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GCF REGIONAL DIALOGUE

with LATIN AMERICA

Santo Domingo, Dominican Republic
15–17 September 2025





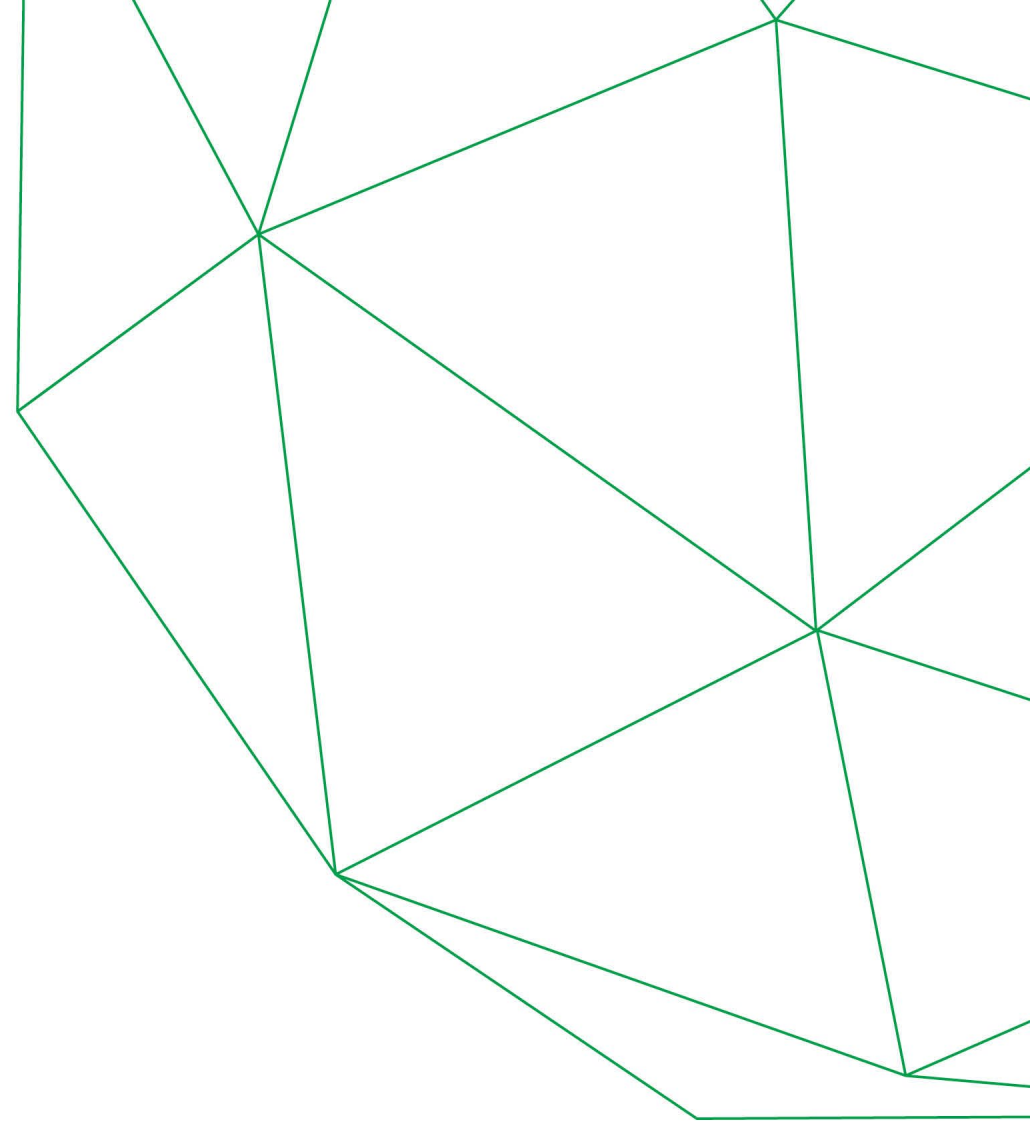
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GCF Monitoring & Accountability Framework (MAF) (as adopted at B.42, July 2025)

Olena Borysova, Senior Accreditation Specialist

Santo Domingo, Dominican Republic
15–17 September 2025



Agenda

- Overview of the updated MAF
- Experience of MAF application and reflection on the newly introduced changes:
 - IAE
 - DAE
- Transitional arrangement and implementation

Background and mandate

Objectives of GCF's Monitoring and Accountability Framework (MAF) (B.11/10):

1. “Ensure the compliance of accredited entities (AEs) with their accreditation standards over time” (Entity-level)
2. “Ensure effective implementation of each of the GCF-funded projects and programmes of the AEs” (Project-level)

Mandate:

- **GCF's Governing Instrument (paragraph 23, j)** states that “*the Secretariat will carry out monitoring and evaluation functions*”
- **Board Decision B.11/10 (Nov. 2015)** adopts the Monitoring and Accountability Framework (MAF) to address compliance with accreditation standards and project implementation monitoring
- **Board Decision B.40/15 (Oct. 2024)** requests the Secretariat to present updates to the MAF for the Board's consideration and approval at B.42 (Jun.-Jul. 2025)

Experience of implementation: institutional level reporting

- What works and what does not work on institutional level reporting?
What is your experience with reporting on the support you provide to accreditation of the DAE?

Experience of implementation: project level reporting

- What works and what does not work on project level reporting?
What is your experience with participatory monitoring?

Align with revised accreditation framework and relevant strategies

In the absence of re-accreditation, the updated MAF :

- ✓ Monitors AE **compliance with GCF policies and standards, programming of AEs, and the role of AEs in advancing the mandate of GCF**
- ✓ Addresses non-compliance and/or non-programming of AEs, including through referring the AE to the Board for action on **potential accreditation termination**
- ✓ Addresses the consequences of AEs not contributing to **advance the mandate of GCF**

Align with revised accreditation framework and relevant strategies



Highlight: Address the relevant functions of re-accreditation

Existing MAF

- **Reaccreditation** is required every 5 years, which reviews:
 - **AEs compliance and programming**
 - **The extent to which the overall portfolio of activities of the AE beyond those funded by GCF has evolved towards low-emission and climate-resilient development pathways per decision B.10/06, paragraph (j)**
- **Mid-Term Review (MTR)** at midpoint of accreditation term

Updated MAF

- **No fixed accreditation term, no mid-term and re-accreditation reviews**
- **Self-certification triggered by changes** that may potentially affect compliance with applicable GCF standards and policies
- **Self assessments** linked to programming and required at least once every 5 years
- **Unresolved non-compliance and/or non-programming issues** may lead to AE being referred to Board for actions including **accreditation termination**
- **AEs to continue to report** once every 5 years on their overall portfolio's contribution to GCF mandate (as a standalone reporting obligation in MAF, instead of being part of reaccreditation)
 - Option 1 - Either used for **transparency purposes** and information to the Board; or
 - Option 2 - Include further measures including **pausing the consideration of the AE's future CN and FP submissions**

Rationale

- **Streamline reporting and review processes**
- **Maintain an exit mechanism**
- **Maintain the Secretariat's ability to promote paradigm shift through AE's role in contributing to GCF's mandate:**
 - Guidance from the Board required on feasibility, scope, performance, and potential remedial measures
 - Option 1 - Monitoring only for transparency purpose; or
 - Option 2 - Monitoring for feedback loop to future programming
 - Further options may be included based on stakeholder feedback and benchmarking study

Streamline reporting framework and facilitate policy implementation

- ✓ **[Institutional-level]** Replaces annual self-assessments, midterm review, and re-accreditation review by **required self-assessment linked to programming** and **time-bound self-certification** as needed (if changes to policies and capabilities occur)
- ✓ **[Project-level]** Clarifies and aligns **scope and requirements of performance, financial, and evaluation reports** with regards to relevant GCF frameworks and legal agreements
- ✓ **[Project-level]** Promotes the use of monitoring instruments that enable **more frequent, near-real-time, or automated reporting**
- ✓ Enable effective implementation of **existing provisions currently not relevant and/or underutilized**

Streamline reporting framework and facilitate policy implementation (1/2)

Highlight: Streamlining of AE institutional- and project-level reporting

Existing MAF

All AEs to submit:

- **Institutional-level reporting**
 - **Annual Self-Assessment (ASA)** of their compliance with GCF standards and policies
 - Annual report by **IAE on accreditation capacity building to DAE** (IAE2DAE)
- **Project-level reporting**
 - **Annual performance reports (APR)**
 - **Financial reports**
 - **Evaluation reports**

