RESULTS – BASED MANAGEMENT 201

Participant Activity Book

Prepared by

Le Groupe-conseil baastel ltée

for Spur Change

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ACRONYMS

RBM	Results Based Management
SMO	Small and Medium Organisations
M&E	Monitoring and Evaluation
GAC	Global Affairs Canada
CRIAW-ICREF	Canadian Research Institute for the Advancement of Women - Institut canadien de recherches sur les femmes
PMF	Performance Measurement Framework
GEIA	Gender Equality and Intersectional Analysis
LM	Logic Model
GE	Gender Equality
SMART	Specific. Measureable. Achievable. Relevant. Time bound
LFA	Logical Framework Approach
UNDP	United Nations Development Programme
SIDA	Swedish International Development Agency
C-EFE	CARICOM Education for Employment Program

CURRICULUM OVERVIEW

Workshop Objectives

- Equip Canadian SMOs with the knowledge and skills to apply Results-based management (RBM) principles, standards, tools, processes and best practices in the context of Canadian SMOs
- Allow participants to apply their learning, and deepen their skills and understanding of RBM in a collaborative setting
- Reinforce participants capacities to integrate gender sensitive, responsive, and transformative approaches

Curriculum Outline

Curriculum Outline

The RBM 201 workshop is divided into three modules.

Module 1: RBM Fundamentals will focus on capitalizing upon the lessons learned in RBM 101. This first module will prepare participants to set the vision and define the results map, the two first steps in the project cycle. Three lessons will enable participants to apply their knowledge from RBM 101 and set the vision for a case study project.

- Lesson 1: Situational Analysis and How to Apply an Intersectional Gender Lens
- Lesson 2: Stakeholder Analysis
- Lesson 3: Theory of Change

Module 2: Logic Models and Indicators will focus on the logic model and Performance Measurement, taking advantage of participants' knowledge and learning from RBM 101, transitioning from theory to application. The lesson in this module will enable participants to build a logic model for a case study project and develop quantitative, qualitative and gender-sensitive indicators.

- Lesson 4: Logic Modelling
- Lesson 5: Performance Measurement Indicators

Module 3: Monitoring and Reporting on Results will focus on key RBM tools for monitoring and reporting, including the Performance Measurement Framework and the M&E Plan. The three lessons in this module will lay the foundation for participants to effectively monitor, report on, and learn from results.

- Lesson 6: Performance Measurement Framework
- Lesson 7: M&E Plan
- Lesson 8: Reporting on Results

MODULE 1: RBM FUNDAMENTALS

In this first module, learners will build upon their understanding of core RBM and M&E concepts and start applying their skills. Work through the module objectives before conducting a review of why we use RBM and how it is operationalized internationally. Three lessons and a series of activities will build learners' skills and allow them the opportunity to apply their new knowledge to relevant examples and case studies.

Required Reading :

- Pages 11-16 of the RBM 101 Handbook, *Quest 1: Planning strategically and taking a participatory approach*
- Pages 4 – 18 of the RBM 201 Participant Manual, *Module 1: Applying RBM Fundamentals*

Key resources :

- GAC, Results-Based Management Tools at Global Affairs Canada: A How-to Guide
- CRIAW-ICREF, Gender Equality and Intersectional Analysis Toolkit
- SIDA, A guide to Results-Based Management (RBM)
- GAC, Feminist International Assistance Gender Equality Toolkit for Projects
- UNDP, Results-Based Management Handbook

Key terms :

- **Results-based Management (RBM)** is a management strategy aimed at achieving improved performance and demonstrable results (outputs, outcomes, and higher level goals or impact).
- **Theory of change** is a description of the logical causal relationships between multiple levels of conditions or interim results needed to achieve a long-term objective. It may be visualized as a roadmap of change, and outlines pathways or steps to get from an initial set of conditions to a desired end result
- **Gender Equality and Intersectional Analysis (GEIA)** allows us to examine and challenge gendered power dynamics and other social relations between and within groups of diverse women, men, and gender-diverse people, considering sex, age, race, ethnicity, Indigeneity, class, ability, language, location, immigrant status, and other relevant factors
- **Stakeholder analysis** typically refers to the range of techniques or tools to identify and understand the needs and expectations of major interests inside and outside the project environment.
- **Situational analysis** is often used to help understand a problem and the assets available and/or ways to address it.

