**Final Evaluation**

**Capacity Building of SIDS Climate Change Negotiators**



**September 2014**

**Project Funded by:**

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**Acronyms**

ADP Ad Hoc Working Group on the Durban Platform for Enhanced Action

AIMS Atlantic, Indian Ocean, Mediterranean, South China Sea

AOSIS Alliance of Small Island States

CARICOM Caribbean Community

CCCCC Caribbean Community Climate Change Centre

COP Conference of the Parties

GoA Government of Australia

IPCC Intergovernmental Panel on Climate Change

OECS Organisation of Eastern Caribbean States

OECS SRO Organisation of Eastern Caribbean States Sub Regional Office

PMU Project Management Unit

SE4ALL Sustainable Energy for All

SIDS Small Island Developing States

SPREP Secretariat of the Pacific Regional Environmental Programme

UNDESA United Nations Department of Economic and Social Affairs

UNDG United Nations Development Group

UNDP United Nations Development Programme

UNEP United Nations Environmental Programme

UNESCO United Nations Educational, Scientific and Cultural Organisation

UNFCCC United Nations Convention on Climate Change

UNIDO United Nations Industrial Development Organisation

UNITAR United Nations Institute for Training and Research

# Executive Summary

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| **Project Summary** | |
| **Project Title** | Capacity Building of SIDS Climate Change Negotiators |
| **Executing Agency** | The United Nations Development Programme |
| **Area Covered** | Small Island Developing States |
| **Focus Area** | Environment, Energy and Climate Change |
| **Original Timeframe** | July 01, 2013 to June 30, 2014 |
| **No-cost Extension** | July 01, 2014 to December 31, 2014 |
| **Contributions** | Government of Australia – AUS$750,000.00 |
|  | UNDP In-Kind – US$40,000.00 |

**Background and Context**

Small Island Developing States (SIDS) are relatively insignificant drivers of climate change, but are extremely vulnerable to itsdamaging impacts. Moreover, given their financial and technical constraints, SIDS are challenged in making their case and influencing climate change policies on the world stage. The need to develop the knowledge base and negotiating skills of persons representing SIDS in global climate change fora is therefore of growing and extreme importance. The current project entitled ‘Capacity Building of SIDS Climate Change Negotiators’ was designed to meet this challenge.

**Project Components, Outputs and Management**

The principal objective of the project was to strengthen the negotiating skills of the SIDS climate change negotiators and improve their understanding of the technical content of the United Nations Convention on Climate Change (UNFCCC) negotiations and work programmes. The approach taken was the delivery of an e-Learning course, supplemented by face-to-face interactions through two workshops. The training emphasised the theory, practice and skills necessary for effective negotiation, as well as the understanding of technical climate change issues, with a strong emphasis on SIDS case studies to relate theory to practical experience.

The Expected Outputs of the Project were:

1. Adapted course material for negotiating skills to address the challenges of SIDS, particularly in the context of climate change;
2. Training and knowledge sharing tools prepared on UNFCCC work programme topics, including SIDS case studies; and,
3. An assessment on the implementation of the training programme, including relevance, effectiveness, efficiency and sustainability.

Important additional considerations were an emphasis on training junior officials and an emphasis on increasing the participation of women as leaders and decision-makers.

The Executing Agency was UNDP Barbados and the Organisation of Eastern Caribbean States Sub-Regional Office (OECS SRO). The Senior Beneficiary role was held by representatives of Alliance of Small Island States (AOSIS) and the Senior Supplier role was held by the Government of Australia. A Project Management Unit (PMU) was established within United Nations Development Programme (UNDP) and a Project Board was established to advise, guide and assist the PMU.

**The Terminal Evaluation**

The Evaluation took two principal approaches. The first was a desk review of all relevant documents. The second focused on consultations with stakeholders and beneficiaries, face to face where feasible and through a questionnaire which was distributed electronically.

**Description and Evaluation of Project Components**

The first Workshop was on ‘*Negotiating Skills and Climate Change: Capacity Building for SIDS Climate Change Negotiators’* held in New York, July 29-August 02, 2013, implemented primarily by CM Partners, LLC on behalf of AOSIS and with inputs from UNDP, the Australian Government, Caribbean Community Climate Change Centre (CCCCC) and United Nations Department of Economic and Social Affairs (UNDESA). Forty-two persons participated in the *Negotiation Training* component of the Workshop and 37 AOSIS members participated in the *Application* component. Fifty-six percent of the participants were female and 44% were male. Fifty-seven percent of participants were from the Pacific region and 30% from the Caribbean, but only 13% of participants were from AIMS (Atlantic, Indian Ocean, Mediterranean, South China Sea; see Figure 1). Sixty percent of participants were junior officials and 40% were senior officials (> 4 years as negotiators).

The second activity was an e-Learning Course on *Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC*, February 03-March 02, 2014**.** United Nations Institute for Training and Research (UNITAR) was responsible for the development and delivery of the e-Learning Course and also prepared the online learning platform for the course. The e-Learning course was delivered in four modules over a period of four weeks. The modules were:

* Understanding Climate Change and Global Vulnerabilities (Module 1);
* Introduction to Climate Change Diplomacy (Module 2);
* International Considerations for Climate Change Decision-Making: International Climate Financing and Technology Transfer (Module 3); and
* Capacity Building, Education and Research (Module 4).

Sixty-three persons registered for the course, which was 13 more than originally anticipated and indicates a positive response from countries. Forty-two persons successfully completed the course. Fifty-one percent of the participants were female and 49% were male. The participants were citizens of 29 different SIDS, ensuring a wide geographical reach for the course. Eighty-seven percent of the respondents reported that the course was either very relevant or relevant to their work; Ninety-five percent found the course to be very useful or mostly useful; Eighty-four were either very satisfied or satisfied with the resource persons and facilitators, and 97% indicated that they would recommend the course to a colleague (see Figure 2). The overall satisfaction rate was 100%.

The third activity was a Workshop on *SIDS Climate Change Diplomacy,* held in Singapore, April 07-11, 2014, facilitated by UNDP, UNITAR, UNFCCC, the Governments of Australia and Singapore, Secretariat of the Pacific Regional Environmental Programme (SPREP) and CCCCC.The general objective of the Workshop was to strengthen the negotiating skills of government officials from SIDS countries and enhance their understanding of the mechanics of the negotiation process under the UNFCCC. There was strong emphasis on negotiation simulation exercises that were greatly appreciated by the participants. Seventeen persons from 15 SIDS countries participated in the workshop, all of whom worked for their respective central/national governments. Sixty-five percent of the participants were female and 35% were male.Eighty-eight percent of respondents indicated that the learning objectives of the workshop were completely relevant to their learning needs; ninety-four percent either strongly agreed or agreed that the content of the workshop was relevant to their jobs, and 95% either strongly agreed or agreed that they would use the information acquired. One hundred percent of respondents either strongly agreed or agreed that the facilitators were effective, 100% either strongly agreed or agreed that the workshop was very useful, and 100% agreed that they would recommend the workshop to a colleague (see Figure 3).

**Overall Assessment of Training Targets in Project**

Key Indicators for Output 3 were:

1. the number of persons trained,
2. the ratio of junior to senior negotiators participating,
3. the number of countries participating,
4. the percentage of participants indicating satisfaction, and
5. the percentage of participants displaying increased skill and knowledge.