Updated MAF

- **Institutional-level reporting**
 - **Self-certification of changes** that may potentially affect compliance with applicable GCF standards and policies, covering both AE-initiated changes and GCF-initiated changes
 - **Self assessments linked to programming** and required at least once every 5 years
 - Remove the requirement for **IAE2DAE annual reports**
- **Project-level reporting**
 - Retain requirements on **performance reports, financial reports, and evaluation reports**
 - Clarify and align scope and requirements of the reports with regards to **relevant GCF frameworks (e.g. results management frameworks)** and legal agreements
 - Encourage the use of monitoring instruments that **enable more frequent, near-real-time, or automated reporting**

Rationale

- **Institutional-level reporting**
 - **Emphasize timely and relevant self-reporting** by AEs, as one of the tools alongside the ad hoc compliance checks
 - Monitor AE compliance at **appropriate frequencies and stages**, making it more relevant to programming
 - **Optimize the resources** required from both the AEs and the GCF
 - Align with the **latest GCF Readiness modalities**
- **Project-level reporting**
 - Emphasize **alignment of the scope and requirements** of reports with relevant policies instead of prescribing details in MAF
 - Enhance the **transparency of project-level reporting**

Streamline reporting framework and facilitate policy implementation (2/2)



Highlight: Enable effective implementation of existing provisions currently not relevant and/or underutilized

Existing MAF

Updated MAF

Rationale

- **Requires country risk flags**
- “Country risk flag is intended to reflect a significant deterioration in the economic and/or political environment in which the AE is operating”

- **No longer requires risk flags at country level**
- The Secretariat to assess country risks for specific funded activities at the project/programme level, as part of project risk flag

- Adopt a more fit for purpose approach by **assessing country risks in the context of specific funded activities**

- All AEs “**should include participatory monitoring**... at all stages of the project/programme cycle from the beginning”

- **Participatory monitoring is encouraged where appropriate**, instead of being required for all funded activities, to take into account country and project context

- Accommodate the **varying contexts and sensitivities associated** with different funded activities

- **Requires step-in right in a blanket approach**, resulting in such provisions being included in the AMAs, with deviations from this requirement typically requiring consent of the GCF Board

- **No longer mandated in the updated MAF**
- Step-in rights may be incorporated in legal arrangements with AEs where, in the discretion of the Secretariat, such step-in rights would be appropriate and effective

- Align with the **risk-based and fit-for-purpose approach** to legal arrangements

Reinforce AEs accountability with GCF support

- ✓ **[Supportive measures]** Align with GCF ambition to further deploy **capacity building to support AEs**, incl. to address non-compliance, non-programming, and non-performance issues
- ✓ **[Remedial measures]** Strengthen ability to hold AEs accountable by linking performance and/or compliance issues to **consideration of future programming** and/or **potential accreditation termination**
- ✓ **[Transparency measures]** Emphasize **public disclosure of reports and information** submitted by the AEs under the MAF, in accordance with the GCF's information disclosure policy

Reinforce mutual GCF and AEs accountability

Highlight: Retain existing remedial measures, introduce feedback loop for programming, address non-programming AEs

Existing MAF

- Remedial measures include
 - Time-bound action plan;
 - Capacity building;
 - Suspension of disbursements, in whole or in part, or seeking a refund of funds already disbursed to the AE;
 - Termination of funded activities; and
 - Actions on accreditation status including termination.
- No standalone requirement on information disclosure

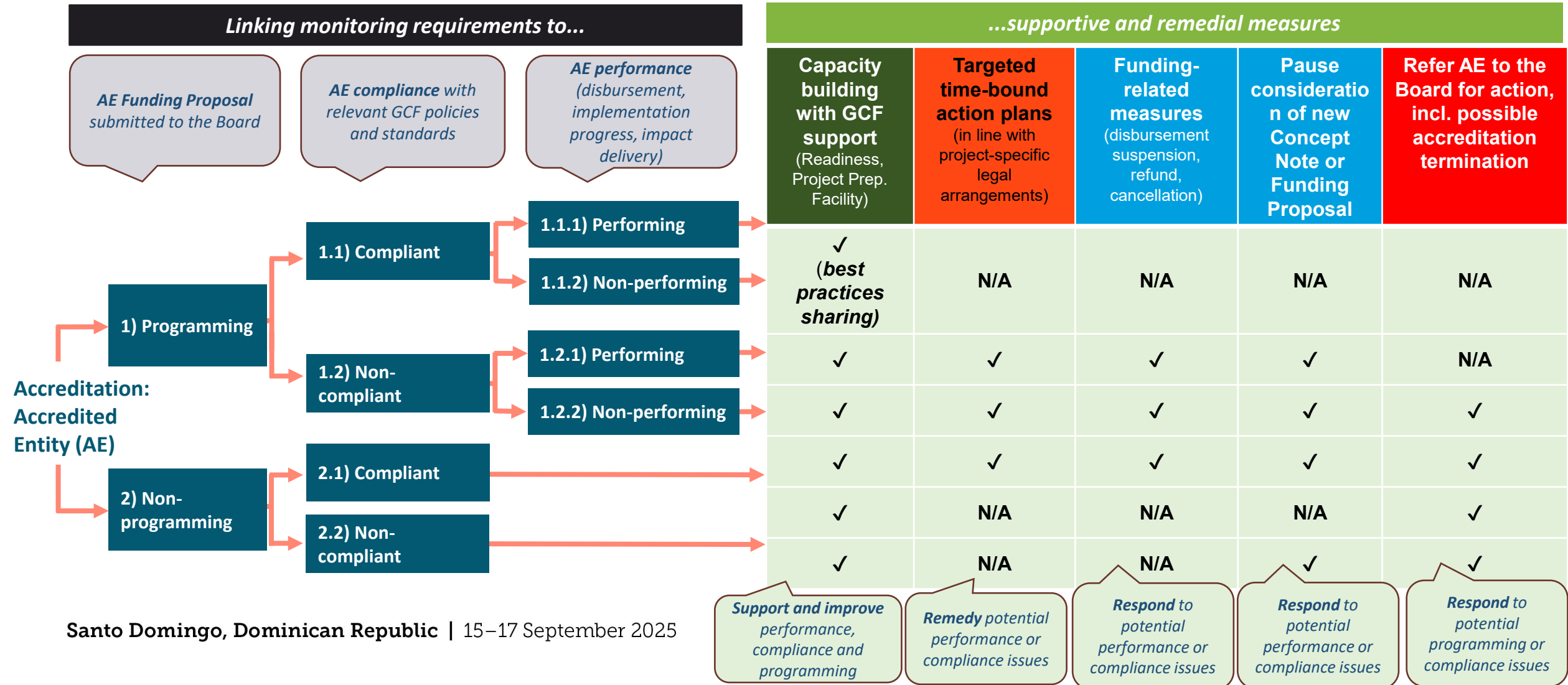
Updated MAF

- **Retain the existing remedial measures:** Time-bound action plan, capacity building, suspension of disbursement etc.
- **The Secretariat's consideration of performance and/or compliance issues in programming:** The Secretariat may pause consideration of CN and FP until the issues are remedied
- **Non-programming AEs:** The Secretariat may support AEs in programming and refer to the Board for actions if no progress is made over an extended period (barring constraints outside the AE's control)
- **New provision on public disclosure:** The Secretariat to make publicly available reports and information collected under MAF in accordance with GCF's information disclosure policy

Rationale

- Continue to deploy **capacity building to support AEs** where needed
- For non-programming AEs, take a **supportive approach before referring to Board for actions**
- Strengthen the Secretariat's ability to hold AEs accountable by **linking performance and/or compliance issues to future programming**
- Promote **transparency on reports and information** submitted under MAF by the AEs

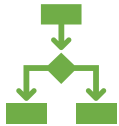
Overall MAF approach: link monitoring to appropriate measures



Roll-out plan for the updated MAF



The updated MAF becomes effective concurrently with **the revised accreditation framework**.



The **transitional arrangements** outlined in the draft Board decision shall apply to ensure an orderly transition for entities accredited prior to the effective date.



The Secretariat will undertake **operational measures** to effectively implement the updated MAF, including template updates, guidance to AEs, digital platform improvements, and internal process updates.



