



## Session 4

# CAMEL and Capacity Development across the Project Life Cycle

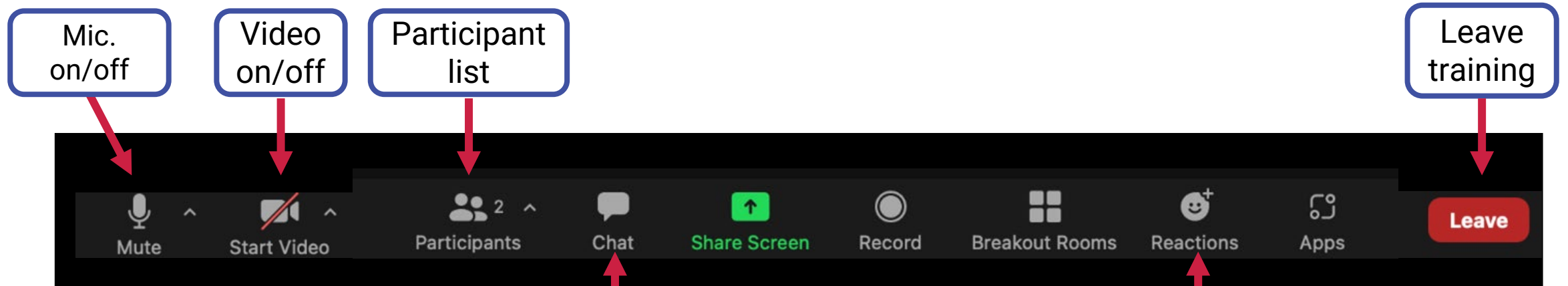
July 2023



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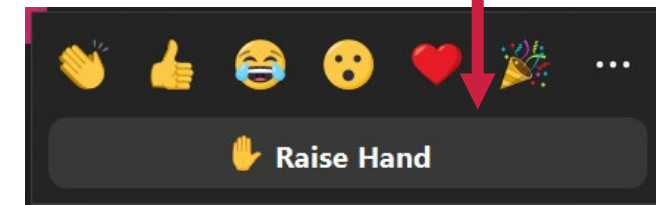


# Zoom Meeting Functions



See Chat

Reactions / Raise Hand



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

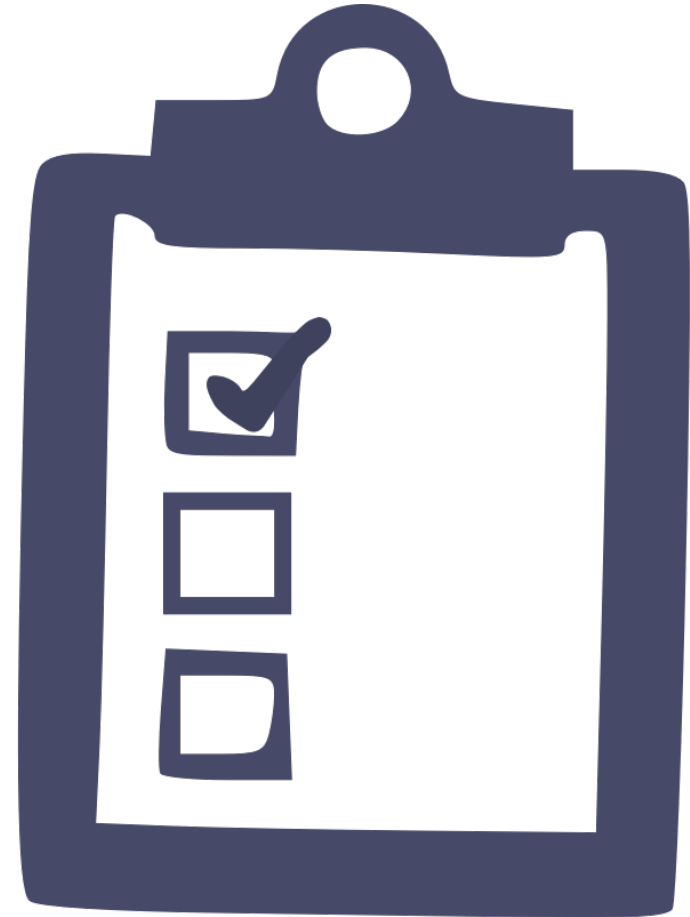
# Sign of the Times

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 2

## Putting It All Together: Project Learning and Adaptation Using a Capacity Development Example

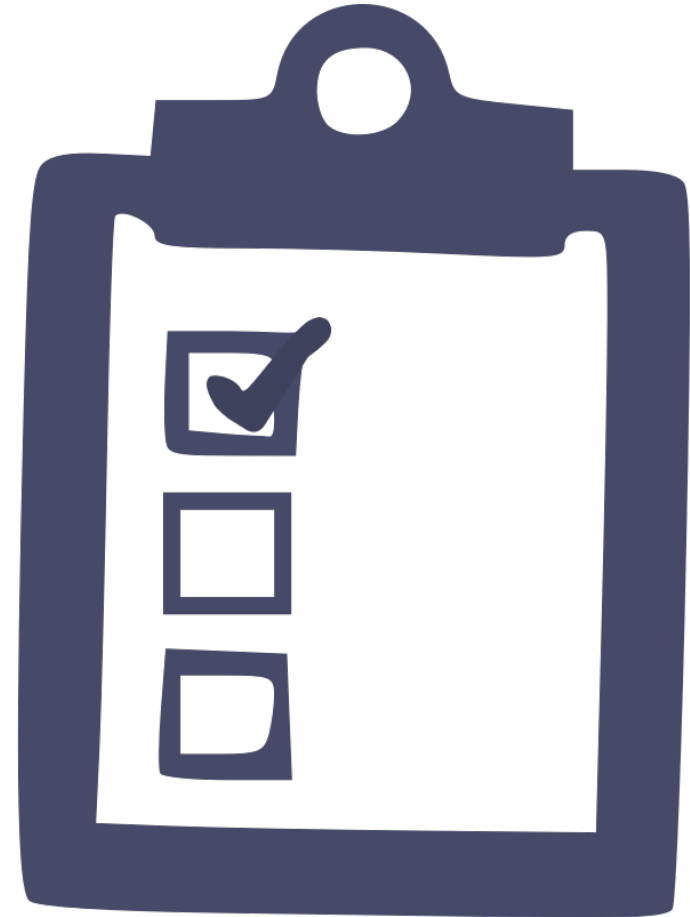
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# Our Training Session Goals

