

# Strengthening and Sustaining the BNTF Results Oriented Monitoring System-Phase 2 Report

Final

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## Acronyms

BMC	Borrowing Member Country
BNTF	Basic Needs Trust Fund
BNTFO	Basic Needs Trust Fund Office
CDB	Caribbean Development Bank
CLO	Community Liaison Officer
CoP	Community of Practice
CPA	Country Poverty Assessment
CPP	Country Project Portfolio
CSP	Country Strategy Paper
FIDIC	Fédération Internationale Des Ingénieurs-Conseils/International Federation of Consulting Engineers
GOG	Government of Guyana
GWI	Government Water Incorporated
M&E	Monitoring and Evaluation
MfDR	Management for Development Results
MIS	Management Information System
MOE	Ministry of Education
MOF	Ministry of Finance
MOPW	Ministry of Public Works
MTE	Mid Term Evaluation
OE	Oversight Entity
OO	Operations Officer
PM	Project Manager
PMC	Project Monitoring Committee
PRAP	Poverty Reduction Action Plan
PRS	Poverty Reduction Strategy
PSC	Project Steering Committee
RBM	Results Based Management
RMF	Results Monitoring Framework
SP	Sub Project
SPCR	Sub Project Completion Report
SPMR	Sub Project Monitoring Report
SSDF	St. Lucia Social Development Fund

# Strengthening and Sustaining the BNTF Results Oriented Monitoring System- Phase 2 Report

Final

## 1.0 Introduction

The Basic Needs Trust Fund (BNTF) results-based monitoring and evaluation system aims to contribute to improved project performance, and is part of the Caribbean Development Bank's (CDB) accountability framework. The BNTF results-based monitoring and evaluation system comprises six components: (i) a sub-project and project results framework; (ii) a sub-project monitoring report system (SPMR); (iii) a sub-project completion reporting (SPCR) system; (iv) completion of annual (country) project monitoring report; (v) a mid-term evaluation (MTE) of each BNTF cycle; and (vi) the final evaluation of each BNTF cycle. Findings of the MTE of BNTF 6<sup>1</sup> suggested that the sub project monitoring system required further support to improve implementation. The MTE found that despite the design of a results-based monitoring instrument to collect data on implementation progress and planned outcomes of Sub Projects (SPs) and the training of BNTF Office (BNTFO) staff to implement the system, only a very low percentage of SPMRs were completed.

In an effort to support a more effective BNTF monitoring system, CDB commissioned a capacity needs assessment in July 2012 aimed at informing the strategy for improving the BNTF monitoring and evaluation system. Findings of the assessment - conducted between August and October 2012- revealed that implementation of the SPMR process was hindered by several challenges related to system design, stakeholder ownership and capacity constraints. These issues are summarized in Table 1.

TABLE 1 BNTF CAPACITY NEEDS ASSESSMENT	
Narrative description of Capacity Challenges	Capacity Change Objective
<ul style="list-style-type: none"><li>• <b>No perceived value added to the SP monitoring system. SPMR viewed as 'just another report'.</b></li><li>• <b>Expectations regarding the utility of information generated by the SPMR were not clear. That is, what information should be generated and for what purpose; How can SPMR/SPCR data inform decisions at the project or sectoral level?</b></li></ul>	Weak stakeholder understanding and participation in monitoring development outcomes; Weak stakeholder demand for accountability; Limited utilization of data for decision making at all levels

<sup>1</sup> Completed April 2012

<ul style="list-style-type: none"> <li>• <b>Inadequacy of SPMR design including the delay in establishing the new MIS to support the system;</b></li> <li>• <b>Confusion regarding specific reporting elements of the form</b></li> <li>• <b>Lack of an MIS therefore tedious process of updating the word document</b></li> <li>• <b>Poor communication and guidance by the CDB regarding implementation of the system</b></li> <li>• <b>Unavailability of documentation on 'how to' implement the system including key tasks to be undertaken, roles and responsibilities, reporting schedules etc.</b></li> </ul>	<p>Effectiveness of SPMR including:</p> <p>Streamlined SPMR system design;</p> <p>Comprehensive guidance including documentation;</p>
<ul style="list-style-type: none"> <li>• <b>Lengthy delay (1 and ½ years) between SPMR training and start of BNTF 6 resulting in loss of knowledge and actual capacity due to staff turnover;</b></li> <li>• <b>Weak capacity to develop relevant and feasible outcome indicators. This is also linked to weaknesses in the SP proposal particularly the problem analysis component.</b></li> <li>• <b>Limited data collection skills across BNTFOs.</b></li> </ul>	<p>Weak knowledge and skills related to results based management in 8 BNTFOs;</p> <p>Weak knowledge, skills and systems for data collection/analysis and reporting to assess baseline situation and monitor progress toward targets in the short to medium term</p>

In light of these findings, an integrated approach to improving the overall monitoring and evaluation system was recommended aimed at:

- I. Raising the awareness and knowledge of key stakeholders at BMC level regarding the need to track progress on long term development outcomes, particularly those outcomes related to BNTF interventions;
- II. Improving the knowledge and skills of BNTFOs to develop performance monitoring systems for Sub projects linked to key sector development outcomes and improving BNTF 6 SPMRs; preparing BNTFOs monitoring systems to capture data for CDB Level 2 RMF indicators;
- III. Improving the knowledge and skills of BNTFOs to collect and analyze data related to the baseline situation, that is quantitative and/or qualitative information related to the problem that the intervention is expected to improve;
- IV. Improving existing CDB documentation related to the BNTF monitoring and evaluation system.

## 1.2 Structure of the Report

This report details the consultancy findings as follows:

- Section 2.0: A summary report of the series of capacity building workshops conducted between the months of June and July 2013 in Guyana, St. Lucia, Dominica and Barbados. Individual reports for each four day workshop are appended to this report;
- Section 3.0: Recommendations regarding the establishment of a BNTF Community of Practice;
- Section 4.0: A Capacity Sustainability Roadmap and follow up schedule;

- Section 5.0: Review of Key CDB BNTF documentation. Sections 5.1, 5.2 and 5.3 detail assessments of three key BNTF documents including *the Annual Project Performance Reporting Format, the BNTF 7 Board paper and implications for the BNTF Operations Manual, and the CDB's Results Framework for SDF 8*.
- Section 5.4 provides guidance on outcomes and indicators to be applied across BNTF 7 programme areas – both common standard outcomes (based on CDB Level 2 RMF and RBM cascade), Sub-Project specific outcomes, Indicators (education and training, social and economic infrastructure, water and sanitation), data collection modalities and timing, and outcome stage (intermediate and end).

## 2.0 Summary Report on the Capacity Building Workshops

### 2.1 Workshop Background and Objectives

A series of four (4) four day M&E workshops were conducted between June and July 2013 targeting BNTFO staff and key stakeholders of BNTF. The workshops aimed to improve participants' capacity to monitor and assess the contribution of BNTF sub projects to national and/or sector development outcomes. On completion of the workshop, participants were expected to be able to:

- Link national and/or sectoral development goals to BNTF interventions.
- Articulate 'the problem' clearly, supported by evidence and the difference that the BNTF intervention will make in quantifiable terms.
- Develop a relevant results framework for BNTF 7 SPs.
- Develop performance monitoring systems for existing and new sub projects.
- Develop and/or utilise relevant data collection templates and tools.
- Develop and implement a reporting schedule to support SPMR and SPCR.

The workshops were held as follows:

- *Guyana: June 11<sup>th</sup> to June 14<sup>th</sup> 2013*
- *St. Lucia: June 25 to June 28<sup>th</sup> 2013*
- *Dominica: July 8<sup>th</sup> to July 11<sup>th</sup> 2013*
- *Barbados: July 16<sup>th</sup> to July 19<sup>th</sup>, 2013*

### 2.2 Workshop Facilitators

The facilitators utilised for this workshop were:

**1. Mrs. Alexa Khan, M Sc., B Sc.**

Mrs. Khan is a Trinidad-based consultant with broad and diversified experience in national development planning, developing performance monitoring systems, capacity building in the areas of public policy development and M&E including training in logic models and the conduct of program/project evaluation.

**2. Ms. Lisa Branker: PMP, MBA (University of Florida), B Sc. (UWI)**

Lisa Branker is a Trinidad-based Independent Consultant specializing in project management, market research and process re-engineering. She has a wealth of experience both in the public and private sectors locally and abroad.

**3. Mr. Ramon Gregorio, QRC, MA (London Metropolitan), BSc. (UWI)**

Ramon Gregorio is the Founder and Managing Director of **Lucent Research Ltd**, a regional qualitative research agency that provides evidence-based solutions to a wide array of marketing and communications practitioners across the finance, telecommunications, manufacturing, media and service-based industries throughout the Caribbean.

## 2.3 Workshop Organization

The national workshops (Guyana, St. Lucia and Dominica) included representatives from the respective BNTFOs, members of the Project Steering Committee/Oversight Entity and key stakeholder institutions such as the Ministries of Education, Finance/Planning, Works and Infrastructure, Health and Local Government. In addition, BNTF Consultants were well represented at each workshop.

The Regional workshop held in Barbados was attended by five BMCs as well as key staff from CDB. The countries represented were as follows:

- St Vincent and The Grenadines
- Montserrat
- St Kitts and Nevis
- Grenada
- The Turks and Caicos Islands

The major challenges related to workshop organization included:

- Difficulties in scheduling the final two workshops (Dominica and Barbados) due to unavailability of key CDB staff members in the case of Barbados and late notice to Dominica authorities. As a result, one of the facilitators was unable to deliver one day of each workshop. The Lead Facilitator was therefore required to conduct the full four days of the workshops in Dominica and Barbados.
- Several BNTFOs experienced difficulties obtaining the participation of key agencies including the Ministry of Education, Works and Infrastructure, Finance/Planning and Health.
- Workshop venues in St. Lucia and Barbados were somewhat cramped and were not amenable to group work discussions. The small venues also limited the Facilitators' mobility during the workshop sessions.

## 2.4 Workshop Attendance and Registration

The table below summarizes the attendance by day for the duration of the training in each of the countries.

TABLE 2: PARTICIPANT ATTENDANCE				
Participants Attendance	Day 1	Day 2	Day 3	Day 4
Barbados	20	22	22	21
Dominica	20	18	17	20
St. Lucia	20	18	17	20
Guyana	31	27	27	27

During the Guyana and St. Lucia workshops, attendance varied as BNTF staff attempted to manage work responsibilities and participation in the workshop. In the case of Guyana, the workshop was held during the week preceding the launch of BNTF 7 and as such, the PM and Accountant were busy with arrangements for that event. In the case of Dominica, attendance was affected by the passage of

Tropical Storm Chantal, leading to early closure of the workshop on Day 2 and the absence of District development Officers who were responsible for storm shelters in their respective districts. Regarding the Barbados workshop, attendance varied over the course of the workshop as a few of the CDB participants were unable to attend on some days. In addition, most of the CDB participants moved in and out of the workshop sessions throughout the day due to other work commitments etc.

## 2.5 Workshop Agenda: The workshop schedule is reflected below:

Time	Day 1	Day 2	Day 3	Day 4
<b>8.30-10.30</b>	Welcome and Introduction Exercise  Course objectives and expectations  Pre-Workshop test  Module 1: Introduction to Results Based Monitoring and Evaluation	Recap Day 1 Module 4: Building the Results monitoring System  Developing outcome Statements Exercise  Selecting Indicators Exercise  Establishing baseline data, data sources and system collection Exercise	Recap Day 2  Module 5: Developing Data Collection Methods and Tools  Data Collection Tools  Qualitative and Quantitative methods  Calculating Sample size	Recap Day 3  Exercise: Bella Vista RWS Developing a logic model, results matrix and comprehensive data collection strategy
<b>10.30-10.45</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>10.45-12.30</b>	Module 2: The PRAP Exercise Module 3: Developing the Sub project Logic Model Exercise	Selecting Results targets and developing a Results Plan  Exercise	Concept review Types of sampling	Presentation and Discussion
<b>12.30-1.30</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>1.30-3.15</b>	Presentation of Group Exercise	Presentation and Discussion	Questionnaire design Coding of data Drafting a brief questionnaire	Action Planning for the way forward
<b>3.15-3.30</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>3.30 -4.30</b>	Presentation and Discussion contd.	Discussion on SP outcomes and indicators Appendix 1	Concept review	Establishing the BNTF Community of Practice Close

## 2.6 General Feedback

- The overall feedback was very encouraging with the majority of participants saying that the workshop exceeded their expectations.
- Participants especially liked the interactive approach of the workshop which facilitated lively discussion and sharing of real life BNTF experiences.
- A large number of participants also remarked that they thoroughly enjoyed the group sessions and presentations which helped to reinforce the concepts introduced at the workshop.

The individual workshop reports<sup>2</sup> detail the results of the formal evaluation conducted for each workshop.

## 2.7 Summary of Workshop Content

The following reflects the content of the M&E workshop. The full presentation is appended to the report. For each of the national Workshops, the presentation was customized to reflect on key national or sector development goals in the respective countries (Guyana, St. Lucia and Dominica). In addition, cases based on existing sub projects were developed and utilized for the workshop exercises.

### MODULE 1: INTRODUCTION TO RESULTS BASED MONITORING AND EVALUATION

#### Module Content:

##### Objectives:

- To introduce the key concepts of the RBM system.
- To ensure participants understand the rationale for implementing RBM in their respective programmes.

##### Topics discussed:

- The power of measuring results.
- Reasons to do results-based M&E.
- Results based monitoring.
- A new emphasis on implementation and results based monitoring.
- Examples of results based monitoring.
- Exercise 1: Identifying the sequence of inputs, activities, outputs and outcomes.
- Definition of results based evaluation.
- Examples of evaluation

### MODULE 2: THE BNTF POVERTY REDUCTION ACTION PLAN – SUPPORTING UTILISATION FOR POVERTY REDUCTION

#### Module Content:

- The BNTF Poverty Reduction Action Plan (PRAP).

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<sup>2</sup> Each workshop report is appended to this report.

- How is the PRAP developed and used?
- Improving the PRAP.
- Exercise 2: Plenary Discussion: How is the PRAP developed and used?
- Exercise 3: Reconciling top down strategic planning with bottom up demand driven SP identification.

### **MODULE 3: DEVELOPING THE SUB-PROJECT THEORY OF CHANGE**

#### **Module Content:**

- The purpose of BNTF.
- What is a logic model?
- The benefits of logic models.
- Examples of logic models.
- Assumptions and logic models.
- The theory of change.
- Exercise 4: Building a logic model for BNTF sub project.

### **MODULE 4: BUILDING THE RESULTS MONITORING SYSTEM**

#### **Module Content:**

- Recap of Day 1 and feedback.
- Building the performance monitoring system for BNTF.
- Why focus on outcomes.
- Outputs vs outcomes.
- Issues to consider in choosing outcomes to monitor and evaluate.
- Issues to consider in choosing outcomes for BNTF SPs.
- Developing Outcome Statements.
- Selecting key indicators to monitor outcomes.
- The “CREAM” of good performance.
- Checklist for assessing proposed indicators.
- Exercise – Selecting key performance indicators.
- Baseline data on indicators – Where are we today?
- Selecting Results Targets.
- Monitoring for Results.
- Exercise and group presentation: Develop a performance monitoring system for your specific SP working backward from the outcome statements. Include outcome indicators, baseline, target, data collection strategy, data analysis and a reporting plan

## **MODULE 5: DEVELOPING DATA COLLECTION METHODS AND TOOLS**

### **Module Content:**

- Effective data collection tools – the qualitative or quantitative debate.
- Calculating the appropriate sample size for target communities.
- Understanding how to do a systematic random sample.
- Data input exercise.
- Exercise: Draft questionnaire design.
- Related education/skills development.