Thank you

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A refresher on

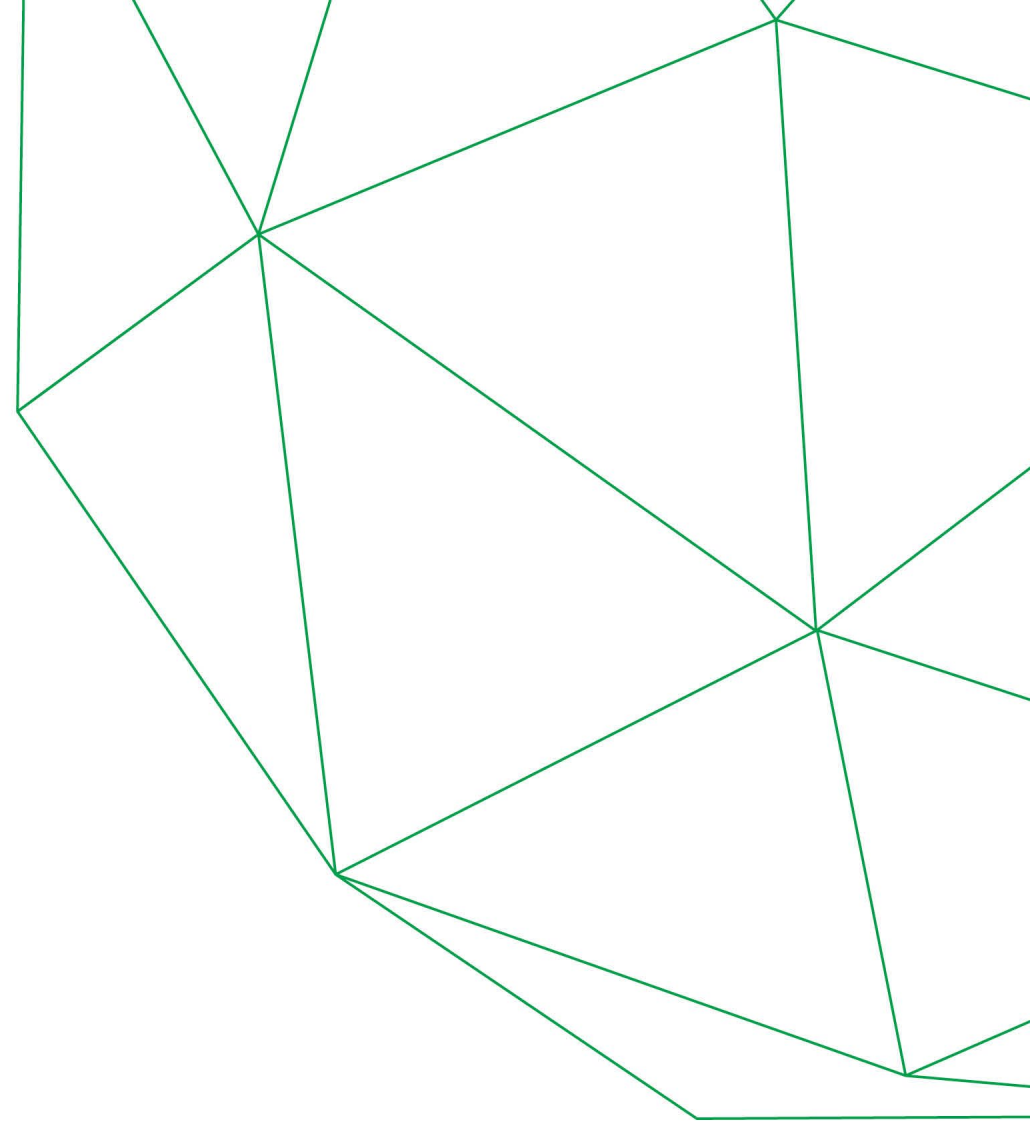
GCF's Evaluation Policy & Evaluation Standards

Rishabh Moudgill

Policy and Evaluation Specialist, Independent Evaluation Unit (IEU)

Santo Domingo, Dominican Republic

15–17 September 2025



About IEU

- Operates independently
- Ensures accountability by..
↓
- Undertaking **independent evaluations** of the Fund
- Synthesizes learning + disseminates learnt lessons
- Informs decision-making of the Board



Trusted Evidence.
Informed Policies.
High Impact.



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Independent
Evaluation
Unit

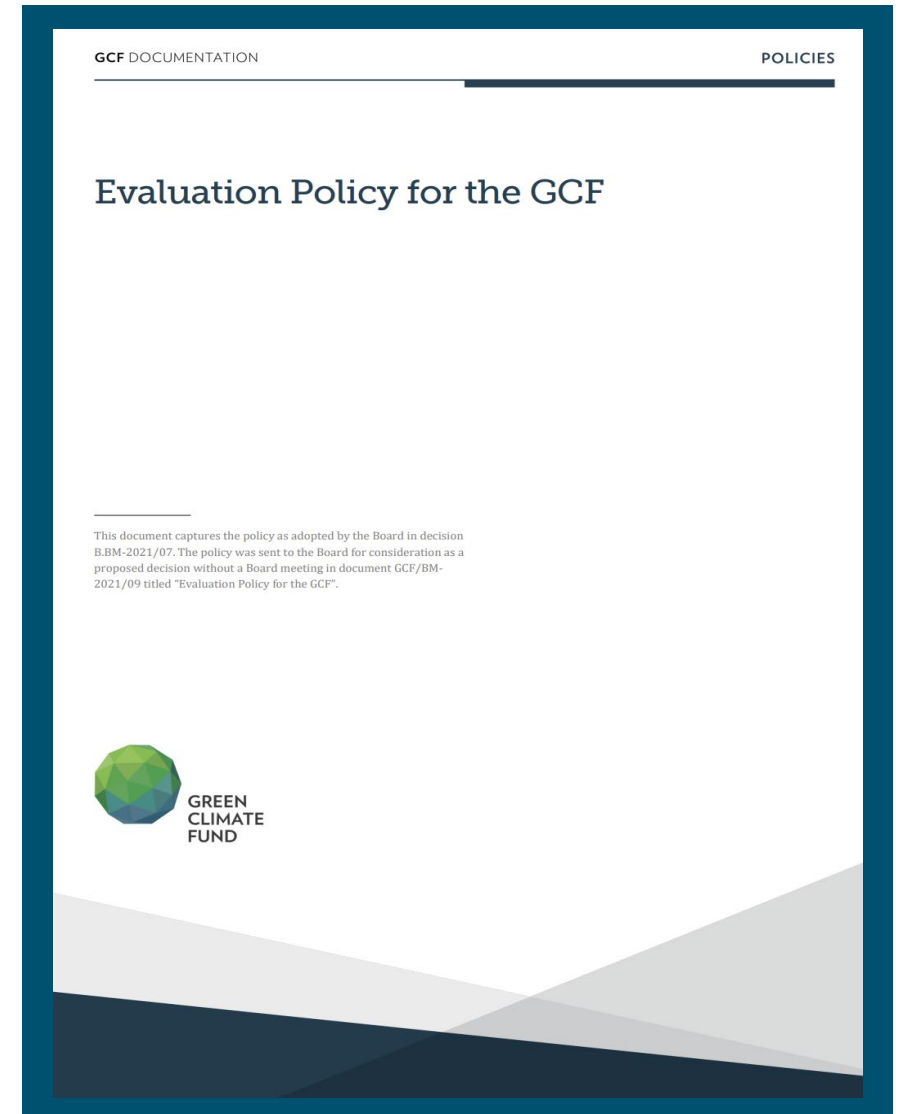


GCF's Evaluation Policy

The Policy:

- Is a **GCF-wide policy** covering the **evaluation function** of the Fund
- Helps the Fund to credibly and objectively measure its performance, results, and efficiency in delivering on its mandate
- AEs must submit evaluation reports per GCF Evaluation Policy (MAF para 20)
- Does *not* cover the monitoring functions of the Fund

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3 Types of evaluations

IEU-Led Evaluation

- Thematic, country, portfolio, policy evaluations, etc.
- Lessons learned that can help to improve the institutional effectiveness of GCF

Secretariat-led Evaluation

- Monitoring and evaluations
- Self-evaluations

AE-led Evaluation

- Assesses performance of the project's intervention
- Includes interim and final evaluations

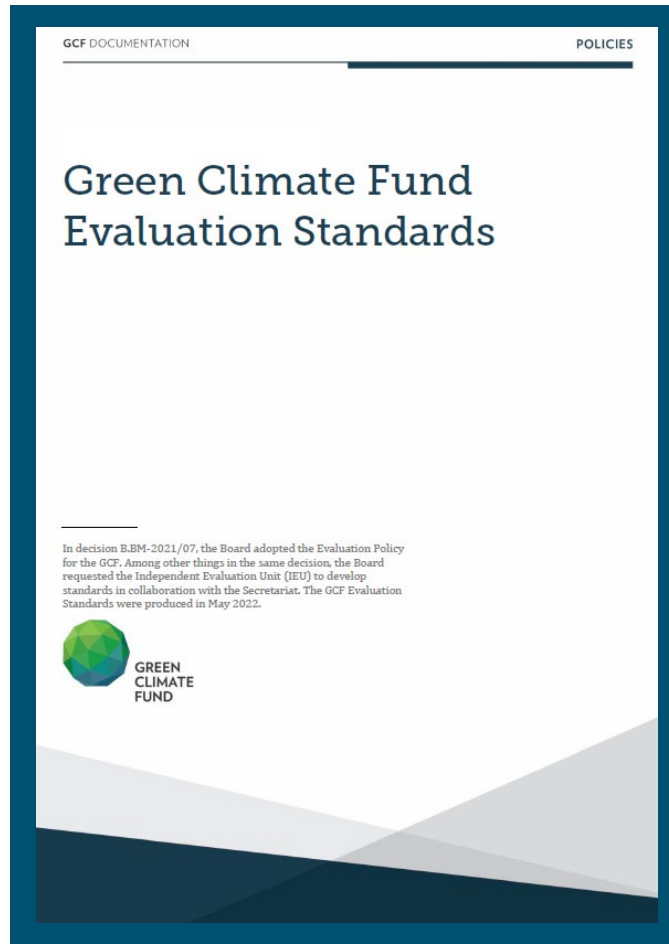
Source: GCF Evaluation Policy, Section VII

