

## Evaluation Audit Trail Template: CommonSensing Endline Evaluation Report

*(To be completed by the Project Management (UNITAR/Catapult), other CommonSensing partners or from Caribou Digital. Following submission, the evaluator will consider and respond to all comments. This audit trail should be included as an annex in the final evaluation report.)*

*The following comments were provided in track changes to the draft endline evaluation report; they are referenced by institution (“Author” column) and track change comment number (“#” column):*

Author	#	Paragraph No.	Type of comment (e.g. observation, question, wrong data, etc.)	Comment/Feedback on the draft endline report	Evaluator response and actions taken	Project Management additional comments and response
Anudari	1	Executive summary	Word choice	The use of “only” in the sentence “36 per cent to disaster risk reduction and <b>only</b> 10 per cent to climate information” makes it seem as if there was some sort of oversight and exclusion of work towards climate information when the backstopping team had provided assistance in tracking tropical cyclones	Comment addressed	
Anudari	2	Executive summary	Word choice	Delete word “projectile” as it is not suited in this context	Comment addressed	
Anudari	3	Executive summary	Unclear	“Although this required additional person- days, it did not translate into additional project costs”	Comment addressed	
Anudari	4	Executive summary	Word choice	The phrase “might have” can be deleted from recommendation 1 – “Despite the fact that UNITAR might have delivered all its activities”	Comment addressed	
Anudari	5	Executive summary	Typo	In recommendation 3: MDMO should be NDMO	Comment addressed	
Anudari	6	Executive summary	Word choice	In recommendation 4 “UNITAR and Catapult should continue with the <b>capitalization</b> of project results” the word “capitalization” should be changed to “continue to benefit from project results”	Comment addressed	
Oran	7	Executive summary	Additional information	Added “financed through the Global Challenges Research Fund (GCRF)”	Comment addressed	

Khaled	8	Executive summary	spelling	Replace with UNITAR-UNOSAT please	Comment addressed	
Khaled	9	Executive summary	spelling	“Gender” or “Gendered”? The term “gendered” – refers to stereotypical gender roles that brings a negative connotation!	Comment addressed	
Oran	10	Executive summary	Additional information	Added “creation of data cube and tools”	Comment addressed	
Elise	11	Executive summary	abbreviation	GIT - Just a note that this acronym is not listed at the beginning of the report, nor is it defined in text	Comment addressed	
Oran	12	Executive summary	Additional information	Added “...CS platform had not been completed and handed over to the stakeholders in time to build relevant capacity of government officials working on climate finance. Also the late joining of Climate Finance Advisors caused the delay of publication of CF manuals and workshop delivery”	Comment addressed	
Tim and Khaled	13	Executive summary		Tim: Check that there is evidence to support this later Khaled: UNOSAT: 3 Additional staff - Fiji, Solomon since December 2020 and Vanuatu Since January 2021. 2 Female, 1 Male and all of them are young professionals. [Just in case if it is not covered later]	Added in footnote later on in the document.	
Khaled	14	Executive summary		More appropriately “blended learning” as there were both online and face-to-face delivery for same event.	Comment addressed	
Tim and Oran	15	Executive summary		Tim: Is it argued? Oran: Can this be rephrased?	Comment addressed	
Tim and Oran	16	Executive summary		Tim: Recommending carry out another endline? Oran: Agree with what Tim suggested.	Suggestion added.	
Oran	17	4		This is not shared responsibility – sounds misleading.	Comment addressed	
Khaled	18	4		UNOSAT also delivered DRR Decision Support tools.	Comment addressed	
Oran	19	4		These were led by UNOAT with support of project partners. Wrong description.	The division of tasks and responsibilities is rather complex. Describing each of the tasks delivered becomes very complex. I	

					hope the Comment is addressed with the additional information.	
Oran	20	6		Decision Support System is fully functional for all three countries. (since Feb 2021)  This is different from the main CS platform.	At the time of the evaluation, this was not fully functional yet.	
Oran	21	6, table 1		We use this term for activities under WP500 and WP700		
Khaled	22	13, Figure 2		Can it be presented in 2D pie? 32% looks bigger than 39% due to 3D effect.	Comment addressed	
Oran	23	13		A brief explanation about why the SLB female beneficiaries were not consulted can be added?	Comment addressed	
Oran	24	13		This might be interpreted as the national focal contacts. (i.e. focal ministries)	Comment addressed	
Khaled	25	15		How was this incorporated in the whole statistical framework?	As 'No answer'	
Khaled	26	15		46+33+23+1 = 103% ?	Addressed	
Anudari	27	15	Typo	Fort-six should be Forty-six. And "per cent" should be added after 33 and 23.	Addressed	
Aline and Oran	28	27		Please rephrase it – both GIT4DRR and TOT courses were blended learning courses with activities both online and face to face, with a lot of support from in-country experts for UNITAR/UNOSAT.  Indeed, the UNOSAT's recent two training events (GIT4DRR and ToT) were facilitated and blended.  Unless the eval team meant to include the MET Office's MOOC "Using climate information in the Pacific" which was launched in September 2020.	These trainings were delivered while this evaluation was being done. Introducing this information on general bases might introduce some biased.	
Oran	29	27		Blended delivery was comprised of interactive online modules, recorded presentations, webinars, discussion boards as well as in-person supporting and coaching	Comment addressed	

