

Hariyo Ban Program Learning Strategy

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PO Box: 7660

Baluwatar, Kathmandu, Nepal

T: +977 1 4434820, F: +977 1 4438458

hariyobanprogram@wwfnepal.org, www.wwfnepal.org/hariyobanprogram

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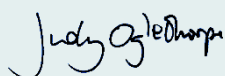
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Thanks very much to everyone – I look forward to some exciting and ground-breaking joint learning as this ambitious and innovative program moves forward!



Judy Oglethorpe
Chief of Party, Hariyo Ban Program

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Acronyms and Abbreviations

BZUC	Buffer Zone Users Committee
CAPA	Community Adaptation Plan of Action
CARE	Cooperative for Assistance and Relief Everywhere
CBA	Community Based Adaptation
CC	Climate Change
CCA	Climate Change Adaptation
CFUG	Community Forest Users Group
CHAL	Chitwan Annapurna Landscape
CoP	Chief of Party
DCoP	Deputy Chief of Party
EBA	Ecosystem Based Adaptation
EIA	Environmental Impact Assessment
FECOFUN	Federation of Community Forestry Users in Nepal
GESI	Gender and Social Inclusion
GHG	Green House Gases
GOs	Government Organizations
LAPA	Local Adaptation Plan of Action
M&E	Monitoring and Evaluation
MRV	Monitoring Reporting and Verification
NAPA	National Adaptation Plan of Action
NGOs	Non-Governmental Organizations
NRM	Natural Resource Management
NTNC	National Trust for Nature Conservation
PES	Payment of Ecosystem Services
REDD	Reducing Emissions from Deforestation and Forest Degradation
TAL	Terai Arc Landscape
US	United States
USAID	United States Agency for International Development
WOO	Windows of Opportunity
WWF	World Wildlife Fund

Executive Summary

The Hariyo Ban Program is an ambitious initiative that aims to reduce adverse impacts of climate change and threats to biodiversity in Nepal. The Program provides excellent learning opportunities through the innovative and multi-disciplinary approach of the program. The learning component of this work is particularly important because Hariyo Ban is pursuing initiatives in the fields of REDD+ and climate adaptation, which are global priorities that continue to develop and evolve. By being innovative and sharing lessons learned from our successes and challenges, and documenting and communicating them to appropriate audiences, we can make a significant contribution to propelling these fields forward both in Nepal and internationally. Hariyo Ban also provides a platform to share lessons learned from the biodiversity and cross-cutting themes, which involve testing new and traditional approaches, as well as developing new tools.

The learning objective of Hariyo Ban is to generate and apply learning to improve the program's effectiveness in mitigating climate change, reducing vulnerability to climate change, and reducing threats to biodiversity in a gender sensitive and socially inclusive manner. The guiding principles of this learning strategy have a focus on innovation, and learning from challenges as well as successes. The strategy promotes a collaborative process, takes an integrated approach across Hariyo Ban's thematic and cross-cutting components, identifies audiences for learning, and recognizes that capacity building may be necessary for learning. The program seeks to share and encourage the application of this learning more widely in Nepal and globally. The principles of the learning strategy will be pursued throughout the duration of Hariyo Ban.

Hariyo Ban's learning approach will include accessing existing learning from Nepal and other countries, and will seek answers to a set of learning questions. This will involve analyzing studies and broad Hariyo Ban monitoring and evaluation results to test hypotheses in the Hariyo Ban conceptual model and results chains. This will also involve applying learning through adaptive management, adapting approaches and activities in light of learning results, documenting and sharing learning, and building capacity for learning. The opportunities identified include the following: the innovative and multi-disciplinary approach of Hariyo Ban; five years in which to learn; specific opportunities to apply learning in the program's two landscapes and at the national level; consortium partner interest in learning; and audiences both in Nepal and internationally. The challenges include ensuring adequate time is spent on learning, and ensuring that partners feel ownership of the learning strategy.

This learning strategy was developed concurrently with WWF Nepal's Learning Framework, and sought to establish synergies across the two processes. The differences in approach to learning among the Hariyo Ban partners were recognized and respected in the development of this strategy, as we needed to ensure that the strategy was appropriate and relevant for all four organizations.

A matrix is included in Annex 1, which outlines the 29 learning questions, the issues they attempt to address, and the process that will be pursued to respond to these questions.

1. Introduction

1.1 Background

The Hariyo Ban Program is funded by USAID and implemented by a consortium of World Wildlife Fund (WWF), Cooperative for Assistance and Relief Everywhere (CARE), National Trust for Nature Conservation (NTNC), and the Federation of Community Forestry Users in Nepal (FECOFUN) with WWF as the lead organization. While WWF and CARE are international NGOs, NTNC and FECOFUN are national NGOs.

Hariyo Ban aims to reduce adverse impacts of climate change and threats to biodiversity in Nepal. Its objectives are:

- Reduce threats to biodiversity in targeted landscapes;
- Build the structures, capacity and operations necessary for effective sustainable landscape management, with a focus on reducing emissions from deforestation and forest degradation (REDD+) readiness;
- Increase the ability of targeted human and ecological communities to adapt to the adverse impacts of climate change.

Hariyo Ban works on three core interwoven components – biodiversity conservation, sustainable landscapes and climate change adaptation – with livelihoods, gender and social inclusion as important cross cutting themes. The program is being implemented in two large landscapes of Nepal with high biodiversity value: Terai Arc Landscape (TAL) and Chitwan-Annapurna Landscape (CHAL); complemented by enabling policy support at the national level.

Hariyo Ban consortium partners bring a range of skills and constituencies to the program. There is complementarity in their approaches, as well as important overlaps. WWF works through local partners at the local, landscape and national level, providing policy development support as well as field level support. NTNC plays a role in supporting the Government of Nepal in the conservation of protected areas, and in supporting national policy development. CARE works to promote the rights of people and plays a role in strengthening forest governance. FECOFUN represents 18,000 community forest user groups in Nepal, with extensive engagement at the grassroots level, and plays an important advocacy role at the national level. While some of the partners have worked closely together previously, the four have not worked as a consortium before Hariyo Ban.