Module Objectives

Participants understand the approaches and importance of a situational analysis

Participants are able to apply knowledge to build a theory of change for real or example programs

Participants understand entry points for gender inclusion and mainstreaming

Participants understand the importance of stakeholder engagement to project implementation and success

Day 1 Objectives: Setting Expectations

Reflection
What are your expectations for this module based on the objectives? Use the space provided to document your response/expectations.

Why Use RBM

Reflection
Why are you and your organization using/planning to use RBM? Use the space provided to document your response.

Case Study: Building Community Resilience to Climate Change in Senegal

Every year, Senegal's Kedougou region is more and more threatened by climate change. As natural disasters like erratic rainfall, floods, prolonged droughts, and soil erosion become more frequent the "hunger" season grows longer. During which a staggering 70% of the population have to reduce their food intake to survive. Adapting agricultural practices to meet these challenges has never been more urgent.

Importantly, half the people meeting these challenges are women. Women make up 50% of active farmers in the Kedougou region.

The project will improve the resilience of rural communities to climate change, especially for poor women in the Kedougou region of Senegal by increasing farmers' practice of gender-sensitive climate-smart agriculture with the production and processing of an indigenous drought-resistant crop, fonio (Digitaria exilis); increasing women's role in decision making for sustainable livelihoods, including the production of biomass briquettes as an alternative fuel source to coal and charcoal; and adopting forest-protection practices by local government and community partners in ecologically vulnerable areas.

Activity 1: Situational Analysis

a) Gender Equality and Intersectionality Analysis Instructions

1. Collect information about the sector, country and region as well as any data that may exist about the target group(s).
2. Brainstorm/identify the different biological, socio-cultural, and intersecting identity factors, such as race, ethnicity, religion, age and mental and physical disabilities that many influence the experience(s) of individuals in the target group(s).
3. Organize and classify the different identify factors into the intersectionality wheel tool (*Worksheet* page 1).
    - The innermost circle represents a person's unique circumstances.
    - The second circle from inside represents aspects of identity.
    - The third circle from the inside represents different types of discrimination/isms/attitudes that impact identity.
    - And the outermost circle represents larger forces and structures that work together to reinforce exclusion.

Use the Gender Equality and Intersectionality Analysis table below to help organize information and ideas and the worksheet diagram.

Table 1. Gender Equality and Intersectional Analysis Worksheets

What is being Analyzed:

Which groups of people will be impacted negatively? From which communities do they originate?	What are the potential negative impacts on these communities/groups of people?	Who will benefit? Whose interests does the proposal reflect? From which communities do they originate?		Were the proposed changes influenced by meaningful consultations? Consultations with whom?
		Who?	What benefits?	

What are the implications of compounded discrimination – historical and contemporary? For communities/groups of people?		Who experiences intersectional disadvantage/advantage?		What are the implied short and long-term losses/benefits?	
Who?	Impacts	Disadvantage and who?	Advantage and who?	Losses and for whom?	Benefits and for whom?