- Understand how to **integrate theory-based and complexity-aware MEL** throughout the project cycle
  - Demonstrate how to integrate theory-based and complexity-aware MEL throughout the ILAB project cycle, using a capacity-building example
  - Build confidence in using theory-based and complexity-aware MEL at each stage in projects from design through implementation and learning

# Module 1 Agenda

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**1** Capacity Development in Project Design

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**2** Exercise

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**3** Capacity Development in Learning-for-Action Planning

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**4** Capacity Development in Project Implementation and  
MEL

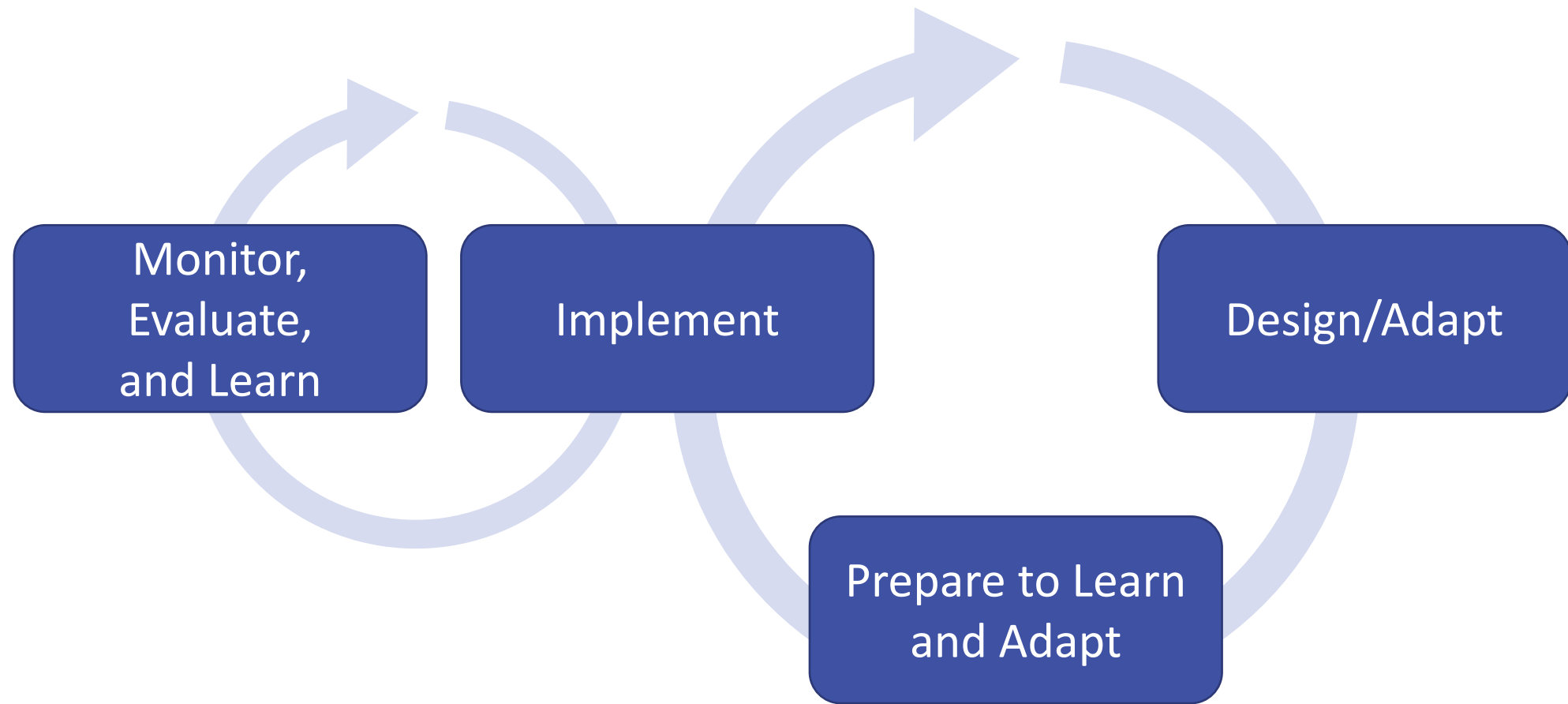
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**5** Real World Examples from Implementers

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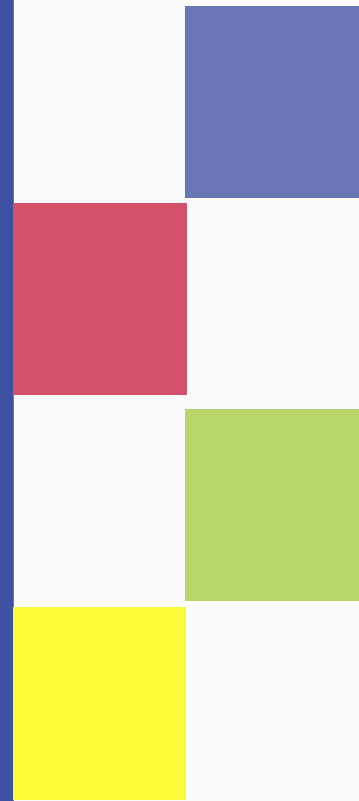