The Output Targets were:

* At least 44 persons trained and certified;
* 50:50 participation from junior and senior negotiators;
* At least 22 countries participating, with at least 10 each from the Caribbean and Pacific;
* 75% of participants perceived training as satisfactory; and,
* 75% of participants demonstrate increased capabilities.

**Number of persons trained**

Forty-two persons participated in the Negotiation Training component of the New York workshop, 63 persons participated in the e-Learning course with 42 successfully completing it, and 17 persons participated in the Singapore Workshop. Since several persons participated in all three components, the maximum number of persons trained could therefore be taken as the number who participated in the e-Learning course. This was 63, which was well in excess of the target of 44 persons to be trained.

**Ratio of junior *vs* senior negotiators**

In the New York workshop, 60% of participants were junior officials (4 years or less as a negotiator) and 40% were senior officials (5 years or more as a negotiator). These data were not supplied for the e-Learning course or the Singapore Workshop, but it is likely that the project was close to the 50:50 target for junior and senior officials.

**Number of countries participating**

In the e-Learning course, the participants were citizens from 29 different SIDS, and in the Singapore Workshop the 17 persons came from 15 different SIDS. This suggests that the target of participants from at least 22 countries to be trained by the Project was achieved.

**Gender distribution**

In the New York workshop, 56% of participants were female and 44% were male. Fifty-one percent of participants in the e-Learning course were female and 49% were male. In the Singapore workshop, 65% of the participants were female and 35% were male. These data confirm that participation of females in the Project’s activities was high.

**Satisfaction index**

For the New York workshop, 62% of participants indicated that they were very satisfied and 38% indicated that they were somewhat satisfied, and 82% of participants indicated that they were very satisfied with the trainers. For the e-Learning course, 87% of the respondents reported that the course was either very relevant or relevant to their work, and 95% found the course to be very useful or mostly useful. Their overall satisfaction rate was 100%. For the Singapore workshop, 88% of respondents indicated that the learning objectives were completely relevant to their learning needs, 94% agreed that the content of the workshop was relevant to their jobs, and 95% agreed that they would use the information acquired. One hundred percent of respondents agreed that the facilitators were effective, 100% agreed that the workshop was very useful, and 100% agreed that they would recommend the Workshop to a colleague.

These data suggest that the target goal of 75% of participants being satisfied with the Project activities was achieved.

**Project Management**

The Project’s substantive activities were completed on time and within budget, however the final audit of the Project has not yet been conducted. A no cost extension has been sought to December 2014. The objective of the extension is to allow the opportunity to review, reorganize and complement the material developed during the Project, thereby producing a published training dossier for SIDS climate change negotiators.

**Relevance**

The project, aimed at strengthening the negotiating skills of SIDS climate change negotiators and improving their understanding of the technical content of the UNFCCC negotiations and work programmes, was of extreme relevance to the sustainable development of SIDS. The project was fully aligned with regional and national strategies and fully consistent with the human development needs and the specific development challenges in the participant countries.

**Effectiveness**

The Project had to target SIDS negotiators who were widely geographically dispersed. E-Learning was therefore a necessary component of the Project. It allowed detailed studies and an understanding of technical content over a more extended period of time, and is a mode of delivery that can transmit information to many participants. However, the internalisation of negotiation skills requires the physical presence of trainers and participants, and therefore a blended learning approach was the ideal design for the Project, in terms of achieving its goals effectively.

**Efficiency**

The blended learning approach was the most cost-effective way to achieve the Project outcomes at an acceptable standard. Although the face-to-face components are costly, they are a necessary vehicle for effectively communicating the essentials of negotiation skills. The e-Learning component was the most cost-effective way to transmit the extensive technical knowledge required. The Project sought to further enhance cost-effectiveness by building on a foundation of material that already existed, and with which UNDP and the Project partners were familiar. Although the basic design of the project contributed significantly to project efficiency in the context of cost effectiveness, earlier organisation of some project components could have made them less costly.

**Sustainability**

Most participants and facilitators did believe that Project outcomes and outputs could be sustainable in the short term, since the Project did provide participants with take away skills in negotiation and practical information about the workings of the UNFCCC. However, most persons believed that sustainability in the longer term would require additional initiatives and activities, since staying up to date with negotiations and scientific developments is crucial as both evolve rapidly. Skills must therefore be always updated and practiced, and many persons therefore recommended similar training programmes in the future. Additional recommendations to increase sustainability included ensuring that the junior officials who had been trained be allowed to take part in real life negotiations, establishing a portal to facilitate ongoing communication between SIDS negotiators and facilitating the editing, publishing and dissemination of project deliverables.

**Recommendations and Lessons Learned**

* The blended learning approach was the most effective way of meeting project objectives, and future initiatives should be similarly designed.
* The roles and responsibilities of all the collaborating parties should be defined and agreed to prior to the start of project activities to avoid the potential for conflict and uncertainty.
* The objectives of the training need to be clear and specified in advance so that appropriate participants are nominated, and the process of selecting participants needs to be more rigorous.
* Workshops need to be long enough to allow participants to practice the new skills developed at the workshop and to link the training to real life scenarios.
* In e-Learning courses, there is need to ensure that participants have enough time for preparation of course material as well as opportunities for online interactivity despite differences in internet connectivity, time zones and personal time availability.
* Simulation exercises of real life scenarios should be emphasised in future workshops, since participants perceived them as powerful learning tools that significantly increased their capabilities.
* Similar training programmes should be implemented in the future since staying up to date with negotiations and scientific developments is critical.

# Background and Context

Small Island Developing States (SIDS), although geographically and culturally diverse have similar sustainable development challenges. These include limited financial and natural resources, a small but typically expanding population base, susceptibility to natural disasters, high dependence on imports, and vulnerability to global developments beyond their control. Superimposed on these challenges is the extreme vulnerability of SIDS to potential impacts of climate variability and change. Paradoxically, SIDS produce very low levels of greenhouse gas emissions, and are therefore relatively insignificant drivers of climate change, but they are likely to suffer disproportionately from its damaging impacts. This situation is aggravated by the fact that, given their limitations in finance and available human capacity, SIDS are seriously challenged in making their case and influencing policies on the world stage. Moreover, influencing global decisions on climate change is becoming increasingly complex, given competing interests, political differences and competing development priorities. Against this background, the need to develop the knowledge base and negotiating skills of persons representing SIDS in global climate change fora is of growing and extreme importance. Only with these skills and knowledge base can these countries generate the necessary pressure to encourage global reduction of greenhouse gas emissions and thereby enhance their sustainable development goals and initiatives in the longer term.

Several important organisations have long appreciated the vulnerability of SIDS to climate change and the need to develop their knowledge and skills base. A significant potential player in this regard is the Alliance of Small States (AOSIS), given its membership of 44 States and its remit to act as a negotiating voice for its members. UNDP, and UNDP Barbados and the OECS Sub-Regional Office in a Caribbean context, has been providing policy and technical advice to members of Caribbean Community (CARICOM) and AOSIS in preparation for UNFCCC Conference of the Parties (COPs) for several years. UNITAR has developed a well-deserved global reputation for partnering with organizations to deliver e-Learning and onsite training for climate change negotiators. The Caribbean Community Climate Change Centre (CCCCC), designated by CARICOM Heads of Government as the regional coordinating agency for the response to climate change, has been developing evidence based policy papers aimed at ensuring joint policy positions among Caribbean states in international negotiations. The Secretariat of the Pacific Regional Environment Programme (SPREP) strongly emphasised capacity development, policy improvement and adaptation measures to climate change in its 2011-2015 Strategic Plan. Finally, the Government of Australia, primarily through its Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education, has been generous in its provision of technical and financial resources to develop climate change capacity, and has consistently demonstrated its commitment to providing this kind of support to SIDS.