				sessions.		
Aline	30	27		Correct name is "Certification of Completion" – none of the courses could be considered a specialization.	Comment addressed	
Aline	31	27		<p>A few corrections needed here, based on latest updates:</p> <ul style="list-style-type: none"> <li>- Both trainings were blended learning approach</li> <li>- 117 people registered for GIT4DRR and 33 people were appointed for TOT. Total of 150 people.</li> <li>- Drop-out/Completion rates:</li> <li>- <b>GIT4DRR: The completion rate for the course is 59% (54) and the drop-out rate is 41% (38).</b> The completion rate is 4 to 5 times higher for the average completion rate of 12.6% for online courses. Since the course was 3 months long, or 12 weeks, the completion rate is 12 times higher than the average of 5% completion rate for courses with same duration (see reference in GIT4DRR Evaluation report). The drop-out rate for the course is considered the percentage of participants who started (List of Participants, 91 people) but have not achieved the minimum criteria needed to receive a certificate.</li> </ul> <p><b>TOT:</b> Out of 33 participants, 23 have completed with satisfactory grades and minimum attendance.</p>	At the time of the present evaluation, this information was the one provided. Further, we are not only talking about these trainings, but all trainings delivered in the last year.	
Anudari	32	27	Word choice	Local focal points should be "in country staff"	Comment addressed	
Aline	33	28		Clarification: We had 3 advanced trainings in 2020; introductory training for USP students in Vanuatu in Dec 2020; 1 regional training (GIT4DRR) in 2020-2021; 1 regional TOT (2021). All used objective assessment. Only regional ones had certificate of completion.	You need to clarify a few things. When carrying out this assessment, I was informed that only objective assessment for advanced training was done. Actually, the dash boards only contained	Needs clarification still: We had 3 intro trainings in 2019, 1 intro training in 2020 (Vanuatu special course for students), 3 adv. Trainings in 2020, and 1 regional

					<p>objective assessment for advanced courses. Furthermore, there also seem to be discrepancies between the number of trainings (3 or 4)- see comments further below Please clarify or sent an updated version of the dashboard.</p>	<p>training (GIT4DRR) in dec 2020-2021; 1 regional TOT (2021). Suggestion to change:</p> <p>“Responding to the midline evaluation’s recommendation that the CS project should better tailor training to the knowledge of targeted participants, <b>one introductory and 3 advanced training sessions</b> were delivered in 2020.”  <b>→ change made as requested</b></p>
Aline	34	28		<p>This statement is unclear. Could you please clarify? – It refers to which trainings? It does not match any record.</p> <p>Advanced Trainings (3) – 2020 – All participants passed and received a certificate of participation. Score for quizzes are shared in figure 4.</p> <p>GIT4DRR Training (1 regional) – 2020-2021 – 54 participants passed the minimum criteria. The average grades: 96/100 average grade for theoretical assignments, and 87/100 average grade for practical assignments.</p> <p>TOT (1 regional) 2021 – 23 participants passed with minimum criteria and attendance. Average grade for objective assessment (theory) was 92/100. All participants who</p>	<p>This was taken from the dash boards provided for the purpose of this evaluation. File Dashboard for WP500 Feb-16-21. We might be looking at different version. Trainings might have still being delivered when this report was being drafted. Please provide the right version with a specific end of</p>	

				received a certificate passed the practical assessment test (pass/fail).	date.	
Anudari	35	28	Phrasing	Adding “both” before “introductory and advanced training sessions were designed and delivered in this last year of the project” makes the sentence clearer	Comment addressed	
Elise	36	30		Were held? This was only since midline, not cumulative, right?	This is for 2020.	
Aline	37	30		We had 3 introductory training sessions (1 in each country) from UNITAR. For those, we had 77 participants, 25 female and 52 male. I will let other colleagues check this. Not sure if training from other partners are also included here.	When carrying out this assessment, I was informed that only objective assessment for advanced training was done. Actually, the dash boards only contained objective assessment for advanced courses. Furthermore, there also seem to be discrepancies between the number of trainings (3 or 4)- see comments further below Please clarify or send an updated version of the dash board. Please also note that the endline evaluation it is not only about these latest trainings but all trainings.	Small correction in wording: An additional three introductory training sessions related to GIT that involved 77 participants (25 women and 52 men) were delivered in <del>2020</del> <b>2019</b> . Based on the overall assessment for all trainings delivered up to December <del>2020</del> <b>2019</b> . → <b>change made as requested</b>
Aline	38	30		Correction: According to our data, 87% of the participants found the training relevant to their jobs. 78% affirmed that learning needs were relevant (more or less, mostly, and fully).	I only got accumulative data for all the GIT trainings delivered throughout the project but	

					not for these ones concretely.	
Khaled	39	30		<p>Shedding some light here, there are two separate measurement indicator Level 1 assessment form.</p> <ol style="list-style-type: none"> <li>1. <b>“Please rate the learning objectives of the event according to “relevance to your needs” (Scale – Not at all (1), Partially (2), More or less (3), Mostly (4), Fully (5) &gt; this one measures learning objective by learning objective against ones learning needs &gt;&gt; grouping 3,4,5 together gives a total of 78%</b></li> <li>2. <b>“The content of the event was relevant to my job.” ( Scale – Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)&gt; Measures the content relevance to one’s job &gt;&gt; Grouping 4 and 5 gives 87%</b></li> </ol> <p>It is understandable these two indicators are causing a bit of confusion but <b>content relevant to the job</b> is a much more targeted indicator.</p>	Thanks for the additional comments and information. Both indicators can be used.	
Anudari	40	30	Wrong data / Clarification of wording	<ul style="list-style-type: none"> <li>• “six introductory trainings” should be “four”. The participant no. (123 beneficiaries) and gender breakdown are still correct. The fourth course is the special training for USP in Vanuatu</li> <li>• 87% relevance to job is correct – but need to clarify it’s <b>relevant to their job</b></li> <li>• The 64% figure for relevance of learning needs only includes “fully” and “mostly” whereas the <b>78%</b> that Aline mentions includes “more or less” – but need to clarify it’s <b>relevant to their needs</b></li> </ul>	Please note that the info. might have changed due to completion of activities during the elaboration of this end line evaluation. Please provide the latest dashboards and not only for the trainings delivered in the last three months.	