# Project Life Cycle





# Section 1: Capacity Development in Project Design



# Project Design: Capacity Development Practices

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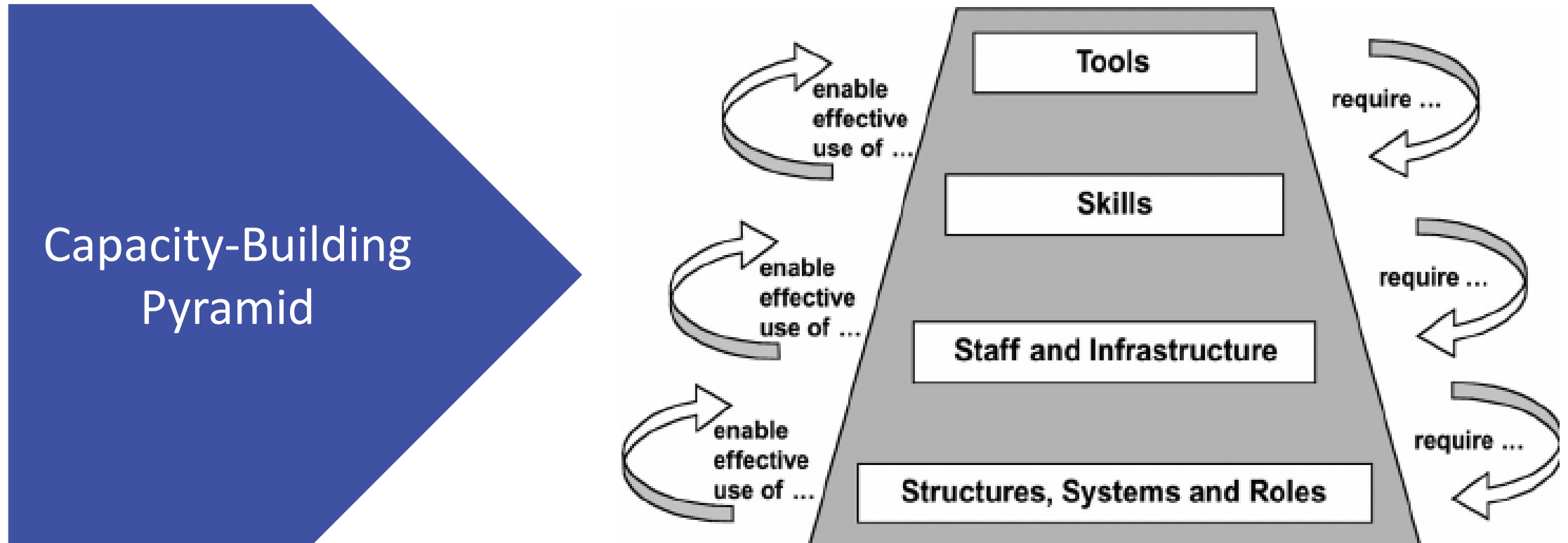
## Project Design

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

## Capacity Development Practices

- Select a **capacity development framework**
  - Consider both complicated and complex aspects of capacity development
  - Involve stakeholders

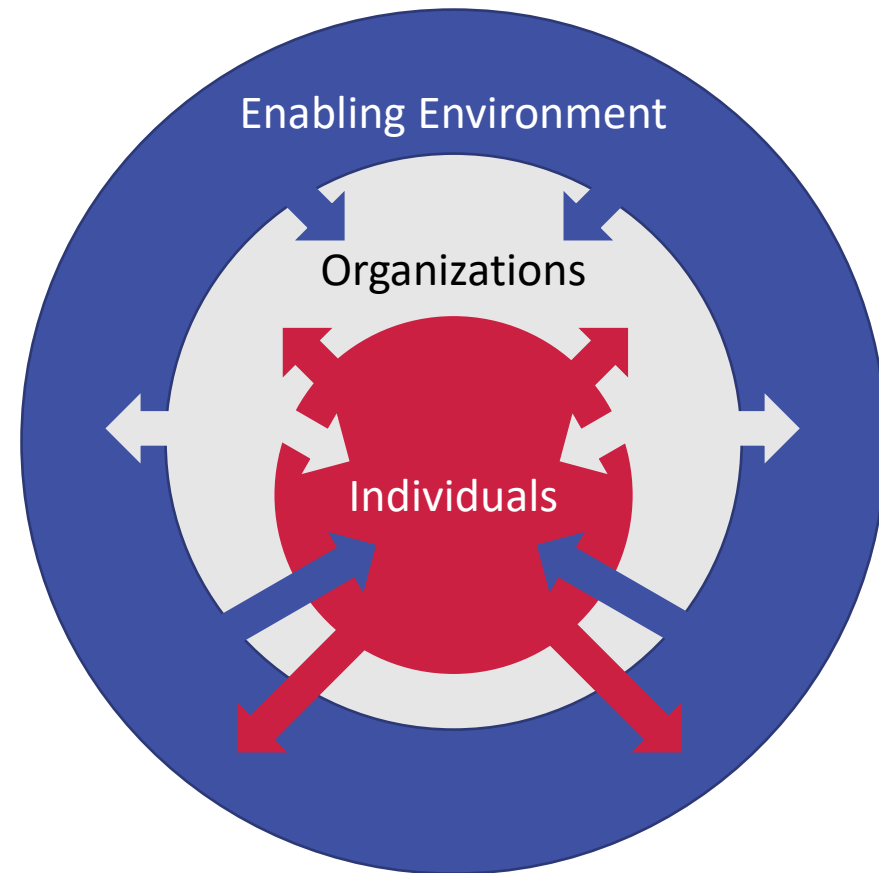
# Capacity Development Frameworks



Source: Sodjinou, Roger & Bosu, William & Fanou, Nadia & Déart, Lucie & Kupka, Roland & Tchibindat, Félicité & Baker, Shawn. (2014). A systematic assessment of the current capacity to act in nutrition in West Africa: cross-country similarities and differences. *Global health action*. 7. 24763. 10.3402/gha.v7.24763.

# Capacity Development Frameworks

Food and  
Agriculture  
Organization  
of the  
United Nations



Adapted from source: FAO. (2019). Office of Evaluation's Capacity Development Evaluation Framework, Figure 1. Rome.