Given the above, it was almost inevitable that these organisations would ultimately collaborate, and have done so in the development and implementation of the current project entitled ‘Capacity Building of SIDS Climate Change Negotiators’.

# The Project

## Project Components

As indicated by its title, the principal objective of the project entitled ‘Capacity Building of SIDS Climate Change Negotiators’ was to strengthen the negotiating skills of the SIDS climate change negotiators and improve their understanding of the technical content of the UNFCCC negotiations and work programmes. The central approach chosen to achieving this objective was the delivery of an e-Learning course, supplemented by face-to-face interactions through two Workshops. The training had two principal emphases. The first emphasis was on the theory, practice and skills necessary for effective negotiation. This would include: demonstrating how to separate relationship issues from substance and dealing with the latter by focusing on interests; generating and articulating options that provide mutual gain; and, using independent standards of fairness to avoid a contest of wills. The second emphasis was on understanding the technical issues, including emissions reduction, adaptation, climate finance, technology transfer and measurement and reporting, with a strong emphasis on SIDS case studies to relate theory to practical experience. Ultimately the training therefore took the form of three separate but complementary activities. These were the e-Learning course itself which focused heavily on climate change science and technical issues, a workshop in New York which focused on developing negotiating skills, and a workshop in Singapore which emphasised negotiation simulations and case studies.

## Project Outputs

The specific Expected Outputs of the Project were:

1. Adapted course material for negotiating skills to address the challenges of SIDS, particularly in the context of climate change;
2. Training and knowledge sharing tools prepared on UNFCCC work programme topics, including SIDS case studies; and,
3. An assessment on the implementation of the training programme, including relevance, effectiveness, efficiency and sustainability.

Important additional considerations in the original project concept were an emphasis on training junior officials as the next generation of negotiators, an emphasis on increasing the participation of women as leaders and decision-makers, and the implementation of ‘train the trainer sessions’ to facilitate the dissemination of project outputs to a wider group of recipients.

## Project Management

The *Executing Agency* was UNDP Barbados and the OECS Sub-Regional Office (SRO), with the understanding that other UN Agencies (e.g. UNITAR) and existing regional institutions (e.g. CCCCC, SPREP) would serve as implementing agencies where appropriate. The *Senior Beneficiary* role was held by representatives of AOSIS and the *Senior Supplier* role was held by the Government of Australia. To execute the Project, UNDP Barbados and the OECS SRO established a Project Management Unit (PMU) consisting of a Project Coordinator and a Project Officer, with administrative assistance, which ran the Project on a daily basis. The PMU ultimately reported to the Deputy Resident Representative. To assist the PMU, a Project Board was established to advise, guide and assist the Project Coordinator who served as secretary to the Board. The Board consisted of representatives of the *Executing Agency* (Chair), representatives of the *Senior Supplier* and representatives of the *Senior Beneficiary*.

# Methodology of the Evaluation

The evaluation of the Project was conducted by a single independent evaluator who was familiar with Projects in which UNDP was the Executing Agency. The Evaluation took two principal approaches. The first was a desk review of all relevant documents. These included: the Project Document; the material developed for the three principal Expected Outputs; the Report that described and assessed the E-Learning Course (Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC. Final Report); the reports that described and assessed the workshop ‘Negotiating Skills and Climate Change: Capacity Building for SIDS Climate Change Negotiators’ held in New York; the report that described and assessed the Workshop ‘SIDS Climate Change Diplomacy’ held in Singapore (SIDS Climate Change Diplomacy. Final Report); the evaluation forms completed by participants; the Letters of Agreement between UNDP and their Implementation Partners; *inter alia*.

The second evaluation approach focused on consultations with stakeholders and beneficiaries. The Evaluator was based in Barbados, and therefore only those stakeholders present in Barbados were interviewed directly. In order to reach stakeholders and beneficiaries located outside of Barbados, a questionnaire was developed and distributed electronically (see Appendix 1). The focus of the questionnaire was to assess persons’ perceptions of the relevance, effectiveness, efficiency, and sustainability of the Project; to identify what they saw as its principal strengths and weaknesses; to identify what they perceived as the key challenges they faced; and to assess their level of satisfaction with the degree of participation of women in the Project.

# A Description and Evaluation of Project Components

1. **Workshop on ‘Negotiating Skills and Climate Change: Capacity Building for SIDS Climate Change Negotiators’ held in New York, July 29-August 02, 2013**.

The workshop was implemented primarily by CM Partners, LLC on behalf of AOSIS and with inputs from UNDP, the Australian Government, CCCCC and UNDESA. The workshop goals for Days 1 and 2 were to:

a) Increase awareness of the negotiation process in general, and of negotiating behavior and the implicit working assumptions that underlie behavior.

b) Share an operational framework and analytic tools for preparing for and conducting negotiations.

c) Improve skills in negotiation, joint decision-making, and joint problem-solving.

The principal goal of Days 3 and 4 of the workshop was to put the newly acquired tools into practice by applying them to a Facilitated Dialogue on some of the substantive issues relevant to the Ad Hoc Working Group on the Durban Platform for Enhanced Action (ADP). Forty-two persons participated in the Negotiation Training component of the Workshop and 37 AOSIS members participated in the Application component. Fifty-six percent of the participants were female and 44% were male. Seventy-five percent of participants were from the Pacific region and 30% from the Caribbean, but only 13% of participants were from AIMS (Atlantic, Indian Ocean, Mediterranean, South China Sea). Sixty percent of participants were junior officials with little experience in negotiations (1-4 years as a negotiator), 20% had been negotiators for 5-10 years and 20% had been negotiators for more than 10 years.

Facilitators’ observations and evaluation forms completed by participants were used to obtain feedback on the workshop. The participants were asked to assess the organization of the Workshop, the content of the material and the quality of the trainers. Overall, the participant’s responses were positive, with satisfaction with the trainers being particularly high. Among both the seasoned negotiators and the new negotiators, two observations were repeated frequently throughout the workshop:

“*We have never had access to this sort of technical training on negotiation skills before*“. “*We rarely have the opportunity to get together with our negotiation colleagues in a low-stakes environment to build relationships*.”

Although the workshop can be considered a success, it was felt that there were many things that could be improved in both the advanced planning and the Workshop organization itself. In particular, participants felt that the workshop should have been longer since there was insufficient time to practice the new skills developed at the workshop and to link the training to real life scenarios. Recommendations by participants for improving similar events in the future included: The roles and responsibilities of the collaborating parties should be resolved and agreed to prior to the start of the activity; The objectives of the training needs to be highly specific in advance so that appropriate participants are nominated, and the process of selecting participants needs to be more rigorous; Greater emphasis needs to be placed on the ‘mechanics’ of negotiation as opposed to developing negotiating positions; The length of the Workshop needs to be extended and participants need to have more preparatory time to read real life cases prior to the Workshop.