## **MODULE 6: ACTION PLANNING FOR BNTF**

### **Module Content:**

- Action plan for the way forward

## **MODULE 7: ESTABLISHING A BNTF COMMUNITY OF PRACTICE**

### **Module Content**

- What is a Community of Practice
- What are some characteristics of a CoP

### **Discussion:**

**What would be some of the key areas that you would want to develop the BNTF CoP around?**

**Community: How would you like to be involved in the CoP?**

- As a facilitator or focal point for particular issues?
- As part of the core group supporting the work of the CoP?

**How feasible is a BNTF CoP?**

## 2.8 Key Issues Highlighted

The following are some key issues raised during the workshop sessions in each country:

### Guyana:

- **Reconciling the Top down Sector based programming with bottom up demand driven SP Identification:** The new process envisaged for BNTF7 re the completion of Country Portfolio Plans needs to be clearly articulated. That is:
  - a. When and how the BNTFO is supposed to meet with sector focal points?
  - b. How are the type and quantum of SPs to be identified? If there is no sector plan specifying multiannual interventions, how will SPs be identified?
  - c. How is the revised PRAP expected to support the process? Is it by identifying gaps in the sectors re water access/quality; education infrastructure; skills gaps based on specific growth sectors; access infrastructure.
  - d. Having identified these gaps, should the PRAP then suggest how sector development plans are expected to address the gaps over the medium term (3-5 years).
  - e. Should the PRAP then suggest how the BNTF allocations should be allocated to each sector based on the sector plans? This assumes that the BMCs have developed budgets for the sector plans? Alternatively, is it expected that the sector plans include targets aimed at improving access to potable water for X number of poor households/communities and the BNTF water allocation could support this?
  - f. Subsequently, is it expected that the BNTFO must identify target communities to proactively 'sell' the specific interventions? Or is it expected that a national communications campaign will ensure that the anticipated communities make SP requests? If this does not occur, what then?
  
- **Building ongoing collaboration with Ministries and Agencies:** One of the key issues that emerged from the discussions was the need for BNTF interventions to be based on ongoing collaboration and communication with key stakeholders. The past experience suggests that stakeholders (education, water, access infrastructure) are generally brought into the process to obtain their approval for an SP and then at handover of the completed SP for maintenance etc. Participants noted the need to have the ongoing involvement of key stakeholders particularly in the case of water interventions that may require quality assurance checks by the GWI in the case of Guyana.
  
- **Supporting BNTFOs to institutionalize results based monitoring:** BNTFOs with large project portfolios such as is the case of Guyana may require additional support to conduct the necessary data collection related to planned outcomes.
  
- **Community of Practice:** One key issue that emerged was the need to understand that the participation of public officers in any CoP would require sign off by Ministry of Finance seniors.

Officers cannot share information, upload or discuss issues unless they have received the required 'permission' from seniors. This issue is something to bear in mind as we move forward. Regarding participation in the CoP, participants seemed most interested in getting information and sharing experiences but not the additional work required to write up brief cases or other material related to the BNTF. Participants also felt that the CoP could be utilized for 'real time' updating of CDB processes, systems, procedures.

#### **Barbados:**

- **The Project Steering Committee (PSC):** One participant highlighted that in various BNTF member countries, there has been frequent changes in the membership of the PSC. This often impacts on their performance and effectiveness. There is therefore a need for continuous orientation of the PSC members with respect to their roles and responsibilities. Note: for BNTF 7, the PSC will now be required to perform a monitoring role.
- **Consultants working on Sub Projects:** In BNTF 7, consultants will now be required to support monitoring of the implementation progress linked to the Sub Project Monitoring Reporting (SPMR) System. Participants highlighted that there are often several different consultants working on various projects. Thus requiring a need for continuous training (by CDB?) to ensure that they understand and perform their role effectively.
- **Maintenance Plans:** In some countries there is no culture of maintenance and so many of the investments made through BNTF interventions, particularly for the infrastructure projects, the maintenance often "falls by the way" due to lack of maintenance plans.
- **Lack of Requests from Member Countries for Technical Assistance:** CDB has expressed that it is very concerned that at present, they are not getting any funding requests from the member countries for technical assistance to develop their PRAP and for other technical assistance.
- **Lack of support mechanisms/collaboration to sustain SPs:** Interventions can be done through Sub Projects to bring about physical change e.g. building a school or health centre, but if the other supporting mechanisms/policies are not present to support the intervention e.g. teachers and education strategies from the Ministry of Education in the particular country and there is no collaboration, you will end up with just a "school" or a "health centre" and so what? Sometimes, even if there is support and collaboration, it isn't always sustained.
- **Unavailability of CDB staff to attend Community/Stakeholder Meetings during country visits:** Often when CDB staff visit member countries, they are unable to attend important stakeholder/community meetings for several reasons:
  - Communities are located at very far distances from the BNTF office requiring long hours/days of travel e.g. in Guyana.

- Stakeholder meetings are often scheduled after working hours on week days or on weekends when it is difficult for CDB staff to attend.
- CDB staff members may have too many other priority activities scheduled during their visits.
- **Stakeholder Fatigue:** Often times, there may be several donor agencies such as CDB providing funds to implement poverty reduction strategies requiring the same communities to be consulted on several occasions. This may lead to stakeholder fatigue resulting in resistance from the stakeholders to give feedback when consulted.
- **Absence of CDB Representatives at the Opening of Key Projects:** Participants from Grenada have complained that CDB officials are often absent at the opening/launch of key BNTF projects when they are invited.
- **Additional Facilities from the Online SPMR System:** Will the online SPMR be able to facilitate uploading of pictures and videos related to SPs? What about instant messaging facilities among the BNTF member countries?

#### **Dominica:**

- **The PRAP:** Not many participants have seen or even heard of the Poverty Reduction Action Plan. Further, some participants explained that the document is not easily accessible.
- **An underutilized source of project information:** The District Development Officers who monitor project performance at the community level for the Ministry of Local Government also complete monitoring reports for sub projects; however these are not submitted to the BNTFO, only to their supervisors. This is definitely an underutilized source of information on the status of sub projects.
- **Funding for Assessments for Sub Projects:** Staff from the Ministry of Finance enquired if CDB would provide funds to conduct impact assessments for sub projects.
- Dominica is in a very fortunate position since its **Growth and Social Protection Strategy (GSPS)** already includes an analysis of key sectors related to poverty reduction and the Government's strategy to address improvement in water, education and access infrastructure, among others. In addition, the GSPS also includes a comprehensive performance monitoring framework for tracking progress on the objectives outlined in the strategy. As such, the BNTFO can commence preparation of the CPP without reliance on the completion of the updated PRAP.

#### **St. Lucia :**

- **The Country Portfolio Plan:** The St. Lucia Workshop was the first opportunity to assess the effectiveness of the BNTF 7 launch process and BNTFOs understanding of the new elements of BNTF 7, including the process for developing the Country Portfolio Plans. Discussion around this issue revealed that the Executive Director of the SSDF had a very different understanding of what the SSDF was supposed to deliver by November 2013 compared with other members of SSDF and the Consultant. That is, his understanding was that a notional list of SPs was to be submitted to CDB by November 2013. Further, the ED expressed the view that pre-programming the BNTF 7 was unrealistic and unreasonable given the uncertainties surrounding the GOSL's financial situation.
- The other major issue that arose was confusion regarding the actual process for developing the CPP. **That is, should the process begin with the communities and then the SPs aligned with the Sector strategies or should the sector strategies inform the identification of SPs in the poorest communities.** Reconciling top down strategic planning and bottom up community driven approaches to the development of SPs needs to be clearly articulated through the provision of some guidelines to the BNTFOs.
- **Engagement of key stakeholders:** Similar to the Guyana workshop, the issue of engaging the key stakeholder agencies at each stage of the process was emphasized. The Commissioner of Lands noted that given the historical issue of late requests for approval of state lands and the delays caused by this in implementing projects, every effort needs to be made to engage the Office of the Commissioner as soon as possible. This is particularly vital in the process of pre-programming a three years BNTF cycle. Similarly, other stakeholder agencies such as Education and the Water and Sewerage Company noted the need to be engaged early in the process, as significant reforms were scheduled for both of these sectors.
- **Focus of the PRAP:** SSDF officers queried the approach to the PRAP and the extent to which it should emphasize an analysis of poverty in the three target sectors of the BNTF or whether an overall analysis was required. The Consultant confirmed that CDB expected an overall analysis and subsequently a discussion of how interventions in each of the focal sectors (education, water and access infrastructure were expected to contribute to poverty reduction.

## 2.9 Coaching Component of Consultancy

Recognizing that ‘one off’ training interventions have limited effectiveness in sustaining beneficiary capacity, a coaching component was built into the Phase 2 Consultancy. The coaching/mentoring of the BNTFO staff (through the development and implementation of the performance monitoring systems for the BNTF SPs) would provide the support required for practical application of RBM concepts. The coaching component was scheduled to commence after each M&E workshop was completed. BNTFO participants agreed to an action plan and schedule for:

- Reviewing all SPMRs for BNTF 6 projects;
- Revising where necessary the key sections related to Implementation monitoring and Planned Outcomes;
- Submission of amended SPMRs for the Consultant’s review;
- Developing data collection strategies for each of the key section related to IP and POs
- Develop draft data collection tools related to the respective strategies.

From 1<sup>st</sup> July to 31<sup>st</sup> October I received from each BNTFO the following:

**Table 3. Status of BNTF 6 SPMRs as at October 31<sup>st</sup>, 2013**

BNTFO	SPMRS received and reviewed	SPMRs approved
<b>Dominica</b>	<b>Dominica</b> submitted 10 SPMRs which were revised as suggested and re-submitted.	10
<b>Grenada</b>	<b>Grenada</b> submitted eight SPs for review that were to be submitted to utilize remaining resources under BNTF 6. No draft SPMRs were submitted	
<b>Guyana</b>	<b>Guyana</b> submitted 18 SPMRs related to <b>completed, ongoing and planned</b> SPs as examples that they could work from. However, the consultant was unable to give them definitive guidance on the IP section as CDB was in the process of determining the information required for this section. It is anticipated that the final guidelines will be communicated at the planned orientation of BNTFOs to the BIS.	
<b>Montserrat</b>	Four (4) SPMRs were submitted, however a review based on the training was not completed. A request to review and re-submit was made by the Consultant on two occasions, however no submissions have been received.	0
<b>St. Kitts and Nevis</b>	<b>St. Kitts</b> submitted two SPMRs and comments/revisions were forwarded to the PM <sup>3</sup> for amendment.	0
<b>St. Lucia</b>	<b>St. Lucia</b> submitted 21 SPs and the related SPMRs and these were reviewed, amended and re-submitted. Three skype meetings to discuss and clarify suggested amendments were held with the SSDF counterpart.	21
<b>St. Vincent and the Grenadines</b>	<b>SVG</b> has submitted five (5) SPMRs which were reviewed, revised and amended.	5

<sup>3</sup> The PM was subsequently removed from the position in St. Kitts and another focal point has not been identified.

**Turks and Caicos**

TCI asked for assistance re the identification of indicators for the Middle Caicos Clinic. The Consultant responded and also asked that the initial SPMR with the necessary info. Be completed. This is still outstanding

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Three requests for status reports<sup>4</sup> on the agreed action plan for amending the SPMRs and developing the data collection strategies were sent to BNTFO focal points for the exercise. Only two BNTFOs responded; St. Lucia and St. Vincent.

In the majority of cases, BNTFOs have not completed baseline data collection strategies or developed data collection tools. Working group submissions completed from each of the workshops (including Logic models, performance monitoring framework and data collection tools) were sent to the BNTFOs for guidance. (See Appendix) A range of reference resources<sup>5</sup> for developing relevant indicators and data collection tools were also forwarded to BNTFOs.

Finally, BNTFOs were alerted to the provisional list of outcomes and indicators that were uploaded to the test BIS and asked to ensure that their respective SPMRs were aligned to these. Only one BNTFO (St. Lucia) responded and requested clarification.

**Challenges re Coaching:** The consultant anticipated that the August period would present some challenges with staff proceeding on vacation etc. as well as the other demands re completion of the PRAP and CPP. As such, the limited responsiveness of both CDB and BNTFO staff during the month of August was not surprising. On the other hand, the responsiveness of the smaller BNTFOs (TCI and Montserrat) regarding re-submission of their SPMRs was difficult to understand since these could have been easily completed and approved. Guyana continues to pose a particular challenge in terms of the number of SPs and the related SPMRs and their staff complement. The consultant has not received any response to requests for a status report on their progress to date and or challenges related to completion of the assignment.

Despite requests to all BNTFOs to indicate any challenges experienced regarding the agreed submissions (SPMR reviews, data collection strategies etc.) the majority of BNTFOs have not responded. Responses indicating limited staff capacity have been received from the SVG BNTFO. The SSDF focal point has made a sustained effort to communicate with the Consultant throughout the process. The lack of responsiveness from BNTFOs to information/ assignment requests from the Consultant has been a major obstacle to the coaching process. Ongoing communication is critical to effective coaching and the apparent disinterest by the majority of BNFOs suggests that they did not perceive the assignment to be a priority. Site based/in country coaching sessions may have been more effective.

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<sup>4</sup> 9<sup>th</sup> August 2013; 9 September 2013 and 16 October 2013.

<sup>5</sup> See Appendix 2

**Recommendation:** CDB Operations Officers may be in the best position to ‘coach’ BNTFO staff and should allocate some time for this activity during country visits.

## 3.0 Sustaining M&E Capacity-A Roadmap

### 3.1 Gap analysis

The initial capacity assessment exercise conducted during Phase 1 coupled with the M&E workshops and coaching over the period June to October 2013 indicated the following capacity gaps:

- **Research Skills:** BNTFO staff who participated in the workshops clearly have basic research skills and are certainly capable of designing basic questionnaires, in-depth interview and focus group protocols. That said, these skills clearly need further development. Specifically, the CLOs will be primarily responsible for this task. Based on the lack of follow up submissions in the post workshop period, one may surmise that CLOs may not be confident in their capacity to undertake the data collection component of the BNTF M&E process. In addition, the capacity to complete data entry, analysis and reporting is also limited.
- Further, the time<sup>6</sup> required to undertake the required tasks may also be an issue. BNTFOs have been informed of the availability of resources to support key tasks such as baseline data collection; however no requests have been forthcoming. The lack of urgency/responsiveness by BNTFOs regarding establishment of data collection systems and other aspects of the M&E system seems to reflect lack of interest or limited understanding of the importance of performance monitoring information.
- In some countries, BNTFOs can certainly forge relationships with research staff/personnel in key stakeholder Ministries and/or Statistical agencies to leverage the required support. The SVG BNTFO has some support through the Ministry of Rural Transformation; The Guyana BNTFO has support through M&E and other officers at the Ministry of Finance (their parent Ministry); the Dominica BNTFO can leverage the support of the District Development Officers. However, in each of these cases, BNTFOs will have to be proactive in approaching stakeholder agencies
- **Indicator Development:** BNTFO personnel appear to have the greatest difficulty with developing relevant indicators related to proposed sub projects. The identification of standard outcomes and related indicators in the BIS (and the PPMS) means that BNTFOs will not be required to develop unique indicators. They will however be required to align SPs with CDB RMF indicators. For the majority of SPs under BNTF 6 and 7 such alignment should be fairly straight forward. However the CDB may need to design the system with some flexibility to ensure that SPs which fall outside of the standard outcomes/indicators can be evaluated. For example, in the water sector, indicators are essentially limited to tracking 'access to potable water'. Indicators related to frequency of water supply, adequacy of water supply, quality<sup>7</sup> of water supply or affordability of household connection fees. As such, geographical access to water may not be reflective of the effect of interventions related to expanding connections, establishing water storage facilities;

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<sup>6</sup> The Institutional Assessment being undertaken by Universalia may shed some light on this issue.