				The difference between “content relevance to job” and “learning objective relevant to their learning needs” just needs to be a bit clearer		
Aline	41	31		91% of the participants affirmed the content was new. 98% that the training was useful. 88% that the training was relevant to their jobs.	This data is different from the data provided in the comment added at the final of the para. Please indicate the final %	
Aline	42	31		86%	Comment addressed	
Khaled	43	31		Exact percentages preferable please!	It depends on the description.	
Aline	44	31		We have two numbers here: 96% think the learning objectives were relevant to their needs (more or less, mostly, fully) 88% that the training was relevant to their jobs	I will include these figures, but please note that the document I received might have been incomplete.	
Aline	45	31		Another point of view is that the learning gap/jump was higher in the advanced training. Knowledge before: 46% had Low, weak, or some knowledge. By the end of the training, 85% having average, moderate, and high knowledge. Although not everyone left the training with “high” knowledge, moving from low to average is already an important achievement. Participants had different learning levels when they joined the training (some basic users other advanced). This means we could support learning besides the difference in pre-existent skills level.	Thanks for the clarification. Well noted. In this case, it is recommended to assess level of skills before and after the training.	
Aline	46	31		All participants successfully completed the course by filing the basic criteria (submitting practical assignments, attending the classes, and and doing the quiz) received a certificate of participation. These percentages are the average score for the objective assessment. It does not mean this is the percentage of people who passed. It means that in average,	Comment addressed	Adapt narrative to: Nevertheless, more than 83 per cent of stakeholders in Vanuatu, 96 per cent of participants



				<p>their score was 83/100 in the quiz for VUT, for example. Please kindly correct this misunderstanding. Thank you</p>		<p>in Solomon Islands and 87 per cent of them in Fiji <del>successfully completed the training by meeting</del> <b>met</b> the criteria set for the objective assessments. Interestingly, performance of women was slightly higher than men. <b>All participants in all countries successfully completed the advanced trainings and received a certificate of participation. → change made as requested</b></p>
Aline	47	31		<p>Here main statistics for GIT4DRR and TOT (kindly see reports for more specific data):</p> <p>GIT4DRR:</p> <ul style="list-style-type: none"> <li>• <b>97% participants agree &amp; strongly agree</b> that they acquired new information during the training</li> <li>• <b>93% of the participants agree &amp; strongly agree</b> that the content of the course was relevant to their job</li> <li>• <b>98% of the participants agree &amp; strongly agree</b> that It is likely that they will use the information acquired</li> <li>• <b>99% of the participants agree &amp; strongly agree</b> that the modules were useful</li> </ul> <p>The evaluation forms were submitted by module. The results</p>	<p>We did not have access to this information at the time of the present evaluation as these trainings were still ongoing.</p>	<p>I understand this data cannot be added. It would be great to have this clarified maybe in a note somewhere explaining that two regional trainings were being delivered during the endline evaluation, therefore their results were not included in this</p>

				<p>are a weighted average for the training (responses by module, weight by number of participants who completed the module).</p> <p>In average, participants declared to have 4.3/5 after and 2.4/5 before (training weighted average across elective and mandatory modules).</p> <p>TOT:</p> <ul style="list-style-type: none"> <li>• <b>100% participants agree &amp; strongly agree</b> that the information presented during the course was new to them</li> <li>• <b>100% of the participants agree &amp; strongly agree</b> that the content of the course was relevant to their job</li> <li>• <b>100% of the participants agree &amp; strongly agree</b> that It is likely that they will use the information acquired</li> <li>• <b>94% of the participants agree &amp; strongly agree</b> that the training methodology was useful given the learning objectives</li> <li>• <b>100% of the participants agree &amp; strongly agree</b> that the overall training was useful</li> <li>• <b>100% of the participants agree &amp; strongly agree</b> that they would recommend this course to a colleague.</li> </ul> <p>In terms of learning: the participants shifted from -&gt; <b>~73% of participants having low to average knowledge</b>, to <b>~97% of the participants having moderate and high knowledge.</b></p>		<p>report. → In <b>paragraph 108</b> reference is made to ToT. Footnote 13 added as requested</p>
Anudari	48	31	Wrong data	<p>For the three advanced trainings the correct figures are as follows:</p> <ul style="list-style-type: none"> <li>• 93% agree information was new (not 85%)</li> </ul> <p>The below are blanketed under the incorrect 85%</p>	Comment addressed	