During the first stage of Hariyo Ban, the partners learned about the approaches of each organization, which helped to provide an understanding of the different core missions and values, and areas for greater synergy. As a result, the Hariyo Ban partners are sharing approaches and tools and adopting each other's approaches where relevant to pursue more effective implementation. These interactions have paved the way for the development of the Hariyo Ban learning strategy.

The need for a Hariyo Ban learning strategy was recognized and first discussed by the core team and consortium partners in a monitoring and evaluation (M&E) workshop in November 2011. At that time a draft list of learning questions was developed, which was later

revisited and refined by both the consortium partners and the core team. A consortium partner workshop was held in November 2012, when assistance was provided by learning consultants Shailendra Thakali and Bruce Britton, to help craft and finalize the learning strategy.

1.2 Existing learning by consortium partners

The following section provides an overview of the learning practices of the four consortium partners.

WWF Nepal recently developed a learning framework which aims to build on existing practices in learning and sharing in WWF Nepal. This framework also seeks to address shortcomings and further embed learning in the way WWF Nepal performs work. The learning framework is based on three main strategies: a proactive learning agenda of learning questions; building learning into monitoring and evaluation systems; and developing an organizational culture that enables and encourages learning and reflective/critical thinking across all levels of the organization. (WWF Nepal Learning Framework January 2013)

Information on the other three consortium partners below stems from discussions with the partners, and interviews by the learning consultant Shailendra Thakali in November 2012.

CARE uses the theory of change approach which identifies hypotheses at the onset of the project/program cycle. The monitoring and evaluation system is aligned to the theory of change. The logical framework is used as the main tool for monitoring and evaluation. Learning questions are largely related to expected outcomes and impacts. The monitoring unit of CARE is primarily responsible for generating learning, often with the help of external consultants. CARE also has experience in knowledge management. Although CARE encourages sharing of learning at different fora within CARE headquarters, country offices and across programs, the review and evaluation of reports, including learning, are often not performed because of their size and lack of summaries of key learning points. CARE's experience of using theory of change as the learning approach is recent and continues to evolve.

NTNC does not have a formal learning program. However, it does undertake research, studies and monitoring to learn more about the conservation areas, wildlife and habitats that it works to conserve, and the challenges that they face. Results inform future approaches and project/program development. Learning is largely captured in progress reports, seminar papers, theses and dissertations, research papers, newsletters and articles. Successes and lessons from particular projects/programs or approaches are highlighted in progress reports and sometimes in other publications. However, learning from projects/programs is often not well-documented or made readily available to others. Libraries in NTNC offices also referred to as 'resource centres', are mainly used as depositories of knowledge, but they are under-used even by NTNC staff. Review and reflection sessions at board meetings, staff retreats and staff meetings with partners are mainly dominated by reviewing progress and project/program related issues, and making decisions to facilitate implementation.

FECOFUN's current learning practices seem to be focused more on highlighting successes by capturing success stories in programs and projects, and documenting them. Learning is largely discussed informally, captured in progress reports, workshop/seminar papers, newsletters and articles. It is yet to be properly documented and made readily available for use. Libraries or resource centres are the main depositories of knowledge, but they are under-used even by FECOFUN's own staff. Board meetings, staff retreats and staff meetings are mainly used to discuss project/program related issues. These are also used to review project/program progress and make decisions to facilitate project/program implementation.

The four consortium partners are at different stages of formally embracing a defined learning framework. All four partners have expressed interest in participating in the Hariyo Ban learning agenda, and building capacity in this area. This learning strategy embraces and builds upon the existing learning practices of all four partners.

2. Rationale for learning

Hariyo Ban is an ambitious, innovative and multi-disciplinary initiative which provides excellent learning opportunities. Learning is particularly important because the program is working in the fields of REDD+ and climate adaptation, which are global priorities that continue to develop and evolve. By being innovative and learning from our successes and challenges, and documenting and communicating them to appropriate audiences, we can make a significant contribution to propelling these fields forward both in Nepal and internationally. This will help to enable more effective responses in reducing vulnerability to climate change and climate variability. It will also help to develop and test the most effective REDD+ approach for Nepal, and identify the benefits and costs. The program will also learn lessons from the biodiversity and cross-cutting themes, testing new and innovative approaches, developing tools, and documenting and sharing this learning. This will take place in a changing and dynamic environment, taking into account factors such as climate change, large-scale development, human migration, and the evolving political situation in Nepal. These factors contribute to the need for learning and adaptive management. While Hariyo Ban has an overall program framework with three separate intermediate results and USAID funding streams, this learning strategy will help with adapting to demonstrated successes and failures, and opportunities that arise.

3. Learning objective, principles and approach

3.1 Objective

Hariyo Ban's learning objective is to generate and apply learning to improve its effectiveness in mitigating climate change, reducing vulnerability to climate change, and reducing threats to biodiversity in a gender sensitive and socially inclusive manner. The program seeks to share and encourage the application of this learning more widely to others in Nepal and globally.

3.2 Guiding principles for the Hariyo Ban learning strategy

- **Scope and relevance:** Learning will be relevant to Hariyo Ban's goal and objectives, and will help to achieve them more effectively. Additional learning will be generated at different levels in the two landscapes, as well as at the national level. Relevant, existing learning will be accessed from within Nepal and internationally.
- **Innovation:** Hariyo Ban will be innovative, trying new approaches as well as using tested and proven approaches and tools.
- **Learning from successes and challenges:** Hariyo Ban will learn from success and will also learn from challenges, recognizing that important lessons also stem from approaches that are less effective than anticipated. The program will strive to create an enabling environment for constructive learning from successes and challenges.
- **Collaborative process:** Hariyo Ban learning will be a collaborative process involving the core team and consortium partners, and at times other partners and stakeholders.
- **Integrated approach:** Learning will include analysis of the integrated approach across Hariyo Ban's three thematic components, the mainstreaming of the cross-cutting components, and the results from individual themes. Where feasible, advantages of the synergies between different components will be analyzed and documented.
- **Audiences for learning:** Audiences for the Hariyo Ban Program learning include: Hariyo Ban consortium partners, Government of Nepal, community based organizations, NGOs, donors, academia, USAID and other donors. While primary audiences are within Nepal, we will also reach out to conservation, development, climate and other sector audiences beyond Nepal with learning results relevant to regional and global audiences.
- **Capacity for learning:** As needed, Hariyo Ban Program partners will be supported in building learning capacity.
- **Timeframe:** Learning will be undertaken throughout the duration of Hariyo Ban, and sustainability for ongoing learning will be built, where relevant, in consortium, government, civil society, and other partners.