Roles and responsibilities

	Role of IEU	Role of Secretariat	Role of AEs
IEU-led Evaluations	<ul style="list-style-type: none"> • Undertakes evaluations • Prepares management action reports • Synthesizes and presents these to the Board 	<ul style="list-style-type: none"> • Shares information and data • Facilitates engagement with project stakeholders • Shares monitoring data such as APR, MTE/ FTE • Is available for interviews 	<ul style="list-style-type: none"> • Shares information and data • Facilitates engagement with project stakeholders
Secretariat-led Evaluations	<ul style="list-style-type: none"> • Undertakes quality assurance 	<ul style="list-style-type: none"> • Engages with the IEU in quality assurance of self-evaluation 	<ul style="list-style-type: none"> • Shares information and data • Facilitates engagement with project stakeholders
AE-led Evaluations	<ul style="list-style-type: none"> • Enforces evaluation policy and standards 	<ul style="list-style-type: none"> • Reviews and undertakes quality assurance 	<ul style="list-style-type: none"> • Undertakes MTE/ FTE

Source: GCF Evaluation Policy, Table 2

GCF's Evaluation Standards



- | | | | | |
|---|--|----|-------------------------|--|
| 1 | Independence | 9 | Confidentiality | |
| 2 | Impartiality and Objectivity | 10 | Cost-effectiveness | |
| 3 | Utility and Value Added | 11 | Ethics | |
| 4 | Ownership and Participation | 12 | Integrity | |
| 5 | Credibility and Rigour | 13 | Accountability | |
| 6 | Transparency | 14 | Competence | |
| 7 | Learning | 15 | Respect and Beneficence | |
| 8 | Human Rights, Gender Equality and Environmental Considerations | | | |

Evaluation Standards 02 Appendices (I, II)



Appendix I: Suggested checklist for application of GCF Evaluation Standards



1. Commissioning, planning and design	Yes	No	Comments	Relevant standards
Are those conducting the evaluation free from conflict of interest?				Independence
Do those who carry out the evaluation have the required qualifications, expertise and experience to conduct the evaluation competently, including awareness and knowledge of the GCF Evaluation Standards and Evaluation Guidelines?				Competence
Is the proposed approach to gathering evidence the most cost-effective?				Cost-effectiveness
Are the time frame and resources realistic for achieving the intended purpose and outcomes, including engaging local stakeholders and communicating findings to different stakeholder groups?				Cost-effectiveness; Credibility; Participation

Appendix II: Good practices for implementing GCF Evaluation Standards

1. Independence

- Independence is achieved when evaluation activities are independent of managers responsible for programme design and implementation.
- As defined in the GCF Evaluation Policy, self-evaluations should have independence in the composition of evaluators. Evaluators in this type of evaluation should be free from conflict of interest regarding the programme, project or policy that will be evaluated.
- Those commissioning the evaluation should ensure that the evaluators are free of conflict of interest, in both independent and self-evaluations. The procurement and recruitment process of evaluators should also be free of outside interference, following only the GCF's or the accredited entities' procurement and human resources procedures. Procurement and recruitment of evaluators should be conducted in a way that the selection is free from conflict of interest. For instance, selection panels may be independent of managers responsible for programme design, management and implementation.
- Those supervising the implementation of evaluations should ensure that evaluators are given access to all information and stakeholders.
- Some organizations require that the evaluators sign a form indicating they have no conflict of interest.
- Evaluators should have full discretion in submitting their report directly to those commissioning the evaluation.

2. Impartiality and Objectivity

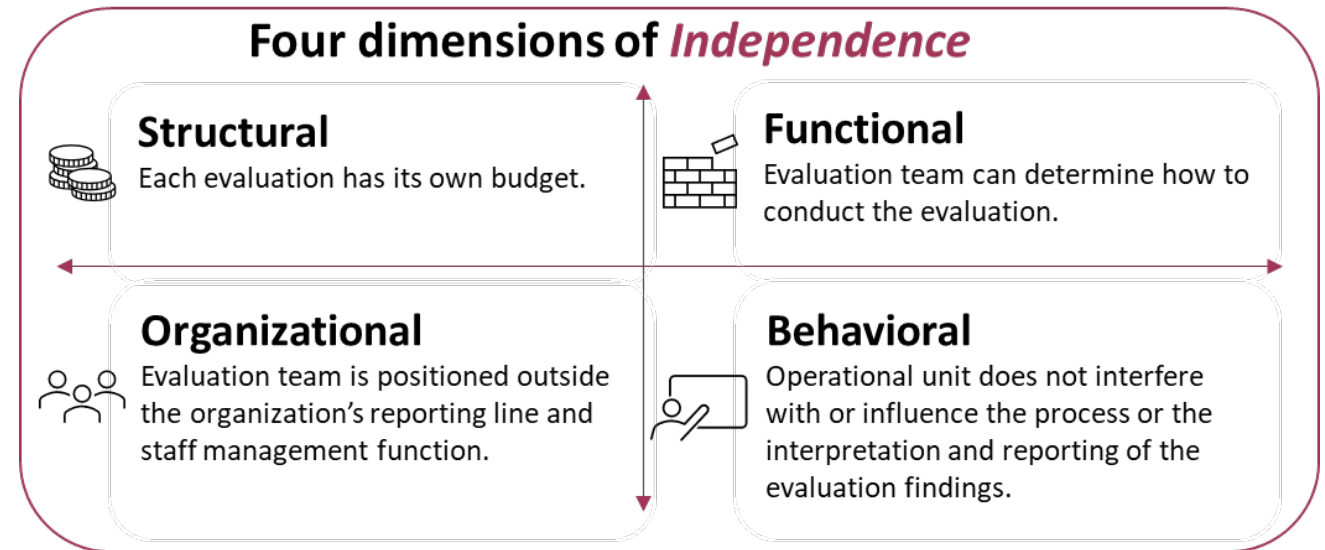
Evaluation teams:

- Should be independent to avoid undue influence and bias while ensuring objective and credible evaluation results.
- Should not have been, or expected to be, directly responsible for the policy-setting, design or management of the evaluation subject.
- Must have the complete freedom to conduct the evaluation work impartially, without the risk of negative effects on their career development and must be able to express their assessment freely.
- Should conduct evaluations with professional integrity, in an unbiased fashion, and be ready and willing to issue strong, high-quality and uncompromising reports, free of any restriction imposed by Management and the Board.
- Must have the competencies and knowledge required to perform their roles successfully.

Standard 1. Independence

Independence implies:

- Freedom from political influence and organizational pressure.
- Full access to information and complete autonomy in
 - carrying out the evaluation
 - reporting findings
 - providing recommendations.



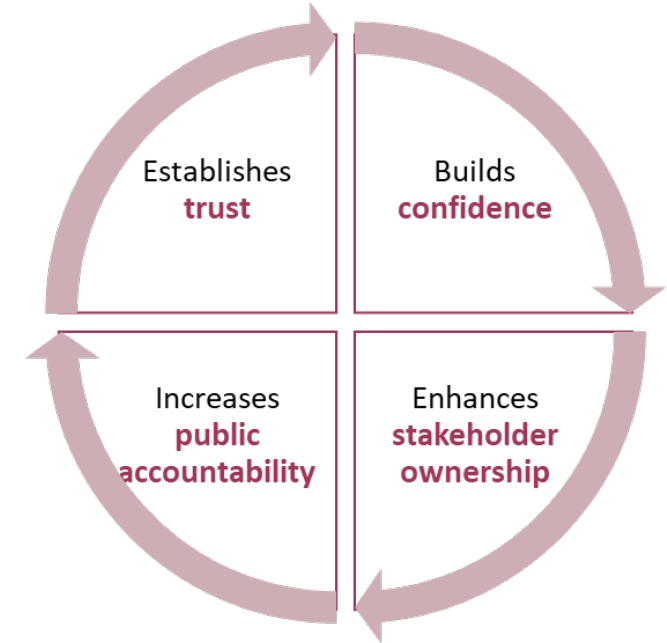
Examples of good practices for implementing *Independence*:

- The procurement and recruitment process of evaluators should also be free of outside interference, following only the GCF's or the **accredited entities' procurement** and human resources procedures.
- Evaluation activities are independent of managers responsible for programme design and implementation.
- Evaluators can submit reports directly to those commissioning the evaluation.