<sup>7</sup> The current indicator in the BIS does not define 'potable water' and the expected standard. This is a critical issue that needs to be addressed.

improving the quality of water available for use or improving the frequency of delivery to households.

### 3.2 CDB Advocacy is key to a Culture of Managing for Development Results (MfDR)

As noted in the Phase 1 Capacity Assessment Report, several initiatives related to building a culture of Managing for Development Results are being undertaken throughout the Caribbean. Donors and development Banks including CIDA, the Commonwealth Secretariat, IDB, CDB, the OECS, USAID and the range of UN agencies have been engaged in building M&E capacity over the last ten years. These capacity building initiatives have focused on building awareness, knowledge and skills related to establishing performance monitoring systems and conducting evaluations. The focus on evaluation capacity development is based on the assumption that establishing or strengthening evaluation skills and knowledge will contribute to the achievement of development goals/targets. That is, evaluation skills and knowledge will facilitate the 'actions' necessary to design, track, assess and amend interventions aimed at achieving development targets. *The development of capacity then, is not an end in itself but a means to improving development outcomes.*

In July 2007, at an IDB funded seminar titled "Development Effectiveness and Management for Results", the facilitator, Professor Allen Schick commented that 'caring' about results is fundamental to 'achieving' results. If we do not care about results, all of the RBM jargon, systems and capacity building will not matter. He noted that a focus on results does not require changes in our systems; rather it requires **reflection and the capacity for a strategic perspective**. Schick (2003) notes:

"Performance does not just happen. Government – political leaders, public managers, civil servants, and the agencies they control or work in – must care about results and actively search out means of doing better. They must continually scan the world outside the four walls of their bureaucracies to discern changes underway that call old policies and methods into question and open fresh opportunities to do better. Caring about results must ripple through the ranks; it must define government and shape what it does and how it operates"

Mayne and Zapico-Goni (1999) also noted that, "...measurement itself is not the limiting factor in having effective performance monitoring. Rather, *it is the interest and willingness of the organization to undertake and use performance information* which best explains the state of performance monitoring in any setting".

***I am noting all of this to make the point that skills building, though necessary for developing a culture of MfDR is by itself insufficient.*** While the focus of development agencies, including CDB, has been on the supply side of MfDR, building 'demand' for results is perhaps more critical. The demand for results by citizens, civil society organizations and the political directorate is key to establishing and sustaining a

culture of MfDR. In this regard, CDB, through its staff at all levels need to be coherent advocates for MfDR and this advocacy role should be integral to CDB personnel interface with BMCs.

### 3.3 Recommendations for Future Capacity Building

If we agree that building M&E capacity (skills, knowledge, systems, processes and procedures) within the BNTFOs without incorporating the wider public sector, would be counter-productive to establishing a culture of MfDR and that a more cohesive approach is needed to support RBM systems, it is suggested that future capacity building should incorporate three key elements:

- (i) Policy advice on M&E based on international best practices;
- (ii) International/regional/national workshops/seminars to train participants on M&E techniques/tools;
- (iii) Development of an M&E knowledge sharing platform. The proposed activities could include:

- **Policy Advice** – (i) assist countries in setting long-term, consistent strategies for M&E by examining and analyzing the current M&E structures and practices, identifying major bottlenecks, and making policy recommendations. *Note* that countries such as Jamaica and Trinidad and Tobago have made some progress in this area and can be utilized as models (ii) assist in laying down M&E foundations through advising on regulatory framework and institutional mandates, operational guidelines, as well as methodological standards for M&E.
- **Training Program** – (i) finance international and regional training of selected government staff from CDB BMCs (e.g., at the International Program for Development Evaluation Training <http://www.ipdet.org/>; Claremont Graduate University Certificate in Evaluation <http://www.cgu.edu/pages/665.asp>), (ii) finance or co-finance regional training programs in collaboration with key development partners (Commonwealth Secretariat, CARICOM, USAID, DFID, UN agencies).
- **Knowledge Sharing** – (i) assist in creation of a web-based M&E knowledge platform, (ii) support new and existing knowledge networks on M&E.

In terms of a **more focused approach related to strengthening BNTFOs capabilities**, the most significant gap appears to be related to data collection, analysis and reporting. Given that the relevant BNTFO staff, (the CLOs), have basic research skills, they need to engage in the practice of developing data collection instruments and conducting data collection/analysis and reporting related to specific indicators. They currently have access to the resources to support these activities. Alternatively, they can sub-contract some of these data collection activities.

BNTFO personnel can also take advantage of free online courses available through websites such as:

<http://www.mymande.org/>

<https://training.measureevaluation.org/certificate-courses>

<http://www.globalhealthlearning.org/>

[http://comm.eval.org/coffee\\_break\\_webinars/CoffeeBreak/InternationalSeries/](http://comm.eval.org/coffee_break_webinars/CoffeeBreak/InternationalSeries/)

<http://www.crsprogramquality.org/publications/2011/1/18/me-training-and-capacity-building-modules.html>

<https://www.coursera.org/course/dataanalysis#!>

[https://www.mrs.org.uk/training/online\\_training/questionnaire\\_design](https://www.mrs.org.uk/training/online_training/questionnaire_design)

<http://mande.co.uk/>

<http://www.ifrcmedia.org/blog/new-live-ifrc-online-etaining-on-monitoring-and-evaluation-me/>

<http://www.pm4dev.com/elearn/ecourses/epdme.html>

**Refresher Training:** Finally, quarterly (every three months) refresher training sessions should be scheduled targeting key BNTFO staff (project managers, CLOs) to support skills application and address any challenges experienced by staff in utilizing the BIS as well as preparation for PPMS.

## 4.0 Establishing a BNTF Community of Practice-The Way Forward

### 4.1 What is a Community of Practice?

As defined by Wenger<sup>8</sup> (2007) Communities of practice are groups of people who share a passion for something that they know how to do and who interact regularly to learn how to do it better. Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor, for example a group of managers sharing experiences with key BNTF challenges. Communities of practice are characterized by three main elements:

- ▶ A Domain: the definition of the area of shared inquiry and of the key issues
- ▶ A Community: the relationship among members and the sense of belonging
- ▶ The Practice: the body of knowledge, methods, stories, cases, tools, documents that are to be explored or shared

It is the combination of these three elements that constitutes a community of practice. Communities develop their practice through a variety of activities:

- ▶ **Problem Solving:** “Can we work on this design and brainstorm some ideas, I’m stuck’
- ▶ **Requests for Info:** “Where can I find the new BNTF procurement guidelines?”
- ▶ **Seeking experience:** “has anyone dealt with a contractor in this situation?”
- ▶ **Reusing assets:** I developed these tracer surveys for our last training workshop. Can send it to you and you can adapt it where needed”
- ▶ **Coordination and synergy:** “Can we combine our purchases to achieve bulk discounts?”
- ▶ **Discussing developments:** “What do you think of the new SPMR interim solution? Is it any better?”
- ▶ **Documentation projects:** “We have faced this problem in every BNTF cycle. Let us write it down once and for all”
- ▶ **Visits:** “Can we come and observe your PMCs in action? We have not been able to get them off the ground”
- ▶ **Mapping knowledge and identifying gaps:** ‘who knows what and what are we missing? What other groups should we connect with?’

Table 4. below details key components of a CoP including critical success factors

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<sup>8</sup> “Communities of Practice: A Brief Introduction” Etienne Wenger. <http://wenger-trayner.com/theory/>

**Table 4 Communities of Practice-What are they?<sup>9</sup>**

<p><b>What are CoPs?</b></p> <ul style="list-style-type: none"> <li>• CoPs share a common discipline and domain</li> <li>• CoPs have a desire to share work-related knowledge</li> <li>• CoPs have a passion for learning</li> <li>• CoPs are self-selected and gain value from their membership</li> </ul>	<p><b>What Do CoPs Do?</b></p> <ul style="list-style-type: none"> <li>• CoPs provide a means to exchange data, information, and knowledge freely</li> <li>• CoPs break down communication barriers</li> <li>• CoPs provide an informal, welcoming social environment</li> <li>• CoPs provide a means for relationship-building and networking</li> <li>• CoPs populate and reference their knowledge network workspace</li> </ul>	<p><b>How Do CoPs Operate?</b></p> <ul style="list-style-type: none"> <li>• CoPs are in continuous communication</li> <li>• CoPs hold annual and quarterly gatherings</li> <li>• CoPs arrange monthly teleconferences</li> <li>• CoPs have daily or weekly informal interaction</li> <li>• CoPs regularly access their communication platform</li> </ul>
<p><b>What is the Value of CoPs?</b></p> <ul style="list-style-type: none"> <li>• CoPs identify, create, store, share, and use knowledge</li> <li>• CoPs decrease the learning curve of new employees</li> <li>• CoPs enable professional development</li> <li>• CoPs reduce rework and prevent reinvention of the wheel</li> <li>• CoPs permit faster problem solving and response time to needs and inquiries</li> <li>• CoPs illuminate good practice</li> <li>• CoPs spawn new ideas for products and services</li> <li>• CoPs enable accelerated learning</li> <li>• CoPs connect learning to action</li> <li>• CoPs make for organizational performance improvement</li> </ul>	<p><b>CoP Success Factors</b></p> <ul style="list-style-type: none"> <li>• Strategic relevance—the strategic relevance of the domain, which lets the community find a legitimate place in the organization</li> <li>• Domain—directly related to real work</li> <li>• Membership—experts are involved</li> <li>• Activities—relevant to the members and the domain, with the right rhythm and mix</li> <li>• Governance—clear roles and expectations</li> <li>• Facilitation—a dedicated, passionate, skillful, and well-respected coordinator</li> <li>• Culture—a consistent attitude to sharing and collaboration</li> <li>• Incentives—a desire to participate</li> <li>• Reward and recognition—the organizational environment is adapted to support participation in CoPs</li> <li>• Information technology—an appropriate medium of communication that adds value and helps deliver work programs</li> <li>• Time—members are given time, and encouraged, to participate</li> <li>• Longevity—longevity is needed both for communication and to build up trust, rapport, and a true sense of community</li> <li>• Measurement—how do we know a CoP is successful?</li> </ul>	

<sup>9</sup> Excerpted from “Community of Practice in M&E: C-Cube: Linking to Results Concept paper”, Asian Development bank

## 4.2 Potential for BNTF Community of Practice

During each of the workshop sessions, a module on “Establishing a BNTF Community of Practice” was facilitated by the lead Consultant. The concept of a CoP was discussed and participants were asked to suggest areas that could constitute a BNTF domain of interest, the mechanisms that could be used to support the operation of a CoP and the extent to which they wished to be involved and finally, the specific practices areas that would be beneficial.

The overall findings were as follows:

**Domain:** Participants were interested in BNTF CoP that would:

- Discuss and explore standards related to the range of BNTF focal sectors including standards for ECCE facilities, Health facilities, access infrastructure and water sector standards among others:
- Best practices in all BNTF areas
- Information exchange on new or innovative interventions across the BMCs. On example mentioned was a container project in Jamaica and the mini water treatment plants in Belize;
- Exchange visits were also identified as critical to support understanding of how BNTF operates across the BMCs
- Mechanisms promoting coordination across key sectors/Ministries
- PSC/Oversight Agency operations were also identified.

**Community:** Regarding how they wished to be involved in the CoP, the majority of participants were not interested in any involvement that included additional work. Only the St. Lucia SSDF officers indicated an interest in facilitating online discussions. Representatives from Guyana noted that one of the major challenges to their involvement was the fact that any contributions to be shared in the public domain would require clearance by senior management in their Ministry.

**Practice:** In terms of areas of focus for the proposed CoP, participants suggested the following:

- Best practices.
- Standardized reporting templates and reporting guidelines should be developed and communicated to Consultants (CDB/GOG/FIDIC).
- Standard guidelines for defects liabilities
- Real Time updating of the CDB processes, systems etc.
- Tools and methodologies.

### 4.2.1 Feasibility of Establishing a BNTF CoP

The Asian Development Bank’s experience with CoPs suggests the following:

- a. Establishing a CoP is most effective when it is situated within a clear and comprehensive knowledge management strategy. The ADB has been engaged in innovative KM initiatives since 2001 and has invested heavily in its knowledge management strategy and related platforms.
- b. The ADB sought to learn from key lessons learned by other institutions such as the World Bank including the need to:
  - Establish a clear vision and a mission to drive the process.

- Demand leadership and commitment of top management to create an enabling culture for knowledge sharing and learning.
- Create incentives to encourage staff support and commitment to knowledge sharing.
- Measure and monitor the impact of knowledge creation and sharing on an organization to enable continuous improvements.
- Encourage teamwork to improve knowledge sharing.
- Introduce technology to maximize benefits and remove barriers to sharing.
- Start small and demonstrate success in a limited number of initiatives before expanding.
- Promote networks of professionals with common interests or communities of practice to bring people together, build trust, and facilitate information sharing.
- Properly provide resource, support, and empower such networks to ensure their effective functioning. Do not attempt to “bureaucratize” networks as their flexibility, independence, and enthusiasm of membership allow them to thrive.

**Implications:** At present, CDB does not have a Knowledge Management Strategy or policy. As such, there is no stated purpose or approach to KM within the Bank. Without a KM strategy there is no foundation for information/knowledge generation and sharing. This combined with the silo mentality characterizing work operations means that there is little incentive to knowledge sharing. BMCs are also plagued with challenges to knowledge sharing including ‘turfism’ (characteristic of the public sector across the region) and the related information hoarding as well as the bureaucratic processes requiring permission from seniors before information is shared within and across public sector agencies. These are issues that would have to be addressed prior to any attempt to establish a CoP.

**Technical Features of a CoP:** Tables 5 and 6 below reflects the sample technical features of an M&E CoP. It is important to note that relationship building, collaboration mechanisms, knowledge sharing and knowledge capture require significant investments in electronic communication, specifically online communications including instant messaging, web conferencing, online discussions/meetings, document collaboration/sharing, website links and e-learning tools, among others.

**Implications:** The fact that CDB does not have a communications policy or established position related to electronic media including social media means that existing platforms such as Facebook or LinkedIn may not be suitable. Further, the reliance on a BNTFO as a focal point for the CoP is not feasible, given the limited interest expressed by BNTFOs in fulfilling this role. It is suggested that CDB seriously considers the resources (technical, financial and human) and level of investment required to establish a CoP and the preparatory work necessary at the level of the bank before embarking on a BNTF CoP. As a starting point, the BNTF Intranet could be utilized to develop structured databases on CDB procedures, processes, lessons learned and innovative practices. M&E resources, toolkits and relevant links could also be built into the intranet. A focal point within CDB would be responsible for coordinating activities related to updating the databases. Based on an assessment of the utilization of this function, CDB may be able to identify the best way forward re a BNTF CoP.