3.3 Approach to learning

The learning strategy includes the following principal processes:

- **Accessing existing learning** from Nepal and other countries, and incorporating useful elements into Hariyo Ban Program design/implementation.
- **Generating new learning** by seeking answers to a set of learning questions, as well as analyzing studies and broad Hariyo Ban monitoring and evaluation results to test selected hypotheses in the Hariyo Ban conceptual model and results chains. We will learn from approaches that yield good results, as well as approaches that are not as effective as anticipated.

- **Applying learning through adaptive management** will be pursued by the core team and consortium partners, which will involve applying learning, adapting approaches and activities in light of learning results as appropriate.
- **Documenting and sharing learning** within Nepal and internationally, as appropriate and managing new and existing information.
- **Building capacity for learning** among consortium partners, other partners and stakeholders, as needed.

3.4 Challenges and opportunities

Opportunities

- **Tremendous cutting edge and multi-disciplinary learning opportunity:** this large, complex, innovative, multi-disciplinary program provides important learning opportunities in the cutting edge and traditional themes, and in the integration of the cross-cutting themes.
- **Five years in which to learn:** the implementation of the program over five years provides the opportunity to learn meaningful lessons over an extended period of time.
- **Specific opportunities to apply learning:** Hariyo Ban learning will be applied in the revision of the TAL strategy and other policy reforms, formulating multi-scale approaches in the new landscape of the Gandaki River basin, refining approaches and tools in several disciplines, and applying lessons on effective partnerships.
- **Interest among the consortium partners:** all consortium partners have expressed interest in learning as institutions. Many Hariyo Ban staff members are working in new fields, and are open to being involved in learning from the approaches of Hariyo Ban.
- **Learning audiences both within Nepal and internationally:** Hariyo Ban is a high profile program in Nepal, in USAID, and in the international climate community. Our audiences eagerly await our results and lessons learned.

Challenges

- **Ensuring adequate time is spent on learning:** with all the other responsibilities in planning, implementing, administering and monitoring this large and complex program, it is difficult to find time for learning. Hariyo Ban is required to yield results and spend funds on schedule, but needs to balance this with creating time for staff to ask key questions, reflect and learn. This can be done in formal review and reflection meetings, which should be designed to encourage this kind of enquiry. There may be seasonal down-times in staff schedules when strategic reflection, analysis and documentation of learning are easier, for example during the monsoon when travel and field work are restricted. Supervisors should encourage staff to play an active role in learning, for example by including learning in employees' annual performance goals.
- **Ensuring that partners feel ownership of the learning strategy:** this is particularly important for partners who do not have a strong institutional learning culture. We need to foster ownership of learning at various levels, ensuring that staff is empowered to learn and that their learning is recognized by their organizations.

Hariyo Ban may be able to encourage some consortium partners to develop stronger learning approaches across their organizations.

4. Learning culture

Hariyo Ban aims to develop an active culture that encourages learning at all levels within and among consortium partners, the Government of Nepal, and internationally. Hariyo Ban promotes a sense of inquiry and passion for learning among staff. This creates an environment in which it is safe to pursue innovative and challenging initiatives, and prioritizes the recognition of lessons learned and applying them creatively in adaptive management. This includes learning from existing knowledge; proactive learning (through learning questions and studies); opportunistic learning; as well as reflective learning (e.g. through review and reflection, and monitoring involving all four consortium partners). We will promote active sharing and documentation of learning.

5. Learning processes

5.1 Accessing existing learning

Hariyo Ban will utilize the considerable knowledge and experience of the consortium partners and core team staff, and the knowledge management systems of consortium partners. We will also access existing learning from other sources both within Nepal and other countries, and stay abreast of current developments in the rapidly changing fields relevant to the program. As appropriate, useful learning approaches will be piloted and incorporated into Hariyo Ban Program design and/or implementation. Information will be accessed, for example, through communication with national networks, other projects and researchers within Nepal; published and gray literature; the WWF Network (e.g. WWF Network Climate Adaptation Team, WWF's Global Climate and Energy Initiative); and CARE's global programs including the Poverty, Environment and Climate Change Network.

5.2 Generating new learning

Hariyo Ban will take both proactive and opportunistic approaches to learning, as well as learning through the monitoring and evaluation work.

Opportunistic learning: We realize that with such an innovative and cutting edge program there will be opportunistic learning, where learning opportunities arise unexpectedly and sometimes at short notice that we may not be able to foresee. The Windows of Opportunity (WOO) funds are a great way of learning opportunistically, but opportunistic learning will not be limited to WOO funded activities. Opportunistic learning will also occur in the mainstream activities of Hariyo Ban, for example through studies and during the course of implementation.

Proactive learning (learning through learning questions): On the proactive side, Hariyo Ban has developed a series of learning questions which are important to address in order to refine the program and make it more effective, as well as create a learning legacy that will be valuable for others working in the same disciplines elsewhere. The cutting edge learning questions are based on priority issues, challenges and gaps in knowledge around Hariyo Ban's components and themes (Annex 1). We will attempt to test and answer these over the course of the program. In this way the program will undertake active learning, designing programs around answering these questions, rather than relying solely on opportunistic learning and the more passive learning that comes from monitoring and evaluating results in the program cycle. The table in Annex 1 lays out the approach for each learning question, as well as responsibilities, timeframe, and budget. We will encourage active participation of all relevant consortium partners in answering the learning questions, at various levels, as well as among the Government of Nepal, resource partners, communities, and others as relevant. We will foster ownership of the results, which will make them more likely to be applied in adaptive management.

Learning reflectively through M&E results: Hariyo Ban will learn from analysis of its monitoring, review and evaluation data, including testing of hypotheses and assumptions made in its conceptual models and results chains for the three main components. This more reflective and passive way of learning will provide a solid base to assess approaches that are working well, and those that may not be yielding positive results. The reasons for these results will also be analyzed.

