Training Programme (ITP); Climate Change – Mitigation and Adaptation (2007-2011)

Sida commissioned an evaluation of the ITP 261 Climate Change – Mitigation and Adaptation programme 2007-2012 covering 17 programmes. Findings: 1) Concrete results are evident at individual but less so at organisational level, 2) the linkage to development cooperation was weak, 3) the change projects did not provide compelling evidence of change, 4) the course adapted well to circumstances during the programmes, 5) networking vision was weak. Recommendations: 1) Sida and SMHI should favour regional programmes, 2) Sida should commission capacity gap analysis, 3) SMHI should develop cooperation agreements with participating organisations, 4) SMHI should partner with regional capacity development institutions, 5) SMHI should improve monitoring/mentoring.

SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm

Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64

E-mail: [info@sida.se](mailto:info@sida.se). Homepage: <http://www.sida.se>