Standard 6. Transparency

Transparency at the GCF refers to:

- GCF's obligation to disclose findings publicly and transparently and to share the information generated through the evaluation.
- Clear communication concerning decisions in the evaluation process.
- Transparency in conveying the purpose of the evaluation, the criteria applied, the evaluation approach and methods, and the intended use of the findings.



Examples of good practices for implementing *Standard 6*:

- Evaluation teams are selected in a transparent way through pre-established processes.
- Evaluation products are publicly accessible and easily readable.
- Sources on which findings are based are clearly stated.

Standard 7. Learning

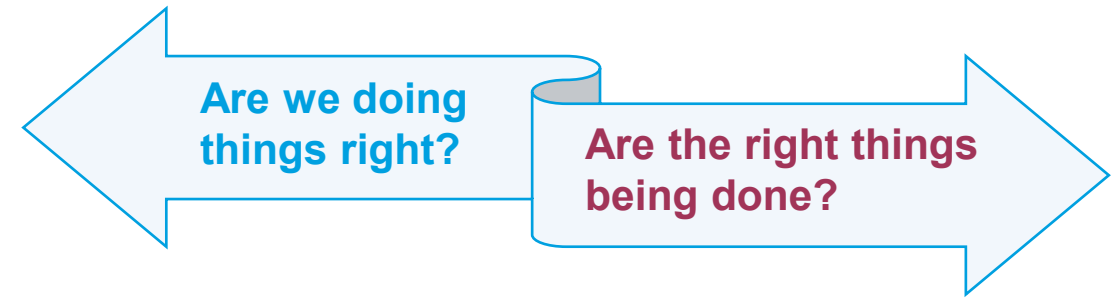
Learning refers to:

- GCF's commitment to understanding the causal relationships and effects of its interventions.

- **Interim evaluations**
→ progress towards outcomes and impacts
- **Final evaluations**
→ evaluative evidence

- ❖ Learnings derived from real-time impact assessments and evaluations not only **inform the AEs in their review processes** but also aid them in **better adaptative management**. (Evaluation Standards, para. 31)

- To apply the standard of *Learning*, evaluators must ask:



Examples of good practices for implementing *Standard 7*:

- Evaluation questions consider the fundamental assumptions underlying project design.
- Evaluations establish feedback loops from evaluation to policymakers, operational staff, beneficiaries, and the public to learn lessons from the evaluations.

Standard 13. Accountability

Accountability implies:

- Obligation to be answerable for all decisions and actions that are taken in an evaluation.
- Giving thorough justification and fair and accurate reporting to stakeholders on decisions, actions and intentions.

Responsibilities of evaluators to safeguard *Accountability*:

- ✓ To honour commitments and report potential or actual harms observed through the appropriate channel.
- ✓ To be transparent regarding the evaluation's purpose, design and conduct, while being responsive when questions or events arise.
- ✓ To take measures for exercising due care alongside ensuring redress and recognition.

Examples of good practices for implementing *Standard 13*:

- Evaluations have a rigorous methodology for assessing developmental results, impacts, and the performance of the concerned partners.
- Any successes, unexpected results, shortcomings and failures highlighted during the evaluation are disclosed to relevant partners and the general public.
- Any judgements made are based on sound and complete evidence that can be verified.



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GCF's Proposed Capacity Development Programme for Monitoring Evaluation and Learning

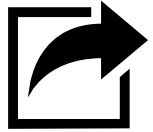
Oscar Garcia, Director, DMEL

Prashanth Kotturi, Evaluation and Capacity Development Manager, DMEL

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Objective of the session



Share **initial ideas** on the MEL Capacity Development Programme that GCF is designing.



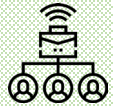
Get **stakeholder feedback** on the proposed MEL Capacity Development programme.



Use the stakeholder **feedback to design** the programme.

“Let’s co-create—
what thoughts or
suggestions do
you have?”

GCF-MEL Capacity Building Initiative



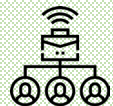
Stream 1

Capacity development of stakeholders for monitoring progress on national climate goals (country-focused)



Stream 2

Project MEL capacity development programme (AE and project-focused)

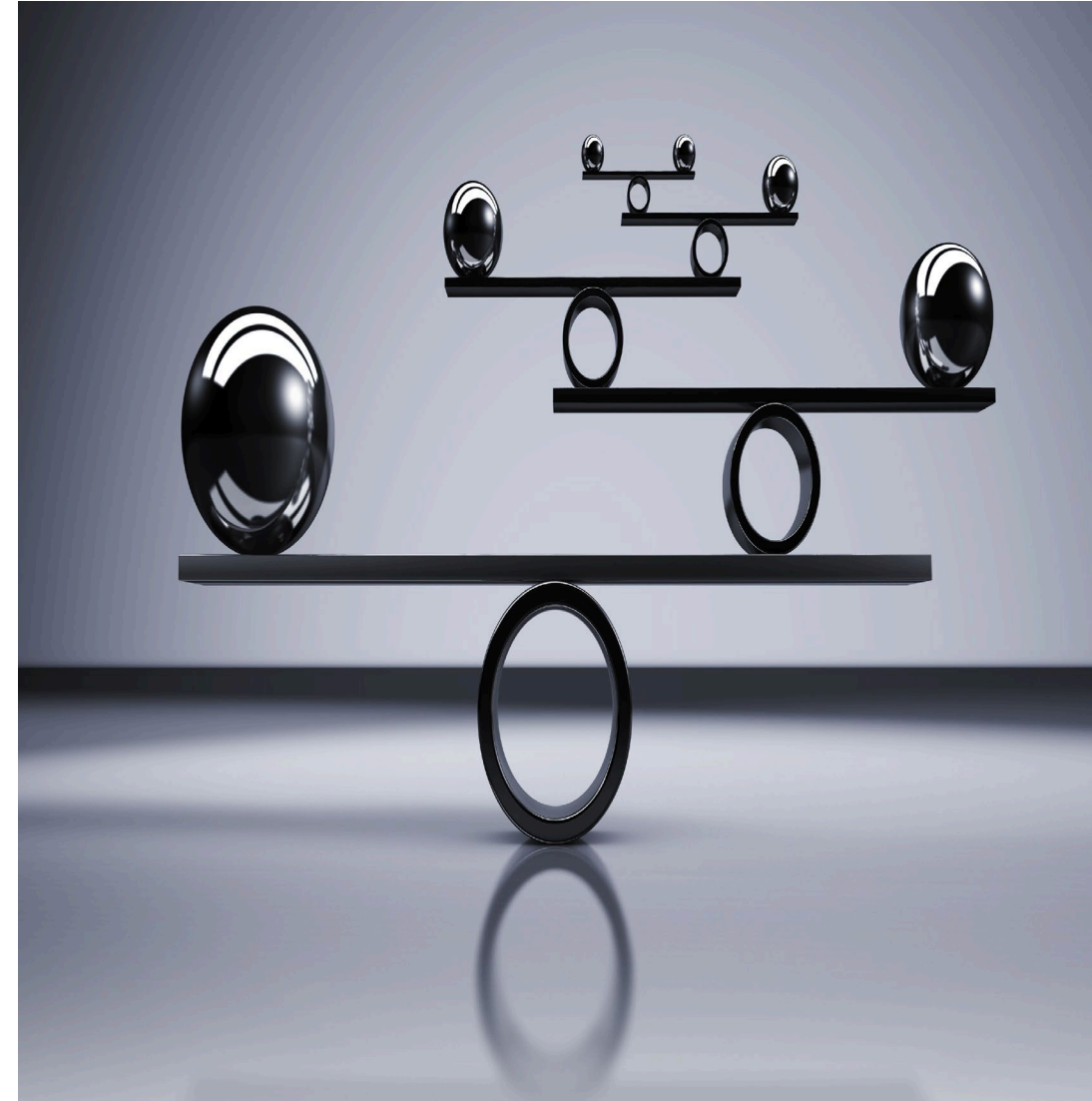


Stream 3

Ongoing advisory for robust monitoring and reporting by AEs (project-focused)

Why focus on national level capacity development

- GCF, as the operating entity of the financial mechanism of UNFCCC, finances NAP, NDC and LTS priorities.
- Newer frameworks - NDC 3.0 and Global Goal on Adaptation.
- Increased interest in Monitoring, Evaluation and Learning (MEL) and Monitoring, Reporting and Verification (MRV) systems.



