



Session 4

CAMEL and Capacity Development across the Project Life Cycle

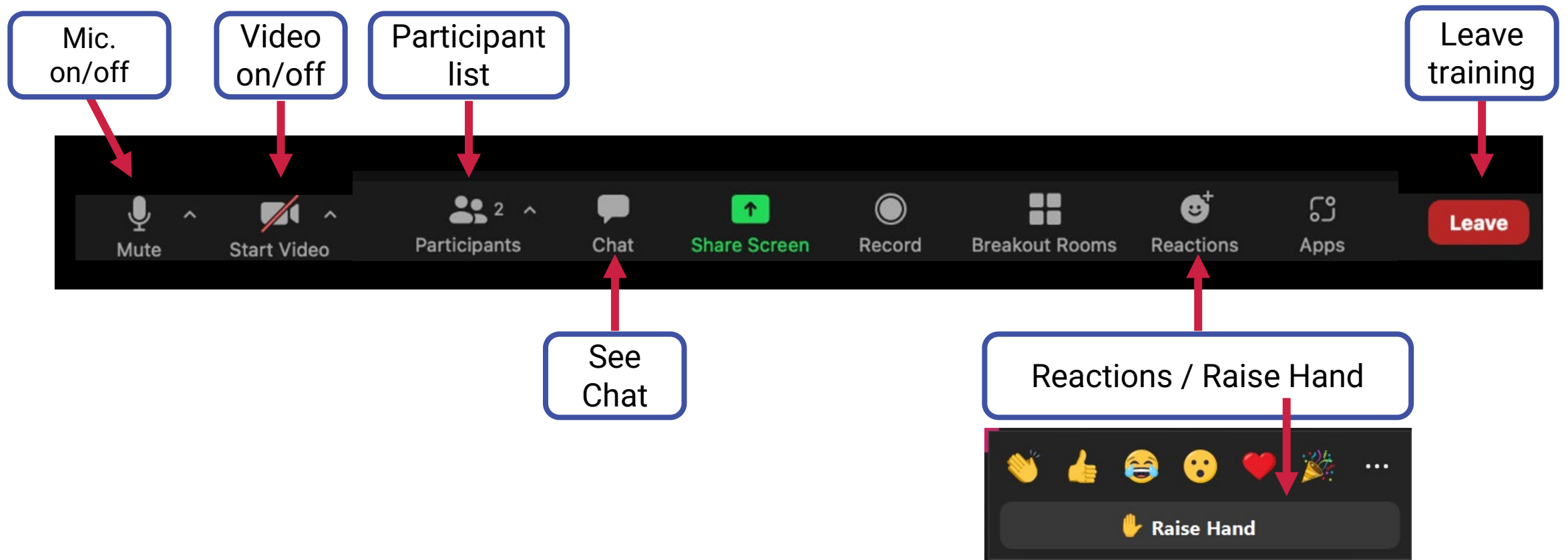
July 2023



BUREAU OF INTERNATIONAL LABOR AFFAIRS



Zoom Meeting Functions



*Reactions/Raise Hand:
When clicked, the hand
symbol will appear in the top
left of your screen.*

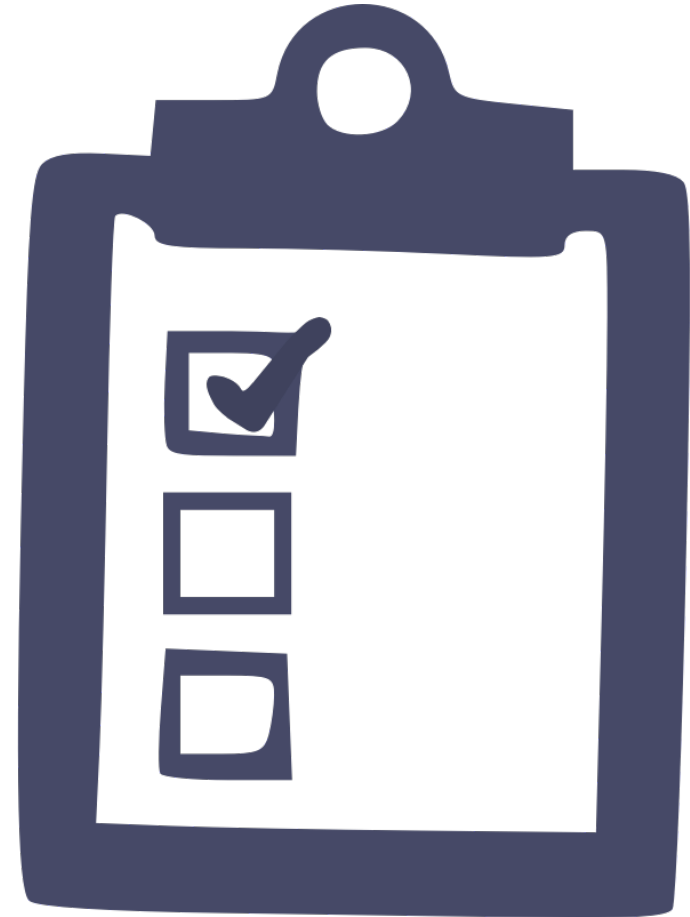
Sign of the Times

If you had to choose a road sign that describes your typical work week, which sign would you choose? Why? Humor and imagination are welcome.



Shared Norms for the Workshop

1. Enjoy each day. **Have fun.**
2. **Participate actively** by sharing your knowledge, opinions, and questions.
3. Cell phones and electronic **devices off** or on vibrate.





Module 1

Integrating CAMEL across the Project Life Cycle

July 2023



BUREAU OF INTERNATIONAL LABOR AFFAIRS

Our Training Session Goals

- Demonstrate how to integrate CAMEL throughout the ILAB project cycle
- Participants feel confident to use CAMEL principles and practices at each stage in their projects from design through implementation