**Table 5. The Community of Practice in M&E-Sample Technical Features<sup>10</sup>**

Sample Technical Features	Relationship Building	Collaboration Mechanisms	Knowledge Sharing and learning	Knowledge Capture and Storage
	<ul style="list-style-type: none"> <li>Partnerships</li> <li>Member networking profiles</li> <li>Member directory with “relationship focused” data fields</li> <li>Subgroups defined by administrators or that allow members to self-join</li> <li>Online meetings</li> <li>Online discussions</li> </ul>	<ul style="list-style-type: none"> <li>Action learning sets</li> <li>Project management</li> <li>Task management</li> <li>Document collaboration</li> <li>File version tracking</li> <li>Instant messaging</li> <li>Web conferencing</li> <li>Online meetings</li> <li>Online discussions</li> <li>Individual and group calendaring</li> </ul>	<ul style="list-style-type: none"> <li>Stories</li> <li>Peer assists</li> <li>After action reviews</li> <li>Structured databases</li> <li>Idea Banks</li> <li>Visiting speakers</li> <li>Web conferencing</li> <li>Online meetings</li> <li>Online discussions</li> <li>Expert database and search tools</li> <li>Announcements</li> <li>Website links</li> </ul>	<ul style="list-style-type: none"> <li>Exit interviews</li> <li>Member profiles</li> <li>How-to guides</li> <li>Slideshows</li> <li>E-learning tools</li> <li>Visiting speakers</li> <li>Assessments</li> <li>Web logs</li> <li>Web conferencing</li> <li>Online meetings</li> <li>Online discussions</li> <li>Website links</li> </ul>

**Table 6. Community of Practice in M&E: Website Architecture<sup>11</sup>**

<b>Website Contents</b>
<ul style="list-style-type: none"> <li>Homepage featuring relevant information and news, ongoing activities and online discussions;</li> <li>About the Community a) background information, expected outcomes and impact, b) about M&amp;E</li> <li>News and announcements</li> <li>M&amp;E library</li> <li>Discussions (online re particular areas of interest)</li> <li>Members list with background info. and email</li> <li>Photo gallery</li> <li>Evaluation networks</li> <li>Help</li> <li>Contact us</li> </ul>
<b>Website Tools</b>
<ul style="list-style-type: none"> <li>Search facility</li> <li>Email/share this page</li> <li>Download and print functions</li> <li>Online chat facility and an events calendar</li> </ul>
<b>Website look and feel:</b> Professional and credible; Accessible
<b>Possible future website orientation:</b> Rooms for working groups, face to face events, special interest topics; Podcasts/webcasts

<sup>10</sup> Excerpted from “Community of Practice in M&E: C-Cube: Linking to Results Concept paper”, Asian Development bank

<sup>11</sup> Ibid

## 5.0 Key BNTF Documentation Review

### 5.1 The Annual Project Performance Reporting (APPR) Format

2.1 The APPR is a key component of the BNTF M&E system. It is an annual submission on the progress of sub projects for the period January to December of each year. BNTFOs are required to report SP performance based on the Annual Work Plan and Budget for the year in review, including (a) Planned and Approved Sub Projects; (b) Completions by Sector; (c) Planned and Actual Outputs and (d) Outcomes Review of the APPR and related guidelines suggest the following:

- Table 2.3 Planned and Actual Outputs: In order to ensure that the output data is consistent with CDB’s RMF Level 2 indicators and also to ensure a clearer analysis of CDB outputs to key sector priorities, it is suggested that outputs should be further disaggregated. For example, under education, output indicators should be grouped by education sub sectors (ECCE, Primary, Secondary, Technical vocational) rather than the total number of SPs or total number of rooms upgraded. The information so presented will allow for a clearer understanding and analysis of CDB contribution to the education sector.
- Regarding the column: “change achieved at SP level”, the notes section of the APPR suggests that BNTFOs are required to report on poverty/ sector outputs-change /results achieved. In keeping with the CDB’s agreement that immediate outcomes observed within the six month defects liability period should be reported on, the Notes section should reflect this with appropriate examples. The example given needs to be amended

“Example: Education: 2SPs were completed in the education sector with 432 children (200 girls and 232 boys) benefiting (**How did they benefit?**) Needs being addressed through these sub-projects included overcrowding and an absence of basic amenities, where children were subjected to space allocations of significantly less than the recommended 20 sq. ft. of space per child. (**So what are the new amenities and the new space allocations? Are all children allocated 20 sq. ft. due to the new SP?**) In other cases, the health of the children was at risk as their schools were in an advanced state of disrepair. (**What were the health risks? What evidence was provided about health risk? Was an EIA conducted?**) In some cases, schools were being conducted in temporary quarters that were less than suitable for the accommodation of children.”

The example above details the ‘problems’ without suggesting how the two SPs improved the situation for the beneficiaries.

- In the case of several output indicators, further disaggregation is also required. For example, the outcomes related to newly built rooms may be different from upgraded rooms, particularly if in the case of ‘newly built’, children did not have access to the specific educational service (ECCE, primary or secondary). Such disaggregation will give a clearer understanding of the CDB’s contribution to equitable service provision, rather than a summary of ‘upgraded and built’.
- Similarly in the case of ‘persons benefitting’, I am not sure if this refers to students alone. If so, this should be clarified. Also, investments in educational infrastructure also benefit teachers and parents. How are these ‘benefits being taken into account?’
- Regarding the Water and Sanitation Sector: the indicator water supply lines installed or upgraded should be disaggregated since new lines will contribute to different outcomes compared with upgraded lines. That is new lines might contribute to increased access to potable water while upgraded lines might contribute to improved water supply (frequency, reliability, volume, reach)
- Households with access to a potable water supply may be an easier indicator to track compared with persons benefitting from service by age/sex. It is suggested that the latter indicator is removed.
- For each of the BNTF 5/6 sectors (Access, market production, vulnerable groups, health clinics) the indicator related to ‘built or upgraded’ infrastructure should be separated into two indicators. That is, ‘secondary and other roads built’, ‘secondary and other roads upgraded’, ‘new facilities built’, ‘existing facility upgraded’ etc.
- Under **2.4 Outcomes**, the APPR should reflect the need to report on ‘immediate outcomes<sup>12</sup>’ with appropriate examples including utilization of the facility or new services, improved access due to road or drainage infrastructure; time and/or cost saving related to improved infrastructure etc.
- The instruction to use following to describe outcome results is unrealistic unless systems have been established to facilitate data collection or reporting:
  - ✓ Extent to which the poorest among community members were involved in organizational decision-making. *This may be discernable from meeting minutes and/or a community based survey. However, ‘involvement in organizational decision making’ needs to be clearly defined. If ‘involvement’ simply refers to attendance at meetings, meeting minutes should reflect this. However, if the input of poorest community members in decision making is a criteria, that information should also be documented in the minutes.*

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<sup>12</sup> Within the six months defects liability period prior to SP hand over.

- ✓ Provide any evidence (supported with examples) of how the poor are able to act together and advance change in their communities- *examples of what is meant here should be provided. What types of change are expected? Behavioural changes among community members implementation of maintenance plans?*
- ✓ Describe any responsiveness of public services as a result of the BNTF sub-project;-*This is not clear. What would constitute 'responsiveness of public services' and how would it be linked to the BNTF?*
- ✓ Provide any evidence (supported with example) of how communities are taking advantage of opportunities, achieving economies of scale; *Again, what is this an indicator of?*
- ✓ Describe any, assets, (products, income) that have resulted from the sub-project;
- ✓ Describe any strong social networks nurtured by the project;
- ✓ Outline quality and quantity of involvement of youth, women, older persons, other vulnerable groups; explain the long-term benefits for each group;- *What would be the expected long term benefits of any SP for these groups? This would have to be articulated before requests for evidence are made.*
- ✓ Describe outcomes of participation in construction as these relate to women, men, youth;
- ✓ Describe outcomes for persons who participated in employment related subprojects
- ✓ Describe changes in basic skills and job readiness of training participants;
- ✓ Describe any cases where a sub-project has contributed to a change in policy- *How would the BNTFOs know this?*

## 5.2 The BNTF 7 Board Paper and Implications for the BNTF Operations Manual and RMF.

The BNTF Seventh Programme (BNTF 7) proposes several changes that have clear implications for the BNTF Operations Manual. These are detailed hereunder:

**Table 7. Implications of BNTF 7 for the BNTF Operations Manual**

BNTF 7	Implications
<p><b>Sector Strategies</b></p> <p><b>I. Education</b></p>	<p>The BNTF 7 Board paper suggests that given the attainment of Universal primary education in all BMCs and Universal Secondary in most BMCs, the focus has “shifted to expanding opportunities in ECD and tertiary education and improving quality and equity in provision across all sub sectors”. The assessment of education challenges across the region also suggests the need for investing in teacher training especially at ECD, the need to address the underachievement of boys (para. 2.19), overall improvement in learner outcomes. In light of this analysis, CDB’s RMF should reflect relevant indicators and the BNTF OM should reflect a focus on these priorities re SP selection. The current RMF Levels 1 and 2 do not include any indicators re ECD. If this is to be a priority, it should be reflected. Similarly, specific interventions aimed at improving the survival rates of males should be eligible for investment, potentially in the context of teacher training.</p>
<p><b>II. Water and sanitation</b></p>	<p>Para. 2.23 notes that the region is specifically ‘water stressed’ and effective management of water resources to encourage conservation and protection of water resources needs to be promoted. SPs in this sector should also include interventions aimed at water conservation coupled with indicators relevant to efficient and equitable use as well as protection of water resources. The current RMF reflects access indicators only.</p>
<p><b>III. Basic Community access and Drainage</b></p>	<p>Given the ongoing challenges related to weak maintenance across all BMCs (para. 2.27, 2.28, 2.29) indicators related building a ‘maintenance’ culture should be included in the RMF. The current OM specifies the need for a comprehensive maintenance plan, however this has been less than effective in practice.</p>
<p><b>IV. Linkage to CDB’s sector strategy and poverty goals</b></p>	<p>Para. 2.30 suggests that the BNTF 7 framework is fully aligned with CDB’s strategic objectives including the promotion of social partnerships. Para. 2.31 details how the CDB promotes participatory approaches to strengthen community and stakeholder engagement. That said, the RMF does not include any indicators reflecting the CDB’s achievements in this area.</p>

**Proposed Changes in**

**BNTF 7**

**I. Prioritization of three sectors and batching of sub projects**

Para. 3.08 (b) 1 and 2 note the focus on three priority sectors and the ‘batching of sub-projects’. The OM will need to detail a step by step process for operationalizing this shift, particularly since it will require a reconciling of top down strategic/sector planning with bottom up demand driven SP identification. Exactly ‘how’ BMCs are supposed to engage in this process needs to be clearly articulated. For example, should the BNTFOs approach the relevant education, water and infrastructure agencies to identify priorities that might be eligible for BNTF funding in target communities? Subsequently, would the BNTFOs be required to approach the communities to ‘sell’ the interventions? Or should the BNTFO wait for an SP request from a community and then approach the relevant agency? If so, how will the ‘batching’ take place? When a prescribed number of sub projects have been screened and approved?

**II. Strategic approach to labour market oriented and demand driven outcome based approach to skills training**

Para. 3.08 (d) This needs to be fully operationalized in the OM as it is not clear how BNTFOs are expected to implement this approach. At first glance, it appears to suggest that this strategic approach will be top down, wherein BNTFOs will be required to meet with relevant line Ministries or statutory authorities to incorporate the BMC strategy for capacity building/skills training in key sectors. Alternatively, is it that upon receiving a skills training request from a community, the BNTFO will need to ensure that there is ‘effective demand’ for the skill and systems to support apprenticeships, internships or other employment?

**III. Improve integration of cross cutting themes including performance indicators for monitoring**

Para. 3.08 (f) Performance indicators for each of the cross cutting themes need to be articulated in the OM. The current OM (2010) does not include any indicators related to gender based youth violence prevention or gender socialization for children and youth; mainstreaming of environmental/DRM policies and practices into BNTF programming. Indicators related to community empowerment.

**Community Needs and Assets Assessment**

The new OM needs to include in the CNAA process the collection of data specifically relevant to the SP. The CNAA process needs to be the first opportunity to generate baseline data for SPs. However, based on the current guidelines, it appears that the focus of the process is on profiling the community with minimal emphasis on collecting the baseline data required to support tracking and/or assessment of the changes attributable to the SP intervention.

**Roles and responsibilities**  
**PSC**

Para 4.33 details CDB’s expectations related to the Project Steering Committee including “...coordination of the country project at large and its linkages to other investment programmes and interventions of other

**Strategic Partnerships**

development agencies”. Theoretically, the PSC is structured to perform this level of coordination; however, in practice, PSCs have not been oriented regarding ‘how’ they are expected to perform this function. PSC meetings are primarily about SP approval and do not involve discussions about related investment/interventions. The BNTF is still a fairly disconnected element in BMCs development programming. In BNTF 7 this issue will be particularly significant as the contribution of the BNTF to sector strategies in Education, Water and Access infrastructure must be clearly defined. The OM therefore needs to include guidance on how PSCs are expected to operationalize this coordination of BNTF with related interventions.

**Arrangements for M&E**

Para 4.5 suggests that need for a coordinated approach at country level to support the necessary data collection re SP performance and development results. However, most BMCs have not bought into MfDR and the need to invest in systems supporting management for development results.

### 5.3 The Caribbean Development Bank's Results Monitoring Framework for SDF 8

- 4.1 BNTFOs are required to ensure that all sub projects include a well-articulated results framework that is also closely aligned with CDB's RMF Level 2 indicators. The RMF Level 2 outlines CDB's contribution to country and regional outcomes through outputs produced. However, the current RMF requires some refinement to support any analysis of CDB's contribution to country and regional outcomes.
- 4.2 The format of the RMF needs to detail baseline data for each indicator at country/region level rather than 'Achievements 2009-2012'. Citing CDB's outputs in numeric terms over a four year period and suggesting what appears to be an arbitrary target for the next four year period does not support any analysis of how CDB's investments have contributed to enhanced well-being. As it is currently expressed, the RMF level 2 indicators reflect 'achievements' that are meaningless without reference to any baseline data. What was the situation across the region prior to 2009? How have these outputs improved the situation? Are they primarily in one or two countries or have investments been spread across the entire region. In addition, the basis of the targets has not been established, therefore these are also almost meaningless.
- 4.3 The specific indicators though aggregated should be accompanied by definitions to indicate how they have been aggregated. Similar to the Asian Development Bank's (ADB) documentation of their results framework. It is significant to note that the ADB has recently revisited and refined its framework for the period 2013-2016 and the indicators are more results focused than those identified in the 2009-2012 RMF.