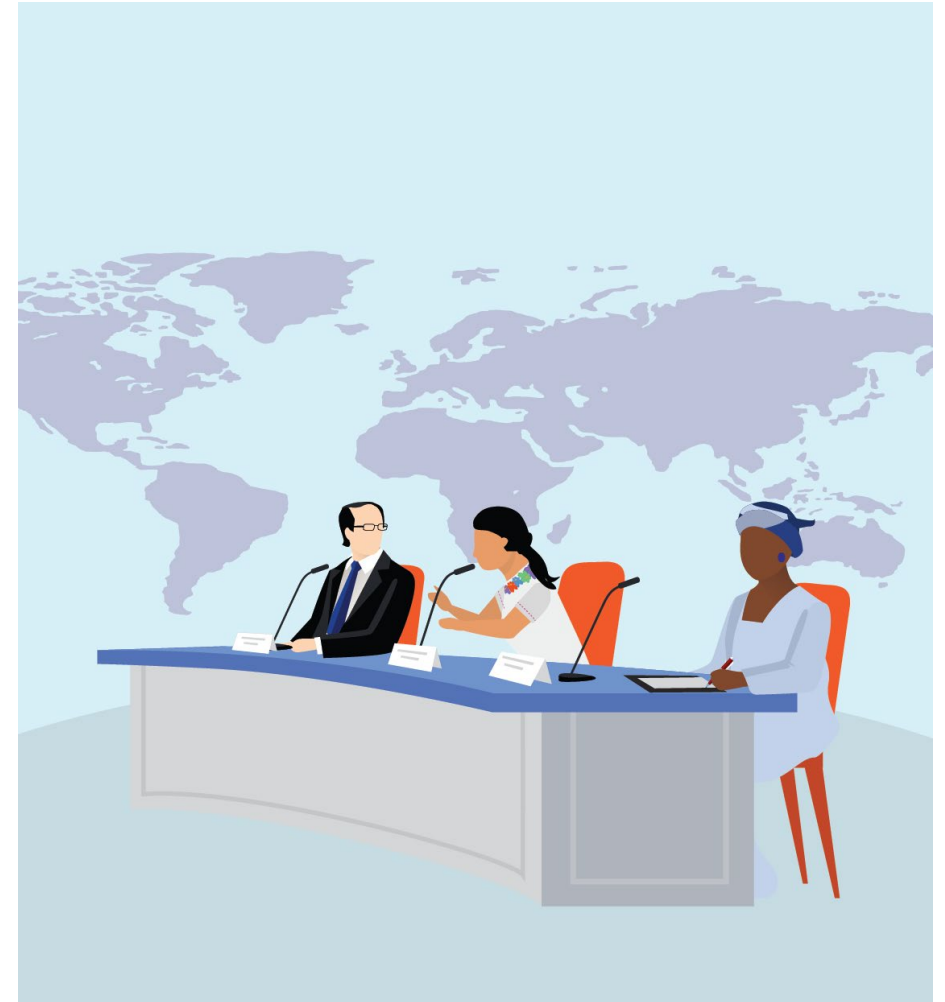
1. Introduction to Climate Policy, MEL and MRV

Part 1: Climate Policy Foundations

You will Learn about:

1. Climate change in brief: risks, vulnerabilities, adaptation vs. mitigation.
2. The UNFCCC, Paris Agreement, and planning: NDCs, NAPs, and LTSs as national planning instruments.
3. The Enhanced Transparency Framework (ETF): why tracking systems matter.

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1. Introduction to Climate Policy, MEL and MRV

Part 2: Transparency under the UNFCCC

You will Learn about:

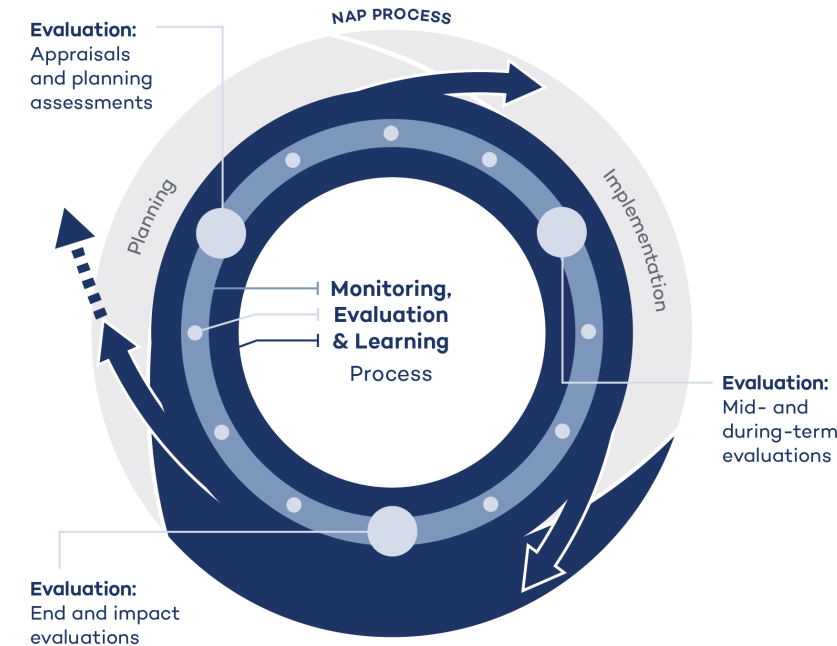
1. Understanding the purpose and value of reporting and verification
2. Meeting national reporting obligations: **Biennial Transparency Reports (BTRs)**, **National Communications**, and **Adaptation Communications**.
3. **Monitoring, Reporting and Verification (MRV)**: Quality Assurance and Quality Control processes, institutional checks, and peer review.
4. Preparing **NAP progress reports**

2. Monitoring, Evaluation Learning (MEL) and Monitoring Reporting and Verification (MRV) at national level



You will Learn about:

1. Defining national-level MEL and MRV.
2. MEL for adaptation and MRV for mitigation (how?).
3. Enabling factors for effective MEL/MRV
4. Cross-cutting principles for MEL & MRV under the UNFCCC:
integration across sectors and scales, gender equality and social inclusion.
5. Good practices – case studies



3. Designing National MEL and MRV Systems

You will Learn about:

1. Defining objectives and purpose.
2. **Methodological standards** and Quality Assurance/Quality Control frameworks (for MRV system design)
3. **Phased approaches** to developing MEL/MRV systems.
4. **Institutional arrangements** and coordination across ministries, agencies, and actors.
5. Gender equality and **social considerations** in designing national MEL & MRV systems
6. Institutionalizing MEL/MRV Systems: addressing challenges, capacity building, and finance

4. Monitoring for Climate Action (Adaptation)

You will Learn about:

1. Identifying **data** sources, data collection/management, and ensuring data quality.
2. Defining and applying **indicators** (including in the context of Global Goal on Adaptation and NAPs).
3. Adaptation (MEL): **tracking** inputs, outputs, outcomes, and results of adaptation actions.

5. Measurement for Climate Action (mitigation)

You will Learn about:

1. **Tracking** Nationally Determined Contributions (under Article 4)
2. **Tracking** emissions – national GHG inventories (general, including Quality Assurance/Quality Control, time-series consistency, recalculations, key category analyses and uncertainty analyses)
3. Tracking mitigation policies and actions
4. Collecting, generating and preparing **activity data** and emission factors
5. How to make use of flexibility in **Biennial Transparency Reports**

6. Evaluation, Review and Learning

You will Learn about:

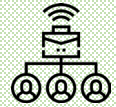
1. Review mechanisms under the UNFCCC
2. Basics of evaluation: criteria, questions, and methods
3. Inclusive and participatory approaches to evaluation.
4. Learning-oriented activities (peer learning, knowledge-sharing, adaptive management).
5. Using evaluation results to improve effectiveness and inform NAP/NDC revisions.
6. Adaptive management and building a learning culture in national institutions.

7. Alignment between MEL and MRV Systems

You will Learn about:

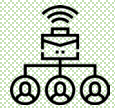
1. Breaking siloes between MEL and MRV.
2. Practical entry points for integration: institutional coordination, shared data platforms, harmonized indicators.
3. Ensuring alignment adaptation and mitigation reporting.