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b) SWOT Analysis Instructions

1. Collect information about the sector, country and region as well as any data that may exist about the target groups
2. Brainstorm as many relevant strengths, weaknesses, opportunities and challenges as possible.
3. Prioritize the listed factors that will affect the project/project design and organize them into one of the four categories in the SWOT tool (*Worksheet* page 2).
    - **Strengths**. These refer to internal factors that will set your project up to success. Strengths usually include particular aspects of your project that make it likely to succeed, such as skilled team members, experienced project managers, engaged customers, or outstanding feature improvements.
    - **Weaknesses**. These are internal factors that, from your experience, will make it difficult for your project to succeed. Weaknesses can vary, they mostly depend on the company or the team itself, but some of them could be identified as lack of resources, inexperienced team members, lack of skilled professionals, or lack of budget.
    - **Opportunities**. Opportunities represent factors that are outside of your control (as opposed to strengths). These are the external factors in your business environment that are likely to contribute to your success.
    - **Threats**. These are external factors that, if they were to take place, they could significantly hurt your project. Threats are possibilities, but identifying them helps you come up with alternatives. Increased costs of contractors or the sudden absence of a team member could be seen as factors that could potentially harm your project.

c) Problem Tree Instructions

Using the problem tree method, project staff and stakeholders will map out the focal problem the project is looking to address, The underlying reasons behind the focal problem, and the consequences of the focal problem.

1. Collect information about the sector, country and region as well as any data that may exist about the target groups
2. Brainstorm/identify the key problems present in the context or case study. These problems can be at any scale (individual, community, society, national, global) and in any area (environment, politics, social, etc.)
3. Organize the identified problems on the problem tree tool (*Worksheet* page 3).
    - **Reasons/causes:** The underlying reasons behind the focal problem, which help explain why the focal problem exists. All main problems have their individual reasons. These are the factors that the project group shall attempt to eliminate in order to solve the focal problem.

- **The focal problem:** The focal problem is the one problem that the project shall focus on. When formulating the focal problem, we need to think of those that are included in the target group, the final beneficiaries, and what mandate and resources we have as a project group. It must be realistic for the project group to solve this problem during the project period.
- **Effects**: In this case, “effects” refer to the consequences of the focal problem for the individual and the community, e.g. increased poverty, decreased GDP, increased pollutions etc. The effects provide arguments for decision-makers and other stakeholders for why the focal problem is so important to solve.

Activity 2: Building a Theory Of Change

Instructions (*Worksheet* page 4)

1. Start with the ultimate outcome of the project, the “Why”. It should describe a sustainable positive change in state, conditions or well-being of the beneficiaries. Ask yourselves what changes in behaviour, practice or performance are required to lead to the change described in the ultimate outcome.
2. Make sure you identify the assumptions you make about why these changes would lead to the ultimate outcome, as well as the risks that may prevent this from happening.
3. Once you have identified your intermediate outcomes, brainstorm the immediate outcomes making sure to identify everything required to allow each intermediate outcome to occur. Ask yourselves what changes in capacity (such as skills, awareness, and knowledge, and sometimes access), on the part of whom (intermediaries, beneficiaries), are required to allow the changes in behaviour, practice or performance described at the intermediate outcome level to occur.
4. Make sure you identify the assumptions you make about why these changes would lead to the intermediate outcomes, as well as the risks that may prevent this from happening.
5. Continue brainstorming to develop the main outputs and associated activities for the project, making sure to identify everything required to allow each immediate outcome to take place.
6. Make sure you identify the assumptions you make about why these outputs would lead to the immediate outcomes, as well as the risks that may prevent this from happening.
7. Check back and forth through the levels (from ultimate outcome to activities and from activities to ultimate outcome) to make sure everything flows in a logical manner and that the Theory of Change is sound and evidence-based,

incorporates sectoral best practices and lessons learned, and integrates gender equality, environmental sustainability and governance in international assistance programming. Make sure that each outcome is well supported by the level below.

8. Make sure that all activities and outputs contribute directly to the immediate outcome for which they were identified. Make any adjustments required, such as moving or adding outcomes or outputs and activities.

Table 2. Theory of Change Table

ToC Prompts	Notes
Target Population: Who are you seeking to influence or benefit?	
Results & Relevance: What benefits are you seeking to achieve?	
Social & Political Context: Where and under what circumstances will you do your work?	
Potential Risks, Threats, Challenges & Assumptions: Why do you believe your theory will bear out?	
Time Frame: When will you achieve them?	
Activities, Inputs & Resources: How will you and others make this happen (activities, strategies, resources, etc.)?	
What has changed as a result of your direct intervention? For whom?	
What if anything, did our efforts lead to?	
How significant is the change for them? Will it last? Why or why not?	