Agenda

1 Review: Why CAMEL?

2 CAMEL in Project Design

3 CAMEL in Learning-for-Action Planning

4 Case Example and Exercise 1

5 CAMEL in Project Implementation

6 Case Example and Exercise 2

Complexity-aware MEL helps to steer projects adaptively



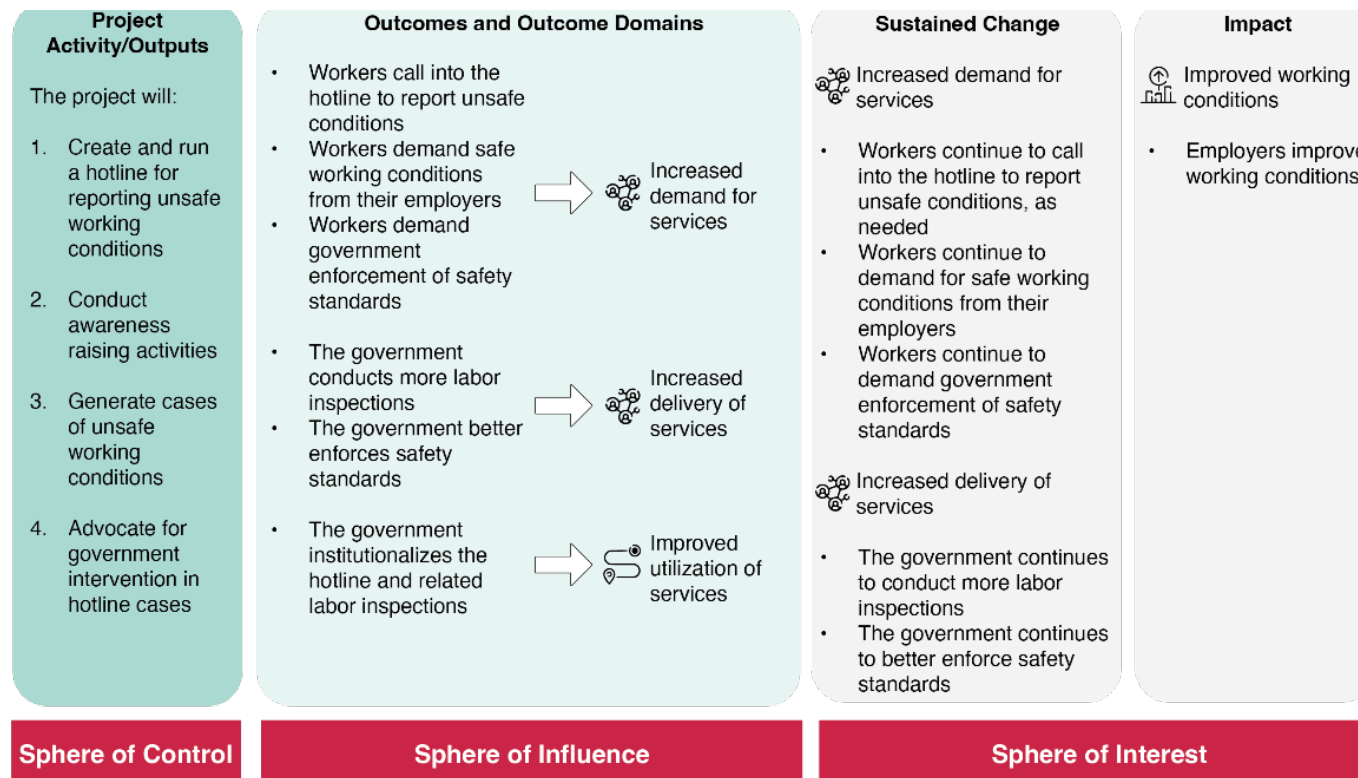


ILAB uses both theory-based and complexity-aware approaches to tell the project story

Program Theory-based MEL (TOsC and logic model)	Complexity-aware MEL (unpredictable and outside project influence)
Predicted aspects of projects	Unpredictable aspects of projects
Results intended by donor/planner	Results beyond those originally intended by donor/planner
Planned pathways of change	Uncertain, contested, emergent, and dynamic aspects
Targets and indicators	No targets; often indicator-free Evolving interrelationships between project and host system

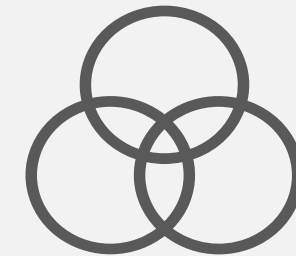
Outcome Monitoring and CAMEL work together

Our best prediction



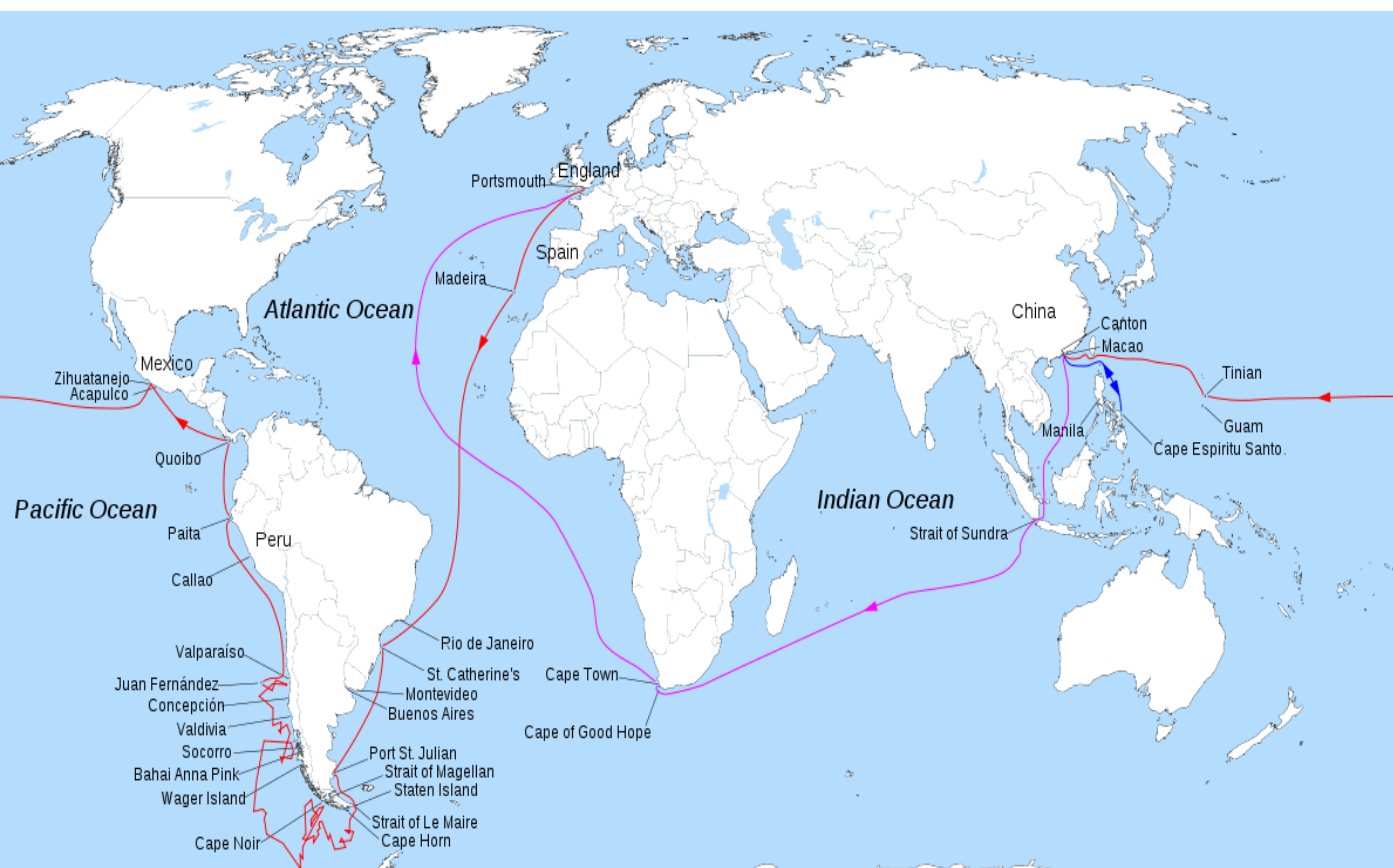
What we cannot predict

Uncertain, emergent, contested, and/or dynamic aspects of the project and its context



Different MEL approaches track complicated and complex aspects of projects

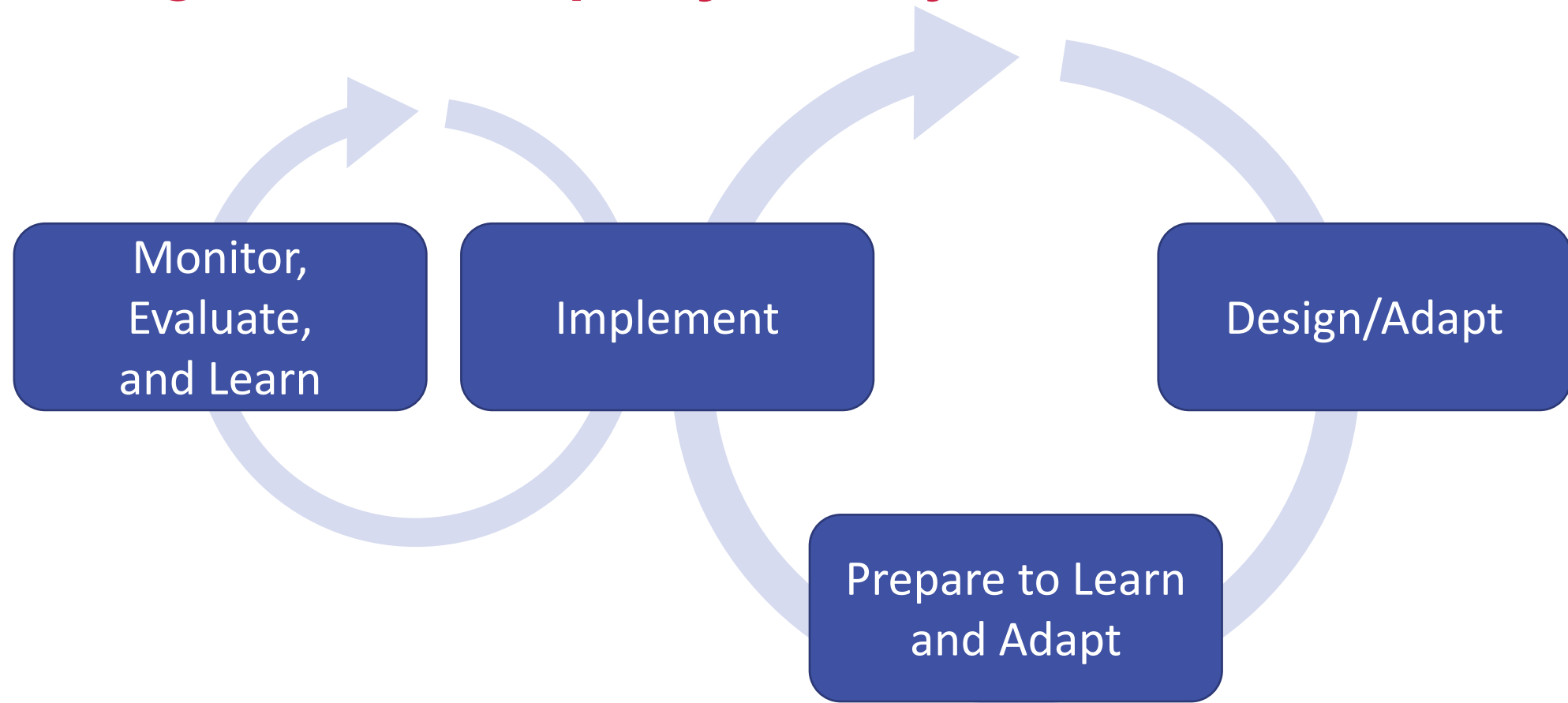
We track our progress against the plan and ...



