

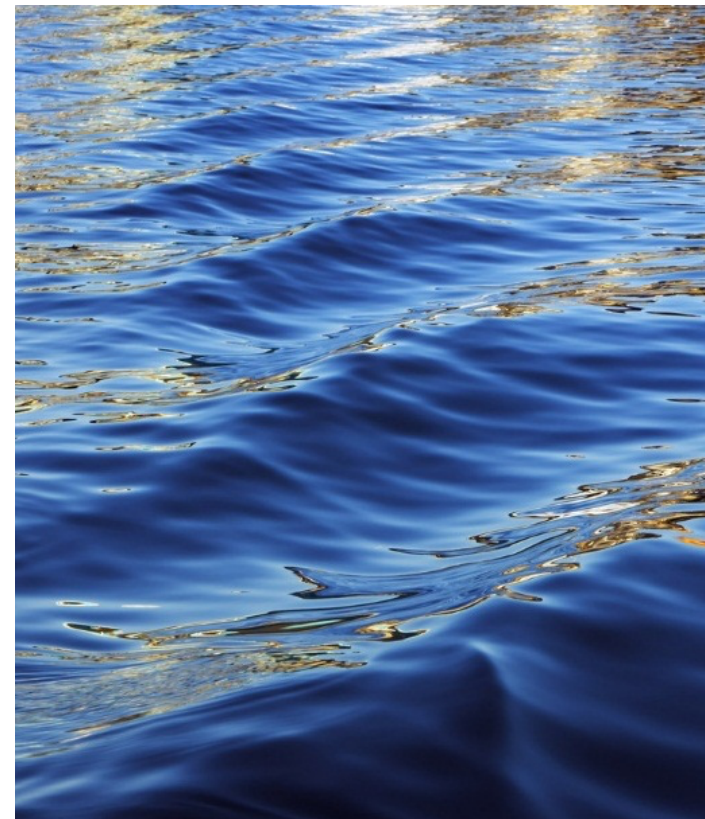


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Overview of the main mitigating factors to close the gaps in accreditation

Ms. Silvia Mancini, Operations Officer
(Accreditation), AFB Secretariat

**3 November 2020
Washington D.C.**



Background



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❑ In August 2019, the Fund commissioned a study “Bridging the Gaps in Accreditation”

<https://www.adaptation-fund.org/document/bridging-the-gaps-in-accreditation>

❑ Within the context of the Adaptation Fund (AF) Medium Term Strategy Implementation Plan: **Strategic Focus 3—Learning and Sharing**

❑ Goal: to help reduce the time required for the completion of accreditation and re-accreditation applications by national and regional implementing entities (IEs), and applicant IEs **by sharing the experience of others in the process.**

❑ Eleven case studies of ongoing or completed accreditations or re-accreditations were conducted to identify opportunities to further enhance efficiency and effectiveness of the accreditation process.

❑ The case studies set out the length of time experienced for each application, the factors affecting the time taken, and opportunities for improvement/lessons learned.

The case studies



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- ☐ The case studies represent different types of processes that have been available to applicants in recent years:
 - **Regular accreditations**
 - **Streamlined accreditations**
 - **Fast-track reaccreditations**

- ☐ The case studies cover different types of IEs at national and regional levels:
 - **Non-governmental organizations**
 - **Financial institutions**
 - **Autonomous government agencies**
 - **Government ministries**
 - **Regional multilateral institutions**

Common themes arising from these case studies



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- ❑ Common themes arising from these case studies around reducing time required for accreditation/re-accreditation include the importance of:
 - **Familiarization of the AF accreditation/re-accreditation criteria** and understanding of the documentation requirements of the evidence-based review by the Accreditation Panel;
 - **Regular communication** between the DA, IEs and applicant IEs, and the Panel expert reviewers/AFB Secretariat to ensure any uncertainties in requirements to meet criteria can be quickly addressed;
 - **Effective handover** when accreditation focal points of IEs and applicant IEs change;
 - **High commitment and close engagement by the senior management** of IEs and applicant IEs to prepare action plans to respond to any gaps identified;
 - **Disciplined tracking of outstanding issues** by both IEs and applicant IEs and the Panel, regularly updated to ensure focus is maintained on the residual requirements to complete the review.
 - **Visits to IEs and applicant IEs** and their project sites by Panel reviewers and AFB Secretariat staff. Particularly visits towards the end of the review process have been very helpful in clarifying residual requirements and completing the final evidence needed to meet all criteria.

Lessons learned



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- ❑ Following are a collection of lessons learned which may prove to be very useful for future applicants during their accreditation process:
 - The Panel requires evidence not only of commitment but also capacity and the existence of effective complaint mechanisms.
 - Policies and systems may take time to be developed and some track record of their implementation needs to be shown.

Lessons learned-cont'd



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- Maximizing the use of IEs and applicant IEs websites to post information about the entity, its project/program portfolio, its policies and procedures, financial and audit results, annual reports on its operations, and explaining complaint processes not only contributes to transparency but also helps speed up Panel reviews significantly and in addition, reduces the burden on uploading documents in the AF workflow system.
- In the case of fast-track re-accreditations, although the scope of the Panel's review only covers a small sub-set of the criteria, IEs and applicant IEs are encouraged to ensure they maintain alignment to all criteria.
- Changes in organization need to be carefully considered if they may result in changes in the legal status and other major changes of the IE as in such case the IE would have to address its implications on accreditation/re-accreditation before continuing the accreditation/reaccreditation process.