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Next Steps and Homework

Homework Activity: Stakeholder Analysis

Instructions

1. Brainstorm individuals and groups that have some interest or level of influence that can impact the project. Not only would the project benefit from understanding their interests, but also from understanding the potential project impact if a need were not met.
2. Organize the identified stakeholder in a mind map, grouping individuals and groups based on similarities or commonalities.
3. Transcribe the brainstormed and classified stakeholders from your Mind Map into the Interest and Impact table below.
4. Identify each respective stakeholder's specific interests in the project and its success.
5. Estimate how much influence or impact this one stakeholder has over the listed interest. Ask: How would the project be affected or change if this stakeholder was not involved or pulled support? (Low, Medium, or High)
6. Based on a stakeholder's estimated project impact, determine the necessary prioritization of their involvement and support.

Table 3. Stakeholder Interest and Impact Table

Stakeholder	Interests	Estimated Project Impact	Estimated Priority

Module 1 Reflection

Reflect and Consider: RBM Fundamentals	
1. How could the tools reviewed today be applied to your own projects?	
2. Which tools did your project use during the planning phase?	
3. How could these tools be used to further strengthen your project?	

Module 1 Notes

Notes and Key Takeaways

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MODULE 2: LOGIC MODELS AND INDICATORS

In this second module, participants will work to build a key RBM tool – the Logic Model, and learn what performance indicators are and how to use them to monitor and measure results. Work through the module objectives and a review of M&E before diving into the lesson and application-based activities on gender-sensitive quantitative and qualitative indicators.

Required Reading:

- Pages 17 - 53 of the RBM 101 Handbook, *Quest 2: Organizing the desired results into a logic model* and *Quest 3: Monitoring for results*
- Pages 19 – 32 of the RBM 201 Participant Manual, *Module 2: Logic Models and Indicators*

Key resources:

- USAID, Performance Monitoring and Evaluation Tips Selecting Performance Indicators
- GAC, Results-Based Management Tools at Global Affairs Canada: A How-to Guide

Key terms:

- **Indicators** are quantitative or qualitative variable that allow stakeholders to verify changes produced by a development intervention relative to what was planned
- **Performance** is the degree to which a development intervention or a development partner operates according to specific criteria/standard/guidelines or achieves results in accordance with stated plans.
- **Performance indicator:** A unit of measurement, either qualitative or quantitative, that specifies what is to be measured along a scale or dimension but does not indicate the direction or change.
- **Benchmarking** involves a process of defining and comparing subjective, unquantifiable items (experiences, perceptions) using scales, such as high, medium, and low, to understand and compare qualitative indicators.
- **Disaggregated data** is data that has been broken down by detailed sub-categories, for example by marginalised group, gender, region or level of education. Disaggregated data can reveal deprivations and inequalities that may not be fully reflected in aggregated data.
- **Results** are changes in a state or condition that derive from a cause-and-effect relationship. There are three types of such changes (outputs, outcomes, and impact) that can be set in motion by a development intervention.
- **Results chain** is the causal sequence for a development intervention that stipulates the necessary sequence to achieve desired results. It is based on a theory of change.

Module Objectives

Participants are able to apply knowledge to build a Logic Model for real or example programs

Participants understand how to develop and use quantitative, qualitative and gender-sensitive indicators

Participants understand the importance of indicators in monitoring and reporting and RBM

Module 2 Objectives: Setting Expectations

Reflection
What are your expectations for this module based on the objectives? Use the space provided to document your response/expectations.