Learning at different levels: We will encourage and promote learning at multiple levels in Hariyo Ban, from the grassroots level to the national level. Different learning tools may be used at different levels, and we will learn from qualitative and quantitative information and stories from the grassroots level.

5.3 Applying what we learn through adaptive management

The core team, consortium partners and other partners will analyze learning results and apply learning, adapting approaches and activities in light of learning results as appropriate. If we find that any of the assumptions underlying the results chains (theories of change) that underpinned program design are flawed or no longer valid, we will change the results chains and make adjustments to program design and implementation. Small changes may be made throughout the working year by the consortium partners and core team. For larger changes, mechanisms for adaptive management will include formal review and reflection, and the annual work planning process. If necessary we will refine our annual performance targets, particularly if we need to adjust our focus in different subject areas for greater impact (target adjustments will be documented and justified). More urgent, large-scale changes may be made at other times of the year, with the agreement of all concerned partners. This could include, for example, sudden opportunities to apply learning in a rapidly evolving political or socio-economic situation.

5.4 Documenting and sharing learning

We will follow Hariyo Ban's communication strategy to document and share new learning, both within and outside of Nepal, as appropriate. We will regularly share learning within the

Hariyo Ban consortium, and with our other partners. Mechanisms will include Hariyo Ban newsletters and internal weekly updates; documentation of stories from the field; learning fora; thematic and landscape based coordination meetings; presentations to partners; site visits and study tours; and integration of learning in training programs. More broadly, we will participate in national and international conferences to share results and lessons, and publish selected learning results strategically in scientific and gray literature. We will present learning results at strategic government events, including annual planning meetings. Hariyo Ban will also share findings as ‘works in progress’ with wider audiences, for example through networks and on-line fora.

We will tap into consortium partner knowledge management systems to formally document Hariyo Ban learning, aiming to leave a legacy of learning results well beyond the duration of Hariyo Ban. If necessary, we may provide support to strengthen and modernize these knowledge systems in order to ensure this legacy. In particular, we will seek synergies with WWF Nepal’s recently developed learning framework.

6. Roles and responsibilities

Overall responsibility for ensuring that the learning strategy is implemented lies with the Chief of Party. The M&E Specialist will be responsible for coordinating implementation on a day-to-day basis, and will ensure that the M&E Unit supports learning in an effective way. Responsibilities for individual learning questions are outlined in Annex 1. The consortium partners and core team will agree on detailed roles and responsibilities, and integration of the learning strategy into the Hariyo Ban work plan. They will also identify any capacity development needs, and plan for developing those capacities.

Consortium partners have found our approach to promote proactive learning very encouraging. As mentioned above, we have worked closely with WWF Nepal as it has developed its learning framework. The other three partners see our exercise to develop learning questions and the learning matrix with their participation and inputs as a potential model to develop their own learning agendas and foster learning both at individual and organisational levels.

Our consortium partners see learning and knowledge management as key areas for future investment and development. Their current practice of learning is ad hoc, mainly focusing on highlighting successes of projects and programs, and testing hypotheses (theories of change) in the case of CARE. There is a general sense, therefore, that learning to date is not adequately captured or applied to influence ongoing project/program results, nor to develop new initiatives.

For Hariyo Ban to become smart in generating learning, documenting, sharing and applying leaning more widely, our partners need to develop adequate competencies and capacities which are presently lacking. This includes developing conceptual clarity on learning processes and clarifying their roles and responsibilities, particularly in relation to our learning questions, so that they can play important roles in answering these questions. This necessitates designing and providing orientation training and workshop programs focusing on developing skills in formulating learning questions, reflective and critical thinking,

analytical thinking, use of learning sharing tool kits, documenting learning, and using different tools and mediums to disseminate and share learning.

More importantly, the consortium needs to link and build in learning questions in the partners' work planning, budgets, monitoring and reporting systems. It is also important to identify and train a cadre of learning champions within their organisations, and ensure that learning becomes everyone's responsibility and an integral part of organisational development and adaptive management. We will encourage consortium partners to participate in Hariyo Ban learning and sharing programs, and promote cross programmatic and organisational learning during the duration of Hariyo Ban. We hope that consortium partner organizations may develop their own organizational set of learning questions and learning matrix, as WWF is doing.

7. Documenting learning progress

Progress on learning will be assessed during regular review and reflection meetings, as well as mid-term and final evaluations. The M&E Unit will be responsible for monitoring progress on answering the learning questions, and following up with responsible staff as necessary. Learning progress will be reported regularly to the Program Steering Committee, Program Management Committee, and to USAID through regular donor reporting. This will include progress made on addressing the learning questions.

8. Resources

Resources for implementing the learning strategy will be incorporated in the annual work plans. These resources include the following:

- Leadership support
- Priority / time
- Infrastructure
- Capacity development
- Competence development

Annex 1: Learning Questions Matrix

Hariyo Ban Program Learning Questions Matrix

Biodiversity Conservation										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Landscape level conservation approach reduces threats to biodiversity and increases local adaptive capacities.	How important is north-south landscape connectivity (river and forest) in CHAL for wildlife species in the context of climate change?	Is this connectivity functional? Can it serve as a climate refugia?	Coordinator, Biodiversity Conservation with the support from biodiversity conservation component focal persons of consortium partners.	Proves effectiveness of landscape level biodiversity conservation for future programming and up-scaling.	Surveys Research Field reports Community consultations M& E reports Reviews	Biodiversity and research skills (quantitative/qualitative) Community facilitation skills	Research reports Review reports M & E reports Survey reports Field reports	Dedicated time for review and reflection Networking with communities of practice Journals and documents Consultants	15,000	2013-2016