1. **E-Learning Course on Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC, February 03-March 02, 2014.**

The United Nations Institute for Training and Research (UNITAR) was responsible for the development and delivery of the e-Learning Course. UNITAR prepared the course material and had the material reviewed by experts in the field of climate change and diplomacy. UNITAR also prepared the online learning platform for the course. The overall objective of the e-Learning course was to enhance capacity building in SIDS through strengthening negotiating skills and understanding of the mechanics of the negotiating process within the framework of climate change negotiations. Specifically, participants were expected, by the end of the course, to be able to:

* Describe climate change science and the observed and projected impacts of climate change;
* Track and explain the international climate change policy framework, including the negotiations under the UNFCCC;
* Analyse international considerations for climate change decision-making; and,
* Appraise the key issues in the ongoing international climate change negotiations and understand how to build and move forward from the outcomes of COP 19.

To meet these objectives, the e-Learning course was delivered in four modules over a period of four weeks. The modules were:

* Understanding Climate Change and Global Vulnerabilities (Module 1);
* Introduction to Climate Change Diplomacy (Module 2); International Considerations for Climate Change Decision-Making:
* International Climate Financing and Technology Transfer (Module 3); and,
* Capacity Building, Education and Research (Module 4).

The moderators of the e-Learning course were nominated by UNITAR and are experts in the fields of climate change and environmental diplomacy. They were: Professor Keith Shine from the University of Reading (Module 1); Dr. Rodolfo Godinez, Director for Environmental Issues at the Ministry of Foreign Affairs of Mexico (Module 2); Ms. Ana Maria Kleymeyer, Consultant for UNITAR (Module 3); and, Ms. Florence Daviet, National Forest Programme Director at the Canadian Parks and Wilderness Society (Module 4).

The course was delivered via UNITAR’s e-Learning platform Moodle which allows a self-paced study routine supported by multimedia, optional and required readings, discussion fora, assessment quizzes and other information. Training materials were made available through UNITAR’s e-Learning portal.

Sixty-three persons participated in the course and 42 successfully completed it. Fifty-one percent of the participants were female and 49% were male. The participants were citizens of 29 different SIDS, ensuring a wide geographical reach for the course.

A week before course closure, participants evaluated the e-Learning course by completing an evaluation questionnaire, and the key results are summarized below. Eighty-seven percent of the respondents reported that the course was either very relevant or relevant to their work. Ninety-five percent of the respondents found the course to be very useful or mostly useful and their overall satisfaction rate was 100%. Eighty-four percent of respondents were either very satisfied or satisfied with the resource persons and facilitators, and 97% indicated that they would recommend the course to a colleague. Two quotes capture the general perspective of the participants:

‘*Most of the information provided in the lessons was new to me. Therefore this was an awesome course for those being introduced to the UNFCCC and the Kyoto Protocol and a great refresher for those who are experts in the field.’*

*‘I thoroughly enjoyed the subject area. It is very relevant to my country as a SIDS. The modules were comprehensive. I would have required more time to learn some of the technical issues. I am more aware now of the ongoing process in trying to reach an international agreement on how to deal with the problems associated with climate change and development.’*

The above evaluation results, and the active and regular participation of the participants in the course, clearly indicate that the e-Learning course was appreciated and was successful. Nevertheless, some recommendations for further improvement were noted. These included:

* More opportunities for intense conversation and feedback between facilitators and individual participants;
* More time to prepare since the course material was extensive;
* Some more practical questions, including specific country experiences; and,
* The possibility of repeating the course in French for those whose English was a constraining factor.

1. **SIDS Climate Change Diplomacy, held in Singapore, April 07-11, 2014.**

In order to consolidate the knowledge participants acquired during the e-Learning course, UNITAR supported UNDP Barbados and the OECS SRO by conducting a face-to-face Workshop in Singapore where SIDS negotiators who had taken the e-Learning course were able to apply the lessons learned. Participants were given exercises which allowed them to apply their negotiation skills in the UNFCCC context, discuss the challenges of and solutions for climate change, and relate key SIDS development issues with the UNFCCC agenda. The intent was to enhance the performance of diplomats from SIDS countries as conference delegates at climate change negotiations.

The general objective of the Workshop was therefore similar to that of the e-Learning course. Specifically, it was to strengthen the negotiating skills of government officials from SIDS countries and enhance their understanding of the mechanics of the negotiation process under the UNFCCC. The core learning objectives were identified as improving participants capacity to: Recognize and appreciate the international climate change policy framework; Identify the Parties and groups of Parties to the UNFCCC and Kyoto Protocol, including their respective commitments and negotiation positions; Track and explain the key issues in the ongoing international climate change negotiations, and account for what happened at recent negotiation sessions/conferences; and, Appraise and discuss the key negotiation issues that remain unresolved and will be pivotal to SIDS countries and preparations for COP 20.

Day 1 of the Workshop was a Strategic Overview of the Project, the main learning topics from the previous courses, and of key climate change issues in the Caribbean, the Pacific and Singapore. It was facilitated by UNDP, the Government of Australia, CCCCC, SPREP and the Public Utilities Board of Singapore. Day 2 of the Workshop addressed the theme SIDS Climate Change and Sustainable Development, and focused particularly on the pending UN SIDS Conference in Samoa, the UNFCCC COP 19, and the post-2015 Agenda including activities of the Ad Hoc Working Group on the Durban Platform for Action. It was facilitated by SPREP, CCCCC and UNDP.

UNITAR coordinated and led on the delivery of sessions on Days 3, 4 and 5 of the Workshop. Day 3 focused on Climate Change Diplomacy and the UNFCCC, Day 4 was dedicated to a Negotiation Simulation Exercise, and Day 5 focused on Negotiation Preparation. Trainers were selected by UNITAR based on their knowledge and experience in multilateral diplomacy, specifically in the context of the UNFCCC, as well as their training expertise. They included: Dr. Marcelo Rocha, a member of the Brazilian delegation for negotiations under the UNFCCC and the Kyoto Protocol; Mr. Rabih El-Haddad, Manager of the Multilateral Diplomacy Programme of the United Nations Institute for Training and Research (UNITAR) and Ms. Emily Fraser, a Specialist at the Multilateral Diplomacy Programme of the United Nations Institute for Training and Research (UNITAR).

Participants for the Workshop were selected based on their performance in the e-Learning course and on the need to ensure an even distribution of persons from the different countries. Seventeen persons from 15 SIDS countries participated in the Workshop, all of whom worked for their respective central/national governments. Sixty-five percent of the participants were female and 35% were male.