... monitor changes in context

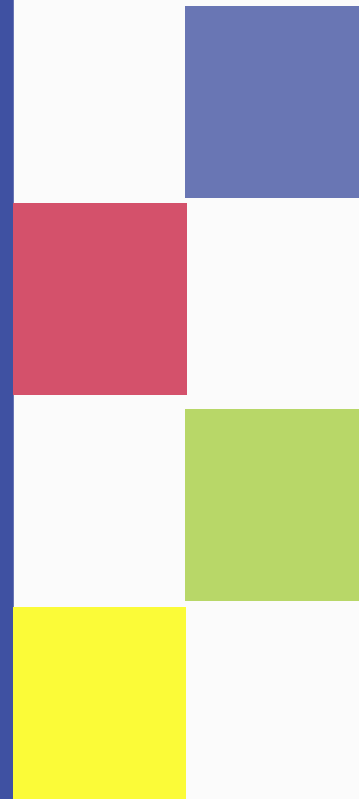


Complexity-aware thinking adds value throughout the project cycle

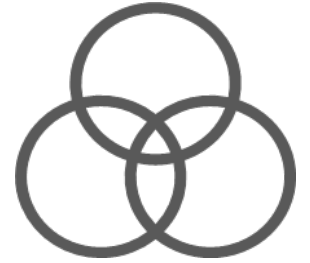




Section 2: CAMEL in project design



Project design: CAMEL Practices



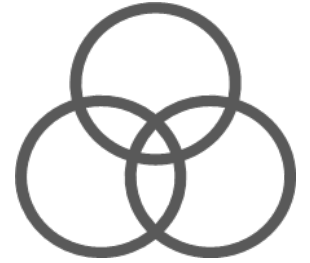
Project Design

Develop the project logic model and align it to ILAB's ToSC

CAMEL Practices

- **Enhance project logic model with complexity**

Project design: CAMEL Practices



Project Design

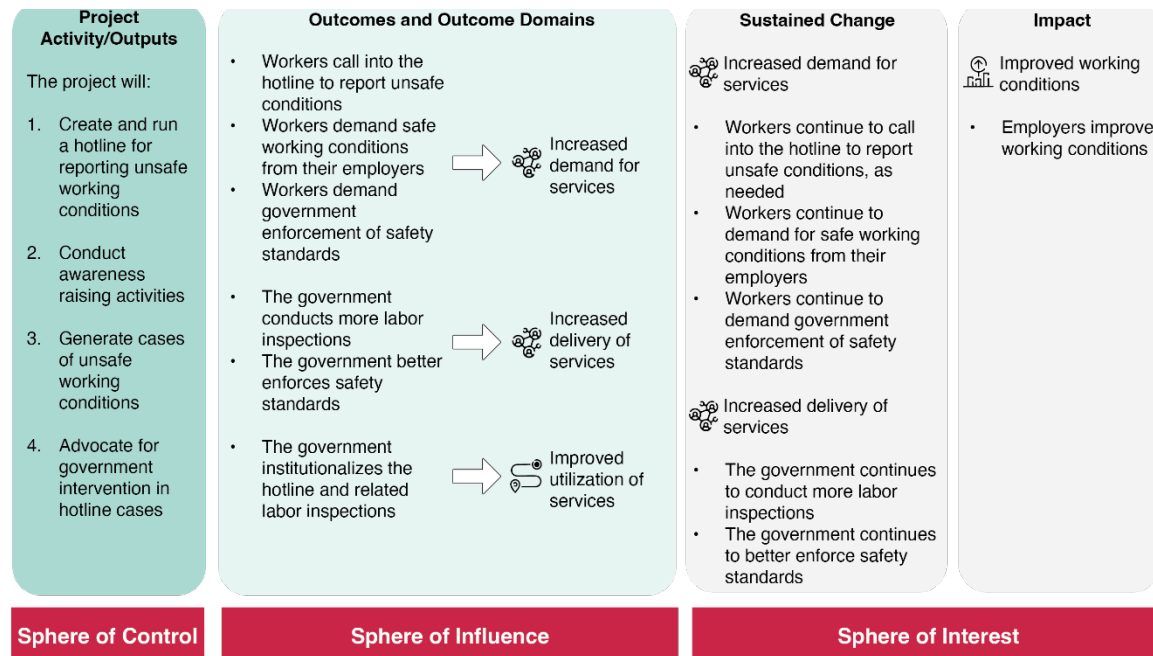
Develop the project logic model and align it to ILAB's ToSC

CAMEL Practices

- **Enhance project logic model with complexity**
 - **Identify where** the project logic model is sensitive to influence from contextual factors and complexity.
 - 4 complexity-aware MEL questions
 - Enhanced logic model
 - **Prioritize** most likely and/or most impactful
 - **Tip!** Focus on learning for implementation.

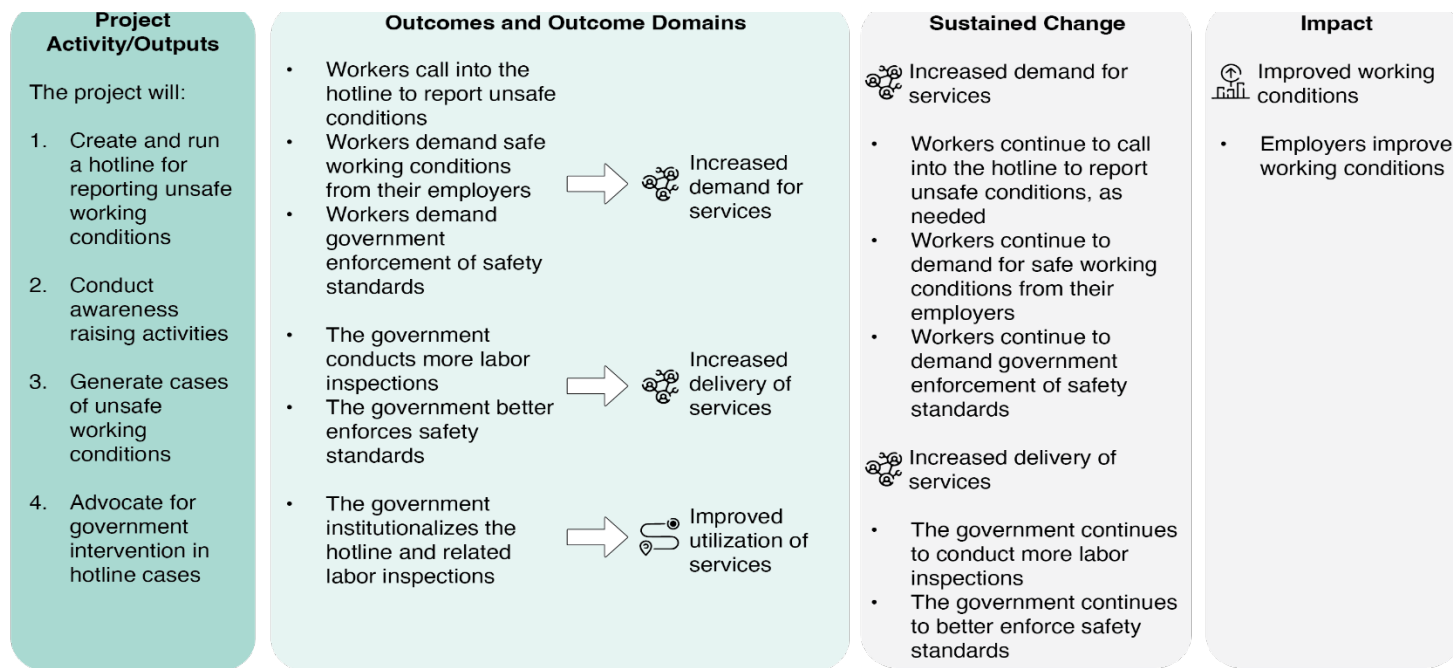
Enhance the project logic model with complexity