# Project Design: Capacity Development Practices

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## Project Design

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

## Capacity Development Practices

- Select a **capacity development framework**
  - Consider both complicated and complex aspects of capacity development
  - Involve stakeholders
- Assess **strengths and needs**

# Assessing Strengths and Needs

- Consider all aspects of capacity included in your capacity-building framework
  - Complicated aspects, e.g., tools and skills
  - Complex aspects, e.g., systems and infrastructure

# Assessing Strengths and Needs

- Consider strengths-based approaches
  - Appreciative inquiry
  - Asset mapping
- Check for existing needs assessment tools that may fit your needs
  - [Organizational Capacity Assessment Tool \(OCAT\)](#)
  - Solidarity Center's Trade Union Capacity Self-Assessment Tool



# Project Design: Capacity Development Practices

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## Project Design

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

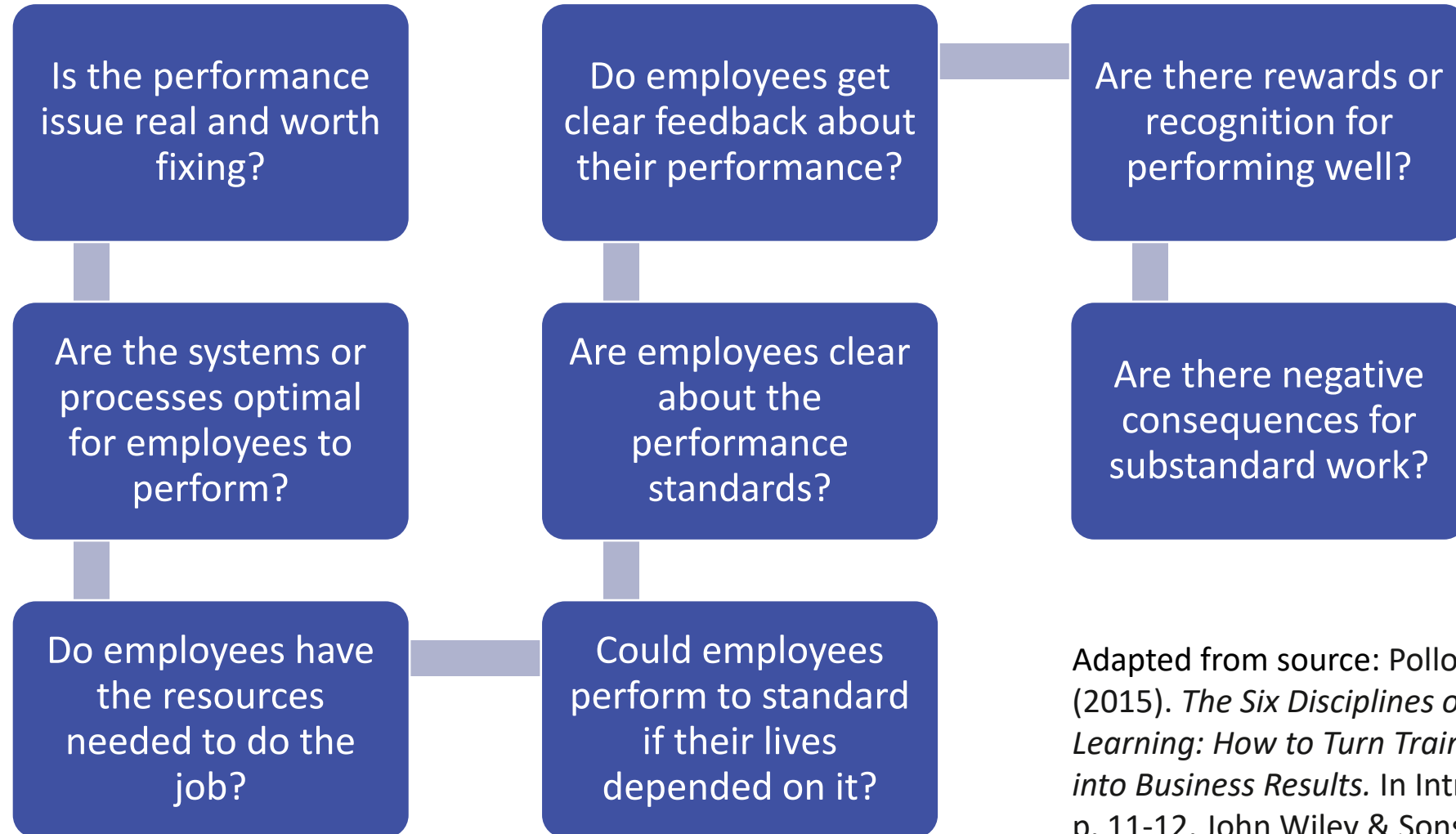
## Capacity Development Practices

- Select a **capacity development framework**
  - Consider both complicated and complex aspects of capacity development
  - Involve stakeholders
- Assess **strengths and needs**
- Prioritize needs and determine the order in which they need to be addressed

# Prioritizing Needs

- How can you build on existing strengths?
- Which areas of need is your project capable of addressing?
- Are these areas sufficient, on their own, to result in the desired change?
  - If no, consider partnering with others who can address other needs
- Do some needs need to be addressed before others?

# Prioritizing Needs: Is Training Needed?



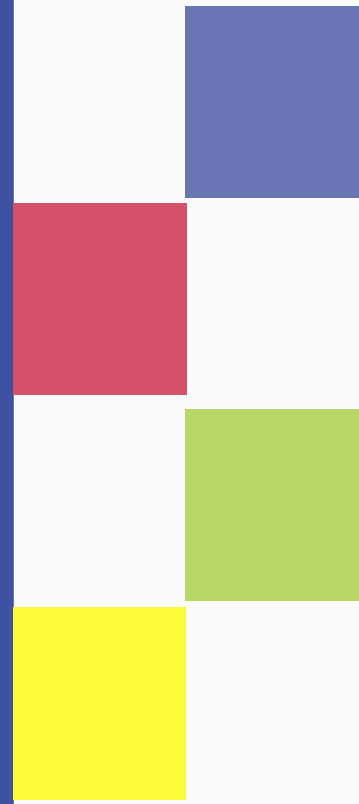
Adapted from source: Pollock, Jefferson, & Wick. (2015). *The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results*. In Introduction, Exhibit I.1, p. 11-12. John Wiley & Sons: Hoboken, NJ.