At the conclusion of the Workshop an evaluation questionnaire was distributed to all participants, all of whom (100%) responded to the questionnaires. Eighty-eight percent of respondents indicated that the learning objectives were completely relevant to their learning needs. Ninety-four percent either strongly agreed or agreed that the content of the Workshop was relevant to their jobs, and 95% either strongly agreed or agreed that they would use the information acquired. One hundred percent of respondents either strongly agreed or agreed that the facilitators were effective, 100% either strongly agreed or agreed that the Workshop was very useful, and 100% agreed that they would recommend the Workshop to a colleague. Two quotes capture the perspective of most of the participants: ‘*Very well organized. Great conclusion to the three-part training on capacity building for SIDS climate negotiators.’ ‘A thoroughly worthwhile experience which will make me better prepared as a climate change negotiator.’*

It is evident from the above that the response to the Workshop was overwhelmingly positive, and that the Workshop was a significant success. The success can be contributed to the quality of the facilitators and their presentations, the effective cooperation and coordination between all organizing parties and the conducive atmosphere of the training venue. The principal recommendation made by participants to further improve similar activities was that there should be even more time for simulation exercises, either by increasing the duration of the Workshop or beginning the simulation exercises earlier.

# Overview Evaluation of Project

**Output 1: Adapted course material for negotiation skills to address SIDS issues (Stream 1**)

Some online courses already existed and were being offered by different agencies (e.g. UNITAR, UNDP, VDA, Harvard, Australia) that could serve as a foundation to strengthen the specific skills of persons negotiating under the UNFCCC. However, there was a need to adapt these to meet the needs of SIDS negotiators and to identify and address any gaps in the course portfolio. The Output Targets identified were therefore that at least two modules would be adapted to better meet the needs of SIDS negotiators and that new modules would be developed if this were considered necessary. The Indicators and Indicative Activities were therefore the number of course modules modified to include SIDS specific issues and therefore adapted to better meet specific SIDS needs; as well as the number of new modules developed if these were considered necessary. The responsible parties originally identified for Output 1 were the Government of Australia and UNDP which sought support from the United Nations Institute for Training and Research (UNITAR). UNITAR ultimately took responsibility for the development and delivery of the e-Learning Course. UNITAR prepared the online learning platform for the course, prepared the new course material as required, and had the material reviewed by experts in climate change and diplomacy. Enough material was modified and or developed to ensure that four modules could be effectively delivered during the e-Learning course (Module 1: Understanding Climate Change and Global Vulnerabilities; Module 2: Introduction to Climate Change Diplomacy; Module 3: International Considerations for Climate Change Decision-Making Including International Climate Financing and Technology Transfer; Module 4: Capacity Building, Education and Research).

The above suggests that the activities identified as Indicators for Output 1 were fully achieved. The generally positive evaluation of the e-Learning course by participants further indicates that the material developed was appropriate and appreciated. Indeed, a comment emerging from the participants was that more time should have been allowed to prepare for the course since the course material developed and available was extensive.

**Output 2: Training and Knowledge Sharing Tools Prepared on UNFCCC Work Programme Topics, including SIDS-Specific Case Studies (Stream 2)**

The UNFCCC Work Programme is diverse and expanding, and the outputs of many organisations are contributing to this expanding body of knowledge. These include UNDP Climate Change modeling studies, UNITAR training materials, Intergovernmental Panel on Climate Change (IPCC) Reports, Reports from UNESCO and UNEP, and CCCCC and SPREP Policy Papers. Given the rapid growth of such material, many SIDS negotiators are not adequately aware of specific current technical issues, and how they interrelate and impact on SIDS. The Output Targets identified were therefore that at least 3 background papers designed to increase the knowledge base of SIDS negotiators would be produced; and that at least 4 case studies each from the Caribbean and Pacific would be developed. The Indicators were therefore the number of background technical materials produced and the number of case studies documented from each region. The Indicative Activities were therefore the development of technical background documents and training materials on: Climate Finance; Loss and Damage; Technology Transfer; Mitigation, including Energy Sector Transformation; Adaptation, including Coastal Zone Management and Disaster Risk Reduction; Measurement, Monitoring, Reporting and Verification; and, Development of SIDS Specific Case Studies. The responsible parties were UNFCCC, UNITAR, UNDP, United Nations Industrial Development Organisation (UNIDO), Sustainable Energy for All (SE4ALL), United Nations Environmental Programme (UNEP), CCCCC and SPREP.

The original intention was that much of the material identified above was to be developed and made available to participants in the two face-to-face Workshops; specifically the Workshop on ‘Negotiating Skills and Climate Change: Capacity Building for SIDS Climate Change Negotiators’ which was held in New York, July 29-August 02, 2013; and the Workshop on ‘SIDS Climate Change Diplomacy Workshop’ held in Singapore, April 07-11, 2014. However, the early implementation of the New York Workshop, and its emphasis on negotiating skills *per se,* meant that more of the technical background material generated in the project was available by the time of the Singapore Workshop. The list of background material ultimately used for the New York Workshop is provided in Appendix 2.

Day 1 of the Singapore Workshop was a Strategic Overview of the Project, an overview of the main learning topics from the previous courses, and a review of key climate change issues in the Caribbean, the Pacific and Singapore. It was facilitated by UNDP, the Government of Australia, CCCCC, SPREP and the Public Utilities Board of Singapore. The fact that there was emphasis on key climate change issues in the Caribbean and Pacific suggests that one of the Output Targets and Indicative Activities, specifically that case studies would be developed and used from the Caribbean and Pacific, had been realized. Day 2 of the Workshop addressed the theme SIDS Climate Change and Sustainable Development, and included the relationship between climate change and disaster risk, vulnerability of SIDS communities, and adaptation measures, *inter alia*. This again suggests that some of the technical background documents and training materials identified as Indicative Activities of Output 2 had been developed and were used. Similarly, Day 3 of the Workshop included components that would have required technical background material on other areas identified as Indicative Activities for the achievement for Output 2. The evaluation conducted by participants at the conclusion of the Workshop was extremely positive, indicating that the technical background and training documents which were used were highly effective and fully appreciated. A list of the background documents used in the Singapore Workshop is provided in Appendix 3.

The materials commissioned for the Singapore Workshop were subsequently subjected to peer review. The peer reviewers acknowledged the relevance and quality of the materials but recommended further work to meet UNDP standards for ‘knowledge sharing tools’. This activity is underway and includes a review of all project deliverables and compilation of documents, editing and pre-publishing activities, and publishing/printing of 500 copies as well as a soft copy for distribution. The ultimate goal is the production and dissemination of a variety of knowledge products that will enable the sharing of lessons and experiences generated during the implementation of the Project with the wider regional and global SIDS community.

**Output 3: Assessment Completed on the Implementation of the Training Programme, including Training of Trainers, Effectiveness, Lessons Learned and Identification of Gaps.**

The Indicators for Output 3 were the number of persons trained, the ratio of junior to senior negotiators participating, the number of countries participating, the percent of participants indicating satisfaction, and the percent of participants displaying increased skill and knowledge. The Output Targets were: At least 44 persons trained and certified; 50:50 participation from junior and senior negotiators; At least 22 countries participating, with at least 10 each from the Caribbean and Pacific; 75% of participants perceived training as satisfactory; and, 75% of participants demonstrate increased capabilities. The Indicative Activities that would have to be conducted to achieve these Output Targets included: Coordination of the negotiator skills training programme for SIDS; Identification and registration of participants from junior and senior levels; The organization of logistics and the administration of courses; An analysis of the effectiveness of the programme through feedback from participants and course coordinators; and, An identification of lessons learned. The responsible parties for Output 3 were the Government of Australia and UNDP.