<p>Large-scale infrastructure development projects may have detrimental effects on biodiversity conservation and sustenance for traditional livelihoods</p>	<p>What impacts will large-scale infrastructure development have on river connectivity and local livelihood options?</p>	<p>What impacts will infrastructure development have on the north-south movement of aquatic species? Will large scale infrastructure development projects diversify livelihood options? What impacts will emerging livelihood opportunities have on ecosystems and species?</p>	<p>Coordinator, Biodiversity Conservation with the support from biodiversity conservation component focal persons of consortium partners.</p>	<p>Makes large scale infrastructure development projects more environmentally friendly through sound mitigation measures. Develops understanding of effects of infrastructure development on traditional livelihoods and provides options for alternatives.</p>	<p>Consultant reports. EIA and USAID environmental compliance reports</p>	<p>EIA and livelihood expertise</p>	<p>Consultant reports</p>	<p>Dedicated time for review and reflection Consultants</p>	<p>20,000.00</p>	<p>2014</p>
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Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Key steps required to sustain participatory biodiversity conservation beyond the project/program life is poorly understood and documented.	What are the key steps for participatory biodiversity conservation to become self-sustaining in the Nepalese context?	N/A	Coordinator, Biodiversity Conservation with the support from biodiversity conservation component focal persons of consortium partners.	Help to sustain and up-scale participatory conservation beyond the project/program life.	Review reports	Review and documentation skills Qualitative research skills	A report highlighting best practices	Dedicated time for review and reflection Consultants	5,000.00	2014

Sustainable Landscapes

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
REDD+ sub-national models are still not being explored and tested in Nepal	What are the most appropriate REDD+ sub-national model(s) for Nepal?	What are costs and benefits of REDD+ models at different scales? What are challenges and opportunities for equitable benefit sharing across different levels?	Coordinator, Sustainable Landscapes with support from REDD+ component focal persons of consortium partners.	Identifies and supports designing of an appropriate REDD+ sub-national project	Cost and benefit analysis of REDD+ projects across different scales.	Resource Economist REDD+ expert	Consultant reports	Dedicated time for review and reflection Consultants	0	2013/14

Nepal has not established a reference level or reference emission level for REDD+	How can development of the TAL reference level be informed by the development of a national REDD+ reference level?	N/A	Coordinator, Sustainable Landscapes with support from REDD+ component focal persons of consortium partners.	Establishes RL or REL for REDD+ projects and draws benefits from carbon credit projects	Trend analysis of deforestation and forest degradation in Nepal	GIS and RS experts REDD+ expert	Consultant reports	Dedicated time for review and reflection Consultants	0	2013/14
Participation of students in forest carbon inventory builds national capacity for MRV and is cost-effective	What are the roles and value of participation of local resource persons and students in forest carbon inventory and GHG monitoring?	N/A	Coordinator, Sustainable Landscapes with support from WWF Nepal's Coordinator – Climate Change, Fresh Water and Energy.	Builds national capacity for REDD+ MRV	Involvement of students and LRPs in carbon inventory	Analytical skills	Consultant report	Dedicated time for review and reflection Consultant	1,000	2013/14

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Safeguard measures are important to protect local rights and ensure environmental sustainability.	What are important safeguard measures for REDD+ initiatives in Nepal?	What are environmental, biodiversity and social elements for REDD+? What effects do different elements have on designing of REDD+ mechanisms? What are the main challenges?	Coordinator, Sustainable Landscapes with support from REDD+ component focal persons of consortium partners.	Identifies measures required to safeguard local rights and the environment while developing REDD+ projects	Review of current safeguard measures and application of these measures in Nepal's context.	Analytical skills	Consultant report	Dedicated time for review and reflection Consultants	0	2014

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
PES may provide resources required to sustain landscape level conservation and development	What are the main opportunities in the two landscapes for payments for ecosystem services?	What are the barriers and limitations? What is current learning from direct PES experiences ?	Coordinator, Sustainable Landscapes with support of REDD+ component focal persons of consortium partners.	Identifies PES opportunities. Supports designing of PES focused projects.	Review of current PES. Consultation with PES service beneficiaries.	Facilitation and analytical skills	Consultant report	Dedicated time for review and reflection Consultants	0	2015

Climate Adaptation										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
EBA and CBA are not well integrated.	What are the current best practices for integrating community and ecosystem adaptation?	Where and what are best practices? What are challenges to integrate community and ecosystem adaptation?	Coordinator, Climate Change with support from CCA component focal persons of consortium partners.	Promotes better integration of EBAs and CBAs to increase resiliency.	Review of current EBA and CBA practices and experiences from adaptation plans implementation.	Adaptation expertise Community facilitation skills	A consultant report	Dedicated time for review and reflection Consultants	15,000	2014
Impacts of climate change on NR governance is understudied and not well understood.	Does the climate change regime affect the natural resource governance systems at local and national levels?	How are forest policies and institutions being affected by the climate change regime?	Coordinator, Climate Change with support from CCA component focal persons of consortium partners	Makes NRM governance more adaptive and climate resilient.	Review of current NRM governance system and its appropriateness in climate change scenarios.	Governance expert and climate change expert	Consultant report	Dedicated time for review and reflection Consultants	20,000	2016

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Except for NAPA, Nepal has no strategy to mainstream climate change issues in conservation and development planning.	How can climate change be mainstreamed in sectoral plans and priorities?	What are the opportunities and challenges for mainstreaming climate change?	Coordinator, Climate Change with support from CCA component focal persons of consortium partners	Designs climate smart sectoral plans.	Review of current CC mainstreaming practices. Help designing climate smart policies and enabling environment. Develop pilot programs and review results.	A multi-disciplinary team of expertise.	Consultant reports Review reports	Dedicated time for review and reflection Consultants	25,000	2015/16

Gender and Social Inclusion (GESI)										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Women, dalits and socially marginalized groups have not been able to demonstrate strong leadership roles in NRM sector.	What are lessons on ways to overcome barriers to women, dalits and socially marginalized groups taking on leadership roles in forest management, biodiversity conservation and natural resource management?	What are problems faced by emerging leaders belonging to women, dalits and socially marginalized groups in NRM? What are strategies adopted to cope with these challenges?	Gender and Social Inclusion Coordinator	Inclusive programme planning contributes to effectiveness of program components Reduce conflicts in NRM Improve resource access and control dynamics Mobilise resources for innovative practices Influence GESI policy at national level	Commissioning social research and survey Interaction with emerging leaders Consultation with GOs and NGOs, and representatives working with women, dalits and socially marginalized group leadership promotion and NRM Document and analyse trends of leadership, opportunities and challenges	Gender and social inclusion Leadership in forest and NRM	Assessment report Review report in tracking progress in answering questions and retesting hypothesis, ensuring that we have the right assumptions and questions	Finance for conducting study Technical inputs		2014