## 6.0 Outcomes, Indicators and Data collection for BNTF 6 and 7

### Outcomes and related indicators currently uploaded to the BIS (test stage)

Outcome	Indicator	Data Collection
<b>Communication Enhanced use of ICTs in education</b>	• % increase in number of teachers trained in the use of ICTs for education	Method: Secondary data Collection
	• % increase in students' access to ICTs	Source: Administrative records, Training Reports, Ministry of Education
	• % increase in the level of integration of ICT with the curriculum	
<b>Education  Improved access to quality education and human resource development services</b>	<ul style="list-style-type: none"> <li>• % increase in satisfaction rating (3.0 on a 4-point scale) with access to quality education services</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> <li>• improved performance on standardized tests</li> <li>• Increase in attendance rates (f/m)</li> <li>• Increase in enrollment rates (f/m)</li> <li>• increased # of graduates apply for employment in selected field</li> <li>• increased # of trained persons (f/m/y) gainfully employed in area relevant to training received</li> <li>• Increased % of trained persons (f/m/y) obtaining certification in marketable skill</li> <li>• Increased % of trained persons (f/m/y) start micro/small business</li> </ul>	<p>Method: Client satisfaction survey targeting direct/indirect beneficiaries (students, teachers, parents)</p> <p>Method: School records; Observation</p> <p>Source: MoE reports on National tests</p> <p>Source: School attendance records</p> <p>School Enrollment records</p> <p>Method: Survey of Graduates within 3-6 months of programme completion</p> <p>Method: Survey of graduates within one year of programme completion</p> <p>Source: Training Records</p> <p>Method: Survey of graduates within one year of program completion</p>
<b>Increased capabilities of persons living in poor communities through expanded access to quality education services</b>	<ul style="list-style-type: none"> <li>• % increase in satisfaction rating (3.0 on a 4-point scale) with access to quality education services</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> <li>• Decrease in student dropout rates (f/m) by facility</li> <li>• Increase in attendance rates (f/m)</li> <li>• Increase in enrollment rates (f/m)</li> <li>• Increase in student completion rates (f/m) by facility</li> <li>• Increased # of poor communities with geographical access to quality Day Care services</li> <li>• Increased # of poor communities with geographical access to quality Early Childhood Care &amp; Education (ECCE) services</li> <li>• Increased # of poor communities with geographical access to quality Primary education services</li> <li>• Increased # of poor communities with geographical access to quality Secondary education services</li> </ul>	<p>Method: Client satisfaction survey targeting direct/indirect beneficiaries (students, teachers, parents)</p> <p>Method: School records; Observation</p> <p>Source: School Records (annual)</p> <p>Source: School Records (annual)</p> <p>Source: School Records (annual)</p> <p>Source: School Records (annual)</p> <p>Source: Ministry of Education, Educational Planning</p> <p>Source: Ministry of Education, Educational Planning</p> <p>Source: Ministry of Education, Educational Planning</p>

<p><b>Increased capabilities of persons living in poor communities through provision of skills building/training activities</b></p>	<ul style="list-style-type: none"> <li>• Increased # of graduates apply for employment in selected field</li> <li>• Increased % of trained persons (f/m/y) gainfully employed in area relevant to training received</li> <li>• Increased % of trained persons (f/m/y) obtaining certification in marketable skill</li> <li>• Increased % of trained persons (f/m/y) start micro/small business</li> <li>• Increase % of persons (f/m/y) trained in disaster prevention and preparedness techniques</li> </ul>	<p>Method: Survey of Graduates within 3-6 months of programme completion Method:</p> <p>Survey of graduates within one year of programme completion</p> <p>Method: Survey of graduates within one year of program completion</p> <p>Source: Training Records</p>
<p><b>Energy Generation and Supply</b> <b>Enhanced use of renewable energy technology</b></p>	<ul style="list-style-type: none"> <li>• Increased % of facilities using renewable energy components</li> </ul>	<p>Source: Central Statistical Office or Responsible agency</p>
<p><b>Health</b> <b>Increased capabilities of persons living in poor communities through expanded access to quality Public Health Care (PHC) services</b></p>	<ul style="list-style-type: none"> <li>• % increase in persons (f/m/y) who rate their access to PHC services as satisfactory (3.0 on a 4-point scale)</li> <li>• % increase of poor communities with geographical access to PHC facilities</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> <li>• Increased # of pregnant women using prenatal services in poor communities</li> <li>• Minimum # of persons per day (f/m/y) using PHC services</li> </ul>	<p>Method: Client satisfaction survey targeting direct/indirect beneficiaries (PHC users, )</p> <p>Source: Ministry of Health Administrative records, Health Planning Dept. Facility records, Observation</p> <p>PHC Facility Records (annual)</p> <p>PHC Facility Records</p>
<p><b>Multisector/Cross-Cutting</b> <b>Enhanced capacities and capabilities of communities</b></p>	<ul style="list-style-type: none"> <li>• % increase in persons (f/m/y) receiving training in thematic areas</li> </ul>	<p>BNTFO Records</p>
<p><b>Other Social Infrastructure and Services</b> <b>Enhanced capacity for the delivery of community support services</b></p>	<ul style="list-style-type: none"> <li>• % increase in residents (f/m/y) who rate their access to quality services/support programmes and training opportunities at Resource Centres as satisfactory (3.0 on a 4-point scale)</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> </ul>	<p>Method: Community satisfaction survey</p> <p>Facility Records, Observation</p>
<p><b>Increased access to production-related infrastructure to support income earning opportunities</b></p>	<ul style="list-style-type: none"> <li>• % increase in vendors' (f/m/y) income</li> <li>• % increase in vendors (f/m/y) who rate their access to small-scale production-related infrastructure as satisfactory (3.0 on a 4-point scale)</li> <li>• % increase of vendors (f/m/y) utilizing community market facilities</li> <li>• % increase of vendors (f/m/y) utilizing craft market facilities</li> </ul>	<p>Method: Survey of Vendors in Target Facility</p>

	<ul style="list-style-type: none"> <li>• % increase of vendors (f/m/y) utilizing small-scale production-related facilities</li> <li>• Increased # of vendors (f/m/y) employed</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> <li>• Increased # of poor communities with improved geographical access to community markets</li> </ul>	<p>Facility Records, Observation</p> <p>Source: Ministry of Agriculture, Agricultural Planning or responsible agency</p>
<b>Increased access to residential accommodation and care of vulnerable groups in the community at risk</b>	<ul style="list-style-type: none"> <li>• % increase in access to safe houses and care for children (f/m) and victims (f/m/y) of gender-based violence and abuse</li> <li>• % increase in access to women's counseling and referral centres</li> <li>• % increase in residential accommodation and care of people (f/m/y) living with HIV/AIDS</li> <li>• % increase in residential accommodation and care of the aged (f/m/y)</li> <li>• % increase in residential accommodation and care of the homeless (f/m/y)</li> <li>• % increase in residential accommodation and care of the infirm (f/m/y)</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> </ul>	<p>Source: Ministry of Social Development Database</p> <p>Source: Ministry of Health or HIV/AIDS Coordinating Body</p> <p>Source: Ministry of Social Development</p> <p>Facility records, Observation</p>
<b>Reconstruction Relief and Rehabilitation Improved standard of living of poor and vulnerable persons through the provision of improved social infrastructure</b>	<ul style="list-style-type: none"> <li>• Increased # of communities with protection from natural disasters</li> <li>• Increased # of persons (f/m/y) trained in disaster prevention and preparedness techniques</li> <li>• Increased # of retrofitted hurricane shelters</li> </ul>	<p>Source: Records of National Emergency Management Agency</p>
<b>Transport and Storage Improved access to basic services</b>	<ul style="list-style-type: none"> <li>• % increase in satisfaction rating (3.0 on a 4-point scale) with access to markets</li> <li>• % increase in satisfaction rating (3.0 on a 4-point scale) with pedestrian access</li> <li>• % increase in traffic (vehicular movements per day) on new or upgraded rural access roads</li> <li>• % reduction in annual incidence of landslides in target communities</li> <li>• % reduction in the annual incidence of severe flooding in target communities</li> <li>• % reduction in travel time to essential services in targeted communities</li> <li>• Annual Maintenance undertaken in accordance with Maintenance Plan</li> </ul>	<p>Method: Community survey targeting residents</p> <p>Sources: Transport agency records</p> <p>Source: Roads and Infrastructure agency</p> <p>Source: Local Government or Works and Infrastructure or Meteorological Agency</p> <p>Source: Responsible agency records, observation</p>
<b>Water and Sanitation</b>	<ul style="list-style-type: none"> <li>• % increase of households in targeted communities with access to potable water within 15 minutes of</li> </ul>	<p>Method: Administrative records, community survey</p>

**Improved access to quality water supply and sanitation services**

- walking
- % increase of poor communities with access to adequate public toilets, bathrooms and laundry facilities
- % reduction in public health risks
- Annual Maintenance undertaken in accordance with Maintenance Plan

Source: Water Authority; residents of target community

Source: Public Health Department; Ministry of Health

Source: Responsible agency records, observation

## Appendices

## Appendix 1: Group Work Assignments

### St. Lucia

#### Group Work: Problem Statements, Logic Models, Questionnaires

##### Project Title: Thomazo Road, Drains and Bridge Construction

**Problem Analysis:** The community of Thomazo is high density, low income rural settlement located on a down slope along the Castries /Vieux Fort Highway. The community has a population of approximately 350 persons as part of the Dennerly North Constituency. Residents experience great difficulty accessing their homes on a daily basis and during inclement weather. The problem is further exacerbated when residents are negotiating the footpaths and river crossing as well as their farms. Out of this intervention, residents will enjoy improved vehicular access to a point which will then continue with all weather footpaths. In addition, the drainage network associated with the infrastructure would be constructed to standards set by the Ministry of Infrastructure. The farmers will have improved access and egress to and from farms. Emergency vehicles will also be able to reach the homes of residents within the community.

##### Logic Model

Outputs	Outcomes
Road/Drains Infrastructure	Improved access and drainage infrastructure within the community Decreased land degradation
Footpath	Reduction in transportation time for agricultural products
Vehicular Access Bridge	Reduced transportation costs to farmers
Registration of Right of way	Registered right of way

##### Performance Monitoring Framework

Indicator	Baseline	Target	Data Collection
Kms of paved estate road and drains constructed	500 metres of unpaved access	300 metres of paved roads within 6 months	<ul style="list-style-type: none"> <li>• Visual observation</li> <li>• Photos</li> <li>• QS reports</li> </ul>
Kms of paved footpaths	200 metres of unpaved footpaths	200m of paved footpaths within 6 months	
Land register	No legal right of way	Creation and registration of legal right of way	Field visits Land registry

Transport Time from farm to main road	Estimated 1 hour	25% reduction in transport time	Extension officers report Survey of farmers
Quarterly average transport cost re farm produce	Average cost EC\$1100 per quarter	15% reduction in transport costs	Extension officers report Survey of farmers
Volume of silt discharged from community waterways	10 cm in last quarter	90% reduction in volume of silt	Physical measurement

### Project Title: Bella Vista Rudimentary Water Upgrade

**Problem Statement:** The upgrade and expansion of the water supply system in Bella Vista, a settlement of 1218 households with 5,000 persons, is located in the Toledo District of Belize. The system was originally designed for 300 persons and is now grossly inadequate, with low water pressure and irregular and unreliable supply. The deficiency in the system is further compounded by leakages in the distribution lines and by wastage of water by consumers, only 30% of whom are served by the BV Water Board.

The majority (70% of residents) revert to water supply from drilled wells and catchment tanks. These sources, in particular the wells, are subjected to contamination from nearby pit latrines and chemicals used on farms, and are thus below acceptable clean water standards.

The capacity of the BVWB is severely impacted by the unwillingness of its customers to pay their water bill, thus rendering the institution unable to undertake further development work. The BV WB is in a poor financial state with \$300 in the bank account.

### Logic Model

Inputs	Activities	Outputs	Outcomes		
Funding	<b>Upgrade existing system</b>	<b>Upgraded and reliable system with increased capacity</b>	<b>Immediate</b>	<b>Intermediate</b>	<b>Long term</b>
Water distribution lines and fittings	<b>Expand system to additional capacity</b>		<b>Increase accessed to pipe borne water;</b>	<b>Regular payment of bills</b>	<b>Improved health and community well being</b>
Facilities and Facilitators for sensitization sessions	<b>Sensitization session for community</b>		<b>Regular and reliable supply of water</b>		
Procurement of consultant and contractor			<b>Contamination free water supply</b>		<b>Increased financial capacity of the BV WB</b>
			<b>Better informed residents with regard to: billing</b>		

and wastage

Outcomes	Indicators	Baseline	Target
Increased access to pipe borne water	% of HH receiving water  # of metered HH on system	In 2010 30% of HH received pipe borne supply  180 HH metered	By 2011 100% HH receive pipe borne  By 2011, 1218 metered HH
More regular and reliable supply of water	Gallons produced per month by BUWB  Proportion of HHs receiving 24hrs supply	1.35million gallons per month  70% of HHs receive 24 hr supply in 2010	4.5million gallon/month  100% HHs receive 24hr supply by 2012
Contamination free Water supply	Coliform counts in the water  Persons contracting water borne diseases	1 ppm in 2010  70% of target population	0.01 ppm in 2012  5% of target population by 2012
Better informed residents regarding (a) Billing and (b) Wastage	a)# of households regularly paying bills  a)Households aware of the need to pay water bills  b)Awareness of water conservation  b)Monthly water usage per household	20 in 2010  10% in 2010  10% in 2010  8000 gallons per month	1218 in 2011  100% in 2011  100% in 2011  4000 gallons per month
Regular payment of bills	# of households regularly paying bills  Bella Vista Water Board	20 in 2010	1218 in 2011

	revenue	\$300.00 in 2010	\$24,360.00 in 2012
Improved financial capacity of BVWB	% increase in profitability	0% in 2010	100% in 2012
	Increase in BVWB assigned to the community	2 officers in 2010	10 officers in 2012
Improved health and community well being	Population affected by water borne diseases		
	Population satisfied with the quality of life in the community		

### Performance Monitoring Framework

#### Data Collection Strategy

A mix of qualitative and quantitative data collection and analysis:

- Interviews with the Bella Vista Water Board to determine capacity, household connectivity etc.
- Interviews with residents of Bella Vista using representative sample of HHs
- Interviews with the Ministry of health to determine the extent of water borne diseases
- Sample survey of households using Raosoft to determine sample size
- Frequency of data collection  
Before start of project for baseline data, during project to track intermediate effects; 1 year after completion and 5 years after completion

## **Project Title: Tamarind Heights Rural Road Upgrade**

**Problem Statement:** Tamarind Heights is a community located at Laclery with a population of 300 persons. Residents have difficulty traversing to and from the community especially when it rains. There exists a dirt road which becomes impassable during heavy rains. A number of residents have reported injuries as a result of slippery road conditions as well as not being able to easily access emergency services. Further, reports from residents indicate that there has been a reduction in income as a result of absences from work due to the impassable road.

### **Performance Monitoring Framework**

<b>Outcomes</b>	<b>Indicator</b>	<b>Baseline</b>	<b>Target</b>	<b>Data Collection Strategy</b>
Residents in Tamarind Heights will have improved access to the community	No of persons who do not have to remain home when it rains	300 persons in 2013	0 persons (2014)	Direct Observation, Field Visits, Surveys
TH residents have a road that meets national standards	Compliance with road standards	Non-compliant in 2013	100% compliant in 2014	Ministry of Infrastructure records
Increase access by emergency services	No. of fire appliances and ambulances able to respond to emergency calls	0 in 2013	100% in 2014	Ministry records, observations field visits
TH residents record reduced absenteeism from work due to impassable roads	# of work days loss due to impassable road	4 days per month in 2013	0 days per month in 2014	Surveys Interviews
Increased participation in community development activities	# of residents participating in community development	40% in 2013	80% in 2014	Attendance records Direct Observation Surveys

**Data Collection Tool:** Focus group (8-10 persons) including employed residents, emergency service personnel and Ministry of Infrastructure.

- Describe the situation with the road? How is it affecting you?

**Project Title: Ti Rocher Community Centre**

**Problem statement:** A community centre housing a day care facility was also utilized as a meeting facility and emergency shelter was demolished for reconstruction. The ECC was constructed on the first floor with the intention of constructing the Human Resource Development centre to house a meeting and emergency shelter on the second floor.