			<ul style="list-style-type: none"> <li>• 86% agree content was relevant to their job</li> <li>• 93% agree that they are likely to use info</li> <li>• 96% agree the event was useful</li> </ul> <ul style="list-style-type: none"> <li>• 91% found LOs to be relevant (correctly written – Aline includes “more or less” to get 96%)</li> </ul> <ul style="list-style-type: none"> <li>• 86% met LOs (wrote more than 80%) – better to be precise</li> <li>• 74% high competency self-assessment (correctly written) – if we include “average” the figure becomes 96% as Aline mentioned</li> </ul> <p><i>(There is a 2% difference between my figures and Aline’s because I did not include incomplete responses)</i></p> <p>Objective assessment</p> <ul style="list-style-type: none"> <li>• 87% Fiji (not 96% as is written)</li> <li>• 96% SI (not 86% as is written)</li> <li>• 83% Vanuatu (correctly written)</li> </ul>		
Khaled	49	32	It would be interesting to know how many % shares this same feeling?	This information was collected through semi-structured interviews, number of which was not based on statistical sampling. Therefore, % is not relevant in this case. This feedback is mainly qualitative and expressing difficulties or disadvantages to following this type of training addressing one of	

					the EQ.	
Aline and Leba	50	32		<p>Given this report was written during the delivery of the trainings and without access to the evaluation reports for TOT and GIT4DRR courses, I would like to give the input to correct this section:</p> <ul style="list-style-type: none"> <li>- We received <b>159 anonymous survey responses for the GIT4DRR course</b></li> <li>- The course received very positive reviews and a lot of specific comments – please see in the report a summary with feedbacks. Many of those affirmed the course was interesting and easy to follow.</li> <li>- UNITAR had daily engagement in Discussion Boards, answering questions within 24 hours. <b>The discussion boards had 10091 views and 261 posts by 39 students.</b> Instructors were also very active to answer students' questions with <b>119 replies from UNITAR and 18 from UoP.</b></li> <li>- Additionally, in-country experts followed-up with participants, in-person sessions and webinars were organized.</li> <li>- Some technical challenges were indeed present in Moodle and in the countries related to internet access. However, UNITAR was constantly following up by visiting participants in person (in-country officers), organizing online sessions for troubleshooting, answering questions in the discussion boards, and immediately fixing bugs in Moodle when they happened. Also Moodle tutorials for offline access was provided. Kindly considerate the released evaluation report to triangulate and avoid bias from the small interview sample.</li> <li>- For TOT, please refer to evaluation report – 6% of the participants were neutral about training methodology</li> </ul>	Indeed, at the time of the present evaluation, the team did not have access to this information and therefore it could not be assessed. Introducing this information at this point without being validated could introduce some biased. Thus, it is recommended this part is reviewed by an update of the endline evaluation or in the legacy.	<i>Same as comment response in 47.</i>

				and some affirmed to prefer face-to-face training. However, the training was very well evaluated and appreciated by the participants.		
				Agree with Aline on above		
Khaled	51	32		How many %?	This was from the semi-structured interviews, number of which was not based on statistical sampling. Therefore, % is not relevant in this case. This feedback is mainly qualitative and expressing difficulties or disadvantages to following this type of training.	
Khaled	51	32		In the training report we present any questions in the Moodle forum was answered within 24hrs. Maybe not immediate but response delay was less than a day!	See comment above. It is qualitative feedback for improving the learning methodology.	
Oran	53	34		If we also include outreach awareness-raising events, the numbers would be increased significantly.. thus I'm clarifying it covers only the technical AR activities for national/regional stakeholders.	This is right. Thanks.	
Anudari	54	34	Revise observation	Kindly rephrase this sentence as there were not "a limited number" of events. We far surpassed the target (which was 9 events overall) by 500%  There were more events in 2020 (26) than there were in 2019 (23)	Only the impact of awareness raising delivered to target groups are assessed. Presentations delivered in the framework of other	

				<p>If outreach is included the extent of our awareness raising events is even greater. In 2020, there were a total of 16 outreach awareness raising events, of which 7 were in Fiji (3424 attendees) and 7 held virtually (1959 attendees)</p>	<p>events not organized by the CS cannot be included. Further, we do not know whether some of these people are not double counted for (e.g. the community of practice is very small and some of them might have attended more than one of these events in the last 5 years)</p>	
Anudari	55	35	Update figure	Update backstopping figures to 256 requests by March 2021	As indicated in the methodology, the assessment of backstopping activities ends end 2020 because this is the data that was available at the time of the elaboration of the present end line evaluation	<p>I understand this data cannot be added. It would be good to have this clarified as a note somewhere explaining that backstopping activities from January to March 2021 were not included.→</p> <p><b>Footnote 17 added as requested</b></p>
Aline	56	35		248	This is up to January 2021.	
Leba and Khaled	57	36		<p>Most government agencies in Fiji have in-house GIS staff supporting their mapping needs so backstopping requests to CS/MoE are essentially on the bigger tasks &amp; analysis such as identification of vulnerable communities or those requiring ODC solutions.</p> <p>Number needs to be updated. December to January we got a</p>	<p>yes, Indeed. But this was being delivered parallely to the end line evaluation. At that point, it was necessary to establish a deadline for methodology reasons (please see in the description of the</p>	