# Questions



## Section 2: Case Example and Exercise





# 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: SFWI Uses Learnings to Re-design the Project

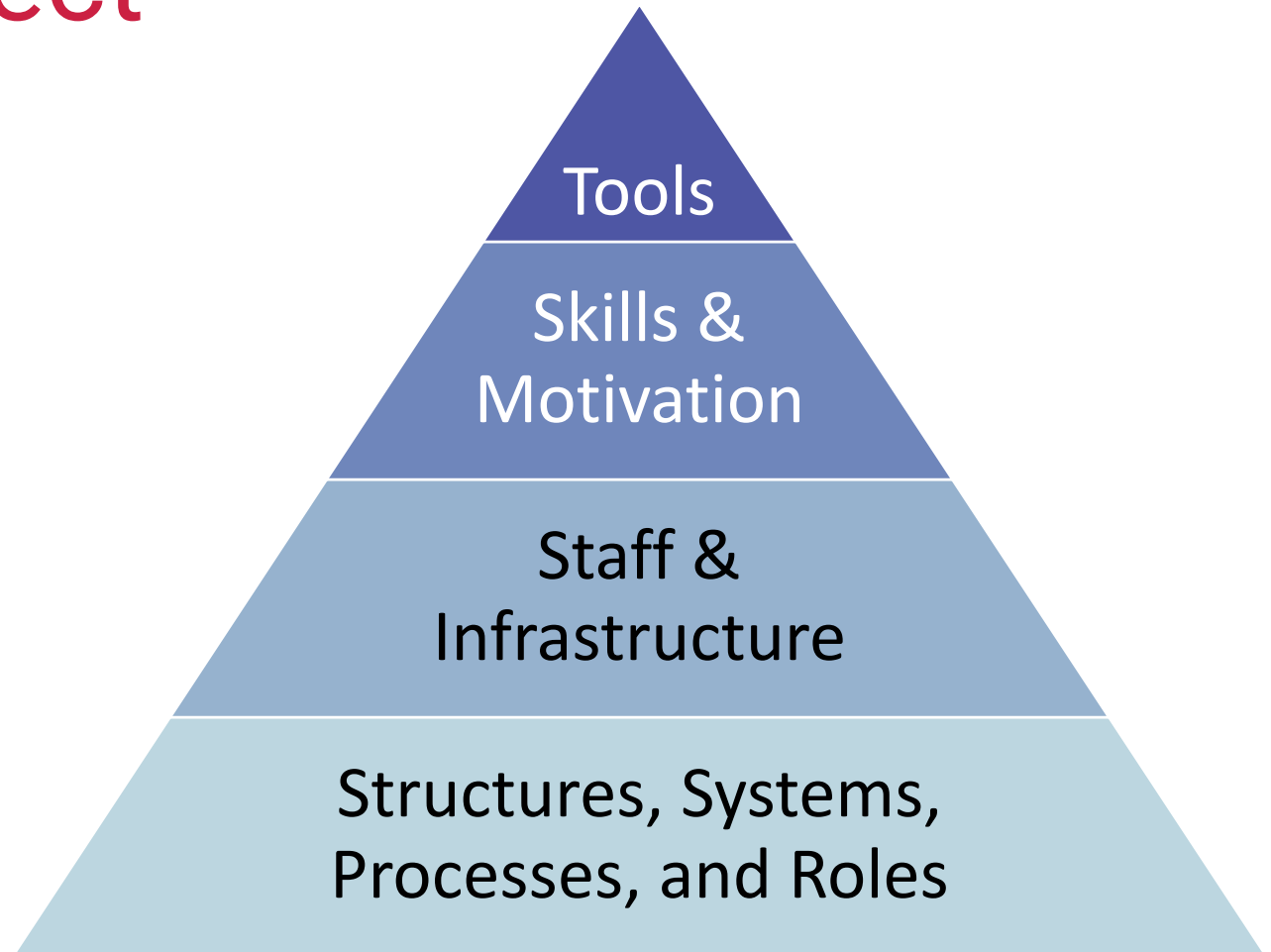
- Project team reviews learning data in a regularly scheduled Pause & Reflect session.
- Despite project's efforts to advocate for the labor inspectorate to intervene in hotline cases, little is being done.
  - There are still few inspections and even fewer enforcements of safety standards.
- Project team realizes that advocacy alone is not enough. The labor inspectorate needs more capacity building support.





# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI adapts the capacity building pyramid framework to consider the possible capacity building needs of the labor inspectorate.



# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI conducts a needs assessment to determine which aspects of capacity the labor inspectorate needs to strengthen
- Discovers:
  - The labor inspectorate has only one vehicle to use to visit worksites across the region
  - Processes for checking out/using the vehicle are cumbersome and time-consuming

# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI conducts a needs assessment to determine which aspects of capacity the labor inspectorate needs to strengthen
- Discovers (continued):
  - Once inspections are done, it requires a significant amount of paperwork and bureaucracy to report findings
  - The processes for following up to enforce safety standards are confusing and not well understood by labor inspectors
  - Labor inspectors lack the will to overcome these obstacles to conducting and enforcing labor inspections



# Small Group Instructions

- As a group discuss:
  1. Based on the needs assessment findings, what aspects of capacity does the labor inspectorate need support strengthening?
    - Tools
    - Skills & Motivation
    - Staff & Infrastructure
    - Structures, Systems, Processes, & Roles

# Small Group Instructions

- As a group discuss:
  2. How would you advise the project manager to prioritize the needs SFWI should address?
    - Consider which needs SFWI is likely to be able to address

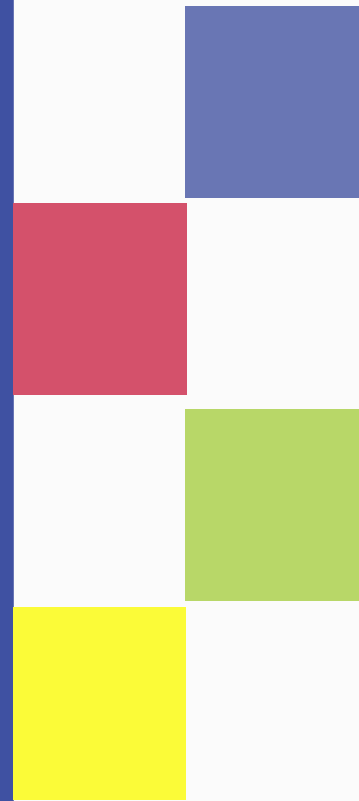


# Small Group Instructions

- As a group discuss:
  3. How would you recommend revising the program's logic model to include capacity development?
    - Consider both the traditional logic model as well as the complexity-aware enhancements to the logic model.
    - Identify outcome domains that could be added to the logic model.
    - Identify areas that are vulnerable to complexity.