**Target population:** Ti Rocher Community Boys and girls (5-18) and 8 community groups.

**Performance Monitoring Framework**

Logic Model			
Output	Outcome Immediate	Intermediate	Long term
HRDC Constructed	Improved sheltered facility for community to meet  Structured after school program including library, ICT and homework  Emergency facility accessible by the community	Enhanced community cohesion  Adult literacy classes  Workshops (red cross)  Enhanced ICT knowledge	Contribute to achievement of Universal primary Education by 2015

Outcomes	Indicator	Baseline	Target	Data Collection Strategy
Improved and sheltered facility for community meetings	# of scheduled meetings by organized groups	0 meetings held by organized groups in 2012	Monthly meetings scheduled by community organizations by 2014	Community development report
Structured after school program	# of students participating in Library  ICT, Home work programme	0% in 2012	60% of children 5 – 18 use library facility,  30% use ICT  20% participate in	MOST program report

			home work	
Additional Emergency facility	Facility designed to house additional persons in an emergency	55% of residents in 2012	100% of persons in 2014	NEMO reports  Development Committee

## Guyana M&E Group Work: Problem Statements, Logic Models, Questionnaires

<b>A Performance Monitoring Framework developed during the Guyana M&amp;E Workshop.</b>					
<b>Sandhills Community – Construction of a Photovoltaic System and installation of five stand pipes and training programme</b>					
Outcome	Indicator	Baseline	Target	Data collection strategy	Reporting plan
Increased availability of potable water	# of stand pipes with 10,000 gallon capacity tanks	1 stand pipe with 10,000 gallon capacity tank in (2012)	5 stand pipes with 10,000 gallon capacity tank in 2014	Direct Observation GWI Records	
	# of hours of potable water available	4 hrs in 2012	10 hours in 2014	Household survey	
Reduction of water borne diseases	# of reported cases of typhoid	25 cases in 2012	50% reduction in reported cases in 2015	Health centre records/MoH	
	# of reported cases of cholera	10 cases in 2012	80% reduction in 2015		
PV system operating efficiently	# persons with knowledge and skills to operate the system	0 in 2012	10 in 2014	Training institution records	
Increase awareness and knowledge of health and sanitation	# of HH using standpipes as main water source	X # in 2012	80% increase in HH using standpipes and main water source	HH survey	Six month intervals
	# of residents participated in training seminar	5% of HH in 2012	70% of HH in 2015	Attendance records	

**Sand Hills Community – Baseline Assessment Questionnaire**

1. Household #.....
2. Sex of Head of Household: Male  Female
3. How many persons live in your house hold? 1-2  3-4  5 >
4. Where do you get water to:

	Rain water	River/stream	Stand pipe
Drink and Cook			
Wash clothes and wares			
Bathe			
General cleaning			

3b)If you use rain water or river water for drinking/cooking do you treat your water? Yes  No

3c)If Yes, How do you treat your water? Boil  Chlorine tablets

Other.....

4. How satisfied or dissatisfied are you with the supply of water to your community?  
 Very satisfied  Satisfied  Neither sat. or dissatisfied  dissatisfied   
 Very dissatisfied
5. Have any family members been trained in health and sanitation? Yes  No  Don't know   
 If yes, when were they trained? < 6 months  < 1 year ago  more than 1 year ago  don't know/remember
6. Has anyone in your household ever been infected<sup>13</sup> by:  
 Cholera  Typhoid  Gastro

<sup>13</sup> Validate this data from the Toshao/Chief and Regional health Officer

## Great Falls Water Supply Project

### **Problem statement:**

Potable water is only accessible from nearby rivers and streams. Because of mining activities, the water becomes polluted and thus unusable. During the rainy season rain water is harvested which helps to alleviate the problem. A sola powered shallow well would be needed in order to provide a reliable source of potable water.

**Target population:** Current population 200 residents. Due to mining activity, transient miners and newly settled miners, it is expected that the population would rise to 400 persons.

### **Logic Model**

**Inputs:** Funding to construct a shallow well with submersible pump and solar power as a source of energy

### **Activities**

Drilling a potable water well to a designed depth. Well should comprise of production casing, well screens and a blank. Construction of elevated towers to house solar panels and water tanks with storage capacity in excess of 4,000 gallons. Construction of distribution pipe networks and stand pipes.

### **Immediate Effects**

Reliable source of potable water  
Reduced time spent collecting river water

### **Intermediate outcomes**

Improved personal hygiene  
Reduction of water borne diseases

### **Long term**

Improved quality of life

<b>Great Falls Water supply Project</b>					
Outcome	Indicator	Baseline	Target	Data collection strategy	Reporting plan
Reliable source of potable water	# of HH using a potable source of water	0 HHs using potable waterwell	60% HH using potable waterwell within 6 months of SP completion	HH survey Key informant interview (Toshao)	3 months after completion 6 months after completion
Reduction of water borne diseases	Incidence of water borne diseases	# reported Cholera (2012) # reported Typhoid (2012) # reported Gastro (2012)	50% reduction in reported cases of cholera, typhoid and gastro by 2014	Regional Health Officer records Village Chief records	One year after completion of SP
Reduced time spent collecting river water	Time spent collecting water per day	2 hrs per day in (2012)	30 mins per day	HH interview	At baseline At 3 month intervals in the post completion phase

**Great Falls Water Supply Project  
Baseline assessment Questionnaire**

1. Background

Household #

Sex Head of HH

Male    Female

No. of persons living in HH

Highest level of Education of HH

Primary

Secondary

Tertiary

Did not attend

2. What is your present source of water?      River  Rain  Stream

3. How much time do you spend collecting water on a daily basis?

1 hr  2 hrs  3 hrs  more than 3 hours

3. Have any members of your family been infected by any of the following?

Typhoid

Cholera

Gastro

4. Please state your agreement or disagreement with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Water is available whenever I need it					
Water from the river/stream is always clean					
Rain water is safe to drink					
River water is always safe to drink					

**PROJECT: IMPROVING ACCESS TO ST. CUTHBERT'S MISSION**

OUTCOME	INDICATORS	BASELINE	TARGET	DATA COLLECTION STRATEGY	REPORTING PLAN
Improved Access to St Cuthbert's Mission	% Reduction in commute time along the road	<ul style="list-style-type: none"> <li>Average travelling time ≤ 2.5 hours in 2012</li> </ul>	<ul style="list-style-type: none"> <li>60% reduction in travelling time upon completion of the road</li> </ul>	<ul style="list-style-type: none"> <li>Community Surveys</li> <li>Condition surveys</li> <li>Review of data on road rehabilitation</li> </ul>	To be done by BNTF initially and then by the Ministry of Local Government annually
	% Reduction in transport cost	<ul style="list-style-type: none"> <li>\$2000.00 per person without road vehicles</li> <li>\$10,000.00 per person with 4x4 vehicles</li> <li>\$25,000.00 one way to hire a truck</li> </ul>	<ul style="list-style-type: none"> <li>400% reduction in passenger costs in 1 year</li> <li>50% reduction in the cost to transport goods</li> </ul>	Same as above	
	Level of community satisfaction	<ul style="list-style-type: none"> <li>100% residents dissatisfied with road conditions</li> </ul>	<ul style="list-style-type: none"> <li>100% of residents satisfied with travelling conditions</li> </ul>	<ul style="list-style-type: none"> <li>Community Surveys</li> </ul>	
Expansion in economic activities	Number and nature of economic activities.	<ul style="list-style-type: none"> <li>2 primary economic activities in 2012</li> </ul>	<ul style="list-style-type: none"> <li>Multiple sustainable economic activities</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires/ Interviews</li> <li>Review data from Bureau of Statistics</li> <li>Private sector commission</li> <li>Village Captain</li> </ul>	Every 6 months over target period (2013 to 2017)
	% increase in employment in the community	<ul style="list-style-type: none"> <li>Unemployment/ Underemployment level of 60% in 2012</li> </ul>	<ul style="list-style-type: none"> <li>Level of unemployment decreases to 30% by 2015 and 10% by 2017</li> </ul>		
	% increase in household income	<ul style="list-style-type: none"> <li>Average household income of 430,000/month in 2012</li> </ul>	<ul style="list-style-type: none"> <li>50% increase in average household income in 2 years (\$45,000)</li> <li>75% increase in 4 years (\$52,000)</li> </ul>		
	Number of new major investors	<ul style="list-style-type: none"> <li>No major investors in 2012</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 major investors by 2020</li> </ul>		

**QUESTIONNAIRE**  
**IMPROVED ACCESS TO ST CUTHBERT'S MISSION**

**This questionnaire is designed to obtain information on the condition of the road and its effects on the community.**

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**DEMOGRAPHICS**

1. Age:

- 16 – 25  
 26 - 35  
 36 – 45  
 Over 45

2. Gender :

- Male       Female

3. Occupation: \_\_\_\_\_

4. How long have you been living in the community? \_\_\_\_\_ yrs

5. Do you work or attend school outside of the community?

- Yes       No
- 

**TRAVELLING OUTSIDE THE COMMUNITY**

6. How often do you travel outside of the mission?

- Daily       Weekly       Fortnightly       Monthly

7. What is the mode of transportation most used?

- Pick up       Truck       Car       Other

8. On average, how long does a trip take:

- Under fair weather conditions? \_\_\_\_\_
- During the Rainy Season? \_\_\_\_\_

9. Do you use your own vehicle or public transport? \_\_\_\_\_

10. How much do you spend on vehicle maintenance in a 3 month period?

- Less than \$50,000
- 50,000 to 100,000
- 100,000 to 150,000
- Over 150,000

11. What is the fare one way from the mission to the highway? G\$ \_\_\_\_\_

---

### ROAD CONDITIONS

12. Are you satisfied with the present state of the road?

- Yes  No

13. How will you rate the condition of the road?

- very poor
- poor
- good
- very good
- Excellent

14. Briefly state how the condition of the road affects you \_\_\_\_\_

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15. Would your trips increase if the road is rehabilitated?

Yes  No

16. If Yes, please indicate the frequency:

Daily  Weekly  
 Fortnightly  Monthly  
 Less Frequently

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**THANK PARTICIPANT  
AND END**

**PROJECT: YA WANG HEALTH CENTRE PROJECT**

**MATERNAL CHILD HEALTH (MCH)**

<b>OUTCOME</b>	<b>INDICATORS</b>	<b>BASELINE</b>	<b>TARGET</b>	<b>DATA COLLECTION STRATEGY</b>	<b>REPORTING PLAN</b>
Improved access to MCH	% of pregnant women registered at PK H.C. that are from Ya Wang	25% in 2012	≤ 0% by 2015	<ul style="list-style-type: none"> <li>• H.C.</li> <li>• Quarterly</li> <li>• Administrative records</li> <li>• BNTF</li> <li>• GOG and CDB</li> <li>• BNTF</li> </ul>	Quarterly
	% of pregnant women and lactating mothers from Ya Wang utilizing their facility	0% in 2013	≤ 100% by 2015	<ul style="list-style-type: none"> <li>• H.C.</li> <li>• Quarterly</li> <li>• Administrative records</li> <li>• BNTF</li> <li>• GOG and CDB</li> <li>• BNTF</li> </ul>	Quarterly
Increased awareness of the importance of MCH	% of adult population of Ya Wang attending MCH awareness campaign	0% in 2012	90% in 2013	<ul style="list-style-type: none"> <li>• Workshop attendance records</li> <li>• Surveys</li> <li>• BNTF</li> <li>• GOG/CDB</li> </ul>	Monthly
	% of adult population of Ya Wang that would use or encourage the use of the MCH	15% in 2012	90% in 2013	<ul style="list-style-type: none"> <li>• Survey</li> <li>• BNTF</li> <li>• GOG/CDB</li> </ul>	Monthly

**QUESTIONNAIRE**  
**YA WANG HEALTH CENTRE**  
**FOCUS: MATERNAL CHILD HEALTH (MCH)**

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**DEMOGRAPHICS**

1. Age:

- 16 – 25
- 26 - 35
- 36 – 45
- Over 45

2. Sex

- Male
- Female

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**COUNSELLING AND ASSISTANCE FOR PREGNANT WOMEN**

3. Where do the pregnant women in the village go for counseling and assistance?

.....  
.....

4. Do you know of any woman in the village, who do not go for counseling and assistance?

- Yes
- No

5. Do you think that it is important for pregnant women to get counseling and assistance during pregnancy?

- Yes
- No

Why? .....

.....

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NEW HEALTH CENTRE

6. Do you think if a Health Centre is built in the village, pregnant women would go to the clinic?

Yes  No

7. Would you encourage a pregnant woman to go to the clinic?

Yes  No

8. Would you encourage a recent mother to go to clinic with her baby?

Yes  No

---

THANK PARTICIPANT  
AND END

## **Dominica BNTF Workshop**

### **Group Work: Problem Statements, Logic Models, Questionnaires**

#### **CONCORDE WATERSUPPLY PROJECT**

##### **Problem Statement**

- Population : 380, Male: 160, Female: 120, Youth(<23): 100
- Households : 95
- Households with access to potable water – 20
- Livelihood: 40% employment (152 persons), 100 male, 52 female.
- Employment:
  - Agriculture – 60%
  - Public Service - 10%
  - Others – 30% (Huskters, Bus Driver, Construction etc.)

The village of Concorde is separated in two by the Concorde River. The 75 households on the southern side of the river have no access to potable water. These households access untreated water from a tributary that feeds the Concorde River. The water is fetched mainly by women and youth who take about 20 mins per trip.

Information from the District Community Health Centre indicates that in 2010 there were 100 reported cases of gastro-intestinal related disorders. 80% of these cases were children under 10 years who would miss school as a result.

The gastro intestinal disorder is directly attributed to poor sanitation and hygienic practices as a result of the use of non-potable water. The provision of a reliable source of potable water will address the existing health and social issues.

The Government of Dominica (GoD) through its GSPS stipulates the supply of potable water to all households by 2020.

## Logic Model – Concorde Water Supply Project

### Outcomes

Final:

- Enhanced quality of life for residents of Concorde.

Intermediate:

- Reduction in incidence of Gastro Intestinal disorder.
- Improved sanitation.

Immediate:

- Access to a reliable supply of potable water by all households.
- More time available for activities for women and youth.

### Output

- Extension of the existing 4 inch supply main on the northern side of the Concorde River to the southern side. The construction of a 30,000 gal concrete storage tank, installation of distribution lines, two fire hydrants and two standpipes.
- Community sensitization (ongoing) on proper sanitation and hygienic practices.

## Performance Monitoring Framework – Concorde Water Supply Project

Outcome	Indicator	Baseline	Target	Data Collection	Reporting Plan
<b>Intermediate:</b> <b>Reduction in incidence of gastro intestinal disorder in the community of Concorde</b>	% change in number of reported cases per annum of gastro intestinal disorder (GID)	100 reported cases of GID per annum in 2012	25 reported cases of GID per annum by 2015	MOH	Quarterly
	Number of pupils absent from school as a result of GID	80 cases of absenteeism due to GID in 2012	30 reported cases per annum due to GID 2015	School records and health district records	Quarterly
	Number of residents trained in proper hygienic practices	20 residents trained in proper hygienic practices in 2012	100 persons trained by 2015	Environmental health records	Quarterly
<b>Immediate:</b> <b>Household access to potable water in the Community of Concorde</b>	% change in household water connection	20 households connected as at 2012	80 households connected by 2012	Review of DOWASCO records	Semi Annually
	Number of households using common use standpipes	0	15 households utilizing common use standpipes	Review of DOWASCO records	Semi Annually
				One on one interviews of households	Semi Annually

**Household Information Survey – Concorde Water Supply Project**

Note: The interviewer will interview the head of household only.

**DEMOGRAPHICS**

1. Number of persons in household ( Age, sex, highest education level)

\_\_\_\_\_

\_\_\_\_\_

2. Number of persons employed in the household \_\_\_\_\_

3. Profession of persons employed \_\_\_\_\_

4. Total monthly household income:

< \$500     between \$500 - \$1000     > \$1000

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**WATER SUPPLY**

5. Is the house connected to potable water?  Yes  No

If “No”, what is your current source of water? \_\_\_\_\_

Go to Question 8.

6. Is water treated prior to being used for drinking?  Yes  No

7. If “Yes”, how is the water treated?

-----

**ILLNESS**

8. Have you or any member of your household ever been affected by any illness associated with your water use within the last 6 months.  Yes  No

If “No”, go to question 12.

9. If “Yes”, who was affected? \_\_\_\_\_

10. Did you seek medical attention?  Yes  No

Where \_\_\_\_\_

11. Were any members of your household who are students, absent from school as a result of this illness?  Yes  No

12. Are you willing to pay for water?  Yes  No

-----

**THANK AND END**

## **SILVER LAKE COMMUNITY SKILLS TRAINING PROJECT**

### **Problem Statement**

Silver Lake community is located on the outskirts of the city of Roseau with a population of approximately 300 residents (100 males, 130 females, 70 youths).