				huge number backstopping for Fiji due to several disasters. My tracking dashboard shows – Fiji 33%.	methodology)	
Oran	58	39		Repetitive..	Comment addressed	
Anudari	59	39	Rephrasing	“27% once or twice” revise to “27% accessed it once or twice”	Comment addressed	
Khaled	60	40		Which tools does this refer to?	There is no reference to any tool.	
Leba	61	40		Most interviewed include decision makers and sector experts different from the targeted audience of the CS Platform user training at USP (limited to 22) hence for such interviewees who hadn't been part of these CS trainings, would only be exposed to it if they happened to have also attended a partner meeting/AR event where the solutions were demonstrated.	This does not refer to semi-structured interviews, but to a sample applied to all stakeholders where a minimum of statistical sampling was ensured.	
Khaled	62	51		space	Comment addressed	
Elise and Oran	63	59		This is a bit unclear. Who was expected to deliver this workplan, when? Has this now been sorted?  I have the same question. This meant for the 'Sustainability Roadmap' to be delivered for partner governments and key regional stakeholders?	This mainly refers to the climate finance technical assistance and stakeholders engagement activities, which were broadly described and, therefore, they could be broadly interpreted as pertinent or not to the project.	
Elise	64	62		According to the former targets.	The CEA has been done accordingly with the latest targets.	
Aline	65	67		<b>Additional information based on new reports:</b>  <b>TOT:</b> The training was able to have a balanced gender distribution	This is an overall assessment, and not only based on the GIT4DRR	<i>Same as comment response in 47.</i>

at the beginning of the Training nomination phase (15 men and 16 women).

By the end of the course (due to some withdrawals) 23 participants completed. The final percent of female representation ended up to 69% (16) compared to the male percent of 31% (7). The completion rate for female was significantly higher for female (89%) than male (53%).

**GIT4DRR:**

A considerable effort was done to support the engagement of female candidates in the training, especially in Solomon Islands and Vanuatu. Although both countries had a very limited number of females registered in the course, **Solomon Islands had a 0% drop-out rate for female participants and Vanuatu 17%.**

**Out of 54 participants who completed the course 63% (34) are male and 37% (20) female.**

**GIT4DRR - List of Participants:**

63% are male (57) and 37% female (34).

53% of female participants in Fiji (vs. 47% Male)

18% of Female participants in SLB (vs. 77% male)

28% of Female participants in VUT (vs. 72% male)

**GIT4DRR - However, completion rates were higher for female than male in SLB and VUT:**

FI: 43% F vs 50% M (43% of Women completed the course)

**SI: 100% F vs 73% M**

**VU: 83% F vs 60% M**

In Summary, although women were 37% of the initial participants, their completion rate was significantly higher in VUT and SLB due to target efforts for the project, resulting in a similar completion rate for men and women (59% female vs 60% of M, with a general completion rate of 59%)

and TOT trainings.



				More information in evaluation reports just finalized.		
Aline and Leba	66	67		<p>Kindly clarify this statement – what do you mean by project activities? The 27% does not match my stats.</p> <p>This statistics is surprising. Participants also reiterated during the gender focus group meeting with Linda there is fair involvement of women in CS trainings and the Fiji geospatial industry.</p>	<p>Please note that this is an overall %, taking into account SI and Vanuatu as well as Fiji. Further, it is possible the numbers changed with the addition of the trainings delivered in February and in March. Please provide the right figures.</p> <p>Indeed, we could see gender balanced achieved in Fiji, while in SI, the project was far behind in involving women.</p>	<i>Same as comment response in 47.</i>
Anudari	67	67	Wrong data	<p>Fiji attained gender parity for the technical trainings (50:50)</p> <p>The 27% figure is incorrect for technical trainings.</p> <p>Women make up 38% of technical trainings, 40% of technical awareness raising, and 46% of outreach events</p>	Comment addressed	
Aline	68	69		<p>Kindly review statement based on input provided about GIT4DRR and TOT trainings.</p> <p>In-country officers were strongly encouraged to pay special attention and support female candidates to achieve a target of female participants. This is reflected in VU and SI outstanding differences in completion rates for men and women. This is not to disregard the challenges women indeed face, but effort was done to get the results for both blended learning</p>	<p>Please note that only looking at these trainings, it might involve some biased in the overall assessment of the project. The focused group dealt with overall assessment and not only with the</p>	<i>Same as comment response in 47.</i>

				<p>approaches – TOT and GIT4DRR trainings.</p> <p>Completion rates (see comment above) for GIT4DRR and TOT reflect the team's effort to support women to complete but also indicate their higher commitment besides their challenges. Although women in SLB were just 18% of the participants from the country in the GIT4DRR training, 0% gave up the course.</p>	<p>latest trainings delivered. Moreover, it cannot be concluded that specific measures related to ensure gender mainstreaming in the project were in place because you could have some that resulted in a gender balanced participation in the trainings.</p>	
Khaled	69			Can this statement be expanded? What specific consideration?	Comment addressed.	
Anudari	70	69	Refuting claim	Although registrations by females was low, course completion was high. See Aline's comment	Noted.	
Khaled	71			Very complex not able to understand what it means. Is it a drill-down disaggregation? Kindly rephrase please	Sentence rephrased.	
Khaled	72			*Number not correct its 84% fully and mostly met learning objectives	Comment addressed as per the below.	
Anudari	73	70	Wrong data	<p>64% men in the advanced course is a typo, it should be 74%</p> <p>The word "only" should be deleted as it makes it seem as if 86% is not an accomplishment</p> <p>60% is incorrect (that is the figure for relevance of learning objectives) the correct figure for women who met the learning objectives in the advanced course is 83%</p>	Comment addressed.	
Aline	74	71		Each backstopping activity has the name of the requester, therefore it is possible to identify gender. However, I think to	An analysis of the backstopping requested could have been done if	