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Conservation sector has relatively few rural youth leaders	What is the most effective way to engage rural youth in Hariyo Ban Program activities, and more broadly in conservation?	What encourages rural youth to be engaged in Hariyo Ban Program? What demotivates the youth community to work as conservation leaders?	Gender and Social Inclusion Coordinator	Increase youth engagement in Hariyo Ban and conservation interventions Promote youth led innovative approaches of conservation	Analyse present youth participation status Support youth engagement interventions and review progress	Youth engagement in conservation Social/youth mobilization	<u>Progress review</u> Integrate with work plan and monitoring systems; progress reports Review and reflection to track progress and lessons <u>Application of learning</u> Use of learning for designing youth based programs Policy inputs for youth engagement	Finance for youth piloting interventions Technical inputs	20,000	2015

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Differential impact of climate change is less understood and relatively less analysed.	How are women, dalits and socially marginalized groups differentially affected by the adverse effects of climate change?	What are different features of climate change impacts that are unique to women, dalits and socially marginalized groups? Are different mechanisms adopted by these vulnerable communities to cope or adapt to the negative impacts of climate change?	Gender and Social Inclusion Coordinator	Support in developing GESI sensitive climate change adaptation plan and interventions	Gender and social inclusion based differential impacts assessment Documentation of coping mechanisms adopted by vulnerable communities	Gender and social inclusion Climate change mitigation and adaptation	<u>Progress review</u> Consultant report Periodic consultation with field team and community <u>Application of learning</u> Integration in CAPA and LAPA	Dedicated time for review and reflection Consultants	0	2013

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Less focused on alternative energy for livelihood promotion and wellbeing of women, dalits and marginalized people	What is the effect of alternative energy on the livelihood and wellbeing of women, dalits and marginalized people?	<p>What is most important alternative energy source for rural women that makes them more responsive in the protecting resources and also helps to maintain their daily work life balance?</p> <p>Does the use of alternative energy help women, dalits and marginalized people to be healthy, satisfied and prosperous?</p>	Gender and Social Inclusion Coordinator, with responsibilities for GESI focal persons of NTNC and other GESI team members of consortium	<p>Support in measuring effectiveness including cost and benefit analysis of alternative energy options</p> <p>Clarity on +ve and -ve implications of alternative energy interventions</p> <p>Support in reframing GESI sensitive alternative energy interventions</p>	<p>Pre and post survey on livelihoods and well-being with reference to alternative energy options:</p> <p>Selection of households for alternative energy</p> <p>Pre and post time difference in daily chores related to forest and NRM, e.g. collecting fuel wood, cooking food in traditional stoves, taking care of children, engagement in other leadership, community development and livelihood options</p> <p>Pre and post differences in standard of living, e.g. leadership in conservation, income level, perception from society members, self-esteem</p>	Gender and social inclusion Alternative energy	<p>Monitoring visits on a periodic basis</p> <p>Periodic sharing of outcomes of both study and monitoring visits.</p>	Technical inputs		2013 - 2015

Livelihoods										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Livelihood options practiced in the country are not able to target forest dependent, extremely poor communities.	What are viable livelihood options, including green enterprises, for forest dependent poor communities, and how can these be up-scaled?	<p>What are challenges of pro-poor based livelihood options?</p> <p>What are the green enterprises with greatest potential in each sub-water basin area? (value chain study)</p> <p>What are extra efforts that should be carried out for up-scaling viable livelihood options?</p>	Livelihood Specialist	<p>Ensure wide scale benefits from livelihood options for</p> <p>increasing poor community mobilization for biodiversity conservation</p> <p>reducing dependency on forests</p> <p>increasing their CC adaptation capacity</p>	Action research on scaling up effective pro-poor based livelihood options	Identification and scaling up effective livelihood options	<p>Progress review Progress report</p> <p>Report on action research</p> <p>Application of learning Redesigning livelihood interventions based on learning outcomes</p> <p>Workshops and seminars for sharing learning and challenges</p> <p>Wider dissemination of documentation</p>	Dedicated time for review and reflection Consultants	15,000	2013-2015

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Ecosystem services are not able to fully to contribute to livelihood improvement of vulnerable and marginalized communities due to elite capture.	How do ecosystem services affect income levels of vulnerable and marginalised people?	What are best practices and challenges of ensuring ecosystem services promote livelihoods of vulnerable groups? Is this different in the three different ecological zones, (mountain, midhills and Terai)?	Livelihood Specialist	Establish linkage of ecosystem services with livelihood and wellbeing to <ul style="list-style-type: none"> • promote wider community engagement • sustain ecosystem promotion interventions 	Assessment and action research on linkage of ecosystem services with livelihoods and wellbeing	Ecosystem services of Himalaya, Mountain and Terai Livelihood and wellbeing Gender and social inclusion	<u>Progress review</u> Assessment report Report on action research <u>Application of learning</u> Redesigning livelihood interventions based on learning Policy discourses and inputs	Dedicated time for review and reflection Consultants	10,000	2014

Governance										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Internal governance promotion of CFUGs is essential to increase their stewardship role in conservation.	18. What are the internal and external factors which make CFUGs transparent, credible and accountable?	<p>What are best practices of making CFUGs more transparent, credible and accountable?</p> <p>What are issues raised in terms of transparency, credibility and accountability of CFUGs?</p>	Governance Specialist/D COP	Increase credibility, effectiveness and accountability of CFUGs	<p>CFUGs corruption improvement assessment survey</p> <ul style="list-style-type: none"> • Selection of CFUGs with reduced corruption • Analyse enabling factors and challenges for corruption management 	Corruption reduction practices and analysis	<p><u>Progress review</u> Integrate with work plan and monitoring systems; progress reports</p> <p>Review and reflection to track progress and lessons</p> <p><u>Application of learning</u> Policy inputs for NRM good governance promotion</p> <p>Knowledge sharing events and consultations</p>	Dedicated time for review and reflection Consortium partner Staff/Consultants	Resource pulling by all consortium partners	2013