## Section 2: Capacity Development in Learning for Action Planning



# Prepare to Learn & Adapt: Capacity Development Practices

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## 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
-




# Prepare to Learn & Adapt: Capacity Development Practices

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## Prepare to Learn & Adapt

1. **Collaborate with stakeholders**
2. **Develop and prioritize learning questions**
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4. Select and define project indicators, map to standard outcome indicators, and define targets
5. Document in Learning-for-Action Plan

## Capacity Development Practices

- Identify learning for action goals related to capacity development
-  Apply CAMEL principles and practices at each step
  - **4 complexity-aware questions**
  - **Prioritize data timeliness and use**
  - **Plan for agile learning**

# Prepare to Learn & Adapt: Capacity Development Practices

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## Prepare to Learn & Adapt

1. Collaborate with stakeholders
2. Develop and prioritize learning questions
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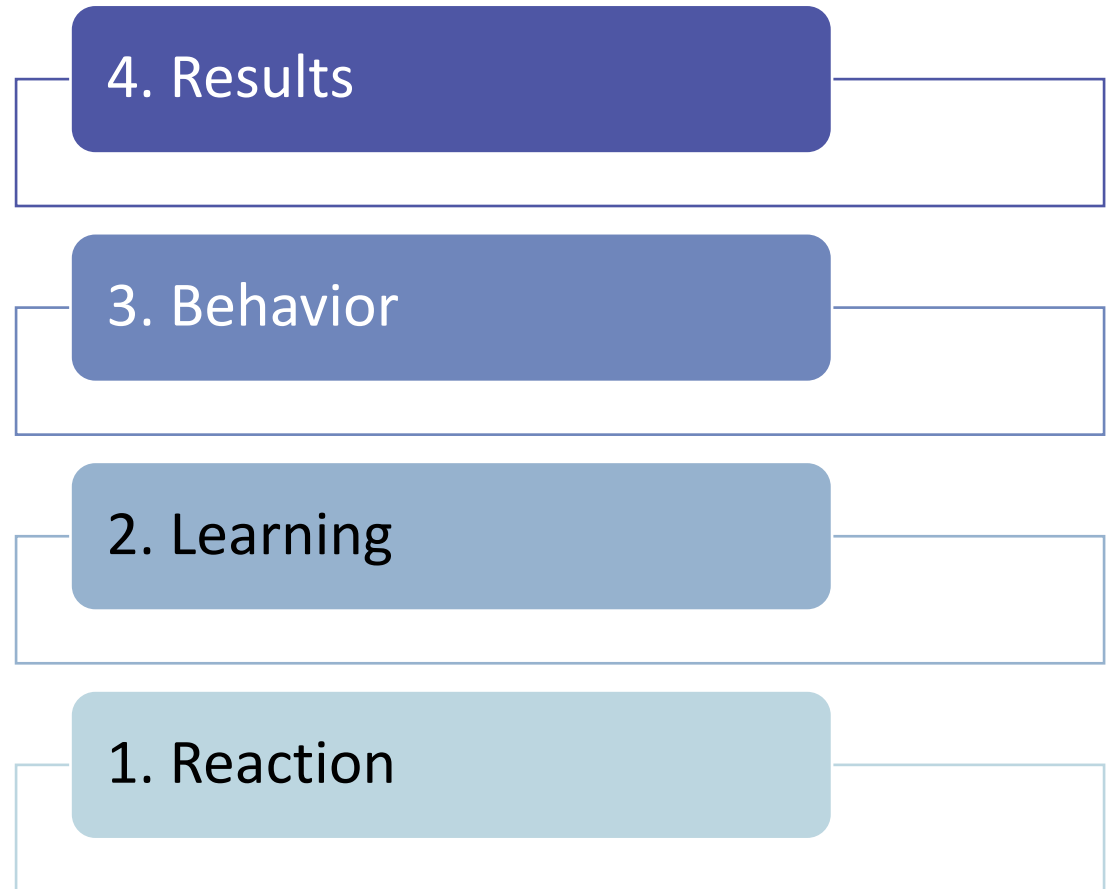
## Capacity Development Practices

- Select and define project indicators related to your capacity development goals
  - See SOIRS in Annex C of Guidebook
  - Include criteria that will be used to determine whether capacity has increased as a result of the project
  - Include criteria that will be used to determine whether capacity improvements enable actors to better address labor rights issues, claim their rights or fulfill their duties



# Defining Increased Capacity

- Example: Kirkpatrick's 4-Level Training Evaluation Model
  - Which level will you assess?
  - How does the level of assessment affect which other standard outcomes you monitor?




# Prepare to Learn & Adapt: Capacity Development Practices

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## 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

## Capacity Development Practices

- Determine which project indicators can be mapped to standard outcome indicators 2A or 2B
  - Ensure units of measure are the same between the project and standard outcome indicators
  - Ensure there is no duplication between project indicators that feed into the same standard outcome indicator
-  Ensure CAMEL monitoring compliments standard outcome indicators