Forty-two persons participated in the Negotiation Training component of the New York Workshop, 63 persons participated in the e-Learning course with 42 successfully completing it, and 17 persons participated in the Singapore Workshop. However, by deliberate design and intent, many persons participated in all three components. The maximum number of persons trained could therefore be taken as the number who participated in the e-Learning course. This was 63, which was well in excess of the target of 44 persons to be trained. However, given that only 42 persons successfully completed the e-Learning course, the number ultimately regarded as having been certified through the training components on the project is more difficult to assess.

In the New York Workshop, 60% of participants were junior officials (4 years or less as a negotiator) and 40% were senior officials (5 years or more as a negotiator). These data are not readily available for the e-Learning course or the Singapore Workshop, and it is therefore difficult to assess how close the Project ultimately came to the 50:50 target for junior and senior officials.

For the New York Workshop, 75% of participants were from the Pacific region, 30% from the Caribbean and 13% from AIMS (Atlantic, Indian Ocean, Mediterranean, South China Sea), but information on the number of countries within each region that the participants came from was not available in the Workshop Report. In the e-Learning course, the participants were citizens from 29 different SIDS, and in the Singapore Workshop the 17 persons came from 15 different SIDS countries. These data suggest that the target of participants from at least 22 countries to be trained by the Project was achieved.

An important emphasis in the Project was to ensure active participation of women, as their participation in governance mechanisms in SIDS continues to be low. In the New York Workshop, 56% of participants were female and 44% were male. Fifty-one percent of participants in the e-Learning course were female and 49% were male. In the Singapore Workshop, 65% of the participants were female and 35% were male. These data strongly confirm that participation of females in the Project’s activities was high.

For the New York Workshop, when participants were asked to rate the Workshop as a whole, 62% indicated that they were very satisfied and 38% indicated that they were somewhat satisfied. When asked about the content of the Workshop, 62% again indicated that they were very satisfied and 38% that they were somewhat satisfied. When asked about the trainers, 82% of participants indicated that they were very satisfied and 18% that they were somewhat satisfied.

For the e-Learning course, 87% of the respondents reported that the course was either very relevant or relevant to their work. Ninety-five percent of the respondents found the course to be very useful or mostly useful, and their overall satisfaction rate was 100%. Eighty-four percent of respondents were either very satisfied or satisfied with the resource persons and facilitators, and 97% indicated that they would recommend the course to a colleague.

For the Singapore Workshop, 88% of respondents indicated that the learning objectives were completely relevant to their learning needs. Ninety-four percent either strongly agreed or agreed that the content of the Workshop was relevant to their jobs, and 95% either strongly agreed or agreed that they would use the information acquired. One hundred percent of respondents either strongly agreed or agreed that the facilitators were effective, 100% either strongly agreed or agreed that the Workshop was very useful, and 100% agreed that they would recommend the Workshop to a colleague.

These evaluation data provided by participants in all three components of the Project, suggest that the target goal of 75% of participants being satisfied with the Project activities was achieved in all three Project components, providing that one accepts ‘somewhat satisfied’ as meeting the criterion ‘satisfied’ in the evaluation of the New York Workshop.

Participants were not directly asked whether they felt that the three Project components had increased their capabilities, and it is therefore not clear whether the 75% target in this area was met. However, some of the questions posed to participants can be taken as indicators of increased capabilities. For example, for the e-Learning course, 87% of the respondents reported that the course was either very relevant or relevant to their work, and ninety-five percent of the respondents found the course to be very useful or mostly useful. This can be taken as indicating their perception that the course had increased their capabilities relevant to their work. It should also be noted that 42 of the 63 persons taking the e-Learning course successfully completed it, perhaps indicating that facilitators assessed the 42 persons as having acceptable capacity in the training area. For the Singapore Workshop, 88% of respondents indicated that the learning objectives were completely relevant to their learning needs. Ninety-four percent either strongly agreed or agreed that the content of the Workshop was relevant to their jobs, and 95% either strongly agreed or agreed that they would use the information acquired. These data can again be taken to imply a perception of participants that their capabilities relevant to their jobs had increased. However, the only way to have definitively assessed increased capabilities of participants would have been to evaluate capabilities prior to and after each Project component or the Project as a whole.

In terms of Indicative Activities related to Output 3, the design, content and emphases in the three project components suggest adequate coordination of the overall negotiator skills training programme for SIDS, with heavy emphasis in the New York Workshop on negotiating skills *per se*, heavy emphasis in the e-Learning course on the science of climate change, and emphasis in the Singapore Workshop on simulation exercises that called upon the application of skills and knowledge obtained in the prior two Project components. Clearly effective implementation of the three Project components would therefore have required a focus on the identification and registration of both junior and senior participants, and good organization of logistics and administration of courses. All three project components also attempted to analyse the effectiveness of the training programme through feedback from participants and course coordinators. However, more emphasis could have been placed during the evaluation of the individual project components on the documentation of lessons learned from the implementation of each component, and the identification of remaining gaps to be filled through future training initiatives.

## Project Management

To execute the Project, a Project Management Unit (PMU) was established consisting of a Project Coordinator, a Project Officer and administrative assistance; and a Project Board was established to facilitate Project coordination by advising and guiding the PMU. The Board consisted of representatives of the Executing Agency (UNDP), the Senior Supplier (the Government of Australia) and the Senior Beneficiary (AOSIS). The Project Board typically met by conference calls or Skype. Meetings were initially frequent and involved UNDP, Government of Australia (GoA) and AOSIS. As the Project progressed beyond the New York Workshop, Board Meetings became less frequent but accelerated again prior to the Singapore Workshop, particularly between UNDP and GoA. Since the PMU was housed in UNDP, UNDP Barbados and the OECS SRO provided significant institutional support, as did the Government of Australia on request. Monitoring and evaluation services were provided by the Project Board, and independently by the Government of Australia and by the UNDP through the execution of this Terminal Evaluation.

The Project was completed on time and within budget, although the final audit of the Project has not yet been conducted. However, a no cost extension has been sought to December 2014. The objective of the extension is to allow the opportunity to review, reorganize and complement the material developed during the Project, thereby producing a published training dossier for SIDS climate change negotiators. The ultimate goal is the production of a variety of knowledge products that will enable the sharing of lessons and experiences generated during the implementation of the Project with the wider regional and global SIDS community.

## Relevance

SIDS are extremely vulnerable to potential impacts of climate variability and change. Although SIDS are relatively insignificant drivers of climate change, they are likely to suffer disproportionately from its impacts. Moreover, given the limitations in finance and human capacity, SIDS are constrained in their efforts to influence policies globally, particularly given the increasingly complex and politically sensitive international decisions on climate change.

A project aimed at strengthening the negotiating skills of SIDS climate change negotiators and improving their understanding of the technical content of the UNFCCC negotiations and work programmes is therefore of extreme relevance to the sustainable development of SIDS. The Project was therefore fully aligned with regional and national strategies and fully consistent with the human development needs and the specific development challenges in the participant countries. The Project was also fully consistent with UNDP’s development priorities and with the development priorities of the Government of Australia for SIDS. The fact that Project activities were over-subscribed strongly indicates the interest of the countries and their perception of the relevance of the Project.