				have a gender analysis in the context of backstopping would require other kinds of indicators to be relevant.	the project had, for example, included an institutional gender audit as part of the gender analysis to be carried out at the beginning of the project or even at the design level.	
Anudari	75	71	Comment	Gender analysis in backstopping is not useful as the requester is asking on behalf of the department.	An analysis of the backstopping requested could have been done if the project had, for example, included an institutional gender audit as part of the gender analysis to be carried out at the beginning of the Project or even at the design level.	
Leba	76	72		Fijian government's Open Merit Recruitment Policy from October 2016 reinforces hiring regardless of gender. There are a lot of field -based sectors headed or driven by women esp. Fiji's Geospatial Industry.	Indeed, Leba. But this is only the case for Fiji, Vanuatu and SI are far behind Fiji ☺	
Oran	77	73		<p>This sounds quite harsh. Although it is not objectively measurable, the testimonials sound relevant with SDG5 targets:</p> <ul style="list-style-type: none"> <li>• Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.</li> <li>• Enhance the use of enabling technology, in particular information and communications technology, to</li> </ul>	While the project might align to the objective of SDGs, the results achieved do not align to any of the SDG indicators. Therefore, it is very difficult to indicate any type of contribution.	

				promote the empowerment of women.		
Leba	78	76		<p>This can be attributed to those selected interviewees who were not participants in any of the CS trainings or AR event during implementation phase but marginally aware of CS from being a contact point for data, or from a colleague of theirs who had been involved in our training, or from initial inception meeting.</p> <p>Also worth noting, that these AR events we got to present at, are organised by specific government forums or other partners who invite fit for purpose, their sector stakeholders and that would not necessarily include those selected for this interview from across the sectors.</p>	Please refer comment below.	
Aline	79	76		<p>The evaluation survey had 87 respondents. It means 43 people affirmed they have participated in Awareness Raising Activities. However, the technical training and Awareness raising report stated that we had 9885 attendees for the awareness raising events. How is this conclusion that almost the same people attended all the events based on this survey sample? Is there other information supporting the argument? Because it would mean that each person attended 200 CS events. We had only 37 events, which implies an average of 260 attendees per event. Even if the argument is correct, it means that survey sample is 16% and at least 200 more people attended (if everyone attended all events). Please, kindly clarify.</p>	<p>It only refers to technical awareness raising activities. Only the participants in these type of AR activities were part of population used for the survey. Please also note that some of these attendees might be the same, attending the same event twice, unless you have applied a filter when counting the attendees.</p>	
Anudari	80	76	Misrepresentative data	<p>The 50% figure taken from the survey does not reflect reality. As there were a total of 1808 attendees are awareness raising events 442 attendees at technical trainings.</p>	<p>It refers only to technical awareness raising activities as the population used for this survey only included the</p>	

					people attending the technical awareness raising events.	
Aline	81	77		Is this 41% of those who replied the question (not considering non-respondents) Or is this 41% of total responses?	As stated at the beginning of the para. it is the 41% who replied the question. If you consider 41% overall total respondents, the percentage is even lower.	
Khaled	82	77		What is the different options of the measurement -? i) Regularly, ii) Sometime and never?  If regularly = 30% and sometimes = 40% >> meaning 70% using geospatial and remote sensing data?	Comment addressed	
Anudari	83	77	Misrepresentative data	Survey results are not communicated comprehensively. It is more appropriate to include those who use geospatial data “regularly” (23%) or start with that percentage rather than only writing 41% use RS data “sometimes” In fact, the total should be referred to instead (64%)  The total for policy planning should not be 40% as written (which is incorrect), but instead 62%  The 39% for decision making should similarly include the figure for regularly, making the figure 73% regularly and sometimes use geospatial data for decision making	Comment addressed	

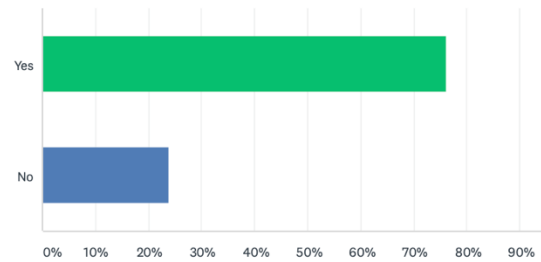
				CommonSensing evaluation survey					
				YES, REGULARLY	YES, SOMETIMES	NO	I DO NOT KNOW		
				Strategic planning	22.95% 14	40.98% 25	21.31% 13		
				Decision-making	34.43% 21	39.34% 24	11.48% 7		
				Preparing applications for climate funding	17.54% 10	40.35% 23	24.56% 14		
				Policy/action plans	30.00% 18	31.67% 19	21.67% 13		
Aline	84	79		<p>76% of those who answered the question? Or is this the total respondents for the question? If 76% answered the question and all said they applied the knowledge of the training, it means it is 100% applied, for example. Please clarify. Non-respondents should not be considered or should be clearly indicated in percentage.</p>				Over the total population, please refer to the results in the paragraph (75% of survey respondents)	
Khaled	85	79 Figure 7		"Yes" and "No" doesn't add up to 100%				Comment addressed	
Aline	86	80		<p>I am concerned with the way data is being presented here. If only 38 people answered this question (footnote), the percentage should not be out of the total surveyed population, but out of the total responses for this question.</p> <p>It means that 38 people (44%) answered and all of them indicated they have applied the knowledge. It means 100% applied the knowledge. Non-respondents (56%) are neither yes nor no. Please clarify.</p>				Comment addressed	
Anudari	87	80	Misrepresentative data	<p>The 44% is in correct as 76% responded that they have applied knowledge and skills.</p> <p>This 44% is derived from the 38 people who answered question 3, which asks respondents to write examples. Just because the person skipped the question doesn't mean they</p>				Comment addressed	

did not apply knowledge.