GCF-MEL Capacity Building Initiative



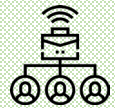
Stream 1

Capacity development of stakeholders for monitoring progress on national climate goals (country-focused)



Stream 2

Project MEL capacity development programme (AE and project-focused)



Stream 3

Ongoing advisory for robust monitoring and reporting by AEs (project-focused)

The (updated) MAF

- **[Institutional-level] Monitors AE compliance with GCF policies and standards, programming of AEs, and the role of AEs in advancing the mandate of GCF**
- **[Project-level] Clarifies and aligns scope and requirements of performance, financial, and evaluation reports** with regards to relevant GCF frameworks and legal agreements
- **[Project-level] Promotes the use of monitoring instruments** that enable **more frequent, near-real-time, or automated reporting**
- **[Supportive measures]** Align with GCF ambition **to further deploy capacity building to support AEs,** incl. to address non-compliance, non-programming, and non-performance issues
- **[Remedial measures] Strengthen ability to hold AEs accountable by linking performance and/or compliance issues** to **consideration of future programming and/or potential accreditation termination**

1. GCF policies

The Challenge: Training Accredited Entities (AEs) on new Green Climate Fund (GCF) policies is essential for several strategic, operational, and compliance-related reasons

This Module offers: AEs must understand and apply these policies correctly to avoid non-compliance, which can lead to delays, funding issues, or even suspension

You will Learn about:

1. MAF overview and objectives
2. Key Changes and Rationale in the MAF
3. AEs / other stakeholder responsibilities
4. GCF's responsibilities
5. Linkages to other GCF frameworks (Readiness, Accreditation, etc)
6. Updated Risk Management Approach



Meeting of the Board
30 June – 3 July 2025
Port Moresby, Papua New Guinea
Provisional agenda item 14

GCF/B.42/04/Add.05
11 June 2025

Policy coherence analysis for the
proposed revised accreditation
framework

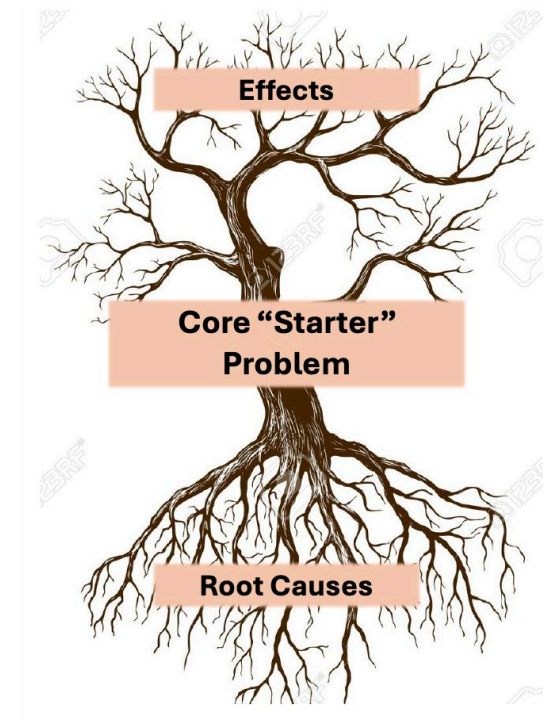
2. MEL basics – “Monitoring” in GCF

The Challenge: Accredited Entities (AEs) may not have full visibility of what M&E responsibilities in GCF entail.

This Module offers: This module would be designed to build the foundational capacity of AEs and other stakeholders in results-based management, learning, and accountability

You Will Learn To:

1. GCF **MEL terminologies** and understanding
2. Logical Frameworks (Log frames), **Results chains**
3. **Indicator Development** and Measurement
4. Baseline and target setting
5. Monitoring systems and tools (**MEL Plan**, Quality assurance mechanism)
6. MEL Communication (Feedback, Roles and Responsibilities, subject matter expertise vs. MEL expertise)



3. GCF's (updated) Harmonized Results Management Framework (HRMF)



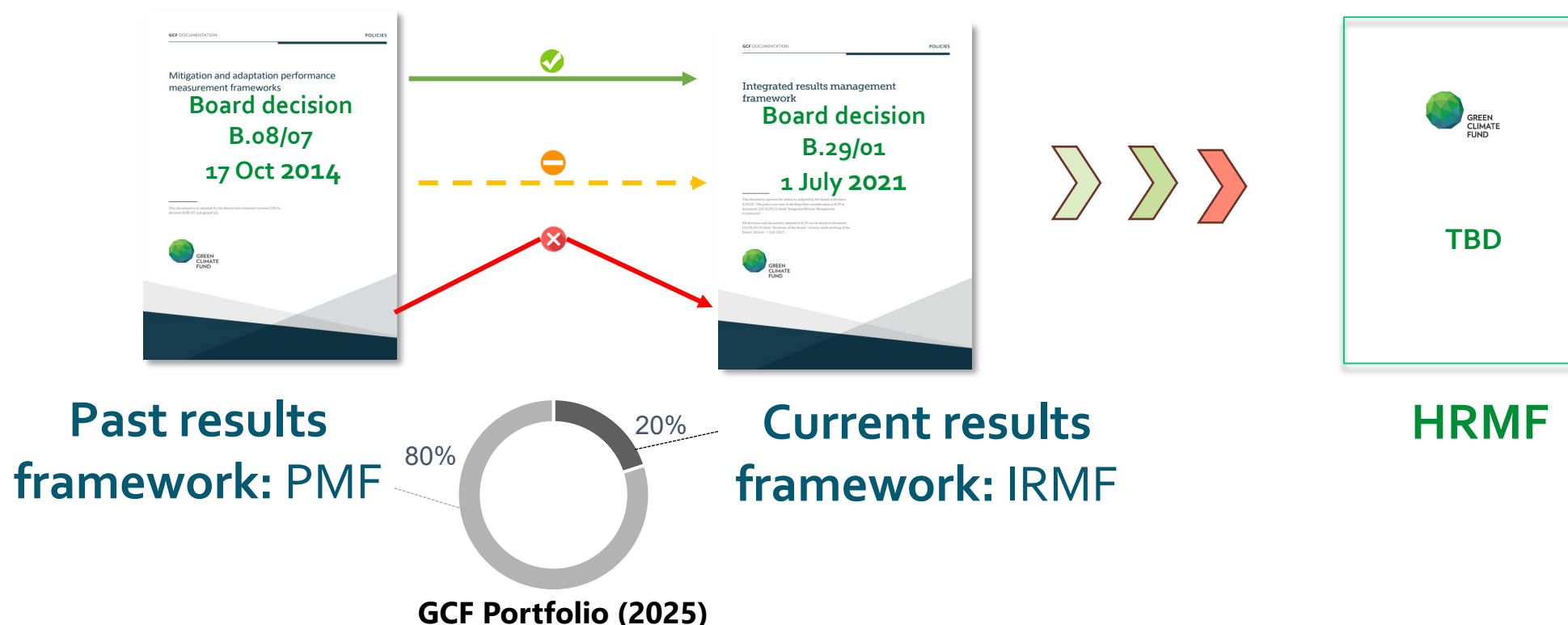
The Challenge: The HRMF introduces enhanced methodologies for measuring and reporting results.

This Module offers: Capacity-building initiative for AEs to support the effective implementation of the HRMF.

You Will Learn about:

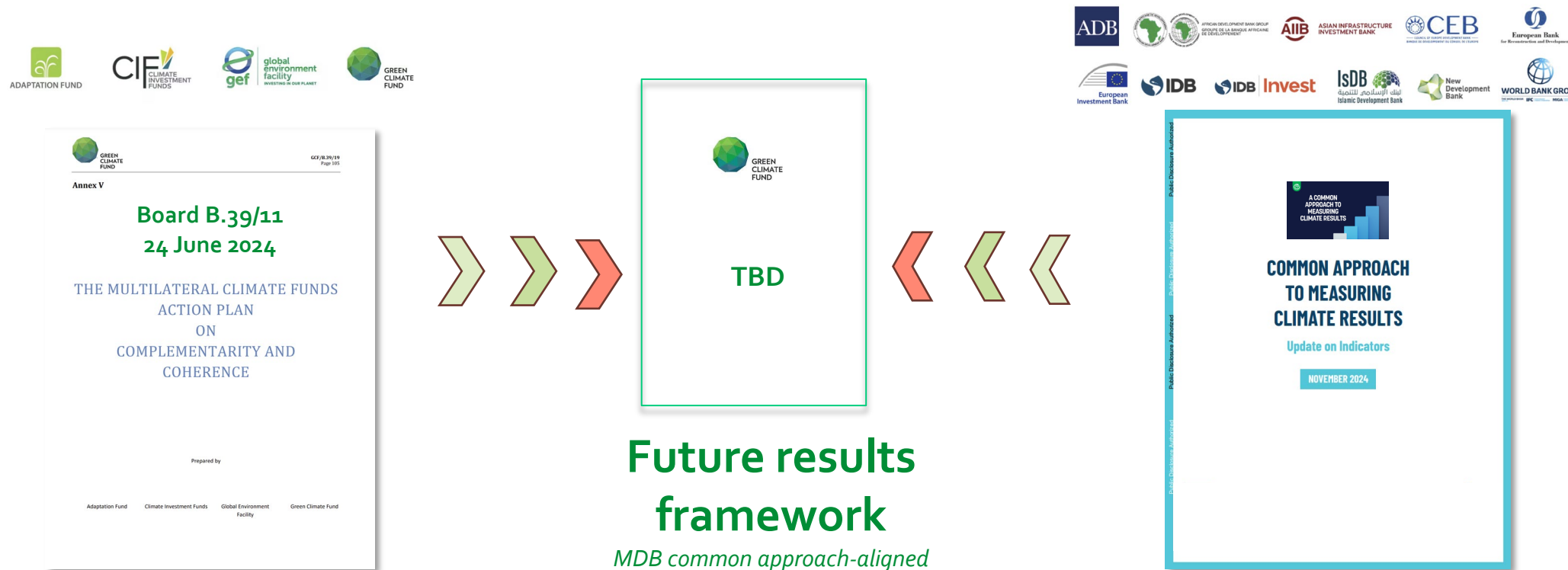
1. The **updated framework** (eg., its structure and indicators)
2. Related and updated **methodologies** (GHG methodologies, Beneficiary counting tool)
3. **Linkages** between project/programme level indicators & HRMF indicators
4. Practical exercises
5. Potential reporting challenges