Activity 3.a: Logic Model Puzzle

Instructions (*Worksheet* page 5)

Rebuild the puzzle found in the worksheet (either in word or by printing and cutting out each piece)

Activity 3.b: Logic Model Building

Instructions (*Worksheet* page 6)

1. Identify your program's desired long-term goal(s) or impact(s).
2. How can we demonstrate progress towards our long-term goal(s)? What outcomes can we measure? What changes are expected to occur?
3. What outputs are needed to produce the outcomes?
4. What activities are needed to produce the outputs and achieve the desired outcomes?
5. What inputs are needed to conduct the activities and how can those resources be obtained?

Remember: Problem trees can be used to inform and draft results statements and help the logic model to start to take shape. The causes in the problem tree will support the development of immediate results in the LM, those short-term objectives. The focal problem from the tree, will support the development of the intermediate outcome. Finally, the effects (the consequences of the focal problem) will support the development of the ultimate outcome.

- GAC Logic Model Checklist

Next Steps and Homework

Homework Activity: Indicator Grading

Instructions

Consider a past project and the indicators you used. Individually review the indicators using the indicator checklist in the table below.

- Do the indicators follow the suggested formula?
- Do they meet the characteristics of good performance indicators?
- Are the indicators gender sensitive and intersectional?

How could they be improved to meet the performance indicator criteria and be more gender inclusive?

Indicator Grading Activity: Reflection
Use the space provided to document your reflections and answer the following questions: 1. *Do the indicators follow the suggested formula?* 2. *Do they meet the characteristics of good performance indicators?* 3. *Are the indicators gender sensitive and intersectional?* 4. *How could they be improved to meet the performance indicator criteria and be more gender inclusive?* Use the checklist in the table below to review the indicators you chose to work with.

This is a list of questions to ask to make sure you developed enough appropriate indicators for your project/program.

Table 4. Indicator Checklist

Question	Answer (Yes or No)
Are there adequate indicators for each level? (Your answer should be YES, Choose the minimum number that justifies the successful and sufficient measurement of a given level of result.)	
Do we have a good mix of quantitative and qualitative indicators? (Your answer should be YES, Choose enough to be able to measure the same result from different angles (triangulation).	
Does each indicator include a clear unit of measure and sufficient context? (Your answer should be YES!)	
Do the indicators meet the standard criteria of validity? (Your answer should be YES!)	

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Do the indicators meet the standard criteria of reliability? (Your answer should be YES!)	
Do the indicators meet the standard criteria of simplicity? (Your answer should be YES!)	
Do the indicators meet the standard criteria of utility? (Your answer should be YES!)	
Do the indicators meet the standard criteria of affordability? (Your answer should be YES!)	
Do the indicators meet the standard criteria of neutrality? (Your answer should be YES!	
Do they indicate a direction of change? (Your answer should be NO!)	
Is there a target embedded in the indicator? (Your answer should be NO!)	
Are gender-sensitive or gender-disaggregated indicators included where relevant? (Your answer should be YES!)	
Are indicators that deal with people disaggregated by relevant categories (gender, age, ethnicity, income level, etc.) wherever possible? (Your answer should be YES!)	
Do I have enough indicators to give a good picture of progress on all outputs and outcomes, but not so many that monitoring them will become a burden? (Your answer should be YES!) Do not plan to collect too much information; it is costly, time-consuming, and most often, unnecessary.	
Will the responsible organization or person be able to collect data on the qualitative and quantitative indicators identified? (Your answer should be YES!)	

Module 2 Reflection

Reflect and Consider: A Focus on Indicators	
1. Are your project results SMART?	

2. Which GE level is your project?	
3. What are some challenges your project is facing? Could any of the RBM tools explored today help/have helped?	
4. How are you currently tracking project progress and success? Is this approach sufficient and effective? Is anything missing? Could any of the concepts explored today help to address any results measurement gaps?	
5. What are some successes your project has achieved? Are you able to track, measure, and report effectively?	