# Prepare to Learn & Adapt: Capacity Development Practices

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## Prepare to Learn & Adapt

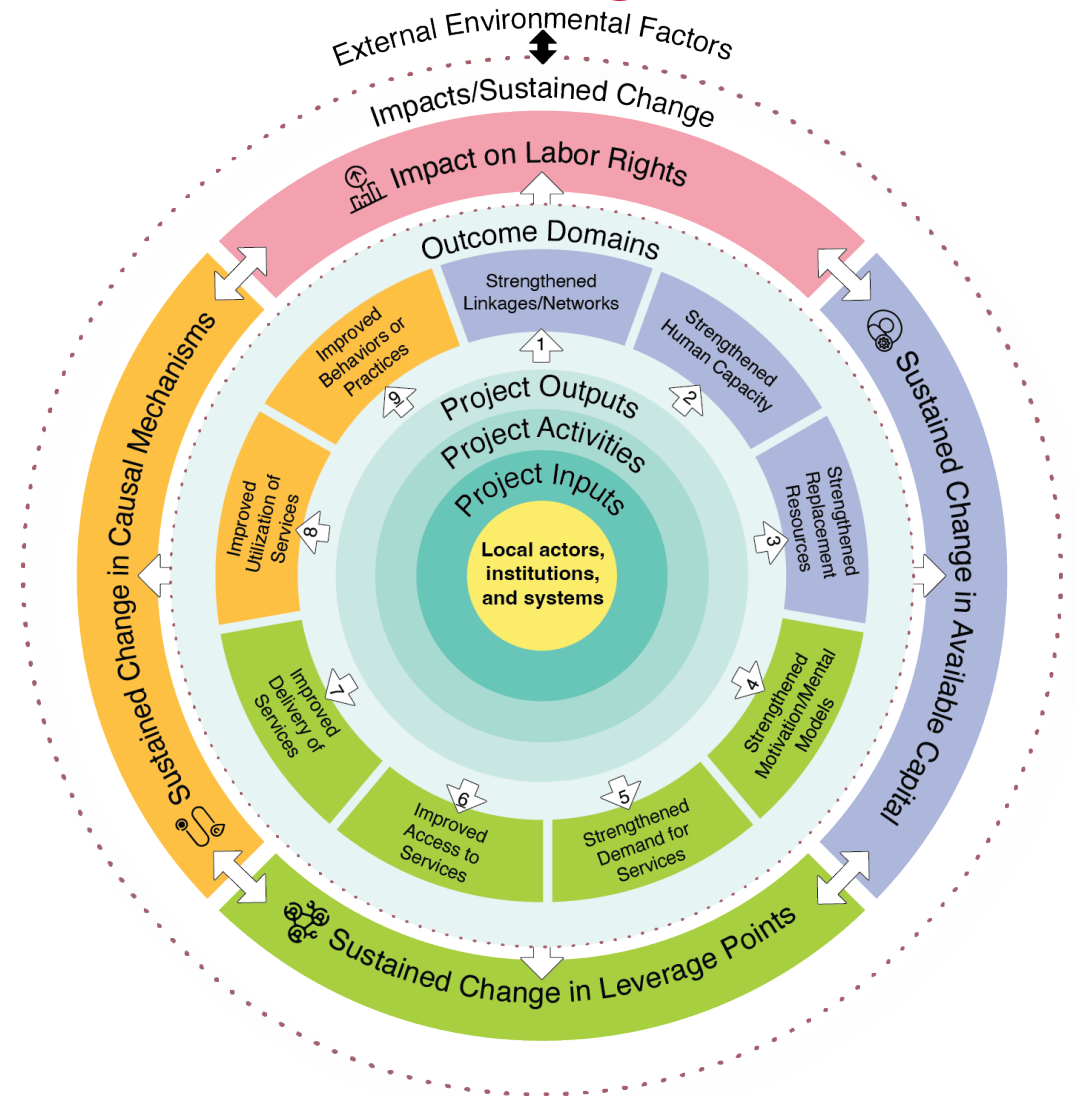
1. Collaborate with stakeholders
2. Develop and prioritize learning questions
3. Design approach(es) for answering learning questions
4. Select and define project indicators, map to standard outcome indicators, and define targets
5. **Document in Learning-for-Action Goals and MEL Plan**

## Capacity Development Practices

- **Document plans to learn and adapt**
- Plan to use info for decision making and collaboration





# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI collaborates with the labor inspectorate to prioritize capacity development goals.
  - Collaborate with other actors to advocate for additional resources for the labor inspectorate
  - Improve processes for checking out vehicles and reporting/enforcing labor inspection findings