CommonSensing evaluation survey

**Q2 Have you applied any of the knowledge/skills acquired through technical training to your work?**

Answered: 63 Skipped: 24



ANSWER CHOICES	RESPONSES
Yes	76.19%
No	23.81%
TOTAL	

CommonSensing evaluation survey

**Q3 Please provide an example of the knowledge/skills acquired through technical training that you have transferred or applied to your work. Please try to be as specific as possible, indicating what you may have done differently from before by transferring or applying the knowledge/skills.**

Answered: 38 Skipped: 49

Aline	88	82
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This (importance of knowledge for your job) is the highest enabler in the chart below – 80%. Together with 60% of “Confidence and autonomy to apply”. These two enablers are what we expected from trainings - and it was achieved. The

This can be considered a positive interpretation of the assessment. Indeed, the project did not have

				<p>aspects that prevent participants to apply the knowledge are structural conditions – like culture in the workplace and lack of funding. This organizational dimension was not approached by this project, but what we achieved what we proposed. This can be a good input for future projects. Suggestion to work on narrative. The main message can be clearer.</p>	<p>an institutional component (which might be the main issues undermining sustainability in the medium and long term). Therefore, making this type of judgement might undermine the objectiveness of the evaluation. Or in the other way around, the fact that the project did not pay attention to change management issues or more Political Economy issues might result in a main disabling factor to ensure sustainability.</p>
Aline	89	82		<p>Unclear. What does action planning during training mean? Also, in the chart below, 50% said action planning during training enabled them, while 30% said its absence disabled. Please clarify.</p>	<p>Action planning refers to the possibility to participate in planning and/or have access to this knowledge at the time of planning. Please note that the answers are based on personal perceptions and people exposed to different circumstances. Some people might argue that action planning was an enabling factor and</p>



					others not.	
Khaled	90	82, figure 9		Format max to 100%  How can same indicator be enabler or preventer at the same time?	Please see comment above.	
Anudari	91	82	Clarification	Lack of action planning is not entirely accurate as participants had made plans to utilize knowledge from the training to real-life purposes after the course by implementing case studies relevant to their interests and contexts	Please see comment above.	
Leba	92	88		As the CS Platform is under user testing and has not been officially handed over to government, for the government to ingest or utilise these tools into its decision making processes, requires formal handover over first as completed and endorsed.	Exactly. And this is part of the process of completing project activities.	
Anudari	93	90	Rebuttal	Methods of collection and sources of information were provided in the log frame. It is understandable that the impact indicators were difficult to collect, as it was assumed they would be obtained with the help of the CFAs	Here I refer for example a specific methodology to calculate (e.g. in form of passport indicators), rather some sources were not useful, others did not exist in the field (e.g. climat finance)	
Oran	94	93		For consistency.. (Solomon Islands without “the”)	Comment addressed.	
Oran	95	100		Intentionally described it as in-country ‘staff’ to include both main 3 experts and additional supporting consultants. Not only Vanuatu, but also in Fiji and Solomon Islands, additional staffing was done.  Not sure this footnote is very necessary.	The footnote was added to respond to a question asked by Tim and addressed by Khaled. We agreed during a meeting that I would add it in footnote.	
Aline	96	103, 104, 105		Great impact. Good to learn about it	N/A	
Ekaterina	97	106		I would say “last two months” because the CFAs in Vanuatu	Comment Addressed	

				and Solomon Islands have started in the end Jan/beg February. While CFA to Fiji started in June – so 10 months ago.		
Leba	98	106		With UNDP and WRI, experts are mainly supporting...	Comment Addressed	
Ekaterina	99	106		The info about the role of the PDU: The PDU will initially work across government agencies to map, access, and help facilitate sector-specific project data curation that it will use to prepare robust, evidence-based projects and proposals. These projects and proposals will target access to both domestic and international financial resources and will be geared to supplement fiscal expenditure on sustainable/climate centric development. Through the PDU in Fiji, CFA is working to embed the project results into a new institutional arrangement which will sustain the use of the CS platform and the outcomes of the project (if there are enough trained staff to maintain the technical platform elements).	Thanks for this additional information. Comment addressed.	
Leba	100	107		The data cube platform	Comment Addressed	
Elise and Tim	101	107		Elise: Tim – has this since been clarified?  Tim: For Fiji looks ok “The technical solution for Fiji is based on existing government ESRI GIS enterprise solution - it will use ESRI maintenance services and entail zero additional cost for the users.” But SI/Van will be served by the USP and still ongoing discussions around that as still not implemented and not sure on support costs/licenses yet	Comment Addressed	
Ekaterina and Oran	102	107		There are a few dedicated sections in the Sustainability Roadmap that describe the post-project arrangements “Achieving sustainability: post-project Arrangements for Fiji”+ Plans to Sustain CommonSensing Technology Solutions Post-Project  Here is an extract: The technical solution for Fiji is based on existing government	Thanks for this additional information. Comment addressed.	