Module 2 Notes

Notes and Key Takeaways

MODULE 3: MONITORING AND REPORTING ON RESULTS

Learn the specific purpose and relevance of an effective Framework for Result Monitoring – the Performance Measurement Framework (PMF). Discover how to build an M&E plan and gather, learn from, and report on results.

Required Reading:

- Pages 54 – 76 of the RBM 101 Handbook, *Quest 3: Monitoring for results, Quest 4: Reporting,* and *Quest 5: Learning*
- Pages 33 – 41 of the RBM 201 Participant Manual, *Module 3: Monitoring and Reporting on Results*

Key Resources :

- GAC, Results-Based Management Tools at Global Affairs Canada: A How-to Guide

Key Terms :

- **The Performance Measurement Framework** is a comprehensive framework for measuring and monitoring performance and results achieved by a project or program. It is a plan to systematically collect relevant data over the lifetime of an investment to assess and demonstrate progress made in achieving expected results.
- **Results-based monitoring** is the continuous process of collecting and analyzing information on key indicators and comparing actual results with expected results in order to measure how well a project, program, or policy is being implemented.

Module Objectives

Participants understand the specific purpose and relevance of a PMF

Participants understand how to build an M&E plan and gather, learn from, and report on results

Day 3 Objectives: Setting Expectations

Reflection
What are your expectations for this module based on the objectives? Use the space provided to document your response/expectations.

Activity 4.a: PMF Puzzle

Instructions (*Worksheet* page 7)

Rebuild the puzzle found in the worksheet (either in word or by printing and cutting out each piece).

Activity 4.b: PMF Building

Instructions (*Worksheet* page 8)

Building upon the Logic Model activity, work to develop the remaining components of the PMF for the Senegal case study.

For each indicator in the results chain, provide the following (you may use your imagination):

- the data source(s)
- the frequency of data collection

- baseline data
- targets and timelines for when targets will be achieved
- the organization, unit and position responsible for data collection

Refer to the quality checklists for each PMF component in the participant manual.

Table 5. Performance Measurement Framework Checklist

Performance Indicators	
☐	Do the indicators measure the expected outcomes and outputs from the Logical framework Approach (LFA) against which they have been identified?
☐	Will the executing agency and/or local partner be able to collect data on the qualitative and quantitative indicators identified in the PMF?
☐	Are there adequate indicators for each outcome and for each output?
☐	Is there a balance of qualitative and quantitative indicators per outcome?
☐	Do the indicators meet standard criteria of validity, reliability, simplicity, utility and affordability? (Do they reflect the findings in the analysis, including gender analysis?)
☐	Are the indicators neutral?
☐	Are indicators that deal with people disaggregated by sex and other necessary social categories (age, ethnicity, etc.) wherever possible?
☐	Does each indicator include clear units of measure and analysis?
Baseline data	
☐	Is there baseline data for each indicator?
☐	Do the units of measure and analysis match the units of measure and analysis in the indicators and target?
☐	Is the baseline for indicators that deal with people disaggregated by sex and other necessary social categories (age, ethnicity, etc.) wherever possible?
☐	If baseline data has not yet been identified, does the PMF indicate when that data will be collected?
Targets	
☐	Are the targets realistic and achievable?
☐	Do the targets specify an achievement date?
☐	Do the units of measure and analysis match the units of measure and analysis in the indicators and baseline data?
☐	Are the targets for indicators that deal with people disaggregated by sex and other necessary social categories (age, ethnicity, etc.) wherever possible?

Data sources	
☐	Do the data sources identify the individuals, groups, organizations, or publications from which data about performance indicators will be obtained?
☐	Does the availability of the data source allow the project officer to receive timely performance information?
☐	Are the data sources identified appropriate?
☐	Are the data sources diversified, credible and reliable?
Responsibility	
☐	Does the PMF identify the best person (i.e beneficiaries, local professionals, partner organizations, etc.) to collect, manage and validate performance information?
☐	Will the person identified have the capacity to collect, manage and validate the data in a timely fashion?