Four questions help identify complexity in your project and context

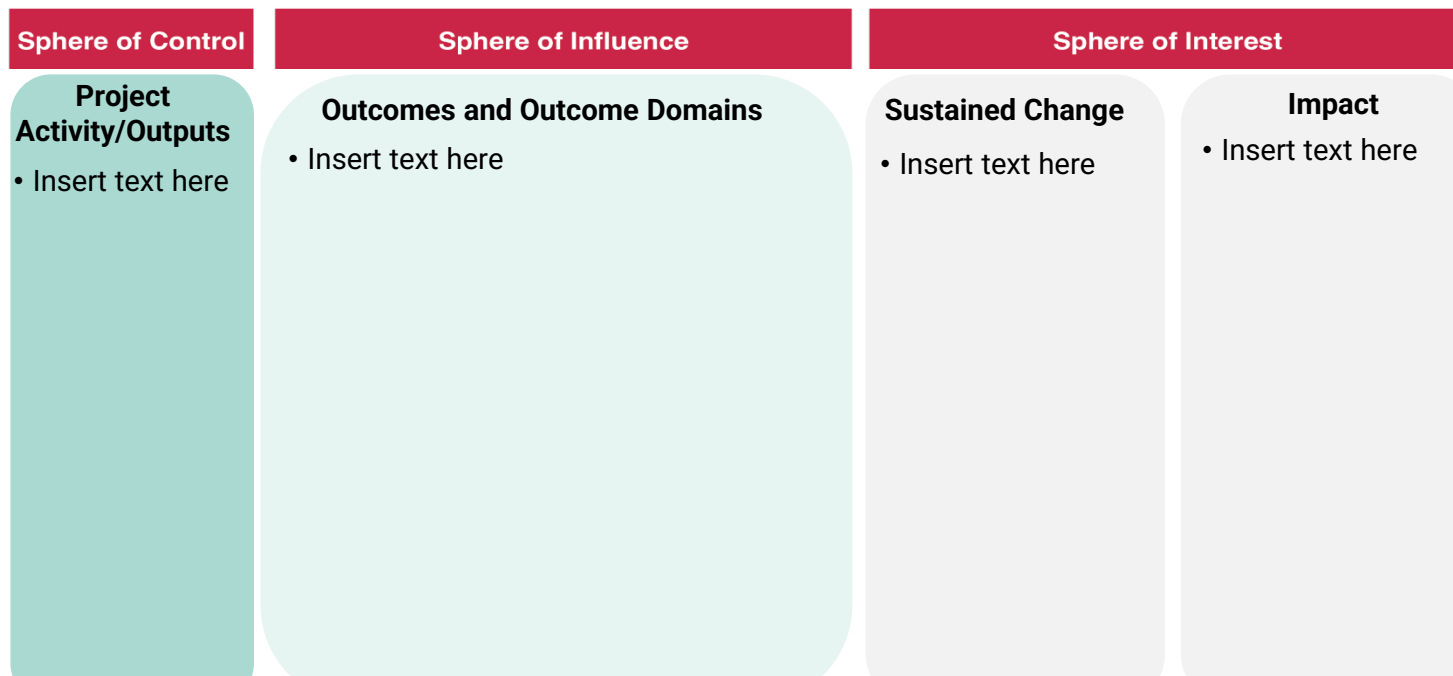


- What **contextual factors** are likely to influence achievement of desired outcomes, either positively or negatively?
- How do others **perceive and value** the situation and the project? How will that influence their interactions with the project?
- What **emergent (unpredicted) outcomes** is the project contributing to?
- What is the **pace of change**? What new opportunities or constraints may arise in response to changes in the context?

SFWI Logic Model



Complex Aspects



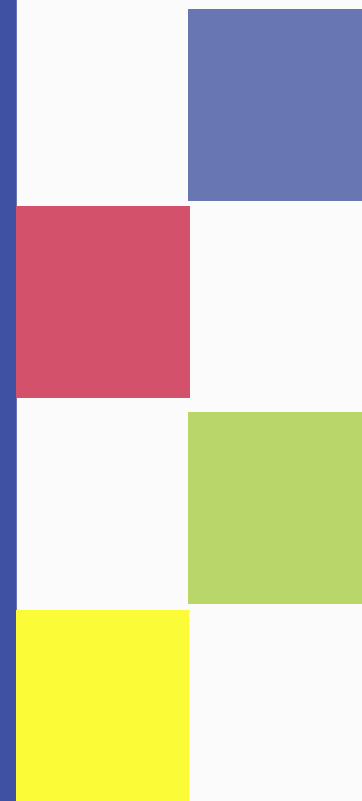
Let's hear from you!

- Are you using CAMEL practices in project design?





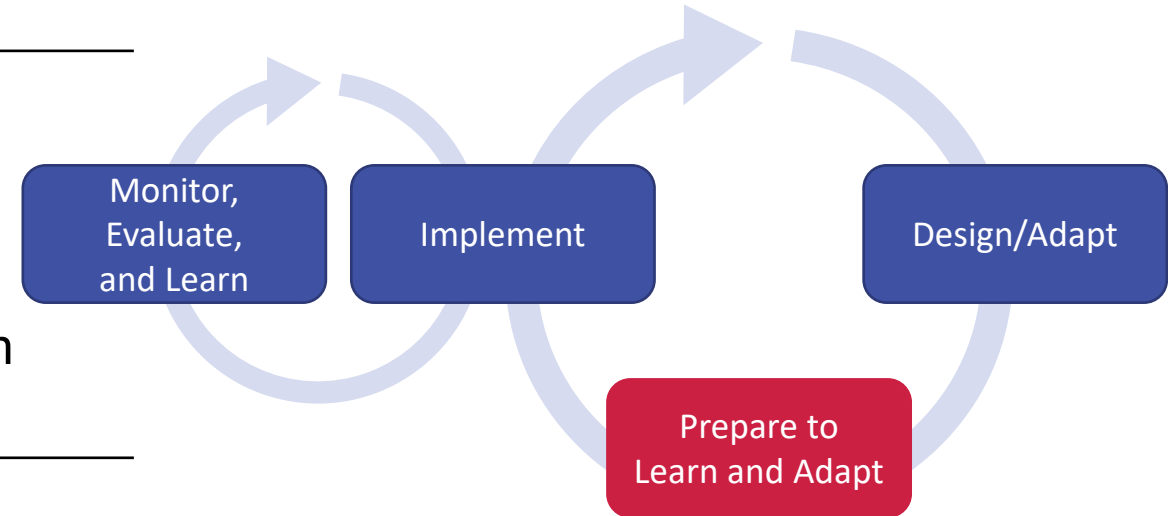
Section 3: CAMEL in Learning-for-Action goals



Prepare to learn and adapt

Learning for Action

1. Identify questions and knowledge gaps
 2. Create a plan to answer questions
 3. Support use of information for implementation
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Learning for Action leads to MEL Planning

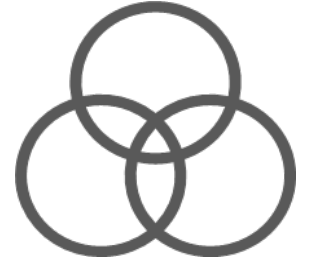
- Learning for action questions may be answered through:
 - **Monitoring data**
 - Develop indicators and plans for collecting and using the data to answer the questions
 - **Evaluation** - Mid-term or end-of-program
 - Include the questions in the evaluation plan
 - Ensure the evaluation design can answer those questions
 - **Other learning activities**
 - Design and plan the activities, along with plans for data use
 - **Any combination** of the above