## Effectiveness

The approach taken to Project implementation was the most effective that could have been utilized to meet the objectives of the Project. The Project had to target SIDS negotiators who were widely geographically dispersed. E-Learning was therefore a necessary component of the Project. It allowed detailed studies and an understanding of technical content over a more extended period of time, and is a mode of delivery that can transmit information to many participants. However, the internalisation of negotiation skills requires the physical presence of trainers and participants, and therefore a blended learning approach was the ideal design for the Project. Knowledge of negotiation theory does not in itself necessarily create better negotiators. The practice and live observation that can only be achieved through face-to-face workshops are critical to advance as a negotiator. This is why the simulation exercises that were emphasised in the Singapore Workshop were deeply appreciated by participants who all expressed a desire for lengthening the simulation components of future training initiatives.

The above discussion clearly supports the contention that the blended learning approach used was the most appropriate vehicle for moving towards the desired results. However, although the e-Learning course was a necessary component of the Project design for achieving the Project outputs, it did create challenges to participants unfamiliar with this mode of training. Ensuring that participants could follow the e-Learning course successfully and had enough time and opportunity for online interactivity despite differences in internet connectivity, time zones and personal time availability, was a challenge that required close attention. These challenges were perhaps why, of the 63 SIDS officers nominated by their Governments to take the online course, only 42 successfully completed it. For the Project as a whole, these challenges were balanced somewhat by the fact that the trainers in both face-to-face workshops did an excellent job in engaging the participants in discussions and practice negotiation sessions.

Overall, although recommendations were made for improvements in future initiatives, the evaluations completed by participants indicated clearly that the Project components were effective and highly appreciated.

Finally, it should be noted that the Partners involved in the Project contributed significantly to the achievement of outputs. These included UNDP, the Government of Australia, UNITAR, UNIDO, UNEP, UNFCCC, SE4ALL, CCCCC, SPREP and AOSIS. Collectively, the Partners ensured that the intended beneficiaries were reached by the Project’s design and activities, with both the number of participants and the number of countries exceeding the target outputs.

## Efficiency

The substantive Project activities were completed on time and within budget, however the final audit of the Project has not yet been conducted and a six-month extension has been granted to December 2014 to facilitate the further development of knowledge products created during the Project. The blended learning approach was the most cost-effective way to achieve the Project outcomes at an acceptable standard. Although the face-to-face components are costly, they are a necessary vehicle for effectively communicating the essentials of negotiation skills. The e-Learning component was by far the most cost-effective way to transmit the extensive technical knowledge required. Moreover, the e-Learning course allowed a screening process for the final face-to-face Workshop, since it reduced the number of persons eligible for the final Workshop, thereby lowering the cost of the Workshop.

The Project sought to further enhance cost-effectiveness by building on a foundation of material that already existed, and with which UNDP and the Project partners were familiar. For example, some online courses already existed and were being offered by different agencies (e.g. UNITAR, UNDP, VDA, Harvard, Australia) and these were designed to serve as a foundation to strengthen the specific skills of persons negotiating under the UNFCCC. However, the Project needed to adapt these to meet the needs of SIDS negotiators and to identify and address any gaps in the course portfolio. The Project was also cognizant of the body of knowledge existing in UNDP Climate Change modeling studies, UNITAR training materials, IPCC Reports, Reports from UNESCO and UNEP, and CCCCC and SPREP Policy Papers.

Although the basic design of the Project in the context of blended learning, and its willingness to build on existing knowledge foundations, both contributed to project efficiency in the context of cost-effectiveness, there were smaller ways in which the Project could have been more cost-effective during implementation. For example, arranging flights and other project logistics well in advance rather than at the last minute, although challenging given the coordination between Partners required, would have made activities less costly.

## Sustainability

Although ‘train the trainers’ sessions that had been mentioned in the Project Document did not take place during the life of the Project, most participants and facilitators did believe that Project outcomes and outputs could be sustainable, at least in the short term. A key factor in this context is that the Project did provide participants with take away skills in negotiation, and particularly after the final Workshop, participants had focused and practical information about the workings of the UNFCCC. However, most persons believed that sustainability in the longer term would require additional initiatives and activities, since staying up to date with negotiations and scientific developments is crucial as both evolve rapidly. Skills must therefore be always updated and practiced, and many persons therefore recommended similar training programmes in the future.

Additional specific recommendations to increase the probability of sustainability included ensuring that the junior officials who had been trained be allowed to take part in negotiations, and establishing a portal or other form of online mechanism to facilitate ongoing communication between SIDS negotiators, thereby facilitating their efforts to stay updated with the rapidly changing world of climate change negotiations. Such a portal would also help to ensure that SIDS negotiators speak with one global voice rather than with disparate voices driven by national or regional insularity and lack of exposure to changing issues.

Finally, an important initiative in the context of sustainability is the activities to be implemented during the no-cost extension to the Project. This involves a review of project deliverables and compilation of documents, editing and pre-publishing activities and publishing/printing of 500 copies for dissemination as well as a soft copy for distribution. This will allow knowledge and experiences generated during the project to be shared with the wider regional and global SIDS community.

# Figure 1: Geographic Distribution of Participants Attending the New York Workshop

# Figure 2: Evaluative Statements of Participants of the e-Learning Course

% of Participants

# Figure 3: Evaluative Statements of Participants of the Singapore Workshop

% of Participants

**Participants of the Workshop held in New York, July 29 – August 2, 2013**



# Recommendations and Lessons Learned

* The approach taken to Project implementation was the most effective that could have been utilized to meet the objectives of the Project, and future initiatives of this kind should be similarly designed. The targeted SIDS negotiators were geographically dispersed, and e-Learning to provide technical content over an extended period was necessary. However, the internalisation of negotiation skills requires the physical presence of trainers and participants, and therefore a blended learning approach was the ideal design for the Project.
* In designing and implementing training workshops, the roles and responsibilities of the collaborating parties, and the expectations and responsibilities of participants, must be resolved and agreed to prior to the start of the activity to reduce the potential for uncertainty and conflict.
* The objectives of the training workshops must be clear and specified in advance so that appropriate participants are nominated, and the process of selecting the participants must be rigorous to ensure maximum impact of the activity.
* The lengths of the training workshops need to be carefully assessed to ensure adequate time for effective training, and participants must have adequate preparatory time to read real life cases prior to the workshops, thereby ensuring sufficient time to practice the new skills developed at the workshops and to link the training to real life scenarios.
* In implementing e-learning courses, there is need to ensure that participants have enough time and opportunity for online interactivity despite differences in internet connectivity, time zones and personal time availability, if feasible.
* Adequate time must be allowed for participants in e-learning courses to prepare in advance and during course implementation, since the course material can be extensive.
* Consideration should be given to repeating the e-learning course in different languages since familiarity with English was a constraining factor for some participants in this Project.
* The simulation exercises emphasised in the Singapore Workshop were deeply appreciated by the participants, and it is therefore recommended that this activity be increased in future workshops, either by increasing the duration of the workshop or by beginning the simulation exercises earlier in the workshop.
* The blended learning approach was the most cost-effective way of achieving the project objectives, but an earlier start to the arrangement and organisation of workshops could have further improved the cost-effectiveness of these components of the project.
* With respect to sustainability, there should be similar training programmes implemented in the future since staying up to date with negotiations and scientific developments is critical; junior officials who were trained in the project should be encouraged to take part in real life negotiations to continue their learning experiences; a portal or other online mechanism should be established to facilitate online communication between SIDS negotiators; the extension of the project should enable the production of a variety of knowledge products to be developed and disseminated to the wider regional and global SIDS community.
* The specific use of knowledge products emerging from this Project should be encouraged, and UNDP’s coordination with the Regional Service Centre in Panama and the Pacific Center for further use of the training material should therefore be facilitated and supported.