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Predominance of elite capture exists in terms of sharing benefits	What are the most effective and equitable benefit sharing practices in NRM groups?	<p>What are existing benefit sharing mechanisms?</p> <p>What are existing best practices and challenges in ensuring equitable benefit sharing?</p>	GESI Coordinator / Governance Specialist/D CoP	<p>Increase accountability of NRM groups to engage deprived and marginalized communities</p> <p>Contribute to sustaining NRM interventions</p>	<p>Assessment of existing equitable benefit sharing mechanisms</p> <p>Integration of equitable benefit sharing sessions in relevant capacity building interventions</p> <p>Contribute to policy/guideline formulation and implementation related to equitable benefit sharing mechanism</p>	<p>Provisions of equitable benefit sharing</p> <p>Analysis and knowledge sharing</p>	<p><u>Progress review</u> Assessment report</p> <p>Progress report</p> <p>Case studies</p> <p><u>Application of learning</u> Policy discourses</p> <p>Workshops for disseminating lessons</p>	Dedicated time for review and reflection Consultants	0	2013

Overarching - Programmatic										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Hariyo Ban has multiple components, working at a range of scales, which presents a challenge to optimizing synergies and pursuing an integrated approach.	How can a river basin approach help to integrate conservation, adaptation and payments for ecosystem services, and what are the challenges?	Is the river basin an appropriate unit for integrating Hariyo Ban's themes? If so, what are the key factors to its success?	Chief of Party	Learning can influence future approaches, particularly in new fields of climate adaptation and PES including REDD+	Identify pilot catchments where Hariyo Ban is applying all 3 components Develop framework for learning questions and monitor progress and challenges	Analytical, enquiring approach by those involved in catchment work Coordination of partners/themes at basin level Ability to see the big picture while working locally	Regular review and reflection at basin level Documentation of progress across pilot basins	Time to reflect, analyse and document learning	0	2013-2016

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Human migration is a major force that is affecting land, natural resources, livelihoods, GESI aspects, and governance of forests in Nepal	How should Hariyo Ban take into account current human migration trends in the two landscapes, and what lessons can we draw?	<p>What are the push/pull factors in current migration in the landscapes?</p> <p>What are the major effects on Hariyo Ban's components?</p> <p>How can Hariyo Ban capitalize on opportunities from migration, and try to cover for challenges posed?</p>	Chief of Party	More effective approaches possible in different parts of the two landscapes with increased understanding; identify migration challenges to community forest management systems and take mitigating action as appropriate; build on opportunities	<p>Study of demographic trends and push/pull factors in two landscapes</p> <p>Identify consequences (+ve and -ve) for achieving Hariyo Ban objectives and develop learning framework for migration</p> <p>Pilot responses as appropriate and document learning through framework</p>	<p>Consultant to do demographic study</p> <p>Short workshop to build capacity on migration in Hariyo Ban and partners</p>	<p>Completion of consultancy/application of findings</p> <p>Review of progress, piloting and learning</p> <p>Document lessons and communicate to key audiences as major results become available</p>	<p>Consultancy</p> <p>Time to analyse results and decide on actions (if any)</p> <p>Time to follow up and review effectiveness of actions</p>	\$15,000 for initial consultancy (already allocated)	<p>Study – 2013; apply results – 2014; monitor – 2015; document and disseminate results – 2016</p>

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
To be successful at landscape level we have to be very strategic in our drivers/threats approach or we risk having, say, scattered local impacts, or a policy change that may not be translated into practice	What have been the most effective ways of tackling the drivers and threats, including those exacerbated by climate change?	How do we measure effectiveness in reducing threats/drivers? What type(s) of drivers/threats strategies have worked best, and at what scale(s)? Why? How does climate change affect threats/drivers strategies?	Chief of Party	Tremendous benefits and conservation/development efficiencies in Nepal's landscapes through future leveraging of opportunities by partners in replicating and scaling up successful approaches and avoiding those that do not work well	Adoption of most appropriate threats/drivers reduction assessment methodology and modification of indicator Clear articulation of strategies for priority drivers/threats and ID of salient features Analysis of approaches – results, success factors, barriers, lessons and recommendations	Inputs to threats reduction assessment (Foundations of Success?) Timely inputs from CoP and Coordinators to document strategies, develop framework for analysis Consultant to do analysis and document results?	Annual review of progress and results of strategy implementation Adaptive management of strategies as required At end of third year, do interim analysis and adjust as necessary; communicate early lessons as appropriate In year 5, document final learning and lessons, disseminate in appropriate ways	Technical inputs on threats/drivers reduction methodology Time to document strategies and analyse results Consultancy	\$15,000	2013-2016

Overarching - Institutional										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What were learnt and how learning were applied	Resources required	Additional Budget required in US\$	Time-scale
Hariyo Ban brings together four NGOs with very different missions and working modalities, and is working across many different disciplines. How does such a complex program work?	How effective is the Hariyo Ban consortium at taking a multi-disciplinary approach, and what factors govern successes and limitations?	How effectively does Hariyo Ban take advantage of partner complementarity and deal with overlaps? What are the challenges for coordination? How did the partners adjust? What were the impacts? How effectively has Hariyo Ban integrated the three IRs and cross-cutting themes? What capacity building was needed?	Chief of Party/ DCoP/WWF Conservation Director	Benefits for planning and smooth functioning of future consortiums	Review and reflection meetings, mid-term and final evaluations, focus group discussions, interviews	No additional capacity	Mid-term and final evaluations; review and reflection meetings	No additional resources	0	2014-2016

Monitoring and Evaluation (M&E)										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
A robust M& E system is required to measure conservation impacts at landscape level approach.	What are the best ways to demonstrate program impact at a landscape level?	How can we demonstrate impact at corridor/sub-watershed level?	M&E Specialist with the support from M&E staff of consortium partners	Provides field tested methodology and tools to monitor conservation impacts of a complex, multi-sectoral and large scale program.	Build in learning questions in M&E system. Analyse and distil M&E results to capture impacts	Competency in biophysical and socioeconomic impact analysis Competency in macro level impact measurement	M&E reports Review workshops	Consultants	30,000	2013-2016