Prepare to Learn and Adapt

Prepare to Learn & Adapt

1. Collaborate with stakeholders
 2. Develop and prioritize learning questions
 3. Design approach(es) for answering learning questions
 4. Select and define project indicators, map to standard outcome indicators, and define targets
 5. Document in Learning-for-Action Plan
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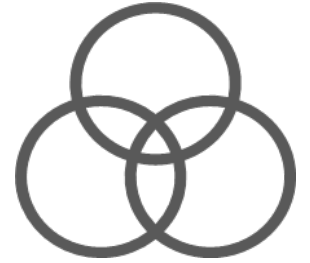
Prepare to learn and adapt: CAMEL Practices



Prepare to Learn & Adapt CAMEL Practices

1. Collaborate with stakeholders
 2. Develop and prioritize learning questions
 3. Design approach(es) for answering learning questions
 4. Select and define project indicators, map to standard outcome indicators, and define targets
 5. Document in Learning-for-Action Plan
- **Integrate CAMEL into Learning-for-Action Goals and MEL Plan**
 - Apply CAMEL principles and practices at each step

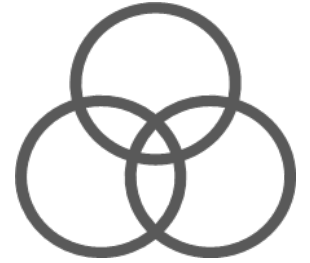
Prepare to learn and adapt: CAMEL Practices



Prepare to Learn & Adapt CAMEL Practices

1. **Collaborate with stakeholders**
 2. Develop and prioritize learning questions
 3. Design approach(es) for answering learning questions
 4. Select and define project indicators, map to standard outcome indicators, and define targets
 5. Document in Learning-for-Action Plan
- Learn from stakeholders about **how the context influences the project** in complex ways
 - **Seek diverse perspectives** (directly or indirectly)

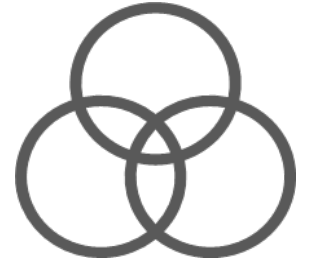
Prepare to learn and adapt: CAMEL Practices



Prepare to Learn & Adapt CAMEL Practices

1. Collaborate with stakeholders
 2. **Develop and prioritize learning questions**
 3. Design approach(es) for answering learning questions
 4. Select and define project indicators, map to standard outcome indicators, and define targets
 5. Document in Learning for Action Plan
- **Develop CAMEL questions** based on
 - **Enhanced logic model**
 - **Prioritize** most likely and/or most impactful
 - **Tip!** Focus on learning for implementation.
 - **Pinpoint when** information can inform implementation
 - **Plan for agile learning:** Plan to review and revise learning questions as info needs evolve
 - Keep asking **4 complexity-aware MEL questions**

Prepare to learn and adapt: CAMEL Practices



Prepare to Learn & Adapt CAMEL Practices

1. Collaborate with stakeholders
 2. Develop and prioritize learning questions
 3. **Design approach(es) for answering learning questions**
 4. Select and define project indicators, map to standard outcome indicators, and define targets
 5. Document in Learning-for-Action Plan
- **Track the influence of complexity on the project.** Monitor and evaluate where and how the project is sensitive to complexity.
 - **Prioritize timeliness and use** in method choices and data quality trade-offs
 - **Plan for agile learning:** Allocate resource to allow learning needs to evolve as the project

Prepare to learn and adapt: CAMEL Practices



Prepare to Learn & Adapt CAMEL Practices

1. Collaborate with stakeholders
 2. Develop and prioritize learning questions
 3. Design approach(es) for answering learning questions
 4. **Select and define project indicators, map to standard outcome indicators, and define targets**
 5. Document in Learning-for-Action Plan
- Ensure CAMEL monitoring complements standard outcome indicators

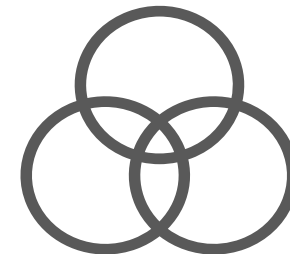
Outcome Monitoring and CAMEL work together

**Standard outcome indicators
monitor project logic model**



CAMEL tracks what we cannot predict

Uncertain, emergent,
contested, and/or dynamic
aspects of the project and
its context



Planning for CAMEL tracking



- **Description**

- Definitions
- Calculation
- Unit of Measure
- Disaggregation

- **Plan for Data Collection**

- Data Source
- Method of Data Collection
- Reporting Frequency
- Individual(s) Responsible

- ~~**Targets and Baseline**~~

- ~~Baseline Timeframe~~
- ~~Rationale for Targets~~

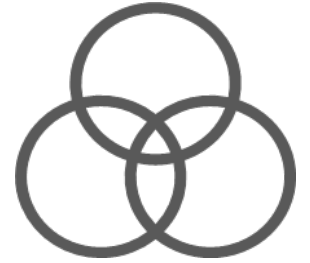
- **Data Quality**

- Data Quality Assessments completed/planned
- Known Data Limitations

- **Updates to monitoring**

- Date of Last Update
- Other Notes

Prepare to learn and adapt: CAMEL Practices



Prepare to Learn & Adapt CAMEL Practices

1. Collaborate with stakeholders
 2. Develop and prioritize learning questions
 3. Design approach(es) for answering learning questions
 4. Select and define project indicators, map to standard outcome indicators, and define targets
 5. **Document in Learning-for-Action Plan**
- **Integrate CAMEL into Learning-for-Action Goals and Plan** in each section
 - Learning questions
 - Approaches for answering learning questions
 - Plans to use info for decision making

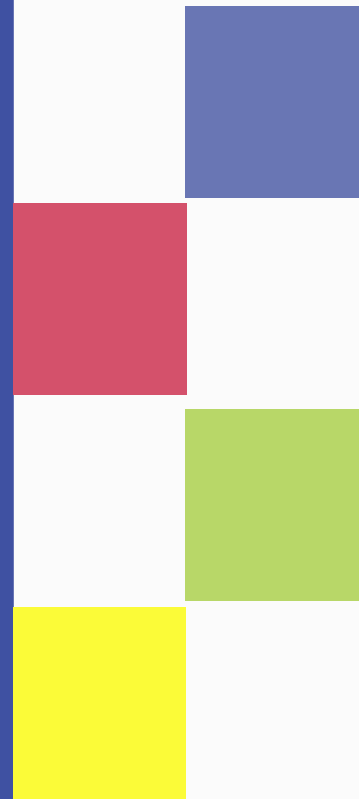
Let's hear from you!

- Are you using CAMEL practices in learning for action?





Section 4: Case Example and Exercise 1





Safe Farm Workers' Initiative (SFWI)

- Background
 - Location: Otlandia
 - Industry: Agriculture
 - Problems addressed by SFWI:
 - Long hours
 - Low pay
 - Inadequate safety standards
 - Root causes:
 - Lack of government enforcement of labor safety standards
 - Decreased worker demand for safe working conditions



Safe Farm Workers' Initiative (SFWI)

- Intervention

- Implement a **hotline** for agriculture workers to report unsafe working conditions
- Hold **information sessions** with agriculture workers about their right to safe working conditions and the existence of the hotline to support them if that right is violated
- Share reports through presentations and round table discussions of unsafe working conditions (from hotline data) with the labor inspectorate and **advocate for their intervention** to enforce safety standards