**APPENDIX I**

**Questionnaire**

My name is Varsha Persaud and I have been contracted by UNDP to conduct a Final Evaluation of the Project entitled 'Capacity Building of SIDS Climate Change Negotiators'. As you are aware, the principal objective of this intervention was to strengthen the negotiating skills of the SIDS Climate Change Negotiators and their understanding of the technical content of the UNFCCC Negotiations and Work Programmes.  The Project attempted to accomplish this objective through the delivery of an online course and two face-to-face workshops with two parallel emphases:

1. Negotiating skills to address SIDS issues; and
2. Technical knowledge of Climate Change and its impact on SIDS.

Junior officials were originally to be targeted but ultimately both novice and experienced negotiators participated.  The Project was also to include training of trainers sessions, and there was to be an emphasis on ensuring the participation of women.

Through discussions with UNDP ( Messers Ricky Wilson  and Musaad Al Saleh) I am aware of your involvement in the implementation of the project through participation in the face-to-face workshops in New York and Singapore  as well as the online  component of the Project and am writing to ask whether you would be willing to answer a few questions on that component of the Project.  The questions are:

* Do you think that the use of two face-to-face workshops and an online course was an effective approach to meeting the principal objective of the Project as defined above? Was this approach efficient in the sense of a cost effective means of meeting the principal objective?
* Do you think that your component of the Project contributed adequately to meeting the principal Project objective?
* What were the key strengths of your component?
* What were the key challenges you faced?
* What, if any, were the principal weaknesses in your component of the Project, and what would you do differently if the exercise was repeated?
* Were you aware of any 'train the trainers' sessions that occurred either during the execution of your component or thereafter?
* Were you satisfied with the level of participation of women in your component of the Project?
* Do you think that the Project activities are likely to be sustainable, and what future actions would you recommend for contributing to sustainability?

I would greatly appreciate your responses, however brief you may wish to make them. I know that we all have busy schedules, but would welcome your response as soon as you can carve out the time to provide it.

I thank you in advance for your cooperation.

**APPENDIX II**

**Training Material used for the ‘*Negotiating Skills and Climate Change: Capacity Building for SIDS Climate Change Negotiators’* held in New York, July 29-August 02, 2013**

* Australia’s Approach to Climate Change: SIDS Climate Change Negotiator Training; Australian Government
* Australia’s Fast-start Climate Finance July 2010-June 2013: Investing in Effective and Sustainable Climate Outcomes; Australian Government
* Catalysing Climate Finance: A Guidebook on Policy and Financing Options to Support Green, Low-Emission and Climate-Resilient Development; UNDP
* Climate Adaptation Outlook: A proposed National Adaptation Assessment Framework; Australian Government
* Climate Public Expenditure and Institutional Reviews (CPEIRs) in the Asia-Pacific Region: What Have we Learnt?; UNDP
* Executive Summary: Preparing Low Emission Climate Resilient Development Strategies; UNDP
* Extract from Rolling Stone Magazine: Global Warming’s Terrifying New Math; Bill McKibben
* Garnaut Climate Change Review – Update 2011: Australia in the Global Response to Climate Change Summary; Ross Garnaut
* IPCC Special Report on Managing the Risks of Extreme Events and Disasters to Advance Climate Adaptation; IPCC
* Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation: Summary for Policymakers, Special Report; IPCC
* Material extracted from: Getting to Yes: Negotiating Agreement Without Giving In; Roger Fisher, William Ury and Bruce Patton
* Moving to Emissions Trading; Australian Government
* Multi-Stakeholder Decision –Making: A Guidebook for Establishing a Multi-Stakeholder Decision-Making Process to Support Green, Low-Emission and Climate-Resilient Development Strategies; UNDP
* Nationally Appropriate Mitigation Actions: Key Issues for Consideration; UNDP Environment and Energy Group, Climate Policy Series
* Overview on Current Status and Preparations for the SIDS 2014 Conference; UNDESA
* Readiness for Climate Finance: A framework for understanding what it means to be ready to use climate finance; UNDP
* Reasons to be fearful; David Strahan
* Regional Approach to Climate Change; CARICOM
* SAMOA, Climate Public Expenditure and Institutional Review; UNDP
* Starting Emissions Trading on July 1, 2014: Policy Summary; Australian Government
* Tackling Climate Change is in the National Interest; Minister for Climate Change and Energy Efficiency, Australian Government
* Taking Stock of Durban: Review of Key Outcomes and the Road Ahead; UNDP
* The Bali Road Map: Key Issues Under Negotiation; UNDP
* The Carbon Farming Initiative Handbook; Australian Government
* The Critical Decade: Generating A Renewable Australia 2012; Climate Commission, Australia
* The Critical Decade: Generating A Renewable Australia 2013; Climate Commission, Australia
* The Outcomes of Copenhagen: The Negotiations and The Accord; UNDP
* The Post-2015 process: Where does it stand now and how to take advantage of it?; UNDG
* UNDP Support for Building Capacity on Climate Finance Readiness; UNDP
* Warnings of Climate Science – again – written in Doha sand; ECOFYS, Climate Analytics

**APPENDIX III**

**Training Material used for the ‘Workshop on *SIDS Climate Change Diplomacy,* held in Singapore, April 07-11, 2014**

* Ad-hoc Working Group on the Durban Platform; UNFCCC
* Joint National Action Planning for Climate Change and Disaster Risk Management: The Belizean Context; National Climate Change Office, Belize
* Capacity Building for SIDS Climate Change Negotiators: Mitigation Strategies in Singapore’s Land Transport Sector; Land Transport Authority, Singapore
* Draft for Discussion - Capacity Building for SIDS Climate Change Negotiators
* Climate Finance: UNFCCC/Kyoto Protocol: UNFCCC
* Cook Islands Energy Strategy; Cook Islands
* Delivering Transformational Change: The Regional Framework for Achieving Development Resilient to Climate Change; CCCCC
* Integrated Water Resource Management: A Development Priority for Singapore; Industry Development Department, Singapore
* JNAP Development and Implementation in the Pacific, Experiences, Lessons and Way Forward; SPREP
* Loss and Damage; UNFCCC
* Post-2015 Development Agenda Orientation and Briefing Programme; UNDP
* Presentation of Belize’s NAMA Ideas- Results of the NAMA Screening Process and Proposed NAMAs for the Waste and Energy Sectors; National Climate Change Office; Belize
* SIDS Climate Change Diplomacy Training, Integrating Climate Change and Disaster Risk Reduction: Vanuatu’s Experience; Vanuatu Meteorological and Geo-hazards Department
* Climate Change Diplomacy Simulation Exercise, UNITAR
* Capitalising on Energy Efficiency in the Built Environment, the Singapore Journey; Singapore
* SREP’s and Climate Change Work in the Pacific; SPEP
* Climate Change Diplomacy; UNITAR
* Where are we with the SDGs and the Post-2015 Development Agenda