				<p>ESRI ArcGIS Enterprise Portal technology – this way, it will leverage existing in-country facilities, staff experience and the existing ESRI Enterprise Licensing Agreement. Thus, CS Platform will use ESRI maintenance services and entail zero additional cost for the users.</p> <p>Incremental ESRI ArcGIS costs: the ESRI Enterprise license held by MLMR covers additional Creator users; Viewer users are free and unlimited. MLMR will cover the costs of this License post-project.</p> <p>Oran: Please reflect up-to-date info as Ekaterina provided.</p>		
Oran	103	109		More about formatting, but the writing style shall stick to either British or American English. They're mixed in the entire report.	Agree but the UN style guide writes organization with "z".	
Khaled	104	111		Numbering inconsistency	Comment addressed.	
Anudari	105	113	Clarification / Rebuttal	<p>"Outreach and the participation of a wide diversity of actors remained limited" please see comment for paragraph 34 and clarify this paragraph as well</p> <p>The recommendation to add qualitative indicators for impact were added (policy), the suggested tracking of individual growth cannot be tracked as the assessments in the trainings were anonymous.</p>	The recommendations did not include individual growth, rather monitor general trends as done in some trainings. Here, I mainly refer to the fact that the changes introduced in the last months of the project were not aimed at addressing main challenges, rather to	

					adjust the targets to reality.	
Oran and Leba	106	113		<p>What does it mean by? Project visibility? Despite of COVID-19 challenges, online outreach events attracted a bigger number of attendees for the last quarters. Anu can provide figures if needed.</p> <p>Also we were active through online communication (e.g. tweets, blogs on the project website, etc) for external audience.</p> <p>Leba: I think this refers to the lack of visibility/presence of CS partners which has been raised by interviewees as a disadvantage.</p>	Indeed, it refers to visibility/communication/publicity with not only stakeholders but with other development partners and population/community at large.	
Anudari	107	113		<p>The recommendation to add qualitative indicators for impact were added (policy), the suggested tracking of individual growth cannot be tracked as the assessments in the trainings were anonymous.</p>	The recommendations did not include individual growth, rather monitor general trends as done in some trainings. Here, I mainly refer to the fact that the changes introduced in the last months of the project were not aimed at addressing main challenges, rather to adjust the targets to reality.	
Aline	108	115		<p>Kindly review the GIT4DRR and TOT reports. It is unclear for me if we are talking about effectiveness in terms of cost (cost for the blended learning vs in-person) or in</p>	Less effective in terms of quality of training and of the data collection.	

terms of effectiveness of learning.

A few things to consider in terms of learning effectiveness, especially for GIT4DRR:

- Yes, blended approach demanded much more preparation and support than face-to-face;
- Evaluation results were similar to face-to-face for all criteria (overall assessment, relevance of learning objectives, L-2 evaluation), with a lot of positive feedback;
- Doing the exercise in a self-paced mode allowed participants to increase autonomy and go more in-depth – although time management to complete activities are indeed a challenge;
- UNITAR and UoP produced around 90 hours of content across 29 learning objectives. All these topics were identified based on the learning needs assessment. However, to cover all topics with in-person training, this would require 2 weeks of in-person learning in each country – or 6 weeks in total, with estimated participants around 60 (20 per country) – vs. 54 participants for blended learning approach.
- It would have been difficult to cover such variety of demands – Mostly, not all participants needed or wanted to learn the content of all 8 elective modules. This “a la carte” menu from blended learning allowed flexibility so people could focus only on what they wanted.

In summary, I suggest that although face-to-face *might be* more efficient than blended learning since the later requires larger dedication from training team (a cost analysis should need to be done to sustain the argument), blended learning

Further, as you say it required more time from both providers and learners and, in general, people still prefer face-to-face.

				(as carefully implemented by UNITAR & UoP) has equal effectiveness (impact) according to the evaluation data – both modalities received similar ratings in the evaluation. According to endline evaluation blended learning was		
Anudari	109	NA	Additional information	Our Trainee in Vanuatu, Rerena Vatu, after having worked with us for 3 months will now work at USP (our partner) to implement a GIT course. This is a great example of youth / women empowerment and sustainability. USP never had a GIT course in Vanuatu, but now they will have it in-house done by our Trainee	Thanks for this additional information. This is better to be captured in the legacy.	
Aline	110	Annex 7		Kindly update based on input from GIT4DRR and TOT – Although gender equality is a long term goal, we have supported, specially with the TOT by forming a good pool of female trainers.	This table was cross-checked by Anu. Please indicate the right data.	I understood through your other comments this report cannot include the GIT4DRR and TOT data. So if it is not changing the narrative, it is not coherent to update the table.--> <b>Noted.</b>
Aline	111	Annex 7		All trainings achieved (GIT4DRR regional for the 3 countries; TOT regional for the 3 countries; GIT4DM local in the 3 countries)	Same comment as above. Please clearly indicate the number of trainings.	Please see comment 110 above
Aline	112	Annex 7		Kindly update based on GIT4DRR and TOT reports.	Please see comment above.	Please see comment 110 above
Aline	113	Annex 7		Considering 2021 Q1: 75 technical backstopping activities  Total: 248 technical backstopping activities (considering 2021 Q1)	Please see comment above.	Please see comment 110 above
Aline	114	Annex 7		According to Tech Training & Awareness Raising report we had 37 awareness raising events.	Please see comment above.	Please see comment 110 above

Aline	115	Annex 7		According to Tech Training & Awareness Raising report we had 9885 attendees for the 3 years.	This number is not realistic for many reasons, among them because some of these people might be the same. Also, I think here two types of AR activities are being mixed.	
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