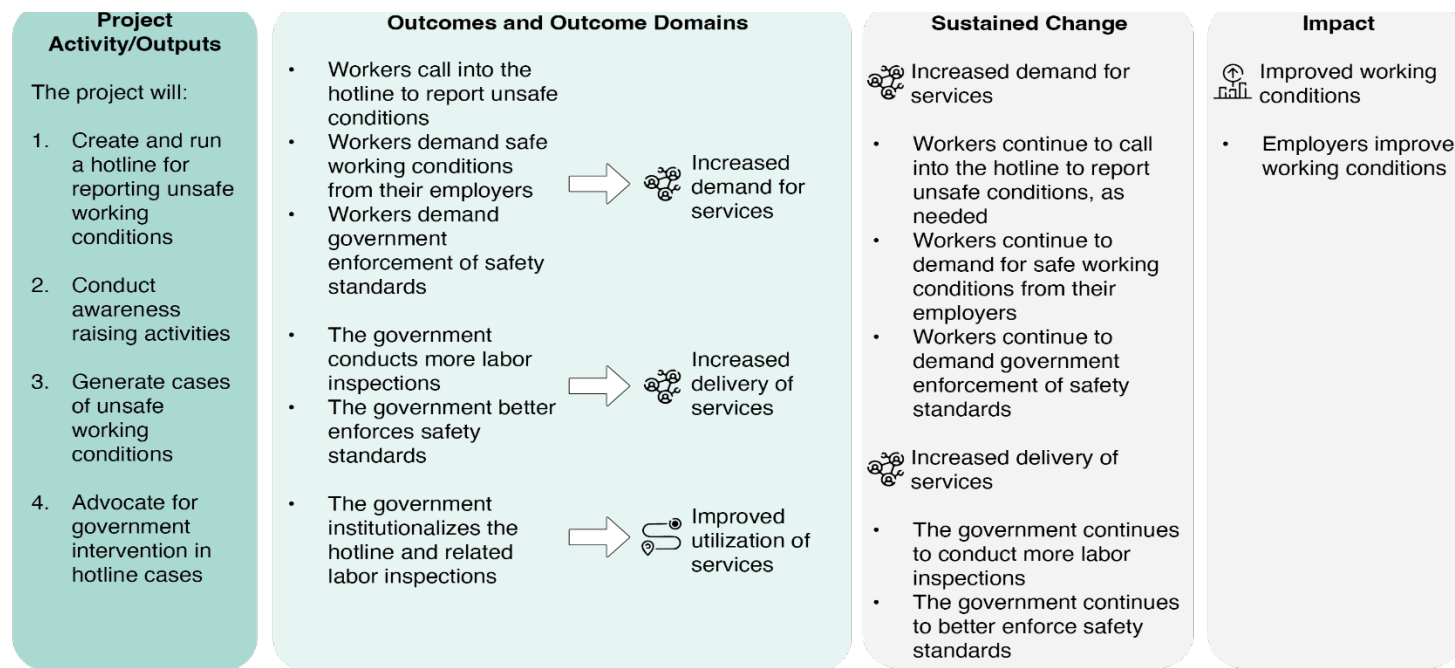
Case Example 1: SFWI uses CAMEL in project design

- The project team reviews the logic model with its local partners using the 4 CAMEL questions:
- Diverse perspectives: Agricultural employers are working from different mental models and motivations

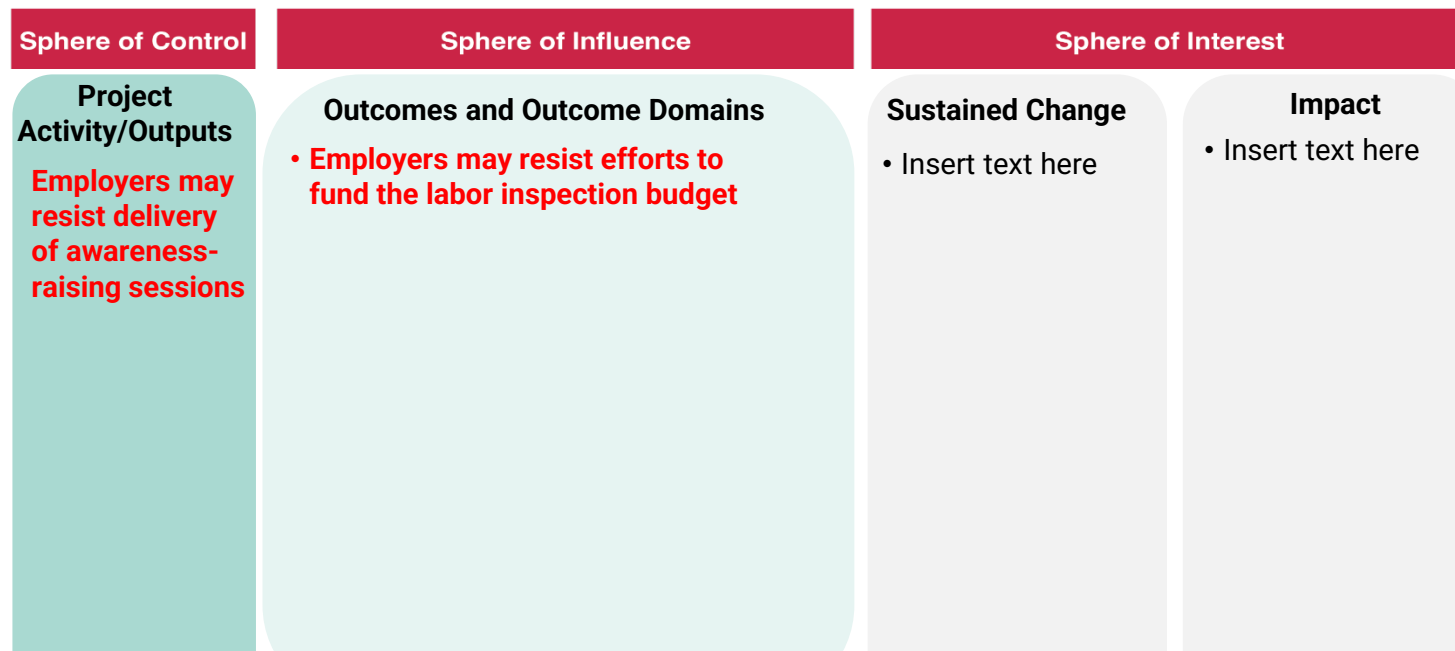
Case Example 1: SFWI uses CAMEL in project design

- Agricultural employers may try to influence the project:
 - Employers may resist project's **delivery of awareness-raising sessions** (sphere of control, activity 2).
 - Employers may resist efforts to **fund the labor inspection budget** (sphere of influence, outcome 6).