Activity 5: Identifying Elements of a Results Based Report

Carefully review the executive summary for Year 2 Progress Report CARICOM Education for Employment Program (C-EFE) below.

1. Add the activities to the table below in the **RED** column.
2. Add the results (that is outputs, outcomes,and impact if any) to the table below in the **YELLOW** column. Bonus points for those that can distinguish and identify the different results levels)
3. Gender and the Environment are cross-cutting themes. Use the “**ORANGE**” column for Gender and “**GREEN**” for Environment.
4. Based on what you see from your assessment, could you suggest improvements?

Executive Summary[1]

Year 2 (YR 2) of the CARICOM Education for Employment Program (C-EFE) was the first full year of implementation. Activities undertaken, services provided and outputs produced were designed to establish the groundwork required to achieve programme outcomes and targeted results. This report provides details of key activities and results achieved to date. The Association of Canadian Community Colleges (ACCC) continued to work closely with their executing agency partners, the Caribbean Association of National Training Agencies (CANTA) and the Regional Caribbean Diaspora Association on initiatives related to strengthening regional capacity to deliver demand-driven TVET

[1] *Adapted from:* CARICOM Education for Employment Program (C-EFE). YR 2 Annual Report (April 1 2012 – March 31 2013).

programming and certification, including for youth aged 18-24 years from migrant families. Key outputs for this outcome included a new CARICOM Regional Strategy for TVET for Economic Competitiveness and Workforce Development, training in the development of occupational standards and prior learning assessment tools and support to CANTA's committees and sub-committees, including the drafting of a business plan to chart the way forward to a sustainable future for CANTA. A number of cross-training plans emerged from this work, which will be implemented in Year 3 (YR 3).

To assist in the development of demand-driven training programs leading to employment, CEFE continued to provide training on gathering labour market information (LMI) to both college and Ministry staff. A working group was established to design a portal to house labour market and vocational training information to support decision making by learners, trainers and employers.

As the first seven (7) of sixteen (16) institutional partnerships prepared their partnership implementation plans, they established advisory committees with representatives from employers and other stakeholder groups, building strong industry linkages at the local level to guide curriculum development. Three (3) additional Caribbean colleges developed terms of reference (TOR) for institutional partnerships that will be launched in YR 3 of the program.

Both the development of these partnerships and work with ACTI (Association of Caribbean Tertiary Institutions) to plan a Leadership Institute contributed to the strengthened capacity of institutions to deliver relevant programming. C-EFE supported participants in visits to Canadian colleges and institutes, conferences and workshops. In addition, speakers were provided to events in the Caribbean to share expertise in such leadership topics as succession planning, demand-driven training and transformational leadership. A workshop on results-based management (RBM) provided capacity building in planning and reporting for measurable results.

Results related to crosscutting themes included the development of manuals on gender and the environment to guide the work of the institutional partnerships, the drafting of a sample gender policy for TVET institutions to use and the establishment of a C-EFE green meeting protocol. Good governance was addressed through the institutional partnership selection process and support to CANTA meetings.

Based on lessons learned in YR 2, a number of changes to the program are proposed in this Annual Report. Most significant among them is the request to extend the program from five to seven years to ensure the opportunity to produce and track graduates of the new/renewed demand-driven programs. In addition, revisions to the program organization chart, logic model (LM) and performance measurement framework (PMF) are presented here, emerging from a clearer understanding of agency roles and responsibilities and realistic targets.

Activities	Results	Gender	Environment

Notes:

Activity 6: Preparing for a Learning Review

Table 6. Learning Review Components

Use the space provided below to document possible learning review questions, name assumptions, challenges and gaps, and identify areas of necessary knowledge expansion related to the project intervention area.

Learning Review

Day 3 Notes

Notes and Key Takeaways

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Capacity-Building
& Knowledge Sharing
for Small and Medium
Organizations (SMO)

inter-council network Provincial & Regional Councils for International Cooperation

Canada

Baastel 30 Years Promoting Sustainable Development