There is a need to bridge gaps across successive versions of GCF's main results frameworks and integrate them into a harmonized future framework.



To ensure that projects developed under the PMF (80%) and IRMF (20%) can effectively report their impacts at the GCF portfolio level and transition into a simplified harmonized future framework, it is essential to analyze how the three frameworks ✓ align, ⊖ partially align, and ✗ diverge.

There is a need to align with external initiatives to improve harmonization, comparability, and transparency across climate funds and MDB's.



As the world's largest dedicated climate fund, and given our collaboration with diverse actors, **actively participating in external harmonization initiatives led by climate funds and MDBs is essential.** A common methodology will greatly simplify results reporting and monitoring, while improving accuracy and transparency.

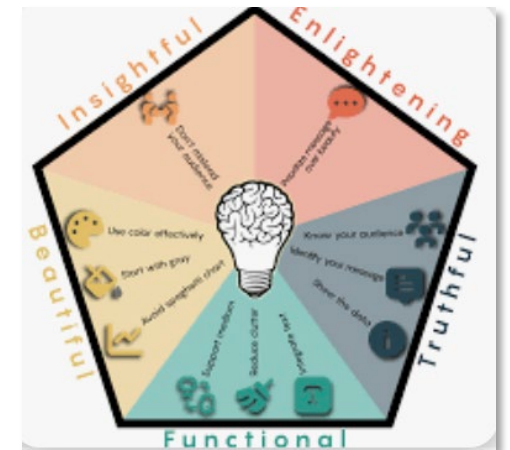
4. Quality Data Analysis for Decision-Making

The Challenge: Limited ability to extract actionable insights from project data.

This Module offers: Practical training in data analysis techniques for MEL.

You Will Learn to:

1. Understanding **Data Analytics** and the Importance for Decision Making
2. Making Sense of **Complex Data**
3. Converting **data into decisions**
4. The Role of **Artificial Intelligence** in GCF (Evaluation, Reporting)
5. Real-world examples in GCF



5. Private Sector engagement – differences in MEL

Key Differences between Private vs. Public/Development Sector MEL

Aspects	Private sector MEL	Public Sector MEL
Purpose	Profitability, efficiency, market positioning	Social impact, accountability, learning
Indicators	KPIs, ROI, customer retention, market share	Outcome/impact indicators, theory of change
Tools	BI platforms, CRM analytics, A/B testing	Logical frameworks, qualitative methods, participatory tools
Reporting	Internal dashboards, investor reports	Donor reports, evaluation studies
Learning	Fast-paced, iterative, often informal	Structured, reflective, often slower-paced

The Challenge: Private sector may prioritise speed and short-term results, which can conflict with MEL's emphasis on reflection and long-term learning.

This Module offers: The training module should be strategically tailored to align with both climate impact goals and private sector business models. Building reasonable linkages between both ways of thinking.

You Will Learn To:

1. A **Simplified Theory of Change** and Results Chains
2. Key Performance Indicators (KPIs) aligned with: Mitigation/Adaptation, ESG standards.
3. Integrating MEL into existing **business systems**
4. MEL for **Strategic decision-making**
5. **Case Studies** and Sector-Specific Applications (Renewable energy, Climate-smart agriculture, Green infrastructure, Financial services)
6. Practical exercises and tools

6. Evaluations in GCF

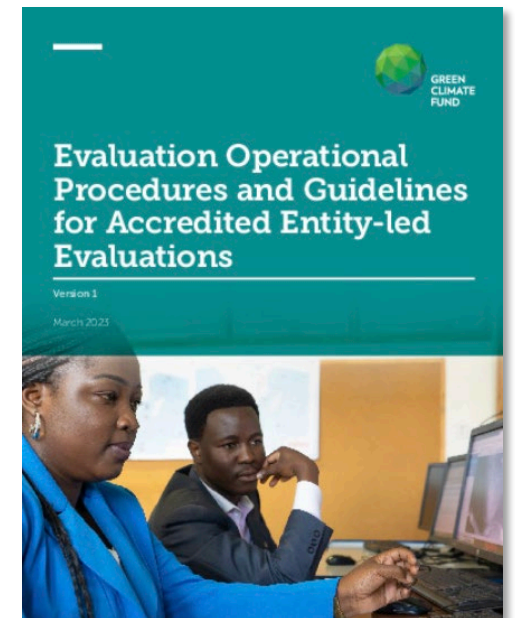
The Challenge: Many AEs may lack internal evaluation capacity or experience with GCF-specific requirements. Training helps build institutional capabilities.

This Module offers: Interim evaluations inform mid-course corrections, while final evaluations assess overall impact and sustainability. Training ensures AEs can deliver evaluations that are timely, relevant, and actionable

You Will Learn To:

1. Types of GCF evaluations
2. Evaluation questions and **methodologies**
3. GCF **evaluation requirements** and standards
4. Managing external evaluations/evaluators
5. Evaluations **budgeting**
6. Integrate findings into project design and implementation.
7. GCF understanding of impact measurement in the Evaluation

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7. GCF MEL Platform - Lateral Learning

The Challenge: Capacity development is not one-way. Exchange of lessons is also important, but AEs don't have many such opportunities in MEL.

This offers: Create a shared space for AE MEL practitioners across sectors to: i) communicate and collaborate, ii) exchange technical inputs and innovations, iii) strengthen MEL capacity, iv) drive climate impact through learning and adaptation.

A Platform could contain the following features:

1. Communication & Networking
2. Face-to-Face & Hybrid Exchange
3. Technical Inputs & Resources
4. MEL Innovation Lab
5. Data & Learning Dashboard
6. Capacity Development & Certification



Other ideas for MEL Capacity Building Modules

Specific sessions could be offered on:

- MEL plan design and implementation
- Baseline/Midline and Endline methodologies =Impact measurement
- Data Quality Assessments
- Annual Performance Report (updates)

Your Voice Matters: Shaping Our MEL Building Programme



1. Training Module Preferences:

- "Which proposed training modules resonate most with your needs, and why?"
- "What adaptations would you suggest to make these modules even more relevant?"
- "Are there any other suggestions for modules?"

2. Key MEL Skill Gaps:

- "What specific Monitoring, Evaluation, and Learning (MEL) skills or knowledge areas require the most attention in your organisation/region?"

3. Optimising Training Delivery:

- "What content delivery methods, formats, and training durations do you find most effective for your context?"

Your Voice Matters: Shaping Our MEL Building Programme



4. Additional Considerations:

- "Are there any other critical factors or considerations we should take into account when designing our MEL Capacity Building Programme?"

5. Partnership Opportunities:

- "How can you contribute to and partner with us in strengthening MEL capacity within your organization or region?"

Outline of Programme

For National Climate Goals

- Introduction to National Climate Frameworks
- Basics of MEL and MRV Systems
- Designing National MEL/MRV Systems
- Monitoring for Climate Action Adaptation
- Measurement, Reporting and Verification for Mitigation.
- Evaluation, Review and Learning
- Alignment between MEL and MRV Systems

For Accredited Entities

- Introduction to GCF Policies
- Monitoring and Evaluation in GCF
- GCF's Results Measurement Framework
- Data Analysis for Decision Making
- MEL and Private Sector
- Evaluations in GCF
- Lateral Learning and Exchange Platform



Thank you

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