This community developed as a squatter settlement in the early 1980s as a result of a relocation of residents from Pond area in Roseau Community. The community has grown rapidly over the last ten years. It has been identified as a vulnerable community requiring immediate intervention by the GSPS.

More than 70% of residents are unemployed. Many depend on government assistance. 95% of the households in Silver Lake are headed by single mothers/fathers who did not complete primary level education. Other issues plaguing the community include:

- Poor housing conditions: Houses are constructed with galvanise and are in a dilapidated state. The number of occupants per household is also a cause for concern (5 persons to one bedroom)
- Poor hygienic practices: There is only one public convenience to serve the entire area and is currently in a poor unsanitary state.
- Inadequate water supply: There is only one standpipe located in the area, hence there is an increase in waterborne illnesses (diarrhea, gastroenteritis)
- Reports from 2 primary schools indicate that about 605 of students are underperforming at school due to the inability of parents to provide basic needs – food, shelter, loving, security, love)
- Poor attendance at school – Parents are unable to afford school supplies and fees.
- The main road poses a hazard to children travelling to and from school. They have to walk about 10 minutes on a busy road.

BNTF will fund a skills training project – basic sewing and food preparation. The residents have not received any previous formal training in the specified areas. Social, business and computer sessions will also form part of the training. Additional educational sessions on road safety, water usage/safety and hygienic practices will also be conducted.

At a recent meeting, residents identified the areas of sewing and food preparation as needs that could propel them to achieving alternative livelihoods and gave the commitment to participate fully in the programme.

At the end of the 3 month training, participants are expected to:

- Increase their knowledge and skills in food preparation.
- Increase knowledge and skills in sewing.
- Improve self-confidence.
- Increase their opportunities for self-employment.
- Improve nutrition.

## Performance Monitoring Framework – Silver Lake Community Skills Training Project

Outcome	Indicator	Baseline	Target	Data Collection	Reporting Plan
<b>Increased knowledge in a. Food preparation</b>	% of participants who can explain basic concepts of food preparation	20% of participants know basic food preparation methods	100% of participants have increased knowledge in basic food preparation methods	Pretest Post test	Beginning and end of training
<b>b. Nutrition</b>	% of participants who know basic concepts of nutrition	0% of participants know basic concepts of nutrition	100% of participants have knowledge of basic concepts of nutrition	Pretest Post test	Beginning and end of training
<b>Increased skills in food preparation</b>	% of participants who are able to prepare a balanced meal	20% of participants are able to prepare a balanced meal	100% of participants are able to prepare a balanced meal	Practical sessions during training Post Practical (prepare and serve)	During Training End of Training
<b>Increased economic activity</b>	% of participants who would find employment related to the area of training	0%	30% of participants find employment related to the area of training	Application form Tracer survey	Before Training 6 months after
	% of participants to form a cooperative	0%	50% of the participants form cooperatives	Coop Division registry	6 months after
	% of participants who have become self employed	1%	20% of participants have become self employed	Small Business and Employment Agency Tracer Study	6 months after
<b>Improved self confidence</b>	# of participants serving on the executive of a corporative.	15%	85% of participants are serving on the executive of a coop.	Pretest Post Test Application Form	During and after training

**Silver Lake Community Skills Training Project - Questionnaire**

**DEMOGRAPHICS**

**Name:** \_\_\_\_\_

**Age Range:**  15 – 24       25-34       35-44       45+

**Sex :**  Male  Female

- 
1. Are you presently employed?  Yes     No
  2. If “yes”, are you self-employed?  Yes  No
  3. Are you a member of any community organisation?  Yes     No
  4. How would you rate your level of self-confidence?  
 High                       Low                       Very Low                       Not Sure
  5. Do you know what is a balanced meal?  Yes     No
  6. Give an example of a balanced meal \_\_\_\_\_
  7. Can you prepare a balanced meal?  Yes                       No
  8. If “yes”, how confident are you that you can prepare a balanced meal?  
 Very confident  
 Confident  
 Not confident  
 Somewhat confident
- 

**THANK YOU FOR YOUR PARTICIPATION**

## **DUBIQUE SKILLS TRAINING PROJECT**

### **Problem Statement**

Dubique is a small community in the Parish of St Patrick in the southern community of the Grand Bay District. It has a population of 150 people. The majority of the population is made up of young women from the ages 15 – 30 years. Dubique has been identified as the poorest of the poor according to the Poverty Assessment Survey in 2002.

Unemployment has been a major problem affecting the community. The people in the community are lacking various skills. There are 50 households 90% of which are headed by women. An improvement committee runs the affairs of the community. Based on a survey carried out, a programme to address the problem identified has been developed targeting poverty, teenage pregnancy, unemployment and school drop outs.

The training programme will consist of the following:

- Skills training in sewing for 25 persons ( male and female)
- Masonry training for 13 people.
- Cosmetology training for 12 persons ( hairdressing and nail care)
- High school remedial classes for ages 13 – 17.

## Performance Monitoring Framework – Dubique Skills Training Programme.

Outcome	Indicator	Baseline	Target	Data Collection	Reporting Plan
<b>Participants gain skills</b>	No of persons graduating from the training programme	0 persons at the start of training	<u>Males</u> 5 graduate in sewing 10 graduate in masonry  <u>Females</u> 20 graduate in sewing 12 graduate in cosmetology (hair and nails) 3 graduate in masonry	Training graduation records	After training
	% of unskilled persons of working age (18-30)	80% of unskilled persons of working age (18-30) in year 1	20 % of unskilled persons of working age (18-30)	Survey /questionnaire	After 1 year
<b>Start of new skills related businesses in the community</b>	Number of skills related businesses in the community	2 Female owned hair dressing businesses	5 Female owned hair dressing businesses 2 years post training	Survey /questionnaire	Every 6 months
		0 sewing businesses	5 sewing businesses in 2 years post training	Survey /questionnaire	Every 6 months

## Dubique Community Skills Assessment Survey

### Questionnaire

#### DEMOGRAPHICS

1. Head of Household  Male  Female
2. Marital Status  Married  Single  Other
3. No of persons in household? Male \_\_\_\_ Female \_\_\_\_
4. Age Range of persons in household  
 0 – 12  13 – 17  18 – 30  31 – 50

#### EDUCATIONAL BACKGROUND

5. What level of education have you attained?

Level	Completed	
	Yes	No
<input type="checkbox"/> Primary	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Secondary	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> College	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>

#### EMPLOYMENT

6. Are you currently employed?  Yes  No
7. If “Yes”, go to question 11.  
If “No” Why? \_\_\_\_\_
8. What kind of work would you be interested in doing? \_\_\_\_\_  
\_\_\_\_\_
9. Do you have the necessary skills?  Yes  No
10. If training were to be provided in your area of interest, would you be willing to attend?  
 Yes  No  
If no, why? \_\_\_\_\_

Go to end of survey.

11. What is your current occupation? \_\_\_\_\_

12. What is your total household monthly income?

- \$200 - \$500
- \$501 - \$1000
- \$1001 - \$1500
- \$1501 - \$ 2000

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**THANK AND END**

**Barbados M&E Group Work:**  
**Problem Statements, Logic Models, Questionnaires**

**TOP HILL VILLAGE ROAD CONSTRUCTION**

(St Vincent and The Grenadines)

**Background**

- Top Hill is a well-populated section of the village of Biabou, a rural community located in the South constituency of St. Vincent.
- Its located in the parish of Charlotte, Biabou is approximately 14 miles from capital Kingstown along the eastern or windward (Atlantic) coast of St. Vincent.
- Biabou is a windswept coastal village nestled at the foot of the Adelphi hills which rise over 200 metres inland from the coast.
- Top Hill, as the name suggests, is that section of the village located on the slopes of the central hill overlooking the village centre
- Of the estimated 1055 (524M, 531F) persons living in Biabou, about 296 (145M, 151F) reside in Top Hill.
- Sixty eight (68) – 31 males 37 females
- Unemployment in the constituency was estimated at 33%,
- The number of registered unemployed in Biabou was around 35% (374 persons - 141M 233F), and the number recorded for Top Hill around 37% (110 persons - 42M, 68F)

**Problem Statement**

Commuter Safety

- The current poor state of the dirt ‘road’ which severely limits access into Top Hill
- Residents complain bitterly that travelling along the road during the rainy season is particularly hazardous as maintaining a secure footing becomes very tricky on the slippery clayey dirt.
- They bemoan the frequency of children and adults (especially the elderly) falling while trying to negotiate a path along the slippery wet road. Since 2009 there have been more than 40 cases of injured persons (about 30 of them old people).

- At least 10 falls have resulted in injuries which have necessitated visits to the health centre and hospitalization. There is even a documented case of one heavily pregnant lady suffering a miscarriage as a result of a fall.

#### School Attendance

- Young children in particular have considerable difficulty getting to school during the rainy months (September to November), and are often traumatized after a fall, and at arriving at school mud-covered.
- Older children often choose to navigate the treacherous road barefooted, shoes in hand; washing their feet after they get to school.
- Absenteeism at school during this period is high – on average 15 – 25% depending on severity of the condition of the road on a rainy day.

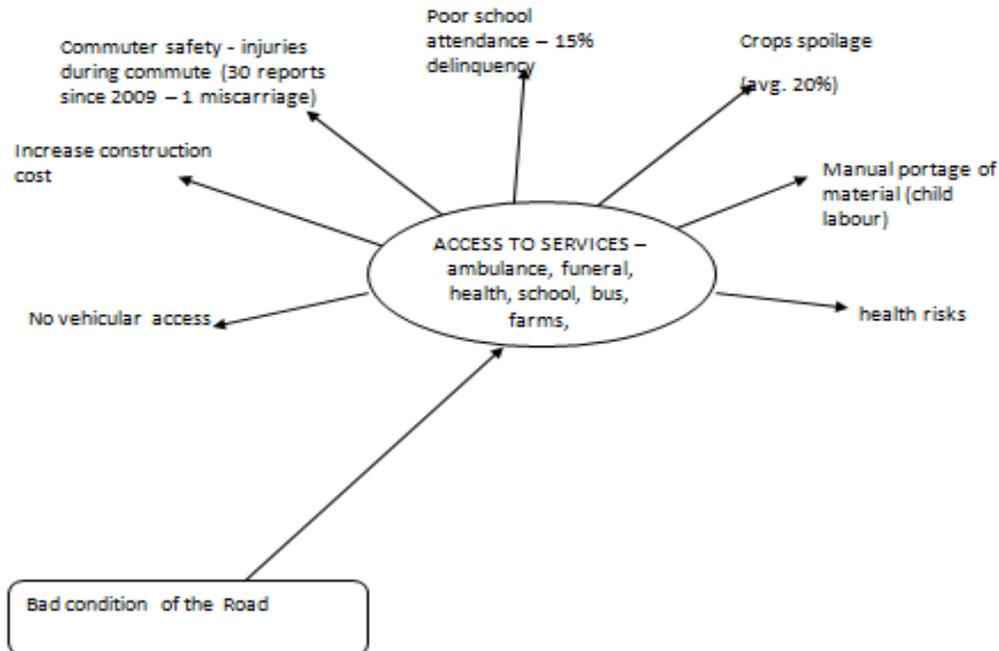
#### Access to Services

- Because the community is not accessible by motor vehicle, access to transportation and public services is a major limitation which continues to create increasing hardship for members of the community.
- To access health care the less able-bodied and elderly must endure the indignity of being hand-lifted to/from the main road to access transportation.
- Lack of regular transportation service via public buses and other motor vehicular traffic into the community prevents residents, especially the youth, from participating in more after-hours activities such as attending public and other meetings, church, adult classes, etc.
- Constructing a house is a challenge, and extremely difficult exercise. Additional finances have to be found to pay labourers for manual portage of material up the hill to the building site. In most cases, portage is done by family members, including the children who have to labour long, hard hours manually transporting ('heading') the material from main road to the building site.

## Produce Spoilage

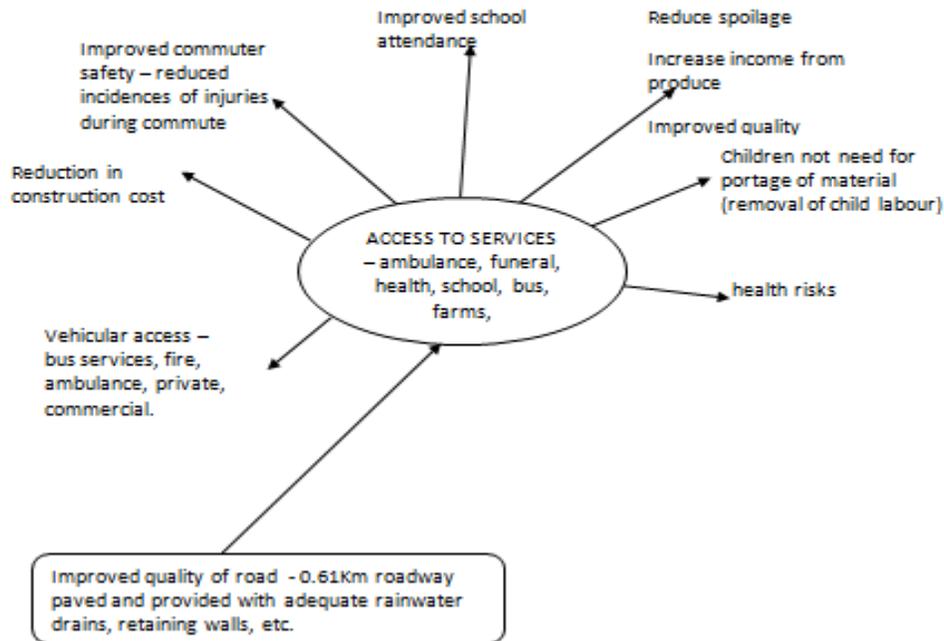
- Getting farming produce to market or inputs to the farms is a challenge.
- Farmers estimate that they suffer about 20% spoilage of their produce as a result of not being able to access transportation out from the fields or because of damage transporting them by donkeys or by head out of the fields to the main road.
- This has resulted in loss of income of about 60 percent and loss of market (supermarkets and traffickers are purchasing but paying less for the poorer quality goods)

## The Problem Tree



### Outcome Tree

**IMPACT: Improvement in socio-economic quality of life within the community of Top Hill**



### Outcomes

- Apart from facilitating ease of access, the upgraded road will facilitate access to important public services including health and security (police) services, and the range of adult public education available in/around Biabou.
- The advent of regular transportation service into the community by way of public buses and other motor vehicular traffic will allow more residents to participate more in after-hours activities, attend public and other meetings, church, adult classes, etc.

- Because heavy vehicles will be able to bring building materials and other cargoes into the community; children will no longer be engaged in “hard labour” toting building materials when they should be engaged in doing homework
- Access by heavy vehicles will allow for easier transportation of produce out of fields to reach market in better condition so boost quality and improvement in sales and hopefully prices. It will also assist with easier transportation of inputs (fertilizers , etc.) to the fields to boost production.
- Now with free global secondary education, most of Top Hill’s young attend secondary education at the co-located New Adelphi Secondary School. A safer, more easily negotiated road will allow their attendance at extra evening classes, especially in the IT and ICT classes held at the Learning Resource Center.