SFWI Logic Model

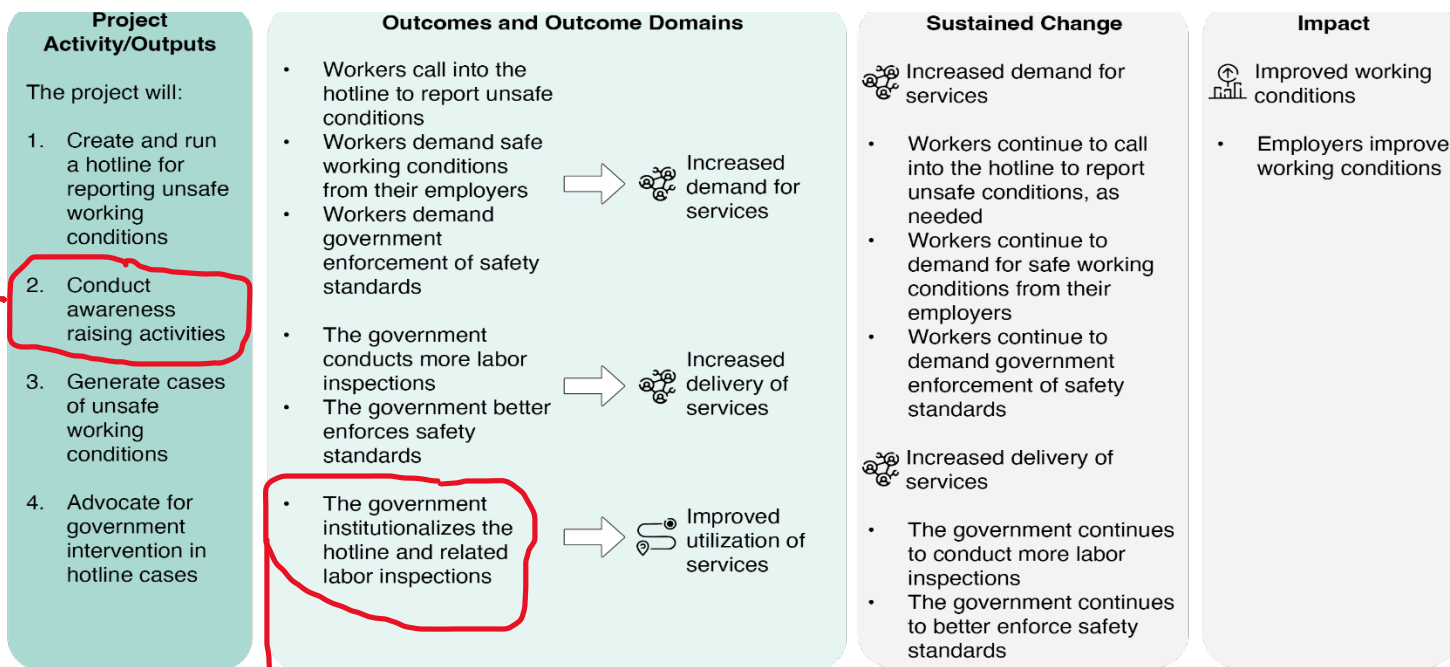


Complex Aspects





SFWI Logic Model

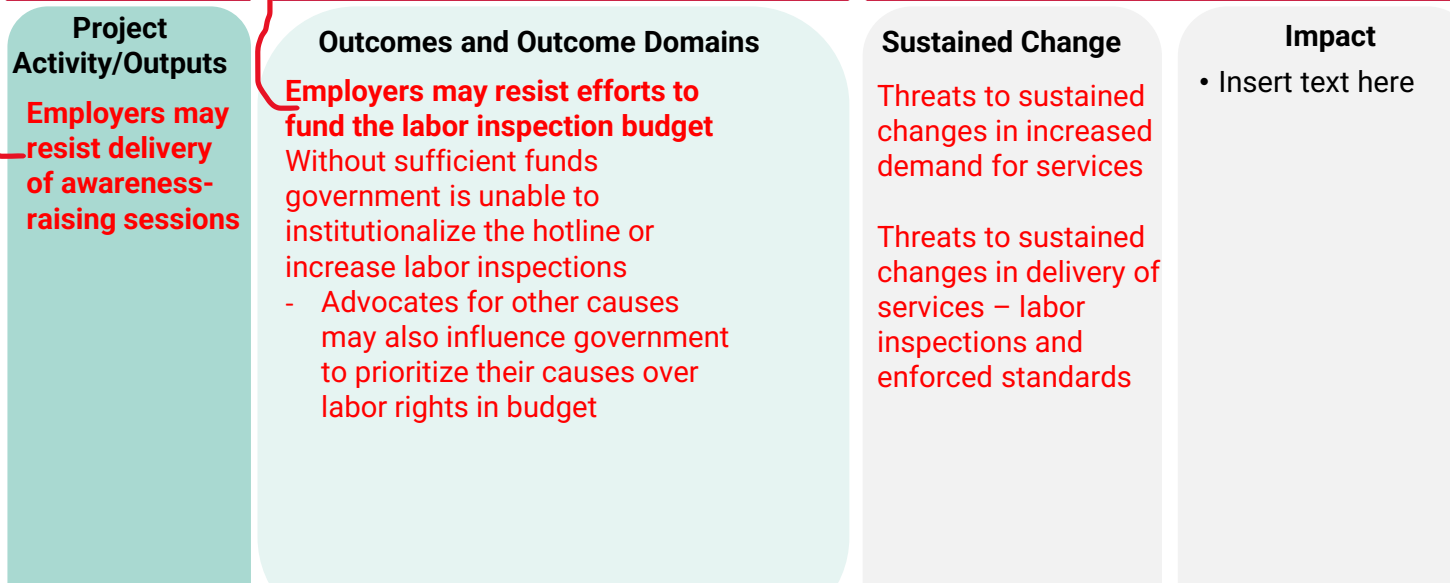


Sphere of Control

Sphere of Influence

Sphere of Interest

Complex Aspects



Case Example 1: SFWI uses CAMEL in preparing to learn and adapt

- SFWI and partners develop and prioritize learning questions related to **awareness-raising sessions**.
 - What methods do employer use to undermine awareness-raising activities?
 - Are workers who attend the sessions vulnerable to repercussions?
 - How can the project anticipate and respond to negative reactions from employers?
 - What did we learn about the perspectives and motivations of agriculture employers? Do we see opportunities to influence those perspectives? Opportunities to negotiate or find common ground?
 - Are awareness-raising sessions reaching everyone, especially those most vulnerable?
 - Does cellphone coverage effect worker access to the hotline?

Case Example 1: SFWI uses CAMEL in preparing to learn and adapt

Priority questions

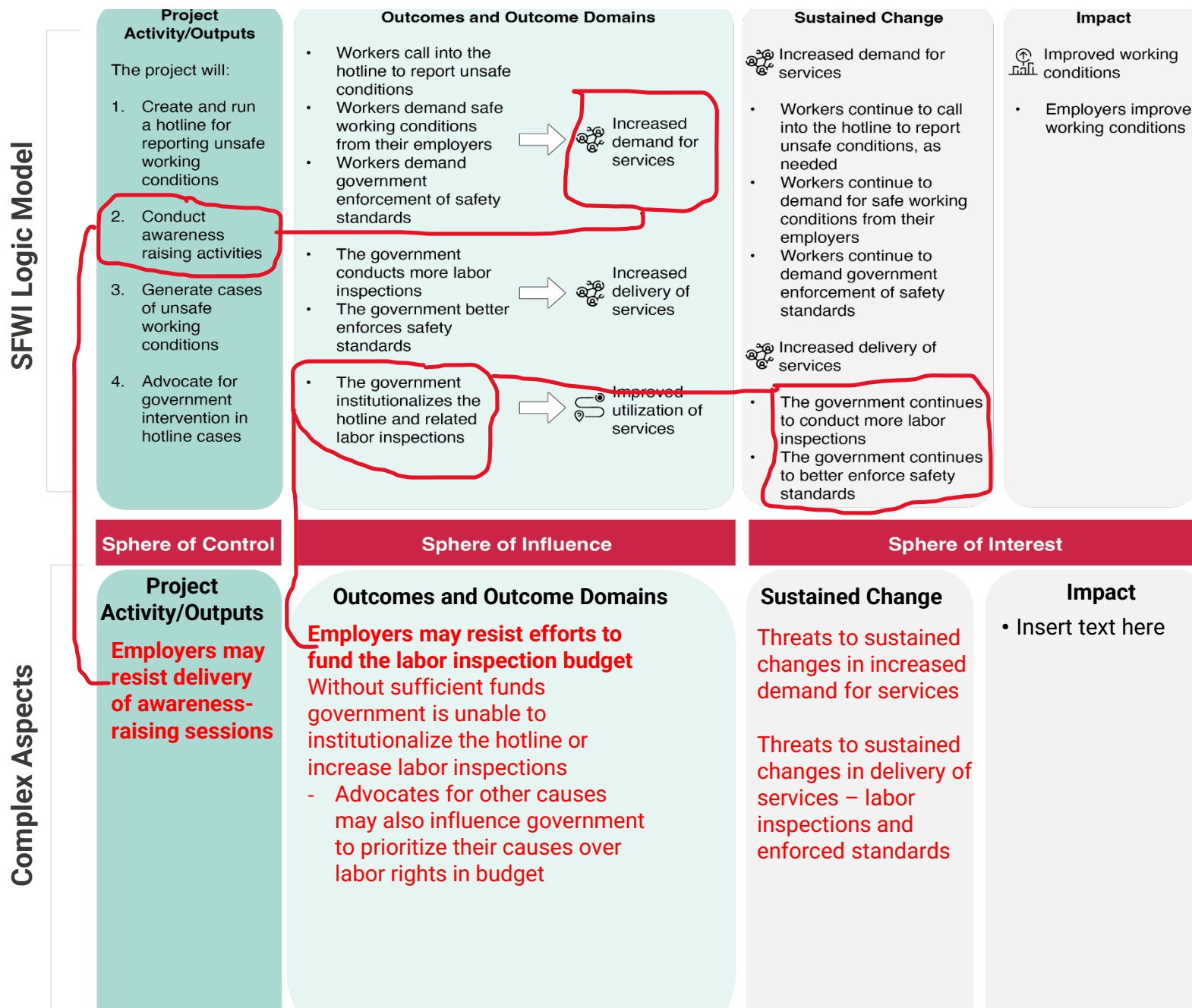
- What methods do employers use to undermine awareness-raising activities?
- Are workers who attend the sessions vulnerable to repercussions?
- When are answers useful?
 - When delivering awareness-raising sessions
- Plan for agile learning:
 - AARs after major events; review after 6 months; adjust as needed.
 - Ensure MEL resources cover whole project; including CAMEL tasks not yet specified

Case Example 1: SFWI uses CAMEL in preparing to learn and adapt

- SFWI and partners develop and prioritize learning questions related to influence on **labor inspection budget**.
 - What can we learn to increase the likelihood of appropriate funding to labor inspections?
 - What other actors and priorities might influence government decisions to increase the funding for labor inspections?
 - What other actors are in support of labor inspections in the budget? Would any of these actors be appropriate partners for SFWI?