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Increased participation of stakeholders in M&E across disciplines and levels improves effectiveness of Hariyo Ban in measuring achievement of its goals.	How can we make M&E participatory in a multidisciplinary, multi-stakeholder, multi-level program?	What are most effective mechanisms to make M&E more participatory?	M&E Specialist with the support from M&E staff of consortium partners	Increased participation in M&E builds ownership, transparency and accountability Captures successes and failures of the program/project. Strengthens partnerships Generates realistic and reliable data Promotes better adoptive management	Analysis of M&E mechanism Sharing with and feedback from partners Process monitoring Review meetings and workshops	Analytical skills Participatory M&E expertise and skills	M&E reports Meeting minutes and workshop reports Review reports	Expertise and skills required are within M&E unit resources	8,000	2013-2016

Communication										
Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
People living in rural areas (particularly women and marginalized groups) have limited or no access to outside information; illiteracy is a large barrier. This question aims to identify effective communication mechanisms to reach rural communities to impart relevant information that can empower them to make better decisions to improve their lives.	What is the most effective communication vehicle to reach rural women and other marginalized groups (Dalits, highly marginalized Janajatis)	How often are our radio programs getting responses from rural communities? Are posters/wall paintings/notice boards being requested by field colleagues? How often do local partners like CBAPOs, CFUGs, BZUCs etc., use traditional media to communicate?	Hariyo Ban Program core Communications unit	It will help Hariyo Ban choose specific communication vehicles that directly communicate Hariyo Ban messages to the target rural communities.	Feedback from sponsored radio programs. Feedback from partner organizations on what has worked best for them. Testimonials from field staff and semi structured interviews with people in and around program area. Feedback from the field on inquiries received from local people about a particular issue communicated via a specific communication channel.	Communication colleagues	Periodic reflection on the type of communication channels used to communicate to rural masses. Particular focus on collecting feedback and testimonials from the field to answer the questions. Reporting a brief note on what is observed and learnt.	Hariyo Ban Program communications colleagues. Support from respective partner communications colleagues	0	End of 2013

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Media can be our strongest collaborators or critics. They are also the window through which we can reach the public, policy makers and donors, and highlight our program and issues on a large scale. The existing channels used to communicate our messages to the media are traditional and not always effective. Identifying new channels to communicate our messages so that they are picked up by the media is crucial.	What best communication means engages mass media to communicate key Hariyo Ban Program messages?	<p>How often does the issue covered in a particular press release get noticed/written about in the national dailies?</p> <p>Does taking journalists directly to the field encourage media representatives to cover broadly on our issues?</p> <p>Does providing adverts to a particular newspaper or media encourage their engagement to cover our stories?</p> <p>Do journalists outside Kathmandu valley respond to the same communication channel as journalists inside Kathmandu?</p>	Hariyo Ban Program core Communications unit	Provides best possible medium to connect to Nepali journalists to communicate key Hariyo Ban Program messages in Kathmandu and outside.	<p>Intentional tracking of the frequency of press releases being picked up by the media.</p> <p>Requests for field trips being asked by journalists.</p> <p>Regular feedback from editors/reporters on Hariyo Ban Program news coverage.</p> <p>Feedback from field colleagues on different approaches used to encourage media to cover Hariyo Ban Program related news.</p> <p>Feedback from partner organizations on what has worked best for them.</p>	Communication colleagues	<p>Periodic reflection and reaching out to editors, partner communication colleagues and field team.</p> <p>Reporting a brief note on what is observed and learnt.</p>	Hariyo Ban Program communications colleagues. Support from respective partner communications colleagues	0	2013/2014

Capacity Building

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
In order to promote sustainability of community NRM management, communities often need external resources, yet are not able to access them due to lack of capacity.	What is the best approach to build NRM groups' capacity to mobilize their funds in order to leverage external resources?	<p>What is the capacity building mechanism in NRM groups that currently used?</p> <p>What is the best approach that Hariyo Ban Program applied to mobilize NRM groups' resources effectively and equitably?</p>	GESI Coordinator/ Governance Specialist/DC oP	<p>Effective mobilization of NRM groups resources</p> <p>NRM based initiatives are sustained</p>	<p>Assessment of capacity building needs of NRM groups on external resource mobilization mechanism</p> <p>Contribute to capacity building based on findings</p> <p>Prepare resource leveraging mechanism</p>	<p>Resource leveraging strategy in NRM groups</p> <p>Governance improvement plan and approaches</p>	<p>Review capacity assessment report</p> <p>Resource leveraging status</p> <p>Progress review</p>	Dedicated time for review and reflection Consultants	0	2014

Problem Statement (Goals/objectives)	Learning Questions	Learning Sub-questions	Who has overall responsibility ?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed? What was learnt and how learning was applied	Resources required	Additional Budget required in US\$	Time-scale
Currently there is not enough capacity to scale up and sustain Hariyo Ban approaches once the program closes, and capacity needs to be built in local partners for this.	What forms of local capacity are most important for sustainability of Hariyo Ban approaches in the landscapes, and what is the most effective way of building them / scaling them up?	What are the local capacities important for longer sustainability of Hariyo Ban approaches ? What are the successful/ failed approaches of Hariyo Ban Program?	Climate Change Adaptation Coordinator, with support from focal persons of consortium partners.	Best practices of capacity building identified and supported NRM groups sustained and operational efficiently	Surveys Research Field reports Community consultations M&E reports Reviews	Institutional capacity analysis Understanding of Sustainability Capacity building	Consultant report Project reports M&E reports Case studies	Dedicated time Networking with communities of practice Projects reports Consultants	10,000	2015

the \mathbb{R}^n is a linear space over \mathbb{R} and \mathbb{C} and a vector space over \mathbb{R} and \mathbb{C} . The operations are defined as follows:

$(x_1, \dots, x_n) + (y_1, \dots, y_n) = (x_1 + y_1, \dots, x_n + y_n)$

$\alpha(x_1, \dots, x_n) = (\alpha x_1, \dots, \alpha x_n)$

where α is a scalar in \mathbb{R} or \mathbb{C} .

The operations are defined as follows:

$(x_1, \dots, x_n) \cdot (y_1, \dots, y_n) = (x_1 y_1, \dots, x_n y_n)$

where x_i, y_i are complex numbers.

The operations are defined as follows:

$(x_1, \dots, x_n) \cdot (y_1, \dots, y_n) = (x_1 y_1, \dots, x_n y_n)$

where x_i, y_i are real numbers.

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where x_i, y_i are complex numbers.

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where x_i, y_i are real numbers.