### Performance Monitoring Framework

Outcome Statement	Indicator	Baseline	Target	Data collection strategy
Improved school attendance during rainy weather	No. of children attending school regularly	85% attendance during rainy weather	100% attendance during rainy weather	School attendance records
Reduced spoilage of produce	% reduction in spoilage	20% spoilage	reduction in spoilage by 5%	<ul style="list-style-type: none"> <li>• Agriculture records</li> <li>• Plant Quarantine Records</li> <li>• Supermarket and other marketing institution records</li> <li>• Export records</li> </ul>
Improved vehicular access	Motorable all weather road	Road not accessible by vehicle	Road becomes accessible by vehicle	Surveys Observation

## **TCI KITTTS WATER UPGRADE PROJECT**

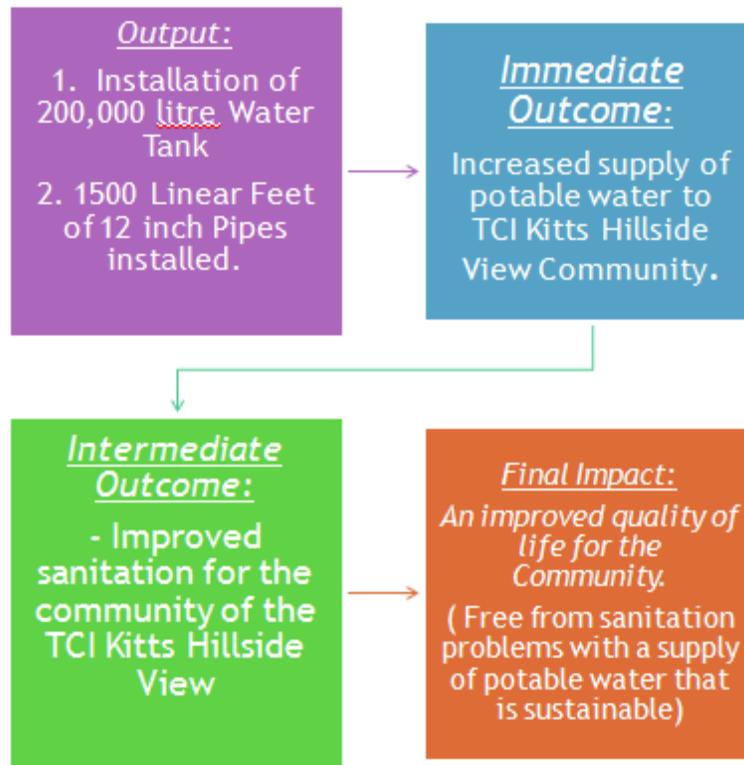
**(TCI/St Kitts and Nevis)**

### **Problem Statement**

In 1974 after the Great earthquake, the community of TCI KITTTS Hillside View was developed with 40 homes with a population of 200 persons. Since then, three major industries including a Bottling Plant has recently been developed, along with commercial farming. This has created a greater demand for water in the community. As a result of the demand for workers the community has expanded to 200 households with the population of 1000 over the past 39 years. With the rise in development the standard of living has increased, influencing persons to no longer wash clothes by hand, they have converted to washing machines.

Originally water was supplied to the area by 6 inch pipes, bringing water into the community with a 8,000 liters storage tank. Since the expansion the demand for water has grown from 4,000 liters per day to 20,000 per day. Research has indicated that the households use 20,000 liters, the Industry 50,000 liters and agriculture is 30,000 liters. Because of the expanded demand this has created severe water shortages for all sectors of the community which has created sanitation problems for the households. With the upgrading and expansion of the water network to include the replacement of 6 inch pipes to 12 inch pipes and with a storage tank to facilitate 200,000 liters for future industrial development and housing expansion in the community, this should alleviate the household water shortage.

## Logic Model



## Performance Monitoring Framework

Outcome Statement: “An increased supply of potable water. To the TCI Kitts Hillside Community”

Indicator	Baseline	Target	Data Collection Strategy	Reporting Plan
Storage capacity	Storage capacity in 1974 was 8,000 Liters	Increase in storage capacity to 200,000 liters 2014	Reports from Water Department	Every 6 months
Volume of water supplied to TCI Kitts Hillside View Community	4,000 liters of water per day in 1974	20,000 liters of water per day in 2014	Reports from Water Department	Monthly

## TCI /KITTS Hillside Community Questionnaire

Zone

Date:

Household #:

1. How many persons live in your household?.....
2. How many Adults..... Children.....
3. How long have you lived in this community?
  - 0-5 Years
  - 6-10 Years
  - More than 10 years
3. How do you wash your laundry?
  - Washing machine
  - By Hand
4. How often do you do laundry:
  - Once a week
  - Monthly
  - Other.....
5. How many restrooms are there in your household?....
6. Do you have a backyard Garden?
  - Yes
  - No
7. If you answered yes to the above question. How often do you water your plants?
  - Once a week
  - Once per day
  - Other.....
8. How often do you get water?

- All day
- Morning only
- Afternoon Only
- Once per week
- Other.....

9. Since the construction of the Industries, has that affected your supply?

- Yes
- No

10. If yes in what way?.....

11. Do you think the present supply of water meets your needs?

- Yes
- No

---

**THANK YOU FOR YOUR PARTICIPATION**

## ST. JOHNS COMMUNITY RESOURCE CENTRE (Montserrat)

### Problem Statement

St John's represents one of the earliest and densely populated communities of Montserrat. Life in the community has been severely impacted by the volcanic crisis. The number of residents has dramatically increased, so has the housing stock and also a marked variation in population demographic comprising original residents. New businesses have opened and key national institutions such as the only hospital on island, the Glendon Hospital, and the Disaster Management Coordinating Agency (DMCA) are now located within the environs of the village.

Prior to the events of 1995, community group meetings were held at the St John's Community Centre but this asset is no longer available after Government of Montserrat secured the building for use as the base for its emergency operations. The former Community Centre site has been significantly upgraded and has become the permanent base for the DMCA.

The lack of a Community Centre has contributed to a decline in the cohesive nature of the community. Despite this threat, the continued existence, efforts and vibrancy of the St John's Action Group who have labored admirably, has prevented a more serious decline in the social fabric of the community. Their voluntary community work should be lauded and supported by the provision of a permanent centre. A Centre would be ideal for St John's and neighboring communities to serve as the focal point for social, cultural, educational and recreational activities. This would enhance community spirit, further community development, and contribute to the progress of the national vision of Montserrat.

Lack of useful, interesting and personal development activities can lead youths and at risk children to venture towards a life of crime, violence and the use of drugs. While this is not seen as a serious problem at this time, it is prudent to establish strong social programmes catering to the young to prevent what is now a too common occurrence in neighboring island communities. With the village population and makeup changed drastically, the established roles to maintain village order are no longer applicable. This has been exacerbated by no community amenities being built over the last 15 years which can facilitate the reestablishment of appropriate venues for the people of the village to come together to foster growth and development.

### Outcome Statements

- A permanent, multipurpose, built community centre as the focal point for social, cultural, educational and recreational activities.

- Enhanced quality of life for the community of St. Johns. Enhanced community spirit, community development.
- Community cohesion, the St John’s Action Club will realize an increase in participation amongst youth, ability to implement after school programmes for the youths. Interesting and personal development activities which would lead to lower prevalence of youths’ at risk to venture towards a life of crime, violence and the use of drugs.
- Establishment of strong social programmes catering to the youths in the community.

**Logic Model**

**Long term outcome:**

- Enhanced quality of life for the community of St. Johns.
- Enhanced Community cohesion

**Intermediate Outcome:**

- Increased participation by the youths in programmes.
- increased programme offerings, learning new skills.
- Enhanced Management Capacity of the St. Johns Action Club

**Immediate Outcome:**

- Use of the Community Resource Centre to hold community meetings, recreational and capacity building activities and other social meets.

**Output:**

- Community Resource Centre Built and Equipped
- Number of programmes completed
- No of persons completed training

Outcome Statement: increased capacity building in traditional music and dance				
Indicator	Baseline	Target	Data Collection Strategy	Reporting Plan
Traditional dance & music practiced at community events	Traditional dance showcased in 2003 at St. Johns Day.	Two traditional dance showcased at St. Johns day	Primary Data: Community	SPMR SJAC Minutes

and St. Johns Day.	No youth trained in traditional dance and music in St. Johns in 2012	in 2014  Eight youth trained in traditional music and dance in 2014	meetings and interviews  Training Evaluation Form	Trainer Report
Outcome Statement: Enhanced Management Capacity of the St. Johns Action Club				
Improved management capacity of community resources	Zero Capability in community resource management in 2012	10 persons trained in managing community resources in 2014	Primary Data:  Community meetings and interviews  Training Evaluation Form	SPMR  SJAC Minutes  Trainer Report
Outcome Statement: Increased participation by the youths in community programmes				
Participation of youth in community activities	In 2012, Youth participation 20%	40% of youth participate in community activities held at the CRC by 2015	SJAC Attendance Record & Reports	SPMR  SJAC Minutes
Outcome Statement: Enhanced Community cohesion				
Participation of the diverse groups in	Community meetings do not reflect diverse	Community meetings are	SJAC Minutes	SJAC Minutes

community meetings	grouping (original residents, relocatees, immigrants and the youths )	mixed groupings (representation from residents, relocatees, immigrants and the youths) in 2015	Centre Manager Report	
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### **Data Collection Tool**

Focus Group Discussions Male Youth, Age 14 -30 years

Focus Group Discussion Female Youth, Age 14 -30 years

### **Participatory Learning and Action Tools**

Brainstorming and Listing, Pair Wise Ranking, Mapping, Problem Tree, Solution Tree, Triple Roti Diagram, and Stakeholder Analysis

#### Questions

1. What do you like about your community?
2. What do you dislike about your community?
3. What type of activities are you interested in?
4. What type of activities would you be interested in participating at the community resource centre?
5. How many of you participate in community activities? What type of activities do you participate in and why?
6. For the others of you who don't participate in community activities, why don't you participate in community activities?
7. What activities are you interested in?

**GRU GRU COMMUNITY PROJECT  
ENHANCED ACCESS TO SERVICES  
(Grenada)**

**Problem Statement**

There are currently 210 persons living in the Gru Gru Community (127M and 83F). The main challenge faced by the residents of Gru Gru community is access to services. This is due to the existing deplorable condition of the main access road which is 3km in length. This road is an unpaved grassy track filled with stones and potholes. In addition the road has no drainage which results in water traversing freely along the road creating deep gullies and muddy conditions. Further, the road is only accessible by residents or visitors via walking.

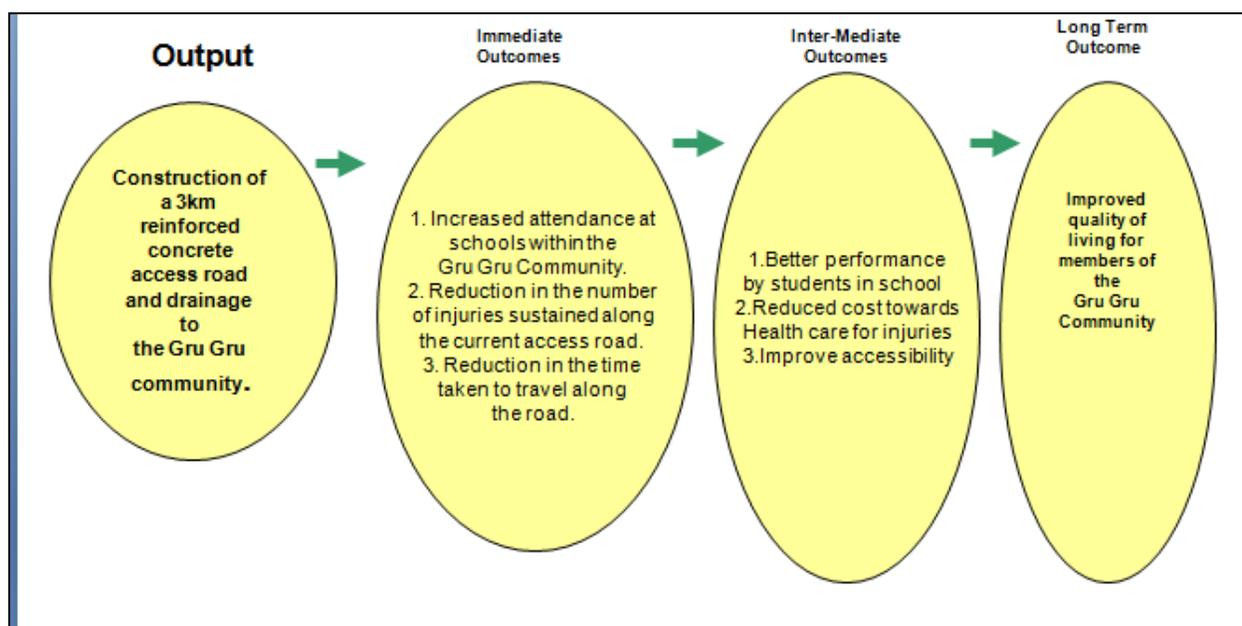
The present state of the road has led to several problems in the community.

- Children are forced to stay at home whenever it rains because they are unable to walk on the muddy road. Checks with schools within the area have shown that about 25% of the school population was absent from school during the period September to December 2012.
- Absence from school has resulted in poor performance of children at school from the Gru Gru Community.
- The Seauteurs Community Health centre has reported 15 cases of injuries (during the period January to December 2012) that can be linked directly to the state of the Gru Gru access road.
- The average length of time taken to walk along the 3km long road is 30 minutes making it very difficult to manually transport personal effects ( such as groceries, household items etc.)

**Intervention: Construction of a 3km reinforced concrete access road and drainage to the Gru Gru community.**

1. Attendance of school children within the Gru Gru community will increase by 75%
2. 100% decline in injuries and accidents caused by the present conditions of the road.
3. 50% reduction in the time taken to walk along the 3km road.

## Logic Model



## Performance Monitoring Framework

Outcome	Indicator	Baseline	Target	Data Collection Strategy
Increased attendance at schools within the Gru Gru Community	1. Number of children from the Gru Gru road community attending schools in the surrounding areas	25% of children from the Gru Gru community attend school between September – December 2012	100% attendance during September to December 2013	Attendance records from schools in the surrounding areas
	2. performance of children attending schools in the area	25% of children not performing in schools in the area	100% success rate among children attending school in the area	Administrative records
2. Reduction in the number of injuries sustained along the current access road	1. Number of accidents sustained along the current access road	15 accidents in 2012	NO accidents along the road	Health center records sauteurs
3. Reduction in time taken to travel along the road	1. Number of minutes taken to travel along the road	30 minutes to travel the road	15 minutes minimum to travel the road	Focus group meetings and interview records
	2 number of vehicles plying the road	0 vehicles currently plying the road	100% vehicular access	Personal observations and interview records

**Data Collection Strategy (To be collected through a Community Meeting)**

- Describe the problems you are experiencing with the current condition of the Gru Gru road?
- What are some of your suggestions for resolving these problems?
- How will the construction of a road resolve the problems that you have identified?

## Appendix 2 Reference Resources

Electronic copies of the following documents have been forwarded to BNTFOs and the CDB:

- I. Analyzing of Community Problems: Tools and Checklists
- II. Quantifying the Impacts of Vehicle generate Dust: A Comprehensive Approach
- III. Gender Analysis Checklists for projects, programmes and policy in the following subsectors:
  - ✓ Education
  - ✓ Health
  - ✓ Environment
  - ✓ Infrastructure
  - ✓ Indigenous Communities
  - ✓ Water and Sanitation
  - ✓ Training/Skills Building projects
- IV. Follow up and Tracer Studies
- V. How to Conduct Focus Groups
- VI. A Manual for the Use of Focus Groups
- VII. Manual Tracer Studies
- VIII. Overview of Methods for Baseline Assessments
- IX. Community Needs Assessment Survey Guide
- X. 'Measuring Education's Path to Prosperity: Tracer Studies for Vocational education and Training Programme-A Practical Toolkit