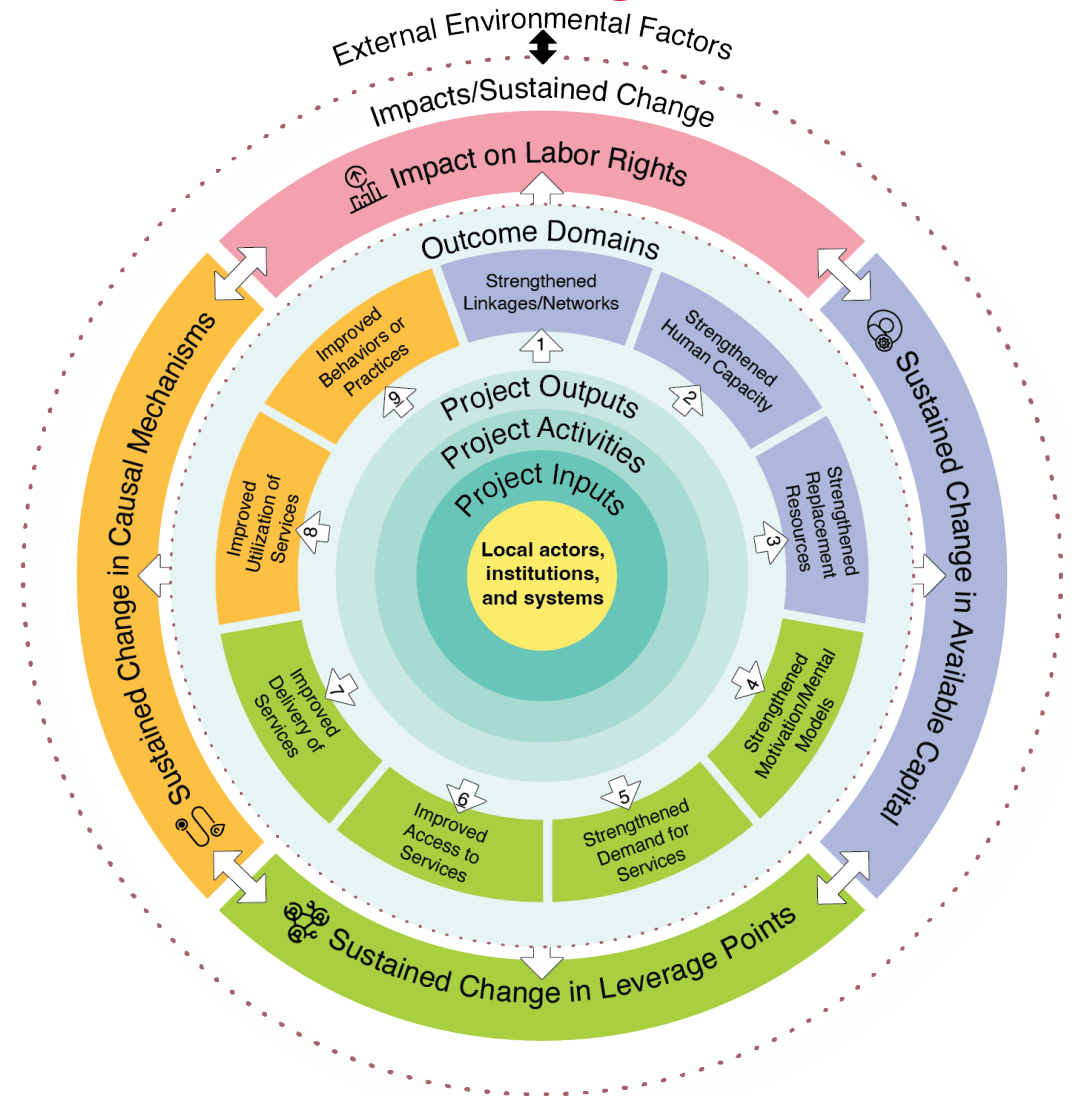


# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI collaborates with the labor inspectorate to prioritize capacity development goals.
  - Collaborate with other actors to advocate for additional resources for the labor inspectorate  
    - Strengthened replacement resources (labor inspectorate)
    - Strengthened networks/linkages (SFWI)
  - Improve processes for checking out vehicles and reporting/enforcing labor inspection findings  
    - Strengthened organizational capacity (labor inspectorate)

# Case Example: SFWI Uses Learnings to Re-design the Project





- SFWI collaborates with the labor inspectorate to prioritize capacity development goals.
  - Collaborate with other actors to advocate for additional resources for the labor inspectorate
  - Improve processes for checking out vehicles and reporting/enforcing labor inspection findings







# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI collaborates with the labor inspectorate to prioritize capacity development goals.
  - Train labor inspectors on the new policies   • Strengthened human capacity (labor inspectorate)
  - Provide incentives/build motivation for conducting, reporting, and enforcing labor inspections   • Strengthened motivation/mental models (labor inspectorate)

# Case Example: SFWI Uses Learnings to Re-design the Project

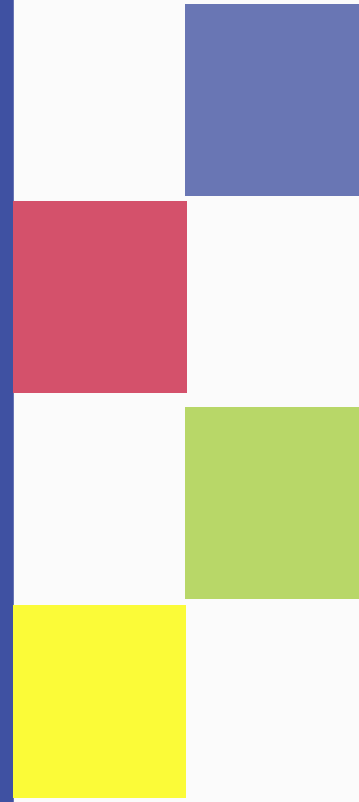
- SFWI collaborates with the labor inspectorate to develop capacity development learning for action goals.
- SFWI works with ILAB to create project-level indicators to measure capacity development activities and to map these indicators to ILAB's standard outcome indicators
- SFWI identifies indicators that are no longer needed or that need to be adapted based on program changes

# Case Example: SFWI Uses Learnings to Re-design the Project

- SFWI documents all the program changes made and the reasons for the changes
- SFWI documents the new learning for action goals and adds the new indicators to the PMP



# Section 3: Capacity Development in Implementation & Learning



# Implement & Learn: Capacity Development Practices

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## Implement & Learn

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




# Implement & Learn: Capacity Development Practices

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## Implement & Learn

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

## Capacity Development Practices

- **Implement, monitor and evaluate** capacity development activities
-  • Monitor related contextual factors
- Hold **regular or ad hoc meetings to discuss learnings**, including monitoring data and qualitative lessons learned
-  • Use **right rigor** for decision-making
-  • Ensure learning is **timely** for relevant decision-making

# Implement & Learn: Capacity Development Practices

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## Implement & Learn

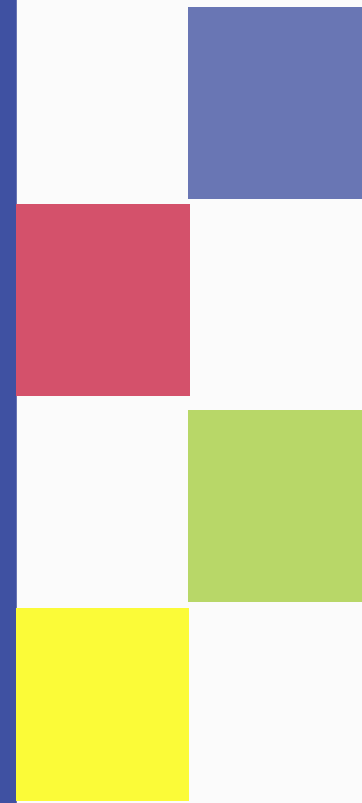
1. Answer learning questions
2. **Facilitate evidence-informed action**

## Capacity Development Practices

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



## Section 5: Sharing from Implementers







# Zoom Poll

# Thank You!