Case Example 1: SFWI uses CAMEL in project design

- The project team enhances the logic model to show threats to sustained change in the sphere of interest:
 - Increased demand for services: If employers disrupt awareness-raising sessions, then workers are unlikely to use the hotline to report unsafe conditions (sustained changes 1, 2, and 3).
 - Increased delivery of services: If the government does not institutionalize the hotline and inspections, then they are unlikely to conduct more labor inspections and enforce safety standards (sustained changes 1,2, and 3).

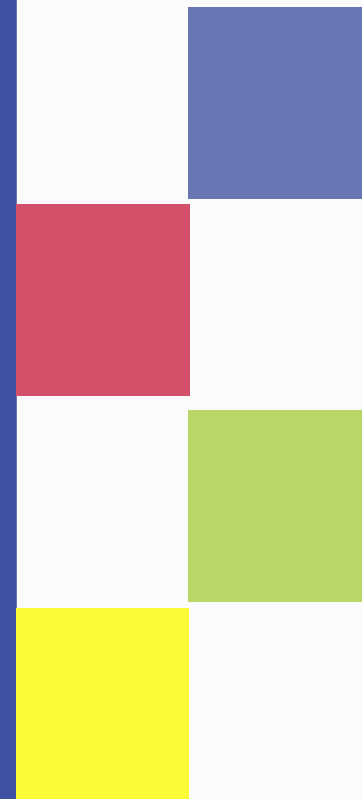


Small Group Exercise Instructions

- Design approach(es) for answering one/both CAMEL learning questions:
 - What methods do employer employ to undermine awareness-raising activities?
 - Are workers who attend the sessions vulnerable to repercussions?
- **Tips!**
 - **Prioritize timeliness and use** in method choices and data quality trade-offs
 - **Plan for agile learning:** Allocate resource to allow learning needs to evolve as the project



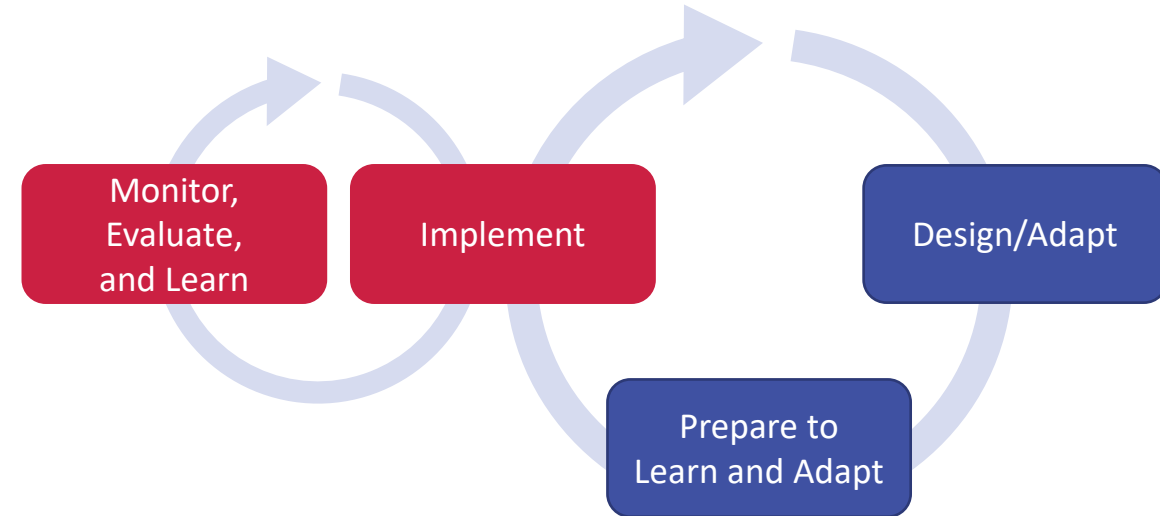
Section 5: CAMEL in Implementation & MEL



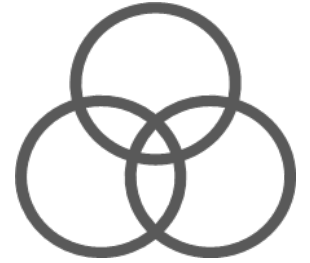
Implementation: Learning and doing

Implement informed by MEL

1. Answer learning questions
 2. Facilitate evidence-informed action
-



Implementation: CAMEL practices



Answer Learning Questions

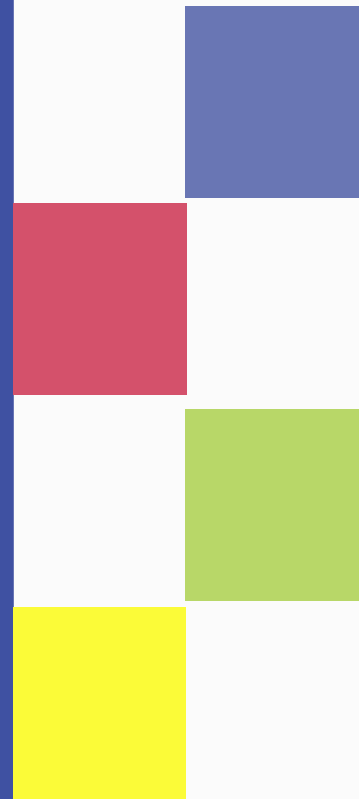
- **Monitor and evaluate** complex aspects of project and context
- Data quality: Use **right rigor** for decision-making
- **Plan for agile learning:** some calendar adjustments may be needed to ensure use

Facilitate Evidence-Informed Action

- **Use data to inform** adaptive management
 - Address “last mile” barriers to data use
 - **Document decisions** based on data; follow-up on actions taken
-



Section 6: Case Example and Exercise 2



Case Example 2: SFWI uses CAMEL for learning and adapting during implementation

- **SFWI's adaptive management approach**
- Phase 1
 - Building partnerships with local organizations in 3 communities
 - Co-creating information sessions and preparing the hotline
- Phase 2
 - SFWI and local partners deliver the information sessions and launch the hotline
 - Tailored to each community and the lessons learned from local partners

Case Example 2: SFWI uses CAMEL for learning and adapting during implementation

- **SFWI's MEL and project management**
- MEL team
 - Extensive baseline and documentation of Phase 1 activities
 - Struggle to produce findings and synthesize lessons learned
 - Reports shared with Project Director and donor
- Project managers
 - Primarily in the field with local partners; gather for weekly meeting
- Neither project managers nor MEL staff see a need for MEL staff to attend the weekly meetings.

Case Example 2: SFWI uses CAMEL for learning and adapting during implementation

- **Plans to expand to a 4th community**
- Project managers request MEL team to provide a summary of lessons learned from Phase 1 in the first 3 communities
- MEL team are unable to data/lessons learned; blame their heavy workload
- Project managers and MEL team are in a stand-off.
- Project Director calls a meeting with both MEL team and project managers

Small Group Exercise Instructions

- Work together to decide what advice to provide to the Project Director.
 1. What will you advise the Project Director to do?
 2. What should she tell the project managers?
 3. What should she tell the MEL team?
 4. Based on this situation, would you reconsider the MEL methods choices made in Exercise 1 for the awareness-raising sessions?
 5. What CAMEL principles can be applied in this situation?

Share-back Instructions

- Each group share one new key point related to any of the discussion questions:
 1. What will you advise the Project Director to do?
 2. What should she tell the project managers?
 3. What should she tell the MEL team?
 4. Based on this situation, would you reconsider the MEL methods choices made in Exercise 1 for the awareness-raising sessions?
 5. What CAMEL principles can be applied in this situation?

Share